



Delaware Department of
Education
2019-2020 Renewal Report
Gateway Lab Charter School

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Charter School Renewal Report

Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal¹. 14 *Del. C.* § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 *Del. Laws, c. 51* and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

I. OVERVIEW

1.1 Basic Information

Review the following chart with the school’s basic information:

BASIC INFORMATION	
Name of School	Gateway Lab Charter School
Year School Opened	2011
Enrollment 2018-2019 ²	172
Approved Enrollment	226 (SY 2018-19)
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
Board President Email	joyce.henderson@gls.k12.de.us
<p>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.</p>	

1.2 School Demographic Data:

Review the following chart with the school’s demographics at the time of submission (all information must be verifiable through state reporting tools):

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2015-2016 ²	2016-2017 ²	2017-2018 ²	2018-2019 ²
Total Enrollment	212	221	189	172
Gender				
% Male	66.51%	64.71%	64.55%	70.35%
% Female	33.49%	35.29%	35.45%	29.65%
Ethnicity/Race				
% African American	29.72%	38.91%	48.68%	47.09%
% American Indian		0.45%	0.53%	0.58%
% Asian	1.42%	1.36%	2.12%	1.16%
% Hispanic/Latino	7.55%	8.60%	7.94%	9.88%
% White	58.96%	49.32%	38.62%	37.79%
% Multiracial	2.36%	0.90%	1.59%	3.49%
Special Populations				
%Special Education ³	60.85%	55.20%	57.14%	55.81%
% English Language Learners	0.94%	1.36%	1.59%	5.23%
% Low-Income	31.13%	38.46%	42.86%	37.79%

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response for this information.
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School Comments 2016-2017	<p>Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification.</p> <p>Our Waiting List numbers reflect our office records, since we have found any such records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows:</p> <p>3rd Grade – 0 4th Grade – 0 5th Grade – 5 students 6th Grade – 4 students</p>
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	7th Grade – 7 students 8th Grade - 0
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response for this information.
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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.

Date	Modification Requested	Outcome
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School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information.
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School Comments 2016-2017	<p>We feel it is helpful to reiterate our chronology of charter modifications in this section.</p> <p>On 28-Dec-2009 we applied for our original charter. The first year of school operation was FY2012</p> <p>On 02-Jan-2013, during our second year of operation (FY2013), we applied for a minor charter modification to maintain our grade configuration at Grades 3-8 with a maximum enrollment of 216.</p> <p>On 29-Apr-2013, during our second year of operation (FY2013), we applied for a minor charter modification to alter and enhance our school facility in support of our Academic Clubs program.</p> <p>On 20-Mar-2014, during our third year of operation (FY2014), we applied for a major charter modification to grant a waiver for an enrollment preference for students at risk of academic failure and to establish our eligibility for the Alternative Academic Performance Framework.</p> <p>In each instance, these aforementioned charter modifications were granted.</p> <p>On 30-Sep-2014 we applied for renewal of our charter, as modified to-date. Our charter was renewed. The current charter term is for FY2016 through FY2020.</p> <p>As of 30-Jun-2017 we have not applied for any additional charter modifications.</p>
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count
K								
Grade 1								
Grade 2								
Grade 3	36	18	37	26	38	19	38	9
Grade 4	35	34	36	25	38	24	38	27
Grade 5	33	35	36	38	37	26	38	22
Grade 6	41	42	36	45	36	38	38	41
Grade 7	40	42	41	46	36	43	38	34
Grade 8	41	41	40	41	41	39	36	39
Grade 9								
Grade 10								
Grade 11								
Grade 12								
Total	226	212	226	221	226	189	226	172

DOE Summary:

Gateway Lab Charter School's enrollment has declined over the course of its charter term. In SY 15/16 and 16/17, the school's enrollment variance exceeded 95%, but in SY 17/18 and SY 18/19, the school's enrollment variance was 83% and 76%, respectively.

School Comments 2017-2018

This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017

Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification.

	<p>Our Waiting List numbers reflect our office records, since we have found any such records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows:</p> <p>3rd Grade – 0 4th Grade – 0 5th Grade – 5 students 6th Grade – 4 students 7th Grade – 7 students 8th Grade - 0</p>
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School Comments 2015-2016	<p>This data element was added in the SY 16/17. The school was not required to provide a response to this information.</p>
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1.5 Reenrollment Trends

Review the following chart with the school’s reenrollment data. The reenrollment rate³ is the % of students continuously enrolled in the school from one year to the next.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	138	76.67%	147	85.96%	136	75.56%	121	80.67%

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

DOE Summary:
In SY 15/16, Gateway Lab Charter School reenrolled 76.67% of the students eligible for reenrollment. In SY 16/17, the school reenrolled 85.96% of the students eligible for reenrollment. In SY 17/18, the school reenrolled 80.67% of the students eligible for reenrollment.

School Comments 2017-2018	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.
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School Comments 2016-2017	Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification. Our Waiting List numbers reflect our office records, since we have found any such
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	<p>records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows:</p> <ul style="list-style-type: none">3rd Grade – 04th Grade – 05th Grade – 5 students6th Grade – 4 students7th Grade – 7 students8th Grade - 0
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School Comments 2015-2016	<p>This data element was added in the SY 16/17. The school was not required to provide a response to this information.</p>
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II. Academic Performance

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

2.1 Delaware Alternative Academic Performance Framework

Overall Academic Ratings

Metrics	Delaware Alternative Academic Performance Framework		
	2015-2016	2016-2017	2017-2018
Academic Achievement	2 Stars (52.84/150pts) Needs Improvement	2 Stars (59/150pts) Needs Improvement	1 Stars (20.48/150pts) Far Below
Growth	2 Stars (64.7/200pts) Needs Improvement	5 Stars (200/200pts) Exceeds	4 Stars (155.9/200pts) Meets Standard
On Track to Graduation	5 Stars (48.56/50pts) Exceeds	5 Stars (47/50pts) Exceeds	5 Stars (48.14/50pts) Exceeds
College and Career Preparation	1 Stars (5.72/100pts) Far Below	2 Stars (20.3/100pts) Needs Improvement	3 Stars (45.36/100pts) Approaching

DOE Summary:

In SY 15/16, Gateway Lab School received ratings of “Meets” or “Exceeds” in 1 out of 4 DSSF metrics. In SY 16/17, the school received ratings of “Meets” or “Exceeds” in 2 out of 4 DSSF metrics. From SY 15/16 to SY 16/17, the school’s points earned for Academic Achievement increased 6.16 points from 52.84/150 (“Needs Improvement”) points to 59/150 points (“Needs Improvement”). From SY 15/16 to SY 16/17, the school’s points for Growth increased 135.5 points from 64.7/200 points (“Needs Improvement”) to 200/200 points (“Exceeds”). From SY 15/16 to SY 16/17, the school’s points earned for On Track to Graduation remained consistently high at 48.56/50 points (“Exceeds”) and 47/50 points (“Exceeds”), respectively. From SY 15/16 to SY 16/17, the school’s points earned for College and Career Preparation increased 14.58 points from 5.72/100 points (“Far Below”) to 20.3/100 points

(“Needs Improvement”).

In SY 17/18, the school received ratings of “Meets” or “Exceeds” in 2 out of 4 DSSF metrics. From SY 16/17 to SY 17/18, the school’s points earned for Academic Achievement decreased 38.52 points from 59/150 (“Needs Improvement”) points to 20.48/150 points (“Far Below”). From SY 16/17 to SY 17/18, the school’s points for Growth decreased 44.1 points from 200/200 points (“Exceeds”) to 155.9/200 points (“Meets”). From SY 16/17 to SY 17/18, the school’s points earned for On Track to Graduation remained consistently high at 47/50 points (“Exceeds”) and 48.14/50 points (“Exceeds”), respectively. From SY 16/17 to SY 17/18, the school’s points earned for College and Career Preparation increased 25.06 points from 20.3/100 points (“Needs Improvement”) to 45.36/100 points (“Approaching”).

School Comments 2017-2018	School did not provide a response.
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School Comments 2016-2017	<p>Gateway Lab School realized academic gains in the 2016-2017 school year. Based on MAP growth targets set by the NWEA (versus 2015 norms), our students achieved the following:</p> <ul style="list-style-type: none"> • Spring MAP, Reading: 80% of students met their growth targets • Spring MAP, Math: 75% of students met their growth targets <p>Further data on MAP results is included in Appendix-1.</p> <p>Alignment with Common Core Standards was a strong component in the on-going lesson planning and core curriculum development for all grade levels. Professional development focused on the integration of an arts-infused curriculum, small group instruction, and analyzing grade-level text. These strategies were consistently monitored by way of on-going classroom walkthroughs and DPAS II feedback. GLS works with the Delaware Academy of School Leadership (“DASL”) on professional development.</p> <p>A resource room (B setting) was created to deliver individualized instruction in a small group setting. This setting maximized learning for students in grades 3-8. Students were observed to thrive academically and developmentally in this setting as evidenced by an uptick in academic progress by all students in this room. It was also noted that a decrease in target behaviors eventuated in this setting. Behavior modification protocols were utilized to assist all students with executive functioning and working memory.</p> <p>Grade-level teaching staff have similar planning times to allow for ongoing synchronicity of lessons and curriculum delivery. Morning meetings with teachers and paraprofessionals also facilitates a community of professionals working cohesively to support the students.</p> <p>Another major challenge in our Academic Achievement score was the verbiage used in SBAC questions. It was noted that many students had difficulty</p>
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understanding the questions based on the way in which the questions were worded. It was not apparent if the students' struggle was with the comprehension of the question itself, the background knowledge of the student, or the manner in which the question was presented. In many instances, students verbalized that they were afraid to face disappointment as a result of trying their best but not obtaining the score they desired

In addressing our College Career Preparation score, our 6-8 grade students will attend the Transition Conference in December 2017. All students in grades 6-8 with an IEP are encouraged to attend, along with their IEP team, to collaborate and understand the goal-setting process. Our objective is to build and enhance a student-led IEP process within our academic setting.

Our student population presents with specific learning challenges, and as we found during the 2016-2017 school year many also exhibit behavioral disorders. Many Gateway students have comorbid diagnoses which can inhibit the academic achievement that might be realized with a more typical learner. During the 2016-2017 school year, behaviors typically created a disruption in classroom instruction which may account for gaps in student performance. Additionally, we acknowledge a challenge with one of our math instructors (who has subsequently been replaced) that resulted in some inconsistencies in instruction. We have worked to address these issues during the 2017-2018 school year by implementing several modifications to our behavior and academic programs.

Note: School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

Performance Agreement

Academic Performance Expectations

Gateway Lab School's overall academic rating is "Does Not Meet Standard." By SY2018, 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.

DOE Summary:

In SY 15/16, Gateway Lab Charter School exceeded the standard in 1 metric area of the Delaware Alternative Academic Performance Framework. The school was rated "Needs Improvement" in academic achievement and growth, the 2 metric areas that were below standard. In SY 16/17 the school exceeded the standard in 2 of the 4 metric areas. Gateway Lab Charter School exceeded in the following metric areas: growth and on track to graduation of the Delaware Alternative Academic Performance Framework. In SY 17/18, the school met 2 of 4 metric areas (academic achievement and on track to graduation). The school was rated "Far Below" on academic achievement metric and "Approaching" on the college and career metric.

School Comments 2017-2018

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.

School Comments 2016-2017

Underlying our Academic Performance is the relatively-high percentage (54%) of students who need targeted Special Education instruction. This percentage is even higher in school year 2017-2018.

With respect to school year 2016-2017, our enrollment of 221 students included the following Special Education classifications:

47 Basic Students	21% of all students
52 Intensive Students	24% " " " "
20 Complex Students	9% " " " "

We are encouraged by our students' growth (MAP Growth, norm referenced) and believe that we are likely to reach an overall rating of "Meets" standard by SY 2018, as measured by the Alternative Academic Performance Framework.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware Alternative Academic Performance Framework					
	2015-2016		2016-2017		2017-2018	
Rating	2 Stars (52.84/150pts) Needs Improvement		2 Stars (59/150pts) Needs Improvement		1 Stars (20.48/150pts) Far Below	
	School	State	School	State	School	State
ELA	9.03 %	26.80 %	20.00 %	40.00 %	10.35 %	50.53 %
Math	6.23%	21.40 %	8.67%	35.00 %	2.89%	42.32 %
Science	11.05%	22.40 %	18.01%	38.45 %	n/a	n/a
Social Studies	11.73%	32.20 %	n/a	n/a	n/a	n/a

DOE Summary:

Gateway Lab Charter School was rated “Needs Improvement” in both SY 15/16 and SY 16/17 and rated “Far Below” in SY 17/18 for Academic Achievement. Proficiency rates in ELA have been below the State average and increased from SY 15/16 to SY 16/17 but decreased again in SY17/18. Proficiency rates in math have been below the state average for the past three years. Proficiency rates in science have been below the state average for SY 15/16 and SY 16/17. In SY 17/18, the school was rated “Far Below” for Academic Achievement. ELA proficiency was at 10.35%, which was 40.18% less than the State average (50.23%). Math proficiency was at 2.89%, which was lower than the State average (39.43%). Social studies proficiency data was only available for SY15/16 and the school’s proficiency was below the State average.

a) Academic Achievement ratings over the course of the charter term

School Comments 2017-2018	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.
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School Comments 2016-2017	<p>Over 54% of our students require targeted special education instruction; in addition, approximately 30% of our students present with specific behavioral disorders and needs that can inhibit academic achievement. During the 2017-2018 school year, we have worked to more specifically address these challenges in order to support student academic growth. We recognize that behavioral interruptions created interruptions in academics for students and we have implemented a more consistent school-wide behavior intervention plan to ensure that we are increasing student time on task during instruction.</p> <p>Additionally, we have worked with our special education team to ensure that our school provide each student with the least restrictive environment (LRE). We also recognized a need to make greater use of student performance data during the school year in order to identify student growth and needs as well as better target classroom instruction and specific interventions. This includes PLC discussions involving the data from the MAP assessment as well as the addition of the iReady program to provide more specific information about student performance. This increased focus on instruction and academic performance will support enhancements to our program that will allow us to make progress toward our goals on the Alternative Academic Performance Framework.</p>
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b) Expected outcomes for Academic Achievement

School Comments 2017-2018	<p>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.</p>
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School Comments 2016-2017	<p>In addition to MAP and iReady (new in SY 2017), our RTI program has become more rigorous with the addition of a five day per week RTI Lab. This lab enables Tier III students to be instructed and assessed with a better degree of individualized instruction.</p>
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c) Progress measures to track expected Academic Achievement outcomes

School Comments 2017-2018	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.
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School Comments 2016-2017	<p>Gateway will measure progress by use of monthly SBAC Interim Assessments. This frequency will help to develop our staff proficiency in administering this test, and our students will become more adept at navigating this test as well as understanding the content of the questions.</p> <p>With additional formative and summative assessments, Gateway utilizes the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year, providing us with specific data related to the needs of individual students and thereby allowing for more targeted instruction within RTI groups and regular classroom instruction.</p>
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Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware Alternative Academic Performance Framework					
	2015-2016		2016-2017		2017-2018	
Rating	2 Stars (64.7/200pts) Needs Improvement		5 Stars (200/200pts) Exceeds		4 Stars (155.9/200pts) Meets Standard	
	School	State	School	State	School	State
ELA	17.00 %	47.00 %	44.00 %	42.00 %	35.00 %	47.00 %
Math	17.00 %	48.00 %	47.00 %	47.00 %	35.00 %	43.00 %

DOE Summary:

Gateway Lab Charter School was rated “Meets” in SY 17/18 and rated “Needs Improvement” in SY 15/16 for the growth metric. Proficiency rates in ELA and Math exceeded the state average in SY 16/17.

a) School's Growth ratings for all students over the course of the charter term

School Comments 2017-2018	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.
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School Comments 2016-2017	<p>Based on MAP growth targets set by the NWEA, our students achieved the following:</p> <ul style="list-style-type: none"> • Spring MAP, Reading: 80% of students met their growth targets • Spring MAP, Math: 75% of students met their growth targets <p>Further data on MAP results is included in Appendix-1.</p> <p>A resource room (B setting) was created to deliver individualized instruction in a</p>
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	<p>small group setting. This setting maximized learning for students in grades 3-8. Students were observed to thrive academically and developmentally in this setting as evidenced by an uptick in academic progress by all students in this room. It was also noted that a decrease in target behaviors eventuated in this setting. Behavior modification protocols were utilized to assist all students with executive functioning and working memory.</p> <p>Professional Development consisted of a strong emphasis in behavior management along with social skills and executive functioning. These sessions assisted staff with the necessary management techniques for use in the classroom.</p> <p>See Appendix-2 (PD Agenda)</p> <p>Gateway welcomes students with a variety of learning differences. During the 2017-2018 school year, we have worked to more specifically address these challenges in order to support student academic growth. We recognize that behavioral interruptions created interruptions in academics for students and we have implemented a more consistent school-wide behavior intervention plan to ensure that we are increasing student time on task during instruction. Additionally, we have worked with our special education team to ensure that our school is in fact the least restrictive environment for a student. We also recognized a need to make greater use of student performance data during the school year in order to identify student growth and needs as well as better target classroom instruction and specific interventions. This includes PLC discussions involving the data from the MAP assessment as well as the addition of the iReady program to provide more specific information about student performance. This increased focus on instruction and academic performance will support enhancements to our program that will allow us to make progress toward our goals on the Alternative Academic Performance Framework.</p>
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b) Expected outcomes for Growth for all students

School Comments 2017-2018	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.
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School Comments 2016-2017	We believe that our students' growth measures will continue to trend in an upward direction largely due to (i) our everyday practices aimed at a high level of individualized instruction; (ii) tiered supports in the classroom and throughout the school building; and (iii) our hiring of more experienced staff.
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	<p>Other steps to support growth for all students will be as follows:</p> <ul style="list-style-type: none"> • Our teaching staff will provide tutoring when needed • RTI will occur daily. Eight (or fewer) students will be in each RTI group during all RTI cycles • All necessary accommodations will be provided during Smarter Balanced assessment with reemphasis on fidelity to each student’s IEP. These accommodations will be reviewed far in advance with all test administrators to ensure that the accommodations are sufficient and available and that the staff is ready.
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c) Progress measures to track Growth for all students

School Comments 2017-2018	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.
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School Comments 2016-2017	Gateway will measure progress by keeping data on each MAP testing cycle. Gateway will keep track of data from RTI curriculum (DIBELS, Failure Free Reading, STAR, Wilson Reading, and Study Island) to maintain flexible grouping. A Curriculum Instructor will ensure implementation of our curriculum through weekly team meetings with teachers in grade-level groups and as individuals.
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Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware Alternative Academic Performance Framework					
	2015-2016		2016-2017		2017-2018	
Rating	5 Stars (48.56/50pts) Exceeds		5 Stars (47/50pts) Exceeds		5 Stars (48.14/50pts) Exceeds	
	School	State	School	State	School	State
Attendance	97.12 %	94.40 %	93.84 %	94.75 %	96.28 %	97.91%
On-Track in the 9th grade	**	84.80 %	**	89.45 %	**	92.92 %
4-year Cohort Graduation Rate ⁵	**	84.35 %	**	84.66 %	**	85.75 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %	**	85.63 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level	**	Not calculated at the state level

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

DOE Summary:

Gateway Lab Charter School was rated “Exceeds” in the previous three years on the On Track to Graduation metric. The school has also exceeded the State average for the percentage of students on-track to graduation for the past three years.

a) On Track to Graduation ratings over the course of the charter term

School Comments 2017-2018	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 though 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.
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School Comments 2016-2017	Gateway serves its community of learners in a smaller than average setting which allows our staff to be more familiar with families, students and intraday student attendance. Case management practices are highly diligent in how they address all students’ current needs as well as transition planning for the students’ futures.
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b) Expected outcomes for On Track to Graduation

School Comments 2017-2018	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.
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School Comments 2016-2017	In keeping with the above-mentioned support of our students, there is every reason to anticipate that On Track to Graduation rates will remain consistent with or grow from their current levels.
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c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2017-2018	We measure progress through Cognos reports, DSC reports and close follow up with parents and students that have attendance challenges.
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School Comments 2016-2017	Informed by our data collection, analyses and school records -- and coupled with consistent instructional and support services -- we will continue to meet/exceed our On Track to Graduation outcomes.
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Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools:** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware Alternative Academic Performance Framework					
	2015-2016		2016-2017		2017-2018	
Rating	1 Stars (5.72/100pts) Far Below		2 Stars (20.3/100pts) Needs Improvement		3 Stars (45.36/100pts) Approaching	
	School	State	School	State	School	State
Growth to Proficiency ELA	2.00 %	34.00 %	11.25 %	36.00 %	20.00 %	41.00 %
Growth to Proficiency Math	1.00 %	18.00 %	1.86 %	20.00 %	13.00 %	31.00 %
College & Career Preparation	n/a	n/a	n/a	n/a	n/a	n/a

** The school's N-size for this metric was less than 20.

DOE Summary:

Gateway Lab Charter School has shown continuous improvement on the college and career preparation metric. The school was rated "Far Below" in SY 15/16, improved to "Needs Improvement" in SY 16/17 and further improved to "Approaching" in SY 16/17 on the College and Career Preparation metric. Growth to proficiency in ELA improved from 2% to 11% from SY 15/16 to SY 16/17 but fell below State averages. Growth to proficiency in math improved from 1% to 1.86% from SY 15/16 to SY 16/17 but fell below State averages.

a) College and Career Preparation ratings over the course of the charter term

School Comments 2017-2018	Please see responses in 2.2a and 2.3a
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School Comments 2016-2017	The majority of our students struggle with academic proficiency due to the nature of their learning differences. The mission of Gateway Lab School is to address these challenges by offering smaller classroom sizes, innovative learning opportunities via arts integration, and unique individualized learning plans. We acknowledge that our current proficiency levels need improvement, and we aim to meet/exceed standards of the Alternative Academic Performance Framework through instruction and supports which are informed by our MAP growth
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measures.

Over the past year we have established an in-house “B setting” classroom to further enhance the learnings of our more complex students. This is specifically for ELA and Math. In addition, we have a dedicated Wilson reading Program in the building to enhance our students’ reading level and skills.

b) Expected outcomes for College and Career Preparation

School Comments 2017-2018

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.

School Comments 2016-2017

As we prepare our students for graduation, we have also paired with several community partners to assist our students with proper individual post-GLS placement in Career and College preparatory programs. We have established a Career Transition Element into each student’s IEP or 504 Plan focusing on areas of interest where our students would like to see themselves after high-school.

One excellent example is the recent opportunity one of our more challenged students had, to go and work in a local bakery – Cakes by Kim – in Wilmington. This student has been invited back to work and learn more about this potential career path as often as she would like. This student is now considering pursuing Culinary Arts at either Delcastle Technical High School or at McKean High School.

This is just one example that we are looking to further build upon. We are also considering building our own early-Vocational Technical Program to help give our student even more opportunities in the future.

In addition, we will further look to increase our Community Outreach in order to bring in local people to share their work experience and fields of expertise. We recently had one of our board members – a chemical engineer at DuPont – come in and talk about his experience as an engineer to one of our 4th grade classes.

c) Progress measures to track College and Career Preparation outcomes

School Comments 2017-2018

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.

**School Comments
2016-2017**

In offering job shadow experiences prior to graduation, we will measure progress based on the completion of the activity/task of each student's transition plan.

In the same context as described in part (b) above, we will be able to measure our level of success by how our students are accepted at the various job shadow experiences and frequency of returns to each specific work site.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

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 publically.	PDF Upload and entry into system by DOE.	1a1

DOE Summary:
Gateway Lab Charter School has one mission specific goal to demonstrate growth on the MAP assessment. The school was rated “Meets” on its mission specific goal.

a) Mission Specific Goal(s).

School Comments 2017-2018	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
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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.

Note: This data element was added in the SY 16/17. The school was not required to provide a response to this information.

3.2 Organizational Performance

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

HISTORICAL DATA (SY 14/15- SY 15/16)

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2014-2015	M	M	*	M	M	M	M	M	D	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

* Data for this measure is now included in the Financial Performance Framework

SUMMARY AND OVERALL RATING

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	4a	
2016-2017	M	M	M	M	AS	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	F	M	M	M	M	AS	Approaching Standard

DOE Summary:

Gateway Lab Charter School has met all standards measured by the Organizational Performance Framework annually for SY 14/15, SY 15/16, and SY 16/17. However, in SY 17/18, the school received an overall rating of "Approaching."

a) School's organizational performance over the current charter term

School Comments 2017-2018	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
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b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	Please see Section 2
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c) Indicator measure where school did not meet standard or is approaching standard

**School Comments
2017-2018**

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.

**School Comments
2016-2017**

School comments for SY 15/16 can be found at:
<https://www.doe.k12.de.us/Page/2654>

**School Comments
2015-2016**

School comments for SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

Performance Agreement

Organizational Performance Expectations

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

DOE Summary:

Gateway Lab Charter School has met all standards measured by the Organizational Performance Framework annually for SY 14/15, SY 15/16, and SY 16/17. However, in SY 17/18, the school received an overall rating of "Approaching."

School Comments 2017-2018

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.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.3 Board Financial and Governance Members and Training

a) 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training Date
Kenyatta	Austin	4/26/2017		Community Member	7/25/2017	
Joyce	Henderson	10/7/2017		Member	12/30/2017	
Tina	Horgan	1/17/2017		Parent Representative	2/2/2017	
Doreen	Rathmell	9/7/2018		Teacher Representative	10/2/2018	
Sherlock	Hack			Community Member	10/14/2018	
Larry	Heredia			Community Member	12/2/2018	
Doug	Salter			Community Member	11/27/2018	
Heidi	Shanus				8/27/2018	

DOE Summary:

Gateway Lab Charter School’s Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

School Comments 2017-2018

To date, the GLS Board is compliant with financial training requirements

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Pam	Draper			Community Member	7/1/2012
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Dorcell	Spence			Consultant	7/1/2007
Sherlock	Hack	7/26/2018			10/14/2018
Tara	Ford				10/7/2018

DOE Summary:

Gateway Lab Charter School's Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

School Comments 2017-2018

The GLS CBOC is fully compliant with financial training requirements.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.4 Teacher Retention

2016-2017			2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
100	24	24	74	14	19

DOE Summary:

From SY16/17 to SY17/18, Gateway Lab Charter School’s teacher retention rate decreased from 100% to 74%.

a) School’s plans to monitor and minimize teacher attrition rates

School Comments 2017-2018	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.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) School’s professional development plans support teachers and leadership.

School Comments 2017-2018	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.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

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	
2015-2016	M	M	M	M	D	M	F	N/R	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	N/R	M	Meets Standard

DOE Summary:

Gateway Lab Charter School has maintained an overall rating of meets standard for the past three years on the Financial Performance Framework. The school has met all measures as assessed by the Financial Performance Framework metrics excluding cash flow (2c) in SY 15/16.

a) School's financial performance over the current charter term

School Comments 2017-2018	<p>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:</p> <ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • Communicate with our families by classroom and school-wide on a consistent basis and evaluate parent/guardian satisfaction via a mid-year survey <p>Engage internal and external stakeholders in our school-wide strategic planning taking place in SY2018-2019</p>
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b) Financial practices that the school has implemented to improve the school's financial outcomes

<p>School Comments 2017-2018</p>	<p>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.</p>
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments
2017-2018

1. NEAR TERM INDICATORS

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.

School Comments
2016-2017 School comments for SY 15/16 can be found at:
<https://www.doe.k12.de.us/Page/2654>

School Comments
2015-2016 School comments for SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

Performance Agreement

Financial Performance Expectations

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

DOE Summary:

In SY17/18, Gateway Lab Charter School received an overall financial rating of Meets Standard.

School Comments 2017-2018

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.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:
Not Applicable.

School Comments 2017-2018	N/A
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School Comments 2016-2017	<p>As recommended by a recent specific audit of our P-card practices, we will undertake a periodic additional review of the Executive Director’s P-Card usage by one or more members of the GLS board on no less than a quarterly basis. This additional oversight will ensure a proper separation of duties and reporting lines for review of financial transactions. Our current P-card record-and-receipt-keeping practices were deemed adequate in the P-card audit.</p> <p>Our full financial audit was conducted by Barbacane Thornton and Company. The key findings of the audit were as follows:</p> <ul style="list-style-type: none"> • GLS’ Net Position reflects an ending balance of \$427,503 - an increase over prior year; • GLS’ Governmental Funds reflect ending balance of \$877,223 - an increase over prior year; • GLS has no debt; • The auditor did not identify any material deficiencies in internal controls; • The GLS financial statements present its financial position fairly, in all material respects; and • The audit report was submitted to the State by the September 30, 2017 deadline.
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School Comments 2015-2016	
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V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

School Comments 2017-2018	The school did not provide a response
School Comments 2016-2017	<p>At GLS we have an above-average percentage of students with developmental disabilities and learning differences. Examples include hearing impairment and disorders such as autism spectrum, attention deficit, oppositional defiant, bipolar and conduct. The composition of our student population calls on us to innovate in certain ways:</p> <ul style="list-style-type: none">• For example, we believe that a foundation of solid emotional growth is a precondition for strong academic growth and to this end we successfully blend the Responsive Classroom approach with Applied Behavior Analysis. This innovation facilitates significant emotional growth in our students. We believe this practice is replicable at other schools in Delaware.• Another innovation we have found to be very successful is our Wilson Reading program. We have a specifically trained staff member in the practice of Wilson Reading, and she is also trained to train our instructional staff in how to benefit from Wilson Reading. The innovation here is not only the use of the practice with students, but in the leverage gained through having a central expert act as a resource to all instruction staff. The data in Attachment-1 (MAP data) on the last side ("Wilson Data") illustrates the success of this innovation: 91% of the GLS student who participate in the Wilson Reading program have met their NWEA MAP growth targets. We believe this practice is replicable at other schools in Delaware.
School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654

References:

¹A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

²Based on September 30th Unit Count

³ 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.

⁴ US DOE Flexibility Letter can be found at

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf.

⁵Graduation 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.