

KUUMBA ACADEMY

ANNUAL REPORT

2016-2017



**1200 North French Street,
Wilmington, DE 19801
Phone:(302) 660-4750**

I. OVERVIEW

1.1 School Overview:

BASIC INFORMATION	
Name of School	Kuumba Academy
Year School Opened	2001
Enrollment 2016-2017 ¹	744
Approved Enrollment	735
School Address	1200 North French Street, Wilmington, DE 19801
District(s) of Residence	Christina School District
Website Address	http://kuumbaacademy.org/
Name of School Leader	Sally Maldonado
School Leader Email and Phone Number	smaldonado@kuumba.k12.de.us (302) 660-4750
Name of Board President	Joan Coker
<p>Mission Statement: Kuumba Academy’s mission is to provide an innovative learning environment focused on the whole child, in kindergarten through eighth grade. Kuumba Academy directors, staff, and parents share a core belief that parents are the primary educators of their children. Our parents, in partnership with teachers and administrators, believe that every child can maximize his or her learning potential given the opportunity to do so.</p> <p>School notes: 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.</p>	

Based on the Nguza Saba Principles of Kwanzaa, which is a celebration of family, community, and culture the Core Components of the KACS Model are:

1. Student Centered Instruction –Kujichagulia (self-determination),Nia(purpose), Imani (faith)
2. An innovative combination of Arts and Academics
3. Core Values–Based on the Nguza Saba Principles KACS (creativity) and Umoja (unity)
4. Professional Learning Community- Ujamaa (cooperative economics) and Ujima (collective work and responsibility)
5. Family and Community Engagement–Ujima, Nia, Ujamaa,

Over the past several years, KACS has made significant progress in closing the urban achievement gap. This highlights the hard work and dedication of our students, parents, faculty, and staff. It is our expectation that student growth and achievement will continue to be an area in which our school continues to improve as we work to adjust to the more rigorous academic expectations of the Common Core State Standards.

KACS was founded to enroll children with the greatest need and to advocate for all children receiving an ineffective education. The KACS board and staff are closely bound together by a shared belief – that parents are the primary educators of children.

Children at risk for academic failure can indeed be high achievers and change agents in low-income communities when parents and teachers engage students in a culturally relevant, community education model.

1.2 School Demographic Data:

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2016-2017¹
Total Enrollment	744
# of Students on Waiting List	
Gender	
% Male	47.58%
% Female	52.42%
Ethnicity/Race	
% African American	91.13%
% American Indian	0.94%
% Asian	
% Hispanic/Latino	7.26%
% White	0.54%
% Multiracial	
Special Populations	
%Special Education ²	12.23%
% English Language Learners	0.94%
% Low-Income	65.32%

School Comments: KACS was founded to enroll children with the greatest need and to advocate for all children receiving an ineffective education. The KACS board and staff are closely bound together by a shared belief – that parents are the primary educators of children.

Children at risk for academic failure can indeed be high achievers and change agents in low-income communities when parents and teachers engage students in a culturally relevant, community education model.

Although our percent of low income students is reflected as 65%, Kuumba estimates that this number is closer to 92%. Since Kuumba is a community eligibility school, we no longer collect SES data on our families, however, when reviewing the direct certification list and using the multiplier of 1.4, the percentage increases to 92%.

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
Aug 2013	Minor - educator evaluation process	Approved
February 19, 2016	Minor - enrollment increase by 14.9% (effective 2016-17)	Approved

1.4 School Enrollment:

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K	96	97
Grade 1	96	99
Grade 2	96	99
Grade 3	96	99
Grade 4	73	97
Grade 5	80	69
Grade 6	72	69
Grade 7	72	66
Grade 8	54	49
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	735	744

School Comments: Kuumba Academy has met or exceeded enrollment expectations for each of the last five years. A waiting list is maintained in the event of any unexpected openings.

1.5 Reenrollment:

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	Kuumba Academy	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	6	
Grade 1	81	88.04%
Grade 2	79	83.16%
Grade 3	62	67.39%
Grade 4	65	90.28%
Grade 5	52	76.47%
Grade 6	40	62.50%
Grade 7	52	78.79%
Grade 8	44	81.48%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	481	79.77%

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

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

School Comments: Kuumba Academy is committed to ensuring that all families who enroll are satisfied with the academic and social/emotional supports that they receive. Kuumba Academy uses teacher and family surveys to seek parent feedback and has facilitated focus groups with parents to learn more about areas where we may improve our programming to better meet their needs.

Kuumba Academy begins the re-enrollment process in November of each school year and continuously reaches out to families during the re-enrollment period in an effort to retain at least 95% of our student body.

Homeroom teachers and administrative staff communicate with families regularly to determine their re-enrollment status. If a family expresses hesitation to re-enroll, a staff member will reach out to them to find out why.

When reviewing our historical data, particularly with the recent expansion, we have found a large percentage of our students will transfer in for one year and make the decision to leave often in scenarios when a student is recommended for academic retention to close the achievement gap that they arrived with. This is noticeable in grade 3 in particular, where the student support team often identifies a large number of students who are not yet ready to “read to learn” in grade 4 and beyond, and need an additional year in grade 3 learning to read. In grade 6 we have found that many students transfer out because they are looking for more of a traditional middle school experience, including a more comprehensive athletic and extracurricular program.

A third factor that families often communicate is due to location and or transportation. If a family relocates, which many of our families are considered transient, they will express concern that the bus ride will now be too long, or impractical based on their relocation.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	2 Stars (46/150pts) Needs Improvement
Growth	3 Stars (87/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	2 Stars (26/100pts) Needs Improvement

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

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

School Comments:

For the 2016-2017 school year, Kuumba Academy implemented a rigorous ELA curriculum from Engage NY in all grades. This curriculum aligns with our Expeditionary Learning Core practices and focuses on more critical thinking and problem solving. As teachers become more confident with implementation of this new curriculum, it is expected that our student performance including our lowest performing student population will continue to increase.

Kuumba Academy's original purpose was to establish a high-performing public elementary 'community' school in the City of Wilmington with significant parent involvement through a unique non-profit/ public school partnership.

Our 16-year track record of success helping students to achieve high levels of academic performance, despite the prevalence of poverty among students and families in the surrounding school community, is one of Kuumba's greatest strengths. Innovative instructional approaches in math, and consistent implementation of research-based strategies in reading have enabled KACS students to outperform their peers in Wilmington schools. While the SBAC assessment has raised the bar for student achievement and our students are not yet outperforming the state in all grade levels, we are confident that continued support and additional time with our well trained staff will ensure that our students are once again positioned to demonstrate significant gains in reading and math.

Kuumba Academy students are outperforming the district run and local charter schools where our students live. When comparing to Christina District schools, where greater than 70% of our students come from, Kuumba students outperform them in similar grade bands by between 11 and 20 percentage points in ELA and between 6 and 23 percentage points.

Kuumba Academy recognizes the foundation of student achievement is reading and math literacy. We are deeply committed to ensuring that every child is on the path for college and career readiness. As outlined in our model, KACS is focused on student centered instructional practices. Kuumba empowers students and families to create a plan to help every child reach their full academic potential. All KACS students begin each academic year with a goal-setting conference in September during this conference the student, teacher, and parent outline their specific learning targets and “roadmap” for success. Classroom teachers utilize benchmark assessment data and standards-based mastery trackers to identify students who are in need of additional academic support or “interventions” in order to meet defined growth targets. Examples of assessments used to monitor progress include: STEP, NWEA’s MAPs assessment, Smarter Balanced Assessment Consortium (SBAC), Amplify Interim Assessments and teacher created assessments. These assessments also drive Response To Intervention (RTI) groups, which are designed to support students who start the year with an academic achievement gap.

Major Accomplishments:

Two of Kuumba’s greatest accomplishments are that in ELA, the number of students proficient at Kuumba more than doubles from 3rd grade to 8th grade. In grade 3, we are only 20% proficient, and in 8th grade we are 48% - each grade showing a gradual progression along an upward trend line. In 8th grade, our average scale score exceeds that state average scale score by 24 points, and exceeds the average score for African American students statewide by 60 points, demonstrating that the Kuumba model is effective with the population we are predominantly designed to serve. Based on this data, it is clear that the longer Kuumba students are exposed to our ELA program, the more effective it is.

Based on our math MAPs assessment data, we more than double the percentage of students meeting MAPs growth targets from 15/16 to 16/17, from 28% to 64%. In math SBAC, 5th grade has shown incredible growth in proficiency, more than doubling its percentage over the last three years, from 22% in 2015, to 47% in 2017.

For SBAC, in Math, 58% of Kuumba students met personal growth goals, which outperforms the state average of 50%. Additionally, 5th grade math students were 46% proficient, which outperformed the state’s 44%.

Kuumba’s Math and ELA programs are rigorous, common-core aligned, and will lead to high levels of proficiency. Kuumba also implemented structured RTI time which will close the gap for students who are not proficient.

Kuumba is committed to attracting and retaining highly effective teachers to support our students. We established a goal at the onset of the 2016/17 school year to retain no less than 80% of our effective/highly effective teachers. We were able to retain 94%. Additionally, we set a goal for 70% of our teachers to demonstrate professional growth in their practice as outlined in the teacher evaluation rubric, the Teacher Excellence Framework. 79% of our teachers were able to demonstrate growth.

Major Challenges:

The growing and changing student population creates many challenges, and Kuumba must continue to find ways to accommodate a significant number of students who are entering the school year below grade level.

Additionally, Kuumba's SPED population has doubled in recent years, and is significantly larger than many other schools' - in grades 3 and 4, for example, 14% of all students statewide are identified as special ed. At Kuumba Academy there are 22% and 20% of students, respectively, identified as special education. The results can be seen in our proficiency measures, which is a flat, binary measurement, which does not take special education into consideration.

For the 2016/17 school year, Kuumba hired 10 new teachers (out of 32 total teachers). 70% of the new hires were first year teachers. Historical data indicates that it typically takes teacher 3 years to become effective or highly effective in the classroom. Kuumba has a coaching model in place to help new teachers get better faster, however, the impact of a first year teacher on student data is reflected in our SBAC results. In grades 3-5, 70% of the students scoring "below proficiency" in ELA were taught by new and/or first year teachers. Kuumba is committed to supporting new (and all) teachers through regular sessions with teacher coaches, as well as a rigorous professional development schedule. Kuumba set a goal for 70% of our teachers to demonstrate professional growth in their practice, allowing each teacher to make gains to achieve effective/highly effective status.

Performance Agreement

Academic Performance Expectations

Kuumba Academy Charter School's overall academic rating is Meets. By 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.

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

School Comments: Kuumba Academy has met the terms of the Performance Agreement.

At the point of renewal, Kuumba was meeting standard. Next year, however, Kuumba will be measured under a different evaluation system, which may result in an overall rating of "approaching" on the Performance Agreement.

As we will discuss in the next section, Kuumba's demographic, population size, and staffing has changed, as a result of our planned expansion. Kuumba Academy has worked to course-correct to offset these variables that have impacted academic performance outcomes. Our school-wide goals for 2018/19 and beyond are:

- Reduce by half, the percentage of students scoring performance level 1 on SBAC.
- Increase by 10%, the percentage of students meeting or exceeding MAPs growth targets in ELA and Math.
- Increase by 10%, the percentage of students meeting or exceeding SBAC growth targets ELA and Math.

This will be accomplished through:

Academic/Social Emotional supports

- Continue with EL Curriculum in grades to K to 2 to address foundational literacy
- Provide additional SPED support for students in all grades by
- Creating Setting B grade levels 2nd-8th
- Modify curriculum for Setting B students in ELA and Math with more scaffolding to move students towards goals
- Enhance RtI Support through AmeriCorps Members; Teachers support Tier I/Level 1 students (Ratio in grade 1st-4th 1:12)
- Expand instructional leadership/coaching opportunities for teachers
- Continue high-quality coaching in reading and math with a focus on first establishing strong classroom culture before focusing on content
- Continue with Great Minds PD support and in-house coaching/PD

Culture Supports

- Provide Responsive Classroom training for all Deans, coaches and grade level teacher leaders;
 - Intense focus on interactive modeling during first 6 weeks of school
 - Restructure first 7 weeks of Crew to incorporate Nguzo Saba Principles and explicitly teach culture expectations
 - Increased counseling support through internships with Springfield College and Temple- supervised by BHC
 - Guidance Counselor to provide in-house support to students and families
 - Focus Dean support to assigned grade level bands to build relationships with core group of students, teachers, families
 - Public Ally to support SST and ensure wrap around services are aligned and effective
-

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	2 Stars (46/150pts) Needs Improvement	
	School	State
ELA	34.51 %	56.63%
Math	28.34%	45.13%
Science	27.04%	47.45%
Social Studies	n/a	n/a

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

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

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

For the 2016/17 school year, Kuumba Academy did not meet standard for academic proficiency. We have internally analyzed the data, and have determined the three most significant factors that have impacted our performance outcomes. These factors are new students entering below grade level, new and novice teachers, and increased levels of Special Education students and/or needs.

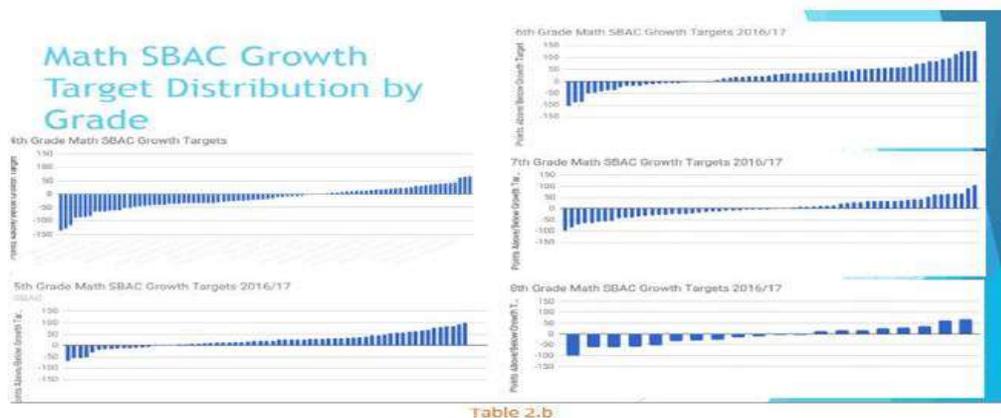
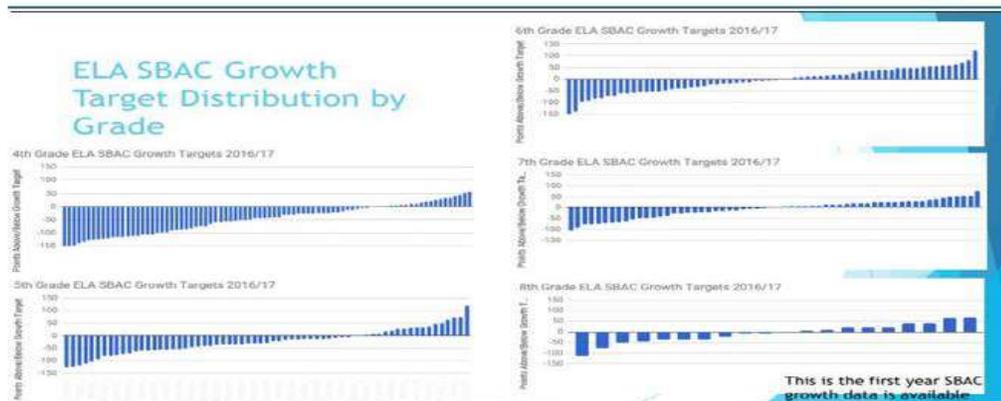
Due to expansion, in 2016/17, Kuumba brought in 126 new students, across tested grades 3-8 on SBAC. Of these 126 new students, 75% scored a performance level 1 or 2 in ELA and 78% scored a performance level 1 or 2 in Math. This data highlights the challenges of working with new students, often entering the school far below grade level, who have not been exposed to the Kuumba model for a significant amount of time. Kuumba offers a 6-week academic enrichment program for all new and returning Kuumba students. The purpose of this program is to begin catching students up as much as possible, particularly new students who enter far below grade level. Additionally, Kuumba has completed its total expansion k-8 and anticipates a more stable student body moving forward since the bulk of new students will enter in Kindergarten. This will enable staff in grades 1-8 to focus on the known academic and social/emotional needs of our existing students.

For the 2016/17 school year, Kuumba hired 10 new teachers (out of 32 total teachers). 70% of the new hires were first year teachers. Historical data indicates that it typically takes a teacher 3 years to become effective or highly effective in the classroom. Kuumba has a coaching model in place to help new teachers get better faster, however, the impact of a first year teacher on student data is reflected in our SBAC results. In grades 3-5, 70% of the students scoring "below proficiency" in ELA were taught by new and/or first year teachers. Kuumba is committed to supporting new (and all) teachers through regular sessions with teacher coaches, as well as a rigorous professional development schedule. Kuumba set a goal for 70% of our teachers to demonstrate professional growth in their practice, allowing each teacher to make gains to achieve effective/highly effective status.

Tables 2.a and 2.b show student growth distribution across grade and subject. These tables also highlight teacher effectiveness. 5th grade math, for example, shows a vast majority of students making great academic growth gains over the school year, three quarters of them meeting their growth targets, and many by substantial margins. The 5th grade math teacher is a highly effective teacher who has been with Kuumba for 8 years. To contrast, 4th grade ELA was taught by several first year teachers, and shows a large percentage of students falling short of their academic growth targets.

Kuumba's SPED population has **doubled** since the 2015/16 school year, which has impacted proficiency scores. In order to address the growing number and needs of our special education students, Kuumba planned to roll out Setting B SPED supports in students in 1st-8th grade. This will increase the number of supports provided for our most academically needy special education students.

Additionally, with expansion, Kuumba has experienced an increase in the number of students and families impacted by trauma who required increased social and emotional supports in and out of the classroom. Kuumba Academy serves 747 students, in grades K-8. Kuumba's students, all of whom are "at-risk", face incredible challenges on a regular basis, and require additional supports beyond the academic program to help them overcome the barriers that may impede their ability to reach their highest potential. The vast majority of Kuumba's population faces exposure to trauma on a daily basis. 82% of our students come from the zip codes 19801, 19802, 19805, and 19720. 93% of our students come from low-income families. 92% are African American and 7% are Hispanic.



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

School Comments: Expected Outcomes

- Reduce by half, the percentage of students scoring performance level 1 on SBAC.
- Increase by 10%, the percentage of students meeting or exceeding MAPs growth targets.
- Increase by 10%, the percentage of students meeting or exceeding SBAC growth targets.

Kuumba's Next Steps

Next Steps: Academic/Social Emotional

- Continue with EL Curriculum in grades to K to 2 to address foundational literacy
- Provide additional SPED support for students in all grades by
- Creating Setting B grade levels 2nd-8th
- Modify curriculum for Setting B students in ELA and Math with more scaffolding to move students towards goals
- Enhance Rtl Support through AmeriCorps Members; Teachers support Tier I/Level 1 students (Ratio in grade 1st-4th 1:12)
- Expand instructional leadership/coaching opportunities for teachers
- Continue high-quality coaching in reading and math with a focus on first establishing strong classroom culture before focusing on content
- Continue with Great Minds PD support and in-house coaching/PD

Next Steps: Culture

- Provide Responsive Classroom training for all Deans, coaches and grade level teacher leaders;
 - Intense focus on interactive modeling during first 6 weeks of school
 - Restructure first 7 weeks of Crew to incorporate Nguzo Saba Principles and explicitly teach culture expectations
 - Increased counseling support through internships with Springfield College and Temple- supervised by BHC
 - Guidance Counselor to provide in-house support to students and families
 - Focus Dean support to assigned grade level bands to build relationships with core group of students, teachers, families
 - Public Ally to support SST and ensure wrap around services are aligned and effective
-

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

School Comments: Kuumba utilizes interim assessments to monitor progress. We use SBAC IAB in math, IO Education common core ELA interims, a winter check-in with MAP, and we will pilot the use of SBAC ICA's. Our performance on these interims help us adjust instruction and select students for Saturday school.

2.3 Growth Data

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

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (87/200pts) Approaching	
	School	State
ELA	28.83 %	50.00 %
Math	58.50 %	50.00 %

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

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

School Comments:

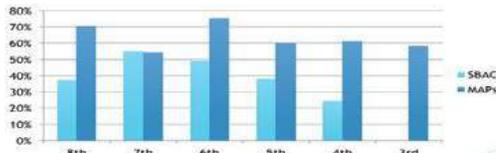
Schoolwide, 58% of students met their SBAC growth targets in Math, and 28% of students met their SBAC growth targets in ELA. In terms of growth ratings, Kuumba was 22 percentage points below the state average in ELA, and Kuumba exceeded the state average by 8% in Math. However, when measured against the MAPs Assessment, especially in ELA, Kuumba’s scores show great gains. In 4th grade, for example, the ELA growth targets more than double when switched to the MAPs assessment.

MAPs is the internal norms reference measurement that we use to track student growth and identify students for RTI supports. MAPs is a part of our goal setting conferences each school year, and students work toward identified growth targets from fall to spring. This assessment has been in place at the school for more than 10 years, and students who have been with the organization are very comfortable with the flow and format of this norms reference test.

Kuumba students tend to perform higher on MAPs growth targets than we saw in 16/17 SBAC. As a school, as we become more familiar with the projected SBAC growth targets, we believe we will be

able to integrate these more seamlessly in our goal setting conferences at the beginning of the year and will work to build student understanding and investment toward meeting SBAC growth targets.

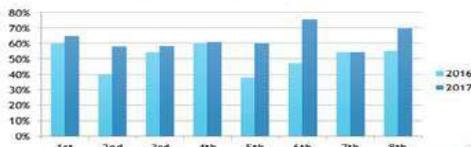
% students meeting ELA growth targets 2017 MAPs vs. SBAC



The chart above demonstrates a vast improvement on ELA growth targets when measured through MAPs testing vs SBAC.

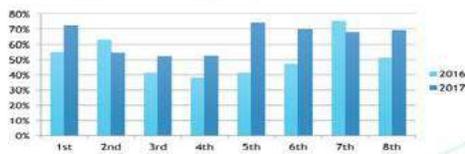
Additionally, by grade, Kuumba made steady gains in ELA across the board in MAPs growth targets:

How has the % of Students Meeting Reading MAPs growth targets grown over time?

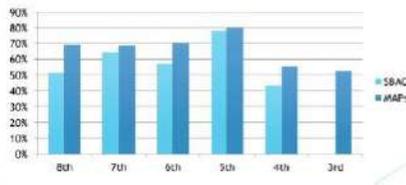


In Math, Kuumba made gains vs last year in every grade but 2nd and 7th grade.

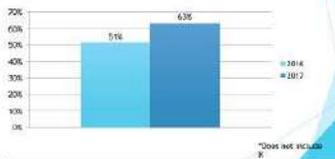
How has the % of Students Meeting Math MAPs growth targets grown over time?



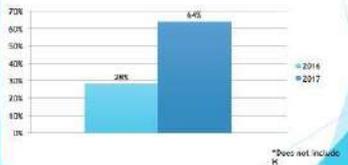
% students meeting Math growth targets 2017



How has the % of Students Meeting ELA MAPs growth targets Schoolwide increased



How has the % of Students Meeting Math MAPs growth targets Schoolwide increased



RTI Program

Additionally, Kuumba implemented structured RTI time which aims to close the gap for students who are not proficient. Students are assigned groups, based on their proficiency levels, and assigned individual learning targets and education plans so that they can achieve growth to proficiency within a reasonable amount of time. Kuumba's AmeriCorps program helps with the implementation of RTI, and allows students to have more time in small group settings.

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

School Comments:

- Increase by 10%, the percentage of students meeting or exceeding MAPs growth targets.
 - Increase by 10%, the percentage of students meeting or exceeding SBAC growth targets.
-

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

School Comments: Kuumba utilizes interim assessments to monitor progress. We use SBAC IAB in math, IO Education common core ELA interims, a winter check-in with MAP, and we will pilot the use of SBAC ICA's. Our performance on these interims help us adjust instruction and select students for Saturday school.

2.4 On Track to Graduation Data

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

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	95.84 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate ³	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

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

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

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

School Comments: Kuumba is excelling in this category and will continue to monitor attendance. Kuumba provides a safe and nurturing atmosphere and students look forward to attending school.

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

School Comments: Kuumba expects to continue to receive an "exceeds" in this category.

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

School Comments: Kuumba monitors attendance on a daily basis and follows up with families who are at risk for truancy or who have attendance issues.

2.5 College & Career Preparation Data

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

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	2 Stars (26/100pts) Needs Improvement	
	School	State
Growth to Proficiency ELA	28.48 %	59.19 %
Growth to Proficiency Math	23.66 %	35.41 %
College & Career Preparation	n/a	49.64 %

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

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

School Comments: Schoolwide, 57% of students met their SBAC growth targets in Math, and 36% of students met their SBAC growth targets in ELA.

For the 2016/17 school year, Kuumba Academy did not meet standard for College & Career Prep. We have internally analyzed the data, and have determined the three most significant factors that have impacted our performance outcomes. These factors are new students entering below grade level, new and novice teachers, and increased levels of Special Education students and/or needs.

Due to expansion, in 2016/17, Kuumba brought in 126 new students, across tested grades 3-8 on SBAC. Of these 126 new students, 75% scored a performance level 1 or 2 in ELA and 78% scored a performance level 1 or 2 in Math. This data highlights the challenges of working with new students, often entering the school far below grade level, who have not been exposed to the Kuumba model for a significant amount of time. Kuumba offers a 6-week academic enrichment program for all new and returning Kuumba students. The purpose of this program is to begin catching students up as much as possible, particularly new students who enter far below grade level. Additionally, Kuumba has completed its total expansion k-8 and anticipates a more stable student body moving forward since the bulk of new students will enter in Kindergarten. This will enable staff in grades 1-8 to focus on the known academic and social/emotional needs of our existing students.

For the 2016/17 school year, Kuumba hired 10 new teachers (out of 32 total teachers). 70% of the new hires were first year teachers. Historical data indicates that it typically takes teacher 3 years to become effective or highly effective in the classroom. Kuumba has a coaching model in place to help new teachers get better faster, however, the impact of a first year teacher on student data is reflected in our SBAC results. In grades 3-5, 70% of the students scoring “below proficiency” in ELA were taught by new and/or first year teachers. Kuumba is committed to supporting new (and all) teachers through regular sessions with teacher coaches, as well as a rigorous professional development schedule. Kuumba set a goal for 70% of our teachers to demonstrate professional growth in their practice, allowing each teacher to make gains to achieve effective/highly effective status.

Tables 2.b and 2.c <see section 2> show student growth distribution across grade and subject. These tables also highlight teacher effectiveness. 5th grade math, for example, shows a vast majority of students making great academic growth gains over the school year, three quarters of them meeting their growth targets, and many by substantial margins. The 5th grade math teacher is a highly effective teacher who has been with Kuumba for 8 years. To contrast, 4th grade ELA was taught by several first year teachers, and shows a large percentage of students falling short of their academic growth targets.

Kuumba’s SPED population has doubled since the 2015/16 school year, which has impacted proficiency scores.

In order to address the growing number and needs of our special education students, Kuumba planned to roll out Setting B SPED supports in students in 1st-8th grade. This will increase the number of supports provided for our most academically needy special education students.

Additionally, with expansion, Kuumba has experienced an increase in the number of students and families impacted by trauma who required increased social and emotional supports in and out of the classroom. Kuumba Academy serves 750 students, in grades K-8. Kuumba’s students, all of whom are “at-risk”, face incredible challenges on a regular basis, and require additional supports beyond the academic program to help them overcome the barriers that may impede their ability to reach their highest potential. The vast majority of Kuumba’s population faces exposure to trauma on a daily basis. 82% of our students come from the zip codes 19801, 19802, 19805, and 19720. 93% of our students come from low-income families. 92% are African American and 7% are Hispanic.

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

School Comments:

- Reduce by half, the percentage of students scoring performance level 1 on SBAC.
- Increase by 10%, the percentage of students meeting or exceeding MAPs growth targets in ELA and Math.
- Increase by 10%, the percentage of students meeting or exceeding SBAC growth targets ELA and Math.

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

School Comments: Kuumba uses the Smarter-Balanced compatible NWEA MAPs assessment to monitor and record student achievement. Pre, middle, and post tests are administered to students every 6-8 weeks. RTI groups are identified by the pretest results, and students are put into academic groups which will offer the right amount of support to catch them up to proficiency as efficiently and effectively as possible.

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?

KACS will reduce by half the percentage of students scoring below or well below on the Smarter Balanced assessment in four years, thus closing the achievement gap.

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
No less than 60% of students will meet MAPs growth targets as defined by NWEA'S MAPs assessment	<p>Meets Standard:</p> <ul style="list-style-type: none"> • 60% of students will meet their growth target in Reading and Math. <p>Approaching Standard:</p> <ul style="list-style-type: none"> • 45-59% of students will meet their growth target in Reading and Math. <p>Far Below Standard:</p> <ul style="list-style-type: none"> • less than 45% of students will meet their growth target in Reading and Math. 	NWEA MAPs assessment	Fall to Spring growth trackers; component 5 data	

a) Rate the school's performance according to the criteria established by the school for its 2016-2017 mission specific goal(s).

School Comments: As demonstrated in the chart below, Kuumba has made great strides to achieve its goal of 60% of students meeting growth targets in Reading and Math as measured by NWEA MAPs. In Math, Kuumba saw an increase in students meeting the MAPs growth targets from 28% in 2015/16 to 64% in 2016/17. In ELA, Kuumba saw an increase in students meeting the MAPs growth targets from 12% in 2015/16 to 63% in 2016/17.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

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

SUMMARY AND OVERALL RATING

Kuumba Academy

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		
2016-2017	M	M	M	M	AS	M	M	M	M	M	Meets Standard

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

School Comments: Kuumba Academy’s overall rating is “Meets Standard” because it has met or exceeded all standards in Organizational Performance, except for Governance & Public Stewardship, where it is “approaching standard. Kuumba has received this rating because of a delay in posting of CBOC minutes and financial reports. Kuumba has established an organizational system to avoid delays in the future.

Kuumba has always strived to be in compliance with all DOE requirements. We plan to continue this practice. We have strong internal capacity to continue to meet all organization expectations. Our leadership team, school board and staff strive to ensure that we are considered an exceptional organization.

External auditors have audited our school finances annually and have found neither findings nor acts of impropriety. It is anticipated that this performance will continue into the future.

The school’s budget is reviewed and approved by the Board of Directors on an annual basis. A monthly financial report is reviewed by the Citizens Budget Oversight Committee (CBOC) and the Board of Directors. This report is posted on our website as required. The school operates with a financial surplus to ensure fiscal viability and security.

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

School Comments: Kuumba Academy has worked hard to implement internal systems for compliance regarding the posting of Board & CBOC agendas, minutes, and schedules.

Additionally, Kuumba Academy is currently working to achieve financial and governance training for all board members, as well as trainings for all Citizen Budget Oversight Committee members. We anticipate all trainings to be complete by March 1st.

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

Kuumba Academy's overall rating is "Meets Standard" because it has met or exceeded all standards in Organizational Performance, except for Governance & Public Stewardship, where it is "approaching standard." Kuumba has received this rating because of a delay in posting of CBOC minutes and financial reports. Kuumba has established an organizational system to avoid delays in the future.

Additionally, Kuumba Academy is currently working to achieve financial and governance training for all board members, as well as trainings for all Citizen Budget Oversight Committee members. We anticipate all trainings to be complete by March 1st.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

The school has conducted meetings and business in accordance with the state open meetings law, pursuant to Del. C., Title 29, Ch. 100 but there have been delays with posting meeting information that have not exceeded 60 days.

School Response To Rating:

Kuumba Academy's overall rating is "Meets Standard" because it has met or exceeded all standards in Organizational Performance, except for Governance & Public Stewardship, where it is "approaching standard. Kuumba has received this rating because of a delay in posting of CBOC minutes and financial reports. Kuumba has established an organizational system to avoid delays in the future.

Performance Agreement

Organizational Performance Expectations

Kuumba Academy Charter School's overall organizational rating is Meets. By 2018, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

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

School Comments: As outlined in the Performance Agreement, Kuumba has achieved the overall organizational rating of "Meets".

Kuumba Academy Charter School met all of the indicators under the organizational framework with the exception of 2a. There were members of the board/CBOC who did not complete the fiscal training in the timeframe outlined. Moving forward the organization will ensure that all members are trained within the designated time frame. The addition of the PDMS course for fiscal training also makes meeting this standard easier for CBOC and board members who work full time in addition to serving our organization.

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Ken	Brown	2015	2018	Vice President	1/12/2012	December 2011
Joan	Coker	2015	2018	President	1/12/2012	December 2011
Samantha	Connell	2011	2018	Student Achievement Committee Member	1/12/2012	December 2011
Douglas	Cuffy	2011	2018	Student Achievement Committee Member	1/12/2012	December 2011
Bernard	Fisher	2015	2018	Treasurer	1/12/2012	December 2011
H. Raye	Jones Avery	2015	2018	Vice President	1/12/2012	December 2011
Sally	Maldonado	2015	2018	Head of School	1/12/2012	December 2011
Tracey	Merritt	2015	2018	Secretary	1/12/2012	December 2011
Darren	Moore	2015	2018	Vice President	1/12/2012	December 2011
Sheri	Robinson	2017	2020	Parent Representative	10/31/2017	September 2016
Susan	Thomas-Holder	2015	2018	Vice President	1/12/2012	December 2011

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

School Comments: Kuumba Academy is currently working to achieve financial and governance training for all board members, as well as trainings for all Citizen Budget Oversight Committee members. We anticipate all trainings to be complete by March 1st.

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

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Aruku	Davis	Oct 2015	Oct 2017	Parent Rep	11/30/2015
Bernard	Fisher	July 2016	July 2018	Board Treasurer	1/12/2012
Eric	Hoover	March 2016	March 2018	Development Director	10/26/2017
Michelle	Lambert	July 2016	July 2018	CPA	10/13/2011
Sally	Maldonado	July 2016	July 2018	Head of School	1/12/2012
Sindi	Maldonado	July 2017	July 2019	Business Manager	11/30/2015

School Comments: Kuumba Academy is currently working to achieve financial and governance training for all board members, as well as trainings for all Citizen Budget Oversight Committee members. We anticipate all trainings to be complete by March 1st.

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

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92.7	38	41

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

School Comments: Kuumba Academy works to ensure that teachers are provided with ongoing support and professional development through coaching and PLCs. Over the past several years, the board has worked to increase teacher salaries to be more on par with local school districts. On average, Kuumba Academy pays teachers at roughly 97% of Red Clay School District. Kuumba Academy believes that equitable pay, meaningful professional development, and a positive school culture lead to higher rates of teacher retention. Kuumba Academy incorporates many strategies to solicit teacher feedback and seek their input around ways to improve staff culture and climate and the teacher evaluation process. As stated in our highlights, we were able to retain 94% of our effective or highly effective teachers.

Teachers who leave the school are asked to participate in an exit interview. Some reasons teachers have stated include seeking more pay, opportunity for tuition reimbursement, and expressed interest in teaching outside of an urban environment.

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

School Comments: Having high quality, effective teachers is one of Kuumba’s top priorities, as is reflected in its robust professional development plan. This includes 20 days of professional development before the start of the school year in our summer teacher institute followed by bi-weekly 4-hour professional development sessions, and regular instructional coach planning alongside the lead classroom teacher and instructional coach.

Kuumba has an established “Instructional Coach” program in which instructional coaches, who are experts in their content areas, regularly meet with teachers in order to provide them with a unique one-on-one professional development experience, which includes teacher observations, and then a debrief session, in which they can address shortcoming and work together on creating plans of action for improvement. Kuumba attributes much of its success to this program.

Our staff participates in several professional development opportunities each year - at least once every other week. Below you will find several professional development opportunities which

specifically apply to Trauma-informed care and integrated student services:

For Staff

- Strengthening Culture and Character through the effective implementation of CREW with students in grades K-8.
- Helping students develop self-awareness, stress resiliency and self-control through Arts Integrated Strategies
- High Quality Student Work within the Expeditionary Learning model
- Management in the Active Classroom
- Responsive Classroom Strategies
- Guided Reading training
- Developing lesson plans for critique and revisions protocols to strengthen high-quality student products.
- Integrating the Habits of Scholarship into daily instruction to build productive adults prepared for college and careers.

For Staff & Volunteers

- Culture and Character at Kuumba Academy Charter School
- Cultural Competencies
- Positive communication strategies with students and parents

Our desired outcomes are that educators will participate in collaborative professional development sessions in order to create lesson plans and instructional units that align the program goals including arts and academic integrations as well as social and emotional competency skills. Kuumba staff and volunteers will participate in 13.5 hours of on-site PD related to the summer learning program. The PD will be led by trained professionals and will focus on safety, CPR, lesson development, planning for targeted interventions, behavior management, and effective arts integration strategies.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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	
2016-2017	M	M	M	M	AS	M	F	N/R	M	Meets Standard

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

School Comments: Kuumba's overall rating has met standard for FY17.

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

School Comments: Kuumba's board and management team continue its current policy of monitoring monthly financial performance to address any variances from the School's financial objectives.

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

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2016-2017
1 YR: -4.26%
3 YR: 1.63%

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

School Response To Rating:

Kuumba Academy is approaching the standards as result of the final spend down of a multi-year grant that was awarded in fiscal year 2015. The negative margin was result of the timing difference of the recognition of the revenue from the grant in fiscal year 2015 and the correlating expenses that occurred in fiscal year 2016 and 2017

Measure 2c. Cash Flow

2016-2017
1 YR: \$-118135
3 YR: \$-898828

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

School Response To Rating:

Kuumba’s current cash flow has been affected by a million plus in fundraising/grants (as previously mentioned) that was awarded in prior periods, as expenses are spent over multiple years to assist with the growth of enrollment. Expenses are skewed with the inclusion of several one-time large expenses. Management has developed a fiscal plan that will address ongoing operational expenses and increase an operational reserve. Its management expectation that cash flow results will move toward meeting standards over the next two years.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2016-2017
M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY17 independent audit disclosed related party transactions in the notes to the financial statements (Note F).

School Response To Rating:

Kuumba Academy continues to adhere to its policy of disclosure of any related party transactions in the annual audit and to review annually related party transactions for conflicts and service effectiveness.

Performance Agreement

Financial Performance Expectations

Kuumba Academy Charter School's overall financial rating is Meets. By 2018, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

School Comments: Kuumba Academy has met its performance agreement with noted exceptions that will resolve during the 2018 & 2019 Fiscal year.

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

School Comments: Kuumba Academy is pleased to report no audit findings.

V. INNOVATION

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

School Comments: Kuumba Academy is happy to report the continued successful Implementation of the Teaching Excellence Framework to support our teachers' professional growth and development. The Urban Charter Collaborative received the "Superstars in Education" award for the creation of this innovative and effective framework.

In collaboration with Thomas Edison, East Side Charter School and Prestige Academy, KACS is implementing an alternative teacher evaluation system in place of the DPAS II. 2016-2017 marked our fourth year of implementation. TEF is built around four goals/objectives that we believe revamping our teacher evaluation process will help us meet. These include:

- Dramatically Improve Student Performance - Put student learning front and center and utilize their performance as the primary benchmark of our teachers' development and success.
- Develop and Retain Effective Teachers – Engage teachers in a culture of feedback and professional learning that promotes effective practice, enables leadership roles, and rewards those achieving at high levels.
- Develop a Network of Like-Minded Colleagues - Create space for educators both within and between our schools to provide feedback and engage in development opportunities.
- Inform Policy and Practice - Share lessons learned to policymakers and practitioners in order to drive change at scale to the benefit of every student throughout Delaware.

76% of teachers reported that the feedback they receive from the TEF is "very valuable" or "extremely valuable".

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Kuumba Academy Charter School
Location:	Wilmington, Delaware

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

Sally Maldonado 12/1/17

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

Print/Type Name:	Sally Maldonado
Title (if designated):	Head of School
Date of approval by board of directors:	12/1/17

References:

¹ Based on September 30th Unit Count

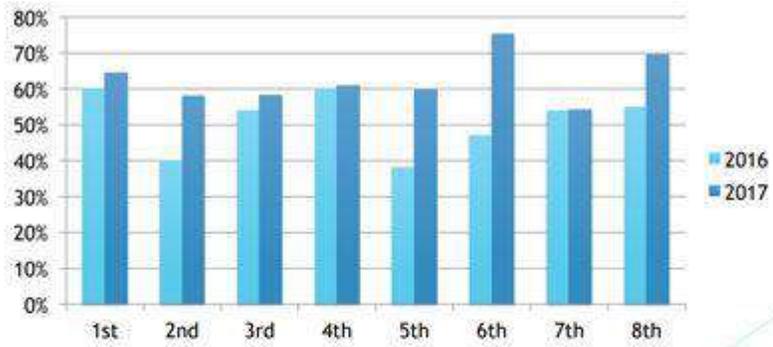
² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

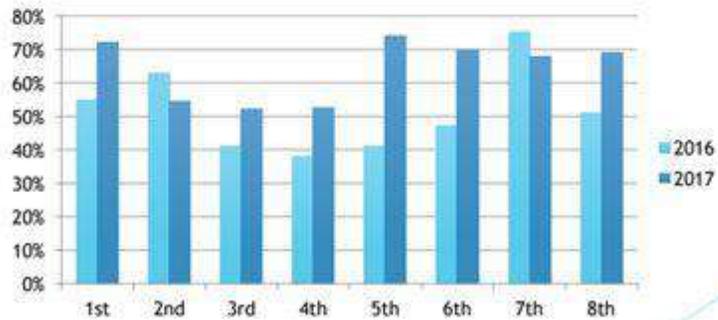
³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

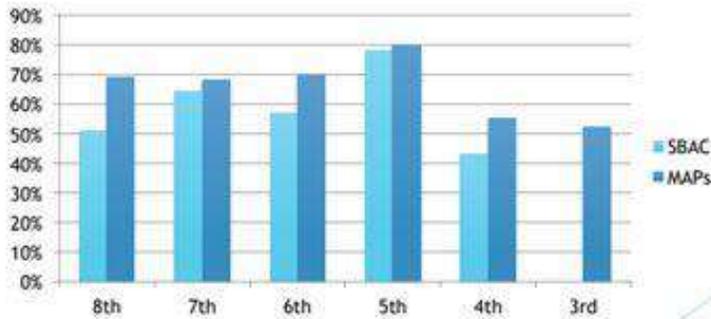
How has the % of Students Meeting Reading MAPs growth targets grown over time?



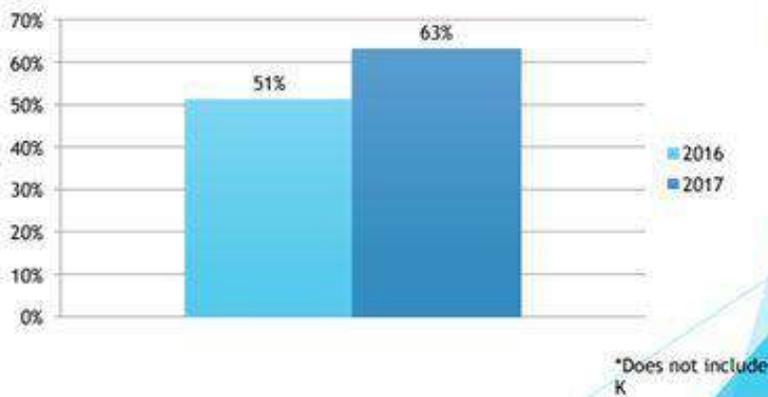
How has the % of Students Meeting Math MAPs growth targets grown over time?



% students meeting Math growth targets 2017



How has the % of Students Meeting ELA MAPs growth targets Schoolwide increased



How has the % of Students Meeting Math MAPs growth targets Schoolwide increased

