

**Delaware Charter School Performance Fund Application**  
**Submitted by Kuumba Academy Charter School**

**A: Project Narrative**

In order to bring Kuumba Academy's successful approach to more students, Kuumba will add middle school and expand enrollment in each existing grade over the next two years. By 2015-2016 Kuumba plans to serve approximately 600 children in grades K-8, up from the 297 K-6 students served today. The costs of expansion are significant, and we are seeking funds to support these expenditures, especially in the first year when per pupil revenue will be significantly less than at full enrollment.

For a successful expansion, Kuumba must recruit and train new teachers, support a large number of new students, purchase technology and curriculum supplies, and furnish a new facility. Our goal is to expand without compromising the quality of our program. In fact, we are implementing measures that we believe will strengthen our program even as we welcome a large influx of new students.

We request \$464,057 from the Delaware Charter School Performance Fund to support expansion expenditures that will directly impact school performance: teacher recruitment and development, Summer Academy for students, personalized learning technology and curriculum materials.

**1. Teacher Recruitment and Development**

Studies have shown that students assigned to the most effective teachers gain an additional year's worth of learning over students assigned to the least effective teachers, and that providing low-income students with good teachers rather than average teachers for five years in a row could eliminate the achievement gap.<sup>1</sup> However, the shortage of adequately prepared teachers coming out of our teaching programs is a significant challenge. A recent report<sup>2</sup> stated: "... Delaware, like the nation as a whole, is struggling to adequately prepare future teachers for the challenges they will face in the classroom. In the NCTQ's annual report for 2012, the national average grade for teacher preparation was a D+, while Delaware lagged behind with a D-."

To meet the critical challenge of ensuring a high quality teaching staff prepared to meet high standards in the classroom, Kuumba is employing a number of measures:

**Summer Teacher Institute** – a 3-week program to instruct new teachers in effective teaching methods, including lesson planning, creating and maintaining strong classroom cultures and data driven instructional practices, as well as the arts integrated teaching strategies and curriculum elements unique to Kuumba Academy.

**Math and Reading Instructional Coaches:** these coaches will serve as instructional leaders within the school and work closely with the Administrative team to maximize teacher performance and ensure each classroom is able to achieve breakthrough results. They will help develop curriculum, schedules, analyze school data, devise support plans for teachers, perform teacher observations and coaching, lead professional development sessions and direct interim assessment processes.

**Teacher Recruitment:** We will require nine middle school teachers for the expansion. Recruitment efforts include attending job fairs, presenting at universities in and outside of Delaware and using referral services. We also hope to meet our needs in part by hiring up to three Teach for America corps members in each expansion year.

---

<sup>1</sup> Strong American Schools' Policy Toolkit, "Effective Teachers in Every Classroom," 2008, created with the National Institute for Excellence in Teaching and supported by the Eli and Edythe Broad Foundation and the Bill and Melinda Gates Foundation.

<sup>2</sup> "Delaware Teacher and Administrator Supply and Demand Survey Analysis," conducted at the University of Delaware, June 2013

## **2. Supporting High Need and New Students – Summer Academy and Home Visits**

Summer Academy provides new and academically at-risk students with a six-week, full day intensive program designed to prevent summer learning loss and accelerate new and at-risk students' progress toward academic proficiency. Importantly, Summer Academy will acclimate new students to the Kuumba culture and rigorous, arts integrated approach to learning. Goals are for students to demonstrate 2 months+ growth as measured by MAPs, or similar progress on a pre-/post program assessment for new students for whom we don't have prior year MAPs data. In 2014, Summer Academy will expand from 100 to 269 students due to the expansion, so we are requesting funding for an additional 169 new students to participate in the program.

We will also perform home visits for all new students and their families to review academic and behavioral expectations.

## **3. Technology for Personalized Learning**

The smart use of technology supports our innovative approach to instruction and culture. Our students use self-directed computer based instruction to maximize individualized support and keep intervention group sizes low (1:7 or less). To accommodate our expansion we will require: 30 laptops to achieve a 1:2 ratio in grades 3-7; 108 iPads to achieve a 1:1 ratio in grades 3-7 science class; 12 desktop computers to achieve 1:4 ratio in grades K-2; 5 iPad carts; and 1 laptop cart.

### **Performance Targets - Teacher Development Programs**

Each teacher's effectiveness will be measured using the Teaching Excellence Framework, a teacher evaluation system that evaluates on multiple measures, including lesson observation and data from multiple sources. Goals are:

- 80% of effective/highly effective teachers remain at Kuumba in the following and subsequent years.
- 70% of teachers increase average lesson observation rating (or maintain the highest level)
- 80% of teacher indicate that evaluation components are clear
- 80% of teachers believe their evaluation was an accurate measure of their performance
- 80% of teachers believe that the feedback they received was valuable for their professional growth

### **Performance Targets - Student Achievement**

In 2014-2015, the state of Delaware will be implementing the Smarter Balanced Assessment. In order to track student progress during this transition year, we will rely on NWEA MAPs assessment, which we can compare to previous years. Student achievement goals, using MAP pre- and post-tests at the beginning and end of school year, are:

- Students testing < 39<sup>th</sup> percentile will achieve 1.5 years of growth in reading and math
- Students testing in the 40<sup>th</sup>-69<sup>th</sup> percentiles will achieve 1.25 years of growth in reading and math
- Students testing > 70<sup>th</sup> percentile will achieve 1.0 years of growth in reading and math

We also hope to implement Amplify Insight interim assessments to prepare our students for the Smarter Balanced Assessment. Implementation of Amplify will depend in part on funding, which is being requested as part of a separate request to this grant program from the Delaware Collaborative.

**B. Expansion of Services**

**Budget expense items and amounts that will be used to support start-up or expansion:**

<b>Expansion Item- Salary Expenses</b>	<b>Cost (\$)</b>
2014 Summer Teacher Institute - instructors plus participants	\$44,250
Math and Reading Instructional Coaches*	\$130,000
2014 Summer Academy for Students – staff salary costs to add 169 new students	\$51,840
Incoming K and new student assessment and enrichment instruction (Summer Academy)	\$8,064
Home Visits for new families to review academic and behavioral expectations	\$6,600
Teacher Recruitment	\$2,700
OECs for all salary items	\$69,457
<b>Expansion Item- Contracted Services</b>	
Teach for America Corps Members	\$15,000
Classroom Culture Expert for 5 days of Summer Teacher Institute	\$7,500
<b>Expansion Item- Materials and Supplies</b>	
Curriculum materials and classroom supplies	\$9,306
K-8 Technology for Personalized Learning	\$119,340
<b>Total Charter Performance Funds Requested</b>	<b>\$464,057</b>

\*Ongoing costs will be sustainable within the school budget once full, expanded enrollment is achieved in 2015-2016.

**Justification of how the proposed start-up or expansion plans are high quality.**

The mission of Kuumba Academy Charter School is to be Delaware’s premier arts-integrated charter school with a commitment to provide a rigorous, high-quality academic program in an environment that values parents as key partners in the education of their children, honors the individuality and unique learning style of each student, and utilizes the arts as a tool for academic learning.

This philosophy, combined with meticulous implementation, has established Kuumba as one of the highest performing elementary schools in Delaware. Our plan is to bring this high quality education to middle school and to significantly more students in grades K through five, ultimately serving approximately 600 students in grades K-8 by 2015-2016 vs. 297 students in grades K-6 today.

**How does Kuumba Academy deliver a high quality program?**

The Kuumba model integrates high levels of student support with high expectations and innovative instruction. Kuumba is focused on **student-centered instructional practices**, empowering students and families to create a plan for each child to reach his/her full potential. All Kuumba students have an individual improvement plan (IIP) that outlines their learning targets and “roadmap” for success.

Kuumba emphasizes **transparency with student performance data** and has clearly defined systems to ensure that parents, staff and students are aware of student performance/progress at all times. Classroom teachers utilize benchmark assessment data and mastery trackers aligned with common core standards to identify students in need of additional support to meet defined growth targets. Examples of assessments used to monitor progress include: STEP Reading Assessment, NWEA’s MAPs assessment, Delaware Comprehensive Assessment System (DCAS), Delaware Universal Math Screener and teacher created assessments.

Benchmark assessments are given every six-weeks and enable us to identify struggling students early for immediate action. Struggling students receive small group instruction and tutoring after school and on

Saturdays. Students who persistently struggle despite academic interventions are referred to the Student Support Team for further evaluation and more intense supports.

**Innovative instructional approaches** in math (Singapore Math) and consistent implementation of research-based strategies in reading have enabled Kuumba students to score well above state averages.

Kuumba Academy, through its deep **partnership** with the Christina Cultural Arts Center, integrates the visual and performing arts into the core curriculum. Kuumba is the only Delaware elementary school that, through close collaboration with an arts organization, uses the arts as a tool for learning. Christina teaching artists run Kuumba’s arts programs and train Kuumba core teachers in arts integrated teaching methods. We believe that this **innovative combination of arts and academics** significantly enhances the intellectual, physical, and emotional well being of our students.

Building on our arts integrated instructional approach, Kuumba Academy began the process of implementing the nationally recognized **Expeditionary Learning (EL)** model this year (2013-2014). This innovative school design promotes learning with an experiential, project-based approach. EL emphasizes student inquiry, critical thinking and craftsmanship steeped in meaningful cultural, artistic, academic, service learning and real-world experiences.. The EL model includes in-depth professional development for teachers and leadership support that will play a critical role in helping bring our model to scale.

Kuumba Academy provides a high quality **professional learning community** to teachers and staff. Continuous improvement is expected and we are committed to on-going professional growth. In a 2012 instructional culture survey assessing our performance in developing and meeting our teachers’ needs, Kuumba scored in the Top Quartile of schools in the testing network, obtaining a 9.7 out of a possible 10 points on the researcher’s “Instructional Culture Index.” As described in Section A, a significant portion of our expansion expenditures will go toward professional development programs, programs we believe essential to helping new teachers acclimate quickly as well as strengthening the entire teaching team.

Finally, Kuumba Academy recognizes **parents as partners**. High levels of parent involvement are achieved through parent engagement programs and collaborative goal setting for students and families. Kuumba has been recognized by the Vision 2015 initiative for exemplary family engagement programs.

**Results:** Kuumba Academy students are outperforming the district run and local charter schools where our students live and have demonstrated consistent growth over the past four years:

**% of students proficient as measured by the Delaware Comprehensive Assessment System**

	Grade 3		Grade 5	
Spring 2013:	Reading	Math	Reading	Math
Brandywine School District	69%	70%	80%	73%
Colonial School District	65%	70%	74%	72%
Red Clay School District	62%	62%	73%	64%
Christina School District	61%	68%	71%	61%
East Side Charter School	60%	70%	71%	93%
DE College Prep Charter School	52%	52%	88%	69%
Thomas Edison Charter School	41%	54%	64%	46%
Prestige Academy Charter School	NA	NA	46%	40%
Reach Academy Charter School	NA	NA	29%	14%
Kuumba Academy 2013 *	86%	83%	85%	62%
Kuumba Academy 2012	89%	95%	95%	92%
Kuumba Academy 2011	82%	81%	78%	78%
Kuumba Academy 2010	79%	83%	67%	67%

\* Lower scores in 2013 are attributed to artificially high scores in 2012 resulting from multiple administrations of the DCAS during the initial year of the test. A more significant drop in 5<sup>th</sup> grade Math scores in 2013 can be explained by a higher than usual influx of new grade 5 students who did not have prior experience with Singapore Math, and underscores the importance of the Summer Academy for students new to the Kuumba curriculum.

## **C. Description of High Need Student Population**

### **Our Community**

Since 2001, the return to a concentration of high poverty, under-performing, under-resourced schools in the city of Wilmington has challenged attempts to close the achievement gap. Wilmington, like urban cities throughout the United States, is struggling on educational, economic, crime, social, racial and ethnic fronts. A staggering one out of every three children in Wilmington lives in poverty -- 30.5% of Wilmington children live below the poverty level vs. 14.3% for the state. (Kids Count in DE Issue Brief, kids-count@udel.edu).

Although the underlying causes for the failure to effectively educate low income, African American and Hispanic students are subject to heated debate, longitudinal data demonstrating the achievement gap between black, brown and white students is inarguable. The pervasive and ever growing complex needs experienced by Wilmington's children are also well documented.

### **Student Demographics and % of Grant Funding Serving High Need Students**

Kuumba Academy was founded to give evidence that the achievement gap may indeed be eradicated. Although the numbers paint a challenging picture, the Kuumba Model represents Hope and Heat. Hope that the "Kuumba Way" will embrace families and children regardless of their current condition and move them toward academic excellence. Heat by advocating for system changes armed with evidence of a more effective local model of education for challenged students.

As a recipient of Title I funding, 84% of the student body at Kuumba qualifies for federally free and reduced meals based on their family income. Additionally, approximately 10% of Kuumba students are classified as special needs and have an Individualized Educational Program.

The expansion plan outlined in Section A will benefit all students in grades K-7. For the 2014-2015 school year, this is estimated to be 467 students. These initiatives would benefit approximately 392 low-income students in grades K-7, or 84% of the student body in these grades.

In addition, Kuumba Academy's racial demographic is comprised of 95.3% African American, 4.0% Hispanic and 0.7% Asian students. 80.0% of Kuumba's students live in the 19801, 19802, 19805 & 19720 zip codes of Wilmington and NCC. These zip codes reflect the highest numbers of children and adults living in poverty, the highest rate of African American, and Hispanic students performing below state standards in reading and math, the highest percentage of high school drop-outs, the greatest number of chronically failing schools, the highest rate of teen pregnancy and the highest crime rate statewide. (US Census Bureau, DOE, Criminal Justice Council, & Kid's Count).

### **Evidence Demonstrating Improved Educational Outcomes for our High Need Student Population**

Throughout our 11-year history, Kuumba Academy has made a tremendous impact on the lives of children and families in the city of Wilmington, despite the prevalence of poverty among our students. This strong performance has enabled Kuumba to narrow, eliminate and even reverse the achievement gap in all grades levels and content areas.



The chart below demonstrates our capacity to reduce the achievement gap:

Reading Achievement Gap Analysis: DCAS Spring 2013											
Grade 3	KACS	State	Af. Am.	White	Gap	Grade 5	KACS	State	Af. Am.	White	Gap
Fall	660	654	629	676	-16	Fall	706	727	703	747	-21
Winter	703	698	672	723	-20	Winter	762	760	737	780	-18
Spring	741	725	798	748	-7	Spring	791	782	759	801	-10
Math Achievement Gap Analysis: DCAS Spring 2013											
Grade 3	KACS	State	Af. Am.	White	Gap	Grade 5	KACS	State	Af. Am.	White	Gap
Fall	587	610	584	630	-43	Fall	710	707	685	728	-21
Winter	700	672	642	697	+3	Winter	748	763	718	767	-19
Spring	725	705	673	729	-4	Spring	787	771	741	790	-3

In addition, Kuumba Academy was recognized in 2010, 2012 and 2013 for reducing the achievement gap between African American and white students and low-income and non-low income students by the Delaware Department of Education with the *“Reducing the Achievement Gap Award.”*

**D. Statement of Eligibility**

According to the Academic Performance Framework, Kuumba Academy has met or exceeded standards for the past three years.

With regards to the other two performance metrics, Kuumba has met the standard on both the Financial Performance Framework and the Organizational Performance Framework each year since 2011-2012.

#  
#

STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

FEDERAL BUDGET FORM

Date: 4/15/2014

Federal Program/Title: Delaware Charter School Performance Fund Completed by: Sally Maldonado  
LEA/Agency: Kuumba Academy Charter School  
Project Title: Kuumba Academy Expansion  
Project Period From: 7/1/2014 Project Period To: 6/30/2015

EXPENSE TYPES AND ACCOUNT CODES: SALARIES (5100) AND OTHER EMPLOYEE COSTS (5120)		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
Fed Acct. No.	PERSONNEL: Give name, position, and FTE percentage for all funding involved (Use continuation page if needed.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds Tuition
	<b>PROFESSIONAL:</b>	\$	\$	\$	\$
200	Provide academic Enrichment for 6 weeks for all incoming new KACS students (target enrollment = 169 newly enrolled students)	51,840		51,840	
	Incoming K assessment /instructional support	8,064		8,064	
	Home visits for all incoming K families	6600		6,600	
	Summer Teacher Institute Instructors	10,500		10,500	
	Summer Teacher Institute Participants (10 new hires) for 3 weeks of training and coaching 37.5 hrs/week @ \$30/hr	33,750		33,750	
	FT Reading Instructional Coaches to support all teachers with classroom instruction and classroom management techniques using the TEF	65,000		65,000	
	FT Math Instructional Coaches to support all teachers with classroom instruction and classroom management techniques using the TEF	65000		65,000	
	Teacher recruitment: staff time for interviews, demo lessons, recruitment	2,700		2,700	
	<b>Subtotal</b>	243,454		243,454	
200	<b>SUBSTITUTES:</b>	\$	\$	\$	\$
	<b>Subtotal</b>				
200	<b>SUPPORT STAFF:</b>	\$	\$	\$	\$
	<b>Subtotal</b>				
200	<b>STUDENTS:</b>	\$	\$	\$	\$
	<b>Subtotal</b>				
800	<b>OTHER EMPLOYEE COSTS:</b>				
	<b>Percent</b>				
	FICA 6.20	15,094		15,094	
	Medicaid 1.45	3,530		3,530	
	Pension 18.76	45,672		45,672	
	Workman's Comp 1.95	4,747		4,747	
	Unemployment Insurance 0.17	414		414	
	Health Insurance/Other Non-taxed Benefits				
	<b>Subtotal</b>	69,457		69,457	
	<b>TOTAL SALARY &amp; EMPLOYEE COSTS</b>	312,911		312,911	





Health Insurance/Other Non-taxed Benefits	Total Funds Requested	Grant Funds	State Funds	Matching Funds
<p>800 Provide academic Enrichment for 6 weeks for all incoming new KACS</p> <p>Incoming K assessment /instructional support</p> <p>Home visits for all incoming K families</p> <p>Summer Teacher Institute Instructors</p> <p>Summer Teacher Institute Participants (10 new hires) for 3 weeks of tra</p> <p>FT Reading Instructional Coaches to support all teachers with classroom</p> <p>FT Math Instructional Coaches to support all teachers with classroom i</p> <p>Teacher recruitment: staff time for interviews, demo lessons, recruitim</p>	\$	\$	\$	\$
<b>Subtotal Benefits (Pg 1)</b>				

Health Insurance/Other Non-taxed Benefits			Total Funds Requested	Grant Funds	State Funds	Matching Funds
800		<u>PROFESSIONAL:</u>	\$	\$	\$	\$
		<u>SUBSTITUTES:</u>				
		<u>SUPPORT STAFF:</u>				
<b>Subtotal Benefits (Pg 2)</b>						

LEA/AGENCY: Kuumba Academy Charter School

EXPENSE TYPE: CONTRACTED SERVICES		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
ACCOUNT CODE: 5500					
List vendor name or type of service.					
Fed Acct. No.	(Use continuation sheet if needed.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds Tuition
800		\$	\$	\$	\$
200	AUDIT FEES (if applicable)				
	Classroom Culture Expert for Summer Teacher Institute and Fall Professional Development with full staff	7,500		7,500	
	Teach for America- corp member professional development and contract fees for 3 corp members to support KACS expansion	15000		15,000	
<b>TOTAL CONTRACTED SERVICES</b>		22,500		22,500	
EXPENSE TYPE: TRAVEL		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
ACCOUNT CODE: 5400					
Fed Acct. No.	Name of person traveling, their title , destination and specific cost of items and rates. (Use continuation sheet if needed.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds tuition
200			\$	\$	\$
<b>TOTAL TRAVEL</b>					

LEA/AGENCY: Kuumba Academy Charter School

**EXPENSE TYPE: CONTRACTED SERVICES**  
**ACCOUNT CODE: 5500**

**TOTAL FUNDING SUPPORTING  
THE ENTIRE PROJECT**

Fed Acct. No.	List vendor name or type of service. (Continuation sheet.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
200		\$	\$	\$	\$

**TOTAL CONTRACTED SERVICES**

**EXPENSE CLASSIFICATION: TRAVEL**  
**ACCOUNT CODE: 5400**

**TOTAL FUNDS SUPPORTING  
THE ENTIRE PROJECT**

Fed Acct. No.	Name of person traveling, their title, destination and specific cost of items and rates. (Continuation sheet.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
200		\$	\$	\$	\$

**TOTAL TRAVEL**



LEA/AGENCY: Kuumba Academy

	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
<b>TOTAL DIRECT COST</b> (Sum of Expense Types Totals from pages 1,2 and 3)	<b>\$464,057</b>		\$464,057	
<b>INDIRECT COST (List Used Rate)</b>  (Indirect Cost Rate x Federal Fund Portion of Direct Cost This rate is valid through June 30, first year)				

EXPENSE TYPE; CAPITAL OUTLAY ACCOUNT CODE: 5700		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
Fed Acct. No.	List item(s) description, quantity and unit price.	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
700	TO REPLACE EXISTING EQUIPMENT	\$	\$	\$	\$
1200	NEW CAPITAL EQUIPMENT				
	Subtotal	\$	\$	\$	\$
	Subtotal				
<b>TOTAL CAPITAL OUTLAY</b>					
<b>GRAND TOTAL</b>		464,057		464,057	

DELAWARE DEPARTMENT OF EDUCATION  
 ADMINISTRATIVE SERVICES BRANCH  
BUDGET SUMMARY REPORT OF STATE FUNDS

Business Mgr. initials when submitted  
 as an Application Budget.

*SM*

GRANT AWARD:  
 APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:  
 (Not Required)

AGENCY: Kuumba Academy Charter School

PROJECT BUDGET PERIOD:

PROJECT TITLE: Kuumba Academy Expansic Beginning: 7/1/2014

GRANT NUMBER: State Funds Ending: 6/30/2015

FUND & LINE: Date: 4/15/2014

This state subgrant is subject to Program Statute, Regulations and Rules. The award is subject to the availability of state funds. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION					
CLASSIFICATION	FED ACCT. NO.	SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	CAPITAL OUTLAY	TOTAL BUDGET
1	2	3	4	5	6	7	8
Administration	100						
Instruction	200	243,454	22,500		128,646		394,600
Attendance Services	300						
Health Services	400						
Pupil Transportation Services	500						
Operation Of Plant	600						
Maintenance of Plant	700						
OECs	800	69,457					69,457
Food Services	900						
Student Body Activities	1000						
Community Service	1100						
Capital Outlay	1200						
<b>TOTAL BUDGET</b>		312,911	22,500		128,646		464,057

PERSON COMPLETING REPORT: Sally Maldonado DATE: 4/15/2014