

GATEWAY LAB CHARTER SCHOOL

ANNUAL REPORT

2020-2021



**2501 Centerville Rd,
Wilmington, DE 19808
Phone:(302) 633-4091**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

| BASIC INFORMATION | |
|--|--|
| Name of School | Gateway Lab Charter School |
| Year School Opened | 2011 |
| Enrollment 2020-2021 ¹ | 158 |
| Approved Enrollment | 216 |
| School Address | 2501 Centerville Rd, Wilmington, DE 19808 |
| District(s) of Residence | Red Clay Consolidated School District |
| Website Address | http://www.gatewaycharterde.org/ |
| Name of School Leader | Catherine Dolan |
| School Leader Email and Phone Number | catherine.dolan@gcs.k12.de.us (302) 633-4091 |
| Name of Board President | Devie Smith |
| Mission Statement: The mission of Gateway Lab School is to provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, utilizing research-based intervention strategies and a highly tailored, arts-based learning environment that seeks to identify and capitalize on a student's strengths and interests. To become a resource to the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training. | |

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

| ENROLLMENT & DEMOGRAPHIC INFORMATION | |
|--------------------------------------|------------------------|
| | 2020-2021 ¹ |
| Total Enrollment | 158 |
| # of Students on Waiting List | |
| Gender | |
| % Male | 63.29% |
| % Female | 36.71% |
| Ethnicity/Race | |
| % African American | 55.06% |
| % American Indian | |
| % Asian | |
| % Hispanic/Latino | 12.03% |
| % White | 24.68% |
| % Multiracial | 8.23% |
| Special Populations | |
| %Special Education ² | 47.47% |
| % English Language Learners | 6.96% |
| % Low-Income | 46.84% |

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

| Date | Modification Requested | Outcome |
|----------|--|----------|
| 12/18/20 | Major Modification to change its grade configuration from 3-8 to K-8; increase total enrollment from 216 to 264; change its location; and change its name to Gateway Charter School. | Approved |

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

| School Enrollment Trends | | |
|--|---------------------|-------------------------|
| <i>Cells highlighted in grey were grade levels not serviced by this school</i> | | |
| | 2020-2021 | |
| | Approved Enrollment | 30-Sep Enrollment Count |
| K | | |
| Grade 1 | | |
| Grade 2 | | |
| Grade 3 | 17 | 6 |
| Grade 4 | 30 | 15 |
| Grade 5 | 34 | 17 |
| Grade 6 | 45 | 45 |
| Grade 7 | 45 | 35 |
| Grade 8 | 45 | 40 |
| Grade 9 | | |
| Grade 10 | | |
| Grade 11 | | |
| Grade 12 | | |
| Total | 216 | 158 |

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

| School Reenrollment Trends | | |
|---|-------------------------------------|-------------------------------------|
| Cells highlighted in grey were grade levels not serviced by this school | | |
| Gateway Lab Charter School | | |
| | Number of Students Reenrolled Count | Percentage of Students Reenrolled % |
| K | | |
| Grade 1 | | |
| Grade 2 | | |
| Grade 3 | | |
| Grade 4 | 12 | 92.31% |
| Grade 5 | 15 | 83.33% |
| Grade 6 | 29 | 87.88% |
| Grade 7 | 32 | 100.00% |
| Grade 8 | 40 | 84.86% |
| Grade 9 | | |
| Grade 10 | | |
| Grade 11 | | |
| Grade 12 | | |
| Total/Avg | 128 | 88.89% |

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

The majority of student turnover we experienced in the most recent school year was a result of the movement of families during the Covid-19 pandemic. Some families chose to homeschool their students and several moved out of the area to accommodate their individual needs. The administration and teachers at GCS employ a hands-on approach and communicate with parents

routinely on student matters. This approach has served us well and has resulted in a high rate of retention.

II. ACADEMIC PERFORMANCE

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at: [Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

School Comments:

GLS students have experienced tremendous challenges due to the pandemic. The hybrid model started in January, but many students remained remote. The interactions between students and teachers were limited to four days per week. Students have overcome technology limitations and learned how to use the new software and multiple new applications and software. Some students were identified with attendance concerns. On a positive note, our teachers have mastered implementation of Google Classroom, KAMI, Near Pod, and Zoom. Teachers were trained and have used, researched, and created ideas & activities to gain student interest and comprehension. Some students rose to the challenge by logging on daily, completing assignments, being more creative and becoming more independent.

A major concern for academic performance was the effect of “staying home” on student study habits and academic focus. Students returned having lost significant amounts of training in “how to do school” appropriately. Regaining what was lost required significant re-training.

Performance Agreement

Academic Performance Expectations

Gateway Charter School's DSSF ratings are:

| Indicator | 2018-2019 | | |
|--|-----------|--------------|---------------------------------|
| | Points | Point Earned | Percent Point |
| Academic Achievement | 150.00 | 11.00 | 7% Well Below Expectations |
| Academic Progress | 200.00 | 117.00 | 59% Approaching Expectations |
| School Quality/Student Success | 50.00 | 38.00 | 76% Meets Expectations |
| Progress Toward English Language Proficiency | n/a | n/a | Not Applicable |
| Overall | 400.00 | 166.00 | 42% Well Below Expectations |

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school’s academic performance based on its approved Performance Agreement (see above).

School Comments

GLS has created procedures to enhance academic performance in DSSF. We have implemented an Academic Committee that supports teachers in adhering to pacing guidelines in our curriculum scope and sequence. Our Math Coach supports the faculty in instruction, pacing, teaching strategies, training workshops, and general mentoring of teachers. Teachers are given measurable goals in order to produce academic success. Students are tested 3 times a year to measure improvement and to identify target areas for additional instruction. Our administration frequently meets with teachers on classroom management, instruction strategies, arts integration and professional responsibilities which all play a part of student achievement.

Additional Factors Impacting Academic Performance:

- Students and staff have lost significant attendance due to Covid-19 quarantines and illness.
- An increase of resignations impact staffing. (teachers, paraprofessionals, & bus drivers)

-
- Students transporting devices to and from school increased the damage and contributed to lost and stolen computers.
 - 47% of our student body receives special education services.
 - A large population of new students come with IEP accommodations. These students need time to adjust to curriculum, staff, culture of school, and the “new normal” from the pandemic before they can begin to focus on their academics.
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III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

a) Rate the school's performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

School Comments

Goal #1: To meet or exceed all of the standards set forth in the Alternative Academic Framework established by the State Board of Education by the end of 2021.

As we return to the "new normal", Gateway's goal is to, "Become a Best Place" school that attracts and retains high quality teachers and maximizes students' potential.

The school administration and the Board Expansion Task Force has done significant research to identify opportunities for expansion. We continue to evaluate these options in order to identify the one that is most cost effective. In 2019-2020, a Technology Task Force was formed to identify and

plan for the school’s current and future technology needs. The Taskforce consists of school administrators, Board and community members.

b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII). [See last page – Appendix 1](#)

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Gateway Lab Charter School

| Year | Education Program | | | | Governance & Reporting | | | Students & Staff | | Facilities, Transportation, Health & Safety | OVERALL RATING |
|-----------|-------------------|---|----------------------------|------------------|---------------------------------|--------------------------------|------------------------|------------------|--|---|----------------|
| | Mission Fidelity | Applicable State & Federal Requirements | Students with Disabilities | English learners | Governance & Public Stewardship | Oversight of School Management | Reporting Requirements | Students Rights | Req. on Teacher Certification & Hiring Staff | | |
| Year | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 3a | 3b | 4a | OVERALL RATING |
| 2020-2021 | M | M | M | M | AS | M | M | M | M | M | Meets Standard |

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: [The school and school board has addressed the issue with the late posting of minutes and financials by implementing better quality control measures. The Business Manager found that the information was available for most of the documents that were reported as missing as they were rolled up on the website to consolidate space.](#)

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

School Comments:

[The Administration and Board have continued to place a priority on ensuring that GLS is meeting its organizational goals with fidelity and transparency. We received positive reviews from internal audits performed by an independent auditor.](#)

[The GLS administration and staff have continued to make the health and safety of our students and school environment during the return to school a top priority. GCS has adhered to state and CDC guidelines to keep our school community safe.](#)

We endeavor to meet the requirements set forth by our mission specific goals through our next renewal period, by focusing on recruiting board members and staff, who are committed to the mission and vision of our school.

c) Address any measure where school did not meet standard or is approaching standard.

As reported above, The school and school board has addressed the issue with the late posting of minutes and financials by implementing quality control measures. The Business Manager found that the information was available for most of the documents that were reported as missing as they were rolled up on the website to consolidate space.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

School Response To Rating:

The GCS Board received an Approaching Standards rating on governance and public stewardship responsibilities due to two months of financial reports not being posted in a timely manner. The board and administration are working together to ensure that all required postings are completed within the required timeframe.

Measure 2b.

Does the governing board oversee and evaluate school management?

Yes, each year the board conducts a 360 degree performance review of the Head of School. Comments/input provided by staff and parents are an integral part of the evaluation. The board monitors the completion of performance reviews for the staff and administration.

DOE Rating Information:

No monthly Financial Report posted in June, 2021 and July, 2021.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Gateway Lab School's overall organizational rating is Meets Standard.

By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments:

In SY 2020-2021, Gateway achieved the overall rating of "Meets" as measured by our Organizational Performance Framework. Our future goal is to continue to achieve this rating on an annual basis.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

| First Name | Last Name | Role/Title | Financial Training Date |
|------------|----------------|--------------------------|-------------------------|
| Kenyatta | Austin | Community Member | 7/25/2017 |
| Pamela | Draper | Member | 7/1/2012 |
| Joyce | Henderson | Member | 12/30/2017 |
| Doreen | Rathmell | Teacher Representative | 10/2/2018 |
| Sherlock | Hack | Community Member | 10/14/2018 |
| Larry | Heredia | Community Member | 4/20/2020 |
| Doug | Salter | Community Member | 11/27/2018 |
| Heidi | Shanus | Staff Representative | 8/27/2018 |
| Devie | Smith | Community Representative | 9/5/2020 |
| Kevin | Hunter | Community Member | 2/17/2020 |
| Marsha | Rogers | Community Member | 7/26/2021 |
| Larry | White | Community Member | 4/24/2020 |
| Amy | Fowler-Johnson | Community Member | 9/15/2020 |
| Ashley | Chance | 10/2020 | 10/5/2020 |
| Polly | Howell | 10/2020 | 10/5/2020 |

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments: [See attached file.](#)

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

| First Name | Last Name | Role/Title | Financial Training Date |
|------------|-----------|--------------------|-------------------------|
| Pam | Draper | Staff to CBOC | 7/1/2012 |
| Richard | Riggs | DOE Representative | 11/30/2015 |
| Dorcell | Spence | Consultant | 7/1/2007 |
| Sherlock | Hack | Community Member | 10/14/2018 |
| Kevin | Hunter | Community Member | 2/17/2020 |
| Marsha | Rogers | Community Member | 7/26/2021 |
| Catherine | Dolan | Staff to CBOC | |

School Comments:

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

| 2020-2021 | | |
|------------------------|------------------------|------------------------|
| % of Teachers RETAINED | # of Teachers RETAINED | # of Teachers ELIGIBLE |
| 82.6 | 19 | 23 |

Review the table above with the school’s teacher retention trends and answer the following questions.

a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments: Gateway employs a number of ways to minimize teacher attrition rates. Teachers have stated that the school’s welcoming, supportive and close-knit climate and culture is a common reason that they stay. The school administrators and mentors work to develop a personal relationship with the staff and to support their professional goals.

One of the chief reasons that teachers leave is that they can earn higher pay at district schools. The board and administration provides various incentives to close the salary gap, including a retention bonus, a spring bonus, supplemental pay and tuition reimbursement to GCS staff.

b) Describe how the school’s professional development plans support teachers and leadership.

School Comments:

Consistency and focus on our mission is at the core of Gateway’s professional development for teachers and leadership. Each year our staff receives training in arts-integrated teaching methods, generally with a core arts-focus (i.e. – dramatic arts, visual arts, music, etc.). We have partnered with Dr. Lynette Overby and the University of Delaware and the Delaware Institute for the Arts in Education (DIAE) to offer year-long training to our teachers. Additionally, our teachers receive Social & Emotional (SEL) training, as the emphasis on social skills is a core component of our educational focus.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

| Financial Performance Framework Ratings | Near Term Indicators | | | | Sustainability Indicators | | | | Financial Management and Oversight | Overall Rating |
|---|----------------------|-----------|---------------------|--|---------------------------|------------------|-----------|-----------------------------|------------------------------------|----------------|
| | Current Ratio | Days Cash | Enrollment Variance | Default, Loan Covenants, & Debt Service Payments | Total Margin | Debt Asset Ratio | Cash Flow | Debt Service Coverage Ratio | | |
| Year | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 3 | |
| 2020-2021 | M | M | F | M | AS | M | F | M | M | Meets Standard |

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Gateway Lab Charter School maintained an overall rating of meets standard on the Financial Performance Framework for SY 2020-2021. Despite the high cost of our specialized program, the school has been able to meet the needs of our students while accumulating a healthy contingency of over \$1.3 million.

The two areas of the Framework that received a rating of Failure to Meet Standards are discussed below.

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments: Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. In 2020, the school opted for an extension of our building lease for an additional year at a reduced rate. The Board Expansion Committee is actively

preparing to purchase a property or find a more affordable lease option at the end of our current lease. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year's surplus funds.

In 2021, Gateway received approval to expand to grades K, 1 & 2, beginning with Kindergarten in SY 2022-2023. Historically, GLS has had a waitlist for grades 6 & 7 and has struggled to increase enrollment in our elementary grades in recent years. The current entry point for students coming to Gateway is Third (3rd) grade, and that has proven to be an awkward time for parents to enroll their students in a new school. We believe that the addition of K, 1 & 2, will create more of a natural progression for students which will help us to meet our enrollment goals as students move from elementary to middle school. The board and administration plan to seek a minor modification to reduce our approved enrollment by 15% in December 2021.

c) Address any measure where school did not meet standard or is approaching standard

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

| |
|------------------|
| 2020-2021 |
| 73% |

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

In 2021, Gateway received approval to expand to grades K, 1 & 2, beginning with Kindergarten in SY 2022-2023. Historically, GLS has had a waitlist for grades 6 & 7 and has struggled to increase enrollment in our elementary grades in recent years. The current entry point for students coming to Gateway is Third (3rd) grade, and that has proven to be an awkward time for parents to enroll their students in a new school. We believe that the addition of K, 1 & 2, will create more of a natural progression for students which will help us to meet our enrollment goals as students move from elementary to middle school. The board and administration plan to seek a minor modification to reduce our approved enrollment by 15% in December 2021.

During its ten years of operation, GCS has proven its ability to meet its budgeted expenses as well as maintaining a healthy contingency of more than \$1.3 million dollars.

Measure 2a. Total Margin:

Net Income divided by Total Revenue

| |
|---------------------|
| 2020-2021 |
| 1 YR: -0.01% |
| 3 YR: 0.19% |

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

In SY2020-2021, the Gateway School Board authorized bonuses to be paid to school staff from one-time funds in October and March in lieu of a salary increase. The payment of bonuses allowed us to compensate staff without the use of continuing funds, thereby avoiding deficit spending. This resulted in a reduction in our contingency funds for that year.

Measure 2c. Cash Flow

| 2020-2021 |
|----------------|
| 1 YR: \$-36598 |
| 3 YR: \$-72768 |

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

In SY2020-2021, the Gateway School Board authorized bonuses to be paid to school staff from one-time funds in October and March in lieu of a salary increase. The payment of bonuses allowed us to compensate staff without the use of continuing funds, thereby avoiding deficit spending. This resulted in a reduction in our contingency funds for that year.

Performance Agreement

Financial Performance Expectations

Gateway Lab School's overall organizational rating is Meets Standard.

By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments:

Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. In 2020, the school opted for an extension of our building lease for an additional year at a reduced rate. The Board Expansion Committee is actively preparing to purchase a property or find a more affordable lease option at the end of our current lease. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year's surplus funds.

In 2021, Gateway received approval to expand to grades K, 1 & 2, beginning with Kindergarten in SY 2022-2023. Historically, GLS has had a waitlist for grades 6 & 7 and has struggled to increase enrollment in our elementary grades in recent years. The current entry point for students coming to Gateway is Third (3rd) grade, and that has proven to be an awkward time for parents to enroll their students in a new school. We believe that the addition of K, 1 & 2, will create more of a natural progression for students which will help us to meet our enrollment goals as students move from elementary to middle school. The board and administration plan to seek a minor modification to reduce our approved enrollment by 15% in December 2021.

-
- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments: There were no audit findings for 2020-2021.

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

Gateway Lab School is the only public school in Delaware using the Wilson Reading System (WRS). Wilson is traditionally offered in private school or through private tutors. Wilson Reading has been a part of our model since inception. The success that our Wilson students led us to invest in Wilson training and certification for one of our lead teachers. Over the last three years Wilson Reading has been offered to students school-wide who struggle with decoding. The results have consistently shown tremendous student growth in meeting and exceeding their grade-level reading goals.

Wilson Reading 2020/2021

Wilson lessons continued though the Covid-19 disruption. Classes were provided through Zoom as well as in person. The students that were virtual did not take the MAP test at the end of the school year, so I collected my data in a different manner this year. Instead of documenting which students met their target growth for MAP, I documented the levels of growth within the Wilson Reading Program. As students master each step, they proceed to the next step. Typically, five steps bumps them to the next level or book within the program. We do spend the first month reviewing the previous year's work.

STUDENT GROWTH WITHIN WILSON READING SYSTEM

Number of students that mastered 1 step = 1
Number of students that mastered 3 steps = 1
Number of students that mastered 1 level (5 steps) = 8
Number of student that mastered 2 levels (10 steps) = 3
Number of students that mastered 2 1/2 levels (12 steps) = 2
Number of students that mastered 3 levels (15 steps) = 2
Number of students that mastered 4 levels (20 steps)= 6
Number of students that mastered 5 levels (25 steps) = 1

Additional strategies that are central to the Gateway model that can be replicated at other schools include:

- Arts-integration into core subjects
- Small Class Size
- Individualized instruction focused on how each student best learns
- Social/Emotional learning
- Rigorous professional development provided to teachers and paraprofessionals on ways to teach and assist students with diverse needs
- School-wide Success Block – Success Block is a 45 minute period of time when all students receive RTI services.

Over 47% of our students have IEP's. Traditional testing methods don't present a complete picture of our student's educational success. Annually, we survey and meet with GLS alumni students and their parents. They have reported that Gateway provided a safe and nurturing environment that allowed them to release their anxieties and fear of failure and develop a love of learning. The caring and support that our students receive from the teachers and staff has provided the foundation they need to gain confidence in their abilities and to advocate for themselves as the move on to high school and college.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

| | |
|------------------------|--|
| Name of School: | Gateway Charter School |
| Location: | 2501 Centerville Rd., Wilmington, DE 19808 |

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

Devie Smith
Devie Smith (Mar 28, 2022 10:16 EDT)

Mar 28, 2022

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Devie Smith

| | |
|--|----------------------------|
| Print/Type Name: | Catherine Dolan |
| Title (if designated): | Head of School |
| Date of approval by board of directors: | Pending: December 21, 2021 |

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

APPENDIX I

The data below is limited due to the COVID-19 pandemic. Only a small number of students were able to be tested 3 times during the 2020-21 SY.

2020-2021 Math Data

| <u>Grade</u> | <u>Students who Met Growth Target</u> | <u>% of Students Who Met Growth Target</u> |
|--------------|---------------------------------------|--|
| <u>3</u> | 5/6 | 83% |
| <u>4</u> | 3/8 | 38% |
| <u>5</u> | 5/9 | 56% |
| <u>6</u> | 17/28 | 61% |
| <u>7</u> | 9/19 | 47% |
| <u>8</u> | 9/17 | 53% |
| <u>Total</u> | 48/87 | 56% |

2020-2021 Reading Data

| <u>Grade</u> | <u>Students who Met Growth Target</u> | <u>% of Students Who Met Growth Target</u> |
|--------------|---------------------------------------|--|
| <u>3</u> | 5/6 | 83% |
| <u>4</u> | 6/9 | 67% |
| <u>5</u> | 4/8 | 50% |
| <u>6</u> | 11/18 | 61% |
| <u>7</u> | 5/24 | 21% |
| <u>8</u> | 6/17 | 35% |
| <u>Total</u> | 37/74 | 53% |

Signature: *Devie Smith*
Devie Smith (Mar 28, 2022 10:17 EDT)

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