

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School
Gateway Lab School

This Performance Agreement (“Agreement”) is entered into this 13th day of October, 2014 by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and *Gateway Lab School*, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school’s charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school’s charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework (“Framework”) as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School’s charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE, with the assent of the DSBE, may place the school’s charter on formal review pursuant to 14 *Del. C.* §515 (b).

Background Information (*Characteristics of school, current location, summary of student population and grades served by the school, etc.*)

Gateway Lab School (GLS) currently operates as a charter school authorized by the Delaware Department of Education. GLS, modeled on the Lab School of Washington D.C., was granted its charter in 2011 and continues to be managed by an Operating Governing Board and By-Laws, as established within the prescribed guidelines in the DDOE Regulations for Charter Schools. Gateway Lab School was granted two charter modifications since opening in 2011. In SY 2013, Gateway received approval to postpone expansion to 1st and 2nd grades. In SY 2014, the state Board of Education approved Gateway's use of the Alternative Framework for Assessment, taking effect FY 2015. The Alternative Framework will more equitably assess the growth of Gateway's unique population.

Gateway Lab School is located at 2501 Centerville Road, Wilmington, Delaware.

Gateway currently serves 212 students in grades Third through Eighth. Our student population is 64.4% White, 26.4% African American, 6.7% Hispanic, 1.4% Asian, 0.5% American Indian, and 0.5% Multi-racial. 27.9% of our student population is considered "low-income." 58.7% of our student population is classified as Special Education students.

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.

Vision Statement

The vision of Gateway Lab School is to prepare children, who have struggled academically in the traditional classroom, for success in high school and beyond. We do this by using an academically rigorous, arts-infused curriculum aligned to Common Core standards in an atmosphere that values each student's individuality and unique gifts, and helps them to articulate their learning styles, which will lead to self-advocacy.

The Gateway Lab School philosophy is based on the belief that children, who have struggled to achieve academic success in the traditional school environment and learn differently, have the capacity to achieve academic success and to realize individual learning potential. The teachers and staff of Gateway Lab School are committed to developing a sense of inquiry and love of learning in each student. This is accomplished by focusing on providing interventions in the areas of reading, oral and written language, math and motor skills.

Academic Performance Expectations

Gateway Lab School's overall academic rating is Does Not Meet Standard. By SY 2018, 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.

Mission Specific Goals (optional): The Gateway Charter School d.b.a. Gateway Lab School (GLS) has demonstrated continuous incremental gains over the past three years related to the percent of students meeting growth targets in the areas of Math and ELA as measured by the Delaware Comprehensive Assessment System (DCAS). During the last Charter Term (SY 2014) there were noteworthy gains in Math (19% increase). The significant gains made in ELA during SY 2013 (11.3% increase) were not realized in SY 2014 with student performance in ELA remaining flat. These incremental gains resulted in a positive shift from an overall school rating of "Falls Far Below Standard" to "Does Not Meet" standard. It is GLS's expectation that more significant gains in both Math and ELA will occur in the current school year (SY 2015) as a result of a focused, comprehensive approach to instruction.

Changes in Instructional Practices

At the end of SY 2013, the Founder of GLS who also served as the Head of School (SY2011-2013) stepped down as the Head of School and hired two education administrators charged with increasing student performance. In SY 2014 the new Head of School invited Delaware Academy of School Leaders (DASL) from the University of DE to conduct a Comprehensive Success Review of GLS. DASL's team of experts collected evidence on key areas related to successful schools (i.e., Leadership/Mission/Vision; Curriculum and Instruction, Assessment & Accountability, Professional Development, and School Environment). DASL conducted 144 classroom observations, held interviews with teachers, staff, board members, parents, students, Head of School and the Assistant Head of School along with completing a GLS document review. The findings of the 2014 Comprehensive School Review were shared with the GLS board. In response to the findings below are the changes to instructional practices that GLS is undergoing for SY 2015.

1. Roles and responsibilities of the Head of School and Assistant Head were revised. The former Assistant Head of School position now carries the title of "principal". The principal's roles and responsibilities are more clearly focused on GLS's instructional program.
2. GLS's school year calendar and daily student schedule are revamped maximizing instructional time. DOE approved GLS's SY 2015 school year calendar. The revised student schedule includes the following adjustments:
 - a) A daily Response to Intervention (RTI) opportunity in both ELA and Math. The RTI schedule happens at the same time throughout the school allowing for students to be grouped by their specific instructional needs where targeted instruction will occur.
 - b) Teachers and students are operating with a bell-to-bell schedule to further maximize instructional minutes/times.
 - c) Common planning time has been incorporated into the daily schedule for paraprofessionals and teachers. Paraprofessionals are receiving training on how to effectively be involved in the instructional process from planning to implementation. The expectation is for all paras to be actively engaged in classroom lessons allowing for more individual student instructional support.

Academic Performance Expectations Cont.

3. An Instructional Focus has been developed, communicated to staff and is being implemented:
- a) An instructional Leadership Team was created including the Principal, teacher and paraprofessional representatives who have a strong understanding of content and pedagogy.
 - b) The Instructional Leadership Team has communicated the year's instructional focus with Common Core Standards being the umbrella for all instruction along with 3 core instructional strategies:
 - Higher Order Questioning Strategies
 - Summarizing
 - Arts Integration
 - c) New ELA and Math Curriculum that is more closely aligned with Common Core Standards was purchased and provided to all teachers along with training.
 - Elementary Math Core Curriculum - Investigations
 - Elementary Intervention Curriculum - Do The Math
 - Middle School Core Curriculum - Connected Mathematics Project 3
 - Middle School Intervention Curriculum - Math XL and Do The Math
 - ELA Elementary and Middle School - Achieve 3000
 - d) Maximizing human resources such that teachers and paraprofessionals are working more collaboratively regarding lesson planning and implementation as a way of better meeting individual student needs.

The SY2015 GLS professional development schedule better addresses ongoing PD that is dynamic, research-based, includes follow-up and support is job-embedded and promotes self-reflection. GLS staff participates in a 50-minute PD opportunity 3 days a week every week. The GLS Instructional Leadership Team plans out the monthly PD calendar. Throughout the year the weekly PD will include:

- a) training sessions & follow up
 - b) study groups
 - c) action research groups
 - d) peer coaching
4. GLS is implementing both formative and summative assessments using the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments will be administered three times throughout the year providing specific data related to individual students' needs allowing for more targeted instruction within RTI groups and regular classroom instruction. In addition, all Group 1 educators will be using MAP Component V of the DPAS II system.
5. A systematic approach to monitoring instructional practices has been developed and is being implemented this year (SY2015).
- a) Routine classroom walkthroughs are occurring by the "principal". The walkthroughs have a clear focus on expected instructional practices.

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.

As demonstrated from the results, Gateway Lab School received "Meets Standard" for all Measures with the exception of Measure 2a. Total Margin and 2c. Cash Flow.

The results as measured were a reflection of continuing funds each year for FY2012 through FY2014. The continuing funds included - Summer Pay—was budgeted in its entirety based upon staff at the point of the final budget approval, 2% Contingency—in preparation for planned priorities, the administration set aside the remaining unused portion, Accounts Payable—vendor obligations were sufficiently budgeted to ensure that resources were available at year end to accommodate any unpaid vouchers carried into the new year, thus not expecting new year funds to accommodate prior year obligations. The balance of the remaining contingency was made available for planned one time instructional initiatives.

While it is not expected that balances such as those demonstrated will continue, it is expected that board and administrative practices of funding summer pay will continue. In addition, the past continuing balances have also provided support for the unknown instructional needs for a special population at a time when enrollment is not expected to exceed the approved enrollment of 216 plus 5% to 226.

When revenue for each year is compared to the expenditure activity, expenditures for FY2014 exceed revenue by \$259,160. During FY2014, one-time obligations for a planned renovation project and prior year vendor obligations (accounts payable) totaling \$298,053 have skewed the indicators where there is the appearance of deficit spending. The one-time obligations were supported by continuing funds from FY2013.

Organizational Performance Expectations

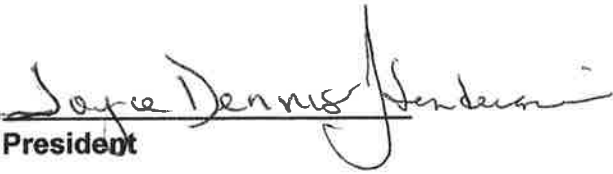
Gateway Lab School's overall organizational rating is Meets Standard. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

As demonstrated from the results, Gateway Lab School received "Meets Standard" for all Measures with the exception of Measure 4c.- *Is the School meeting all staff credentialing requirements?* The percentage of highly qualified teachers was 82.5%. This was due to a single teacher who did not obtain the necessary certification for the content area in which she was teaching. This educator was responsible for teaching six classes a week, which affected the school average disproportionately. This educator was reminded on numerous occasions to obtain the necessary certification and was even given the dates and times of when such certification was available. Ultimately the educator did not follow up in getting the certification and was dismissed permanently. In the future, all teachers will meet staff credentialing requirements.

IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.

GATEWAY LAB SCHOOL

DELAWARE DEPARTMENT OF EDUCATION

BY: 
President

BY: _____
Secretary of Education

Assented to by resolution of the Delaware State Board of Education on the _____ day of _____, 20__.