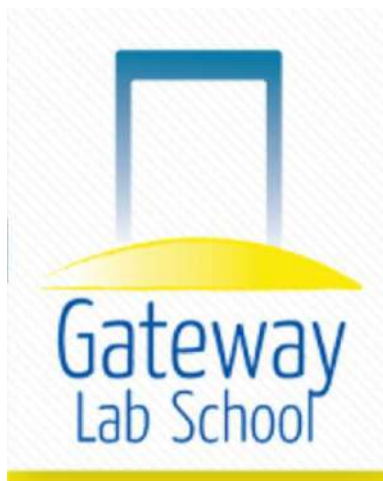


GATEWAY LAB CHARTER SCHOOL

ANNUAL REPORT

2017-2018



**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 2017-2018 ¹	189
Approved Enrollment	226
School Address	2501 Centerville Rd, Wilmington, DE 19808
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://www.gatewaylabschool.org/
Name of School Leader	Catherine Dolan
School Leader Email and Phone Number	Catherine.Dolan@gls.k12.de.us (302) 633-4091
Name of Board President	Joyce Henderson
Mission Statement: To provide an individualized arts-based learning experience in a safe and nurturing environment using innovative approaches to equip students with the tools to achieve academic excellence and personal growth.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2017-2018. (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	
	2017-2018 ¹
Total Enrollment	189
# of Students on Waiting List	62
Gender	
% Male	64.55%
% Female	35.45%
Ethnicity/Race	
% African American	48.68%
% American Indian	0.53%
% Asian	2.12%
% Hispanic/Latino	7.94%
% White	38.62%
% Multiracial	1.59%
Special Populations	
%Special Education ²	57.14%
% English Language Learners	1.59%
% Low-Income	42.86%

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
January 2013	Major (?) – Postponement of the addition of grade 2 (SY2013/14) & grade 1 (2014/2015)	Approved
April 2013	Minor – Alteration/Enhancement of school rented facility	Approved
March 2014	Major - enrollment preference for students at risk of academic failure	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>		
	2017-2018	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3	38	19
Grade 4	38	24
Grade 5	37	26
Grade 6	36	38
Grade 7	36	43
Grade 8	41	39
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	226	189

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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Gateway Lab Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4	16	61.54%
Grade 5	21	84.00%
Grade 6	28	73.68%
Grade 7	36	80.00%
Grade 8	35	76.09%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	136	75.56%

** 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.

Gateway Lab School has been challenged with administrative and teacher turnover in the last few years. Some of the administrative turnover was due to circumstances outside of the school’s control. Ensuring that the school’s administrative and teaching staff understood and had the support to carry out the school mission presented a challenge for the Board. In part, lack of a defined mission and

vision has resulted in attrition in our re-enrollment. Due to an unexpected vacancy in school leadership in 2018, the GLS Board hired former HOS, Catherine Dolan to serve in the capacity of Acting HOS and former HOS, Pam Draper to serve as Business Manager. Marlin White is serving as Interim Principal. Additionally, founding Board members, Joyce Henderson and Sherlock Hack have returned as Board President and Treasurer respectively. Together, Board members and the administrative team are working together to ensure that our mission and academic expectations are clearly defined for both teachers, students and families. Parent surveys will be sent out in early 2019 inform the Board and administration of parent satisfaction levels. Additionally, the Board has begun a three-year strategic planning process that will serve to shore up challenge areas and chart a plan for growth over the next 3-5 years.

Lack of consistent, reliable bus transportation is another factor that has contributed to some parents choosing to enroll their children in their district school.

II. ACADEMIC PERFORMANCE

2.1 Delaware Alternative Academic Performance Framework

Overall Academic Ratings

Metrics	Delaware Alternative Academic Performance Framework
	2017-2018
Academic Achievement	1 Star (20.48/150 pts) Far Below
Growth	4 Stars (155.9/200 pts) Meets
On Track to Graduation	5 Stars (48.14/50 pts) Exceeds
College and Career Preparation	3 Stars (45.36/100 pts) Approaching

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#)

- a) Based on the table above discuss the school's:
- overall academic achievement results,
 - major challenges,
 - and accomplishments over the course of the school year.

Performance Agreement

Academic Performance Expectations

Gateway Lab School's overall academic rating is ""Falls Far Below Standard."" By September 2014, our expectation is to achieve the overall rating of ""Meets"" or ""Exceeds"" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating 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

Gateway's Alternative Academic performance shows mixed results across the board. The school is meeting the standards as it pertains to growth and "on track to graduation" . We are approaching standards in College and Career Readiness and Far Below standards in Academic Achievement. We feel strongly that our student's growth and "on track to graduation" measures are a significant indicator of the future academic and social emotional growth of our student population as they approach high school.

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware Alternative Academic Performance Framework	
	2017-2018	
Rating	1 Star (20.48/150 pts) Far Below	
	School	Similar Schools Metric Value
ELA	10.35	50.53
Math	2.89	42.32
Science	Science was not assessed by the state in 2017-2018	
Social Studies	Social Studies was not assessed by the state in 2017-2018	

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

The table above lists the school’s available DSSF Academic Achievement ratings.

Respond to the following questions.

- a) Based on the school’s Academic Achievement ratings over the course of the charter term, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

Gateway Lab School’s student population reflects nearly 60% of students with identified special education needs, in addition to approximately 42% of students classified as Low Income. Understanding that these students often perform poorly on standardized testing, the Department of Education approved an alternative framework to measure the progress of our students. As our “Meets Requirements” rating indicates for the Growth measure, Gateway students are making strides in their progress to the goal.

Administrator turnover contributed to uneven outcomes in student performance as teachers did not always have the guidance and data-driven support needed to implement the curriculum and arts-integration standards to maximize student outcomes.

- b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments

As positive student growth measures continue, we expect to see our student’s academic achievement increase over time as well. With experienced Administrators guiding, training and evaluating our teaching staff against expectations, there is cohesion of purpose in our building toward this goal. Some of the most recent, impactful changes include the implementation of new curriculum (Wonders for grades 3-6 and Collections for grades 7 &8), re-establishment of an RTI block of instructional time with the most experienced teachers providing Tier 3 instruction, the less experienced or novice

teachers working with Tier 2 students and our “specials” teachers providing enrichment activities for our students on grade level. Our school schedule has been changed to put more emphasis on academic rigor. The school’s new administration and Board are placing an emphasis on Gateway’s original mission and vision – Arts Integrated classroom instruction, Responsive Classroom social skills acquisition and remediation of reading skills through Wilson Reading.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

Gateway will measure progress toward expected Academic Achievement outcomes by using the state data tracking tools – eSchool, Data Service Center (attendance, progress monitoring, behavior referrals and other tools) to provide data driven instruction for all students. These tools were underutilized in the past.

2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Growth	Delaware Alternative Academic Performance Framework	
	2017-2018	
Rating	4 Stars (155.9/200 pts) Meets	
	School	Similar Schools Metric Value
ELA	35%	47%
Math	35%	43%

The table above lists the school’s available DSSF Growth ratings.

Respond to the following questions.

- a) Based on the school’s Growth ratings for all students over the course of the school year, discuss the school’s current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Gateway Lab School’s Growth performance is Meets. In spite of the turnover in staff, Gateway students showed growth because the school’s culture, climate and academic supports are designed to provide students with support that is not typically available in traditional classrooms. Student support comes in many forms. Some of the most significant in the past year, includes a full-time on-site Wilson Reading teacher who pulls identified students school-wide for specialized reading instruction, small class size and the ability to measure student progress up to three times per year through NWEA MAP testing which allows teachers to identify areas of academic weakness throughout the year.

- b) Looking ahead, what are your expected outcomes for Growth for all students and what steps will you take to achieve them?

School Comments

Our expectation is that our students will continue to Meet or Exceed the standard for Growth going forward. The steps currently in place include NWEA MAP assessments which measures growth from Fall to Winter to Spring based on the individual student’s projected outcomes. Teachers have set goals in Component V of the DPAS II evaluation for their students and are measured by their student’s results. This was not done with fidelity in previous years. Returning to this practice will improve outcomes.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

School Comments

Gateway will measure progress toward expected Growth outcomes by using NWEA MAP testing, state data tracking tools – eSchool, Data Service Center (progress monitoring) and teacher DPAS Component V goals to provide data driven instruction for all students.

2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

On Track to Graduation	Delaware Alternative Academic Performance Framework	
	2017-2018	
Rating	5 Stars (48.14/50pts) Exceeds	
	School	State
Attendance	96.28 %	N/A
On-Track in the 9th grade	**	92.92 %
4-year Cohort Graduation Rate ³	**	85.75 %
5-year Cohort Graduation Rate	**	85.63 %
6-year Cohort Graduation Rate	**	85.72 %

**The school did not service students in the grade levels assessed by this metric.

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

- a) Based on the school's On Track to Graduation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

Gateway Lab School's current rating is Exceeds. As mentioned previously, we are using the DSC tools to track attendance, in addition to our Guidance Counselor's regular outreach to our families through regular follow up, student attendance contracts and meetings to encourage consistent attendance. Most importantly, we hear from parents that their students want to be in school and hate to miss a day.

- b) Looking ahead, what are your expected outcomes for On Track to Graduation and what steps will you take to achieve them?

School Comments

The school expects to continue to Exceed the requirements for On Track to Graduation. Outside of tracking attendance and staying in touch with families, we have several events that are designed to

encourage student expectations and planning around graduation. GLS hosts an annual High School Night each October to help students and families choose wisely for success. Other activities include Career Day and attendance at the Delaware Transition Conference to help students to prepare for college and career. Our Guidance Counselor assists with helping students to prepare for and write their essays for entrance to area Vo-Tech schools.

- b) Describe how you will measure progress to determine whether you are on track to meet your expected On Track to Graduation outcomes.

School Comments

We measure progress through Cognos reports, DSC reports and close follow up with parents and students that have attendance challenges.

2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

College & Career Preparation	Delaware Alternative Academic Performance Framework	
	2017-2018	
Rating	3 Stars (45.36/100 pts)	
	School	Similar Schools Metric Value
Growth to Proficiency ELA	20 %	41 %
Growth to Proficiency Math	13 %	31 %
College & Career Preparation	N/A	N/A

The table above lists the school’s available DSSF College and Career Preparation ratings.

Respond to the following questions.

- a) Based on your College and Career Preparation ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

Please see responses in 2.2a and 2.3a

- b) Looking ahead, what are your expected outcomes for College and Career Preparation and what steps will you take to achieve them?

School Comments

We will continue to provide avenues for our students to prepare for and obtain resources to prepare them for college and career. Vo-Tech schools, where a number of students enroll is career preparation for those who may not choose college. We support and encourage students to apply for and enroll in schools where they will be most successful.

- c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

School Comments

We will continue to use NWEA MAP testing to measure student growth toward proficiency. We plan to continue to utilize the activities mentioned above in addition to implementing plans for a CTE curriculum in the near future.

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?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will demonstrate growth on the MAP assessment.	<p>Exceeds Standard -The school has at least 80 percent of all students meeting their growth target using MAP</p> <p>Meets Standard -The school has between 60 and 79 percent of all students meeting their growth target using MAP</p> <p>Does Not Meet Standard - The school has between 40 and 59 percent of all students meeting their growth target using MAP</p> <p>Falls Far Below Standard-The school has less than 40 percent of all students meeting their growth target using MAP</p>	Gateway Lab School provided data from MAP to demonstrate that the school is meeting standard in their mission specific goal. This data contains PII and therefore has not been posted publicly.	PDF Upload and entry into system by DCE.	1a1

a) Rate the school’s performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

School Comments

With more than three complete changes in administrative staff since our first year, there have been notable challenges to the fidelity of our mission. Board assessment of the effects of the turnover and mission creep, lead to a concerted effort to implement changes at the end of SY2017-2018 to guide the school back to its established mission as defined by our charter. Despite the challenges, students are showing progress on many fronts. Foundationally, GLS has remained strong organizationally and financially. This has helped us implement necessary academic supports and staff that our children need to meet their goals. As we move forward with dedicated, skilled administrators, teachers and Board members, we believe that our students are on a trajectory that will lead to tremendous academic and social emotional growth. The Board is strengthening its oversight and professional

development by working with seasoned consultants, Delaware Association for Non-profit Advancement (DANA) for Board training and Digitus, a well-known Delaware education consultant for school-wide strategic planning. Acting Head of School, Catherine Dolan has returned to Gateway to ensure that the mission of the school is defined and implemented with fidelity. Gateway was established as a school “where arts are the Gateway to learning”. Since most teachers do not receive education or training on how to design arts-integrated lessons, there have been challenges with school staff understanding how to integrate the arts into their lessons in a dynamic, rigorous way. This year, Dr. Linda Krakaur was hired to work with the teachers and paraprofessional staff monthly. Dr. Krakaur specializes in training teachers’ curriculum development using “inquiry-based” arts integration. Three cohorts are rotating through hands-on training in lesson planning using various art forms – visual, music, drama and movement. Teachers are receiving intensive training on Responsive Classroom, our social skills curriculum. Gateway has a dedicated Wilson Reading instructor whose students have exceeded their goals and have advanced between 1-3 years of progress in reading in a single year. Teachers and support staff participate in daily morning professional development covering special education, lesson planning, classroom management and data-driven instruction to name a few.

- 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 attached

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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2017-2018	M	M	M	M	F	M	M	M	M	AS	Approaching 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’s overall rating for Organizational Performance is Approaching Standard. We did not meet the standard in 2a – Governance & Public stewardship. The Board and Administration have taken steps to ensure that the areas of weakness that led to deficiencies in both 2a and 4a measures have been addressed.

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

School Comments: Please see Section 2.

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

Please see Section 2.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

No topic listed for executive session 11/17,10/17. Board training needed 12/17, 11/17, 10/17. CBOC composition violation 10/17. CBOC minutes missing 10/17,9/17,8/17.

School Response To Rating:

The Board of Directors has restored a process to track Board training for new and existing members. Treasurer Sherlock Hack is working with the current Board to recruit additional members to the CBOC and ensure the proper composition of the committee. On November 12, 2018 the Board received Board training with Paul Stock from DANA.

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

DOE Rating Information:

Failed Cafeteria Evaluation due to discrepancies.

School Response To Rating:

In order to ensure that GLS is meeting all of the required measures in our school nutrition program, the school entered into a partnership with Red Clay Nutrition in 2016-2017 to run our school nutrition program. This partnership has resulted in greater efficiencies and helped us overcome the challenges of running the program with a small staff and limited budget.

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 Does Not Meet. By September 2014, 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:

Gateway's overall organizational performance is Approaching Standards. The Gateway administrative staff and Board of Directors have implemented processes to address the areas of deficiency noted above. Board training and accountability for meeting the required posting and training requirements have been implemented. Our partnership with Red Clay Nutrition has provided the assurance that we are in compliance with our cafeteria requirements.

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
Alison	Bredimus	Teacher Representative	TBD
Henry	Clampitt	Community Member	3/30/2017
Pamela	Draper	Member	7/1/2012
Jon	Fletcher	Community Member	10/24/2017
Geoff	Grivner	Community Member	10/23/2017
Sherlock	Hack	Community Member	10/14/2018
Joyce	Henderson	Community Member	12/30/2017
Larry	Heredia	Community Member	Pending
Tina	Horgan	Parent Representative	2/2/2017
Drew	Keohane	Teacher Director	7/25/2017
Doug	Salter	Community Member	11/27/2018
Nathaniel	Schwartz	Parent Representative	11/30/2015
Heidi	Shanus	Staff Representative	8/27/2018
Mary	Teeter	Member	TBD
Doreen	Rathmell	Teacher Representative	10/2/2018

*Please list only the most recent training date.

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

School Comments: To date, the GLS Board is compliant with financial training requirements.

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
Henry	Clampitt	Treasurer	3/30/2017
Pam	Draper	Community Member	7/1/2012
Tara	Ford	Teacher Member	10/7/2018
Tim	Griffiths	CEO, Ex-officio	11/30/2015
Nate	Schwartz	Board Member	11/30/2015
Richard	Riggs	DOE Representative	11/30/2015
Dorcell	Spence	Consultant	7/1/2007
Sherlock	Hack	Treasurer	10/14/2018
Tina	Horgan	Parent Member	2/2/2017

School Comments: The GLS CBOC is fully compliant with financial training requirements.

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

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
74%	14	19

*** To be completed by the school**

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:

The Gateway Lab School Board has implemented a practice of conducting exit interviews with teachers who leave. There are a variety of reasons. Better pay is a top response. Gateway like many charter schools cannot compete with district teacher salaries. Other reasons include misalignment with the school mission and vision and uncertainty as a result of administrative turnover.



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



School Comments:

The new leadership on the GLS Board and Administration has put into action a clear plan for reestablishing the school mission and vision. In the current school year, teachers are receiving on-going professional development in Arts Integration, Social Skills training, and analyzing and using data to inform student outcomes. In 2016, the school applied for and received grants from the Longwood Foundation and The Laffey McHugh Foundation to provide tuition reimbursement to teachers as a means of attracting and retaining teachers.



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	
2017-2018	M	M	AS	M	M	M	M	N/R	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 School has received a rating of Meets Standard overall with a rating of Approaching Standard in 1c – Enrollment Variance. There are a number of measures that the current administration is taking to increase and steady enrollment:

- Clearly define the school's mission and core values internally and externally
- Reinforce our school mission to staff and ensure that teachers, paras and specialists are provided with the ongoing professional development and assessment needed to implement our program with fidelity
- Create marketing and communications that provides a clear understanding of our arts-integrated curriculum
- Share student success stories (past and present) along with student growth data to stakeholders and prospective families
- Communicate with our families by classroom and school-wide on a consistent basis and evaluate parent/guardian satisfaction via a mid-year survey

Engage internal and external stakeholders in our school-wide strategic planning taking place in SY201892019

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. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

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

Please see letter a) above.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018
88%

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:

The Gateway Lab School Board and Administration is aware of the enrollment variance and is implementing practices internally and externally (as shared above) to bring our enrollment to >100% for the 2019-2020 school year. There was a further decline in enrollment for the current school year (2018-2019), due to administrative turnover and the reasons mentioned previously. We believe that the enrollment and retention strategy that we are implementing will be instrumental in increasing and retaining enrollment.

Performance Agreement

Financial Performance Expectations

Gateway Lab School's overall financial rating is "Meets" standard" as measured by the Financial Performance Framework. By September 2014 our expectation it to achieve the overall rating of "Meets Standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school’s financial performance based on its approved Performance Agreement.
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School Comments:

Gateway Lab School’s overall financial rating for SY2017-2018 is Meets Standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

School Comments: N/A

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:

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Gateway Lab 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.

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

Print/Type Name:	Joyce Henderson
Title (if designated):	Board President
Date of approval by board of directors:	

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.

