

KUUMBA ACADEMY

ANNUAL REPORT

2020-2021



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

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school’s basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Kuumba Academy
Year School Opened	2001
Enrollment 2020-2021 ¹	644
Approved Enrollment	700
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	Sally.Maldonado@kuumba.k12.de.us (302) 660-4750
Name of Board President	Herb Broadwater
<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</p>	

unique learning style of each student, and utilizes the arts as a tool for academic learning.

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:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2020-2021 ¹
Total Enrollment	644
# of Students on Waiting List	50
Gender	
% Male	45.65%
% Female	54.35%
Ethnicity/Race	
% African American	90.37%
% American Indian	1.55%
% Asian	0.16%
% Hispanic/Latino	5.59%
% White	0.93%
% Multiracial	1.24%
Special Populations	
% Special Education ²	16.15%
% English Language Learners	1.71%
% Low-Income	55.28%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K	88	72
Grade 1	87	93
Grade 2	86	81
Grade 3	96	79
Grade 4	76	69
Grade 5	67	66
Grade 6	75	71
Grade 7	55	55
Grade 8	70	58
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	700	644

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

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

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Kuumba Academy	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	6	
Grade 1	91	94.79%
Grade 2	73	77.66%
Grade 3	73	82.95%
Grade 4	64	96.97%
Grade 5	60	90.91%
Grade 6	68	89.47%
Grade 7	51	92.73%
Grade 8	58	89.23%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	544	89.77%

** 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.

Kuumba Academy is committed to ensuring that families are satisfied with the academic and social/emotional support that they receive for their children. Kuumba Academy uses family surveys to gather feedback throughout the school year. Families who did not re-enroll for the 20-21 school year, cited the following reasons: moved out of state (19%), opted for a private or homeschool option (17%), moved to another school district in DE/bus transportation too far (38%), moved to a charter/magnet school with a different focus (26%). KACS staff and leadership will continue to monitor re-enrollment trends and address specific areas of concerns that we identify.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at:
[Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

School Comments:

Since March 2020, our students and families have been significantly impacted by increased violence in our community, job loss, multi-layered changes in home environments, heightened housing insecurity, and trauma due to isolation, family illnesses, and death as a result of the impact of COVID-19 and extended school closures. In order to overcome the challenges our students and families face on a daily basis, it is critical that our students have access to active and challenging learning, high-quality SEL support, targeted academic interventions to address academic learning gaps exacerbated by COVID-19 as well as extended academic and arts based enrichment activities to keep them engaged and connected to learning and in a safe and encouraging environment beyond the school day.

Our data analysis prior to school closings due to COVID 19 highlighted some promising growth because of our focus during the school year. In reading grades K, 1, 3, 7 and 8 were on track to meet end of year growth targets as measured by MOY MAPs growth data. Grades K, 7 and 8 were growing ahead of the norm group. When compared to prior year, K students were making great gains. During the 18/19 school year, K students grew 13 total points from Fall to Spring in Reading. By winter of 2020, K students had already grown a total of 14 points from the Fall. This cohort was on track to

more than double their growth from the prior school year.

Our focus areas for the 21/22 school year:

- In Tier I, all students will engage in challenging and active learning tasks through the consistent implementation of high quality instructional materials
- In RtI, all students will receive academic interventions that are consistently aligned with their needs based on progress monitoring and observational student data
- All students will be able to demonstrate evidence of critical thinking, such as synthesizing complex ideas and considering multiple perspectives.
- All students will be able to reflect and track their progress toward learning targets based on meaningful data

Additionally strategies in place to support students for the 21/22 school year will include:

- Expanded after school tutoring,
 - Smaller teacher student ratios in primary grades
 - Targeted intervention instruction.
-

Performance Agreement

Academic Performance Expectations

Kuumba Academy's 2017-18 overall academic is: Approaching Expectations

- Academic Achievement: Approaching Expectations
- Academic Progress: Meets Expectations
- School Quality/Student Success: Exceeds Expectations
- Progress toward English Language Proficiency: N/A

By September 2023, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success 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

Due to the impact of COVID-19 on learning and learning environments, Kuumba Academy remains committed to ensuring we are closing the achievement gap that exists for many of our students in order to meet standard for student growth and achievement by 2023.

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?

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.

Mission Specific Goal				
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	Meets Standard:	NWEA MAPs assessment	Fall to Winter growth trackers;	Far below standard based on available data for the 20/21 school year Please see 2021 data notes for additional information
	60% of students will meet their growth target in Reading and Math.			
	Approaching Standard: 45-59% of students will meet their growth target in Reading and Math.			
	Far Below Standard: less than 45% of students will meet their growth target in Reading and Math.			

a) Rate the school's performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

School Comments This information, including the requested data source was previously submitted in

July 2021. Please note: due to remote and hybrid learning during the 20/21 school year not all students had a fall to spring growth and/or proficiency score available.

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

See attached Appendix 1

3.2 Organizational Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

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		
2020-2021	M	M	AS	M	M	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” for organizational performance because it has met standard for all indicators, except for 1C, where we are approaching standard for.

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

School Comments: As a result of intentional data analysis and strategic planning, we have restructured our Special Education Department to include two co-directors as well as one special

education co-teacher per grade level in order to provide more focused support for students with disabilities. This is effective August 2021. This new special education department structure will enable our team to ensure we are meeting standards for 1c.

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

1. EDUCATION PROGRAM

Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

DOE Rating Information:

Charter has been identified as non compliant for IDEA Indicator 11 and is engaged in a Corrective Action Plan.

School Response To Rating:

As indicated above, our Special Education Director(s) are working closely with the Department of Education to meet the priorities as outlined in our corrective action plan. This indicator is now "meeting standard."

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Kuumba Academy Charter School's overall organizational rating is Meets. By September 2023, 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: Kuumba Academy is on track to achieve/maintain our overall organizational rating of "meets" standard.

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 training conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date	Governance Training Date
Herb	Broadwater	President	October 2020	November 2020
Joan	Coker	Vice President	October 2020	November 2020
Bernard	Fisher	Treasurer	October 2020	November 2020
H. Raye	Jones Avery	Governance	October 2020	November 2020
Sally	Maldonado	Head of School	October 2020	November 2020
Ken	Brown	Facilities	October 2020	November 2020
Leland	Sylver	Finance	October 2020	November 2020
Lem	Miller	Member at large	October 2020	November 2020
Donna	May	Member at large	October 2020	November 2020
Tamara	Walker	Teacher Rep	October 2020	November 2020
Maureen	Masters	Teacher Rep	October 2020	November 2020
Danielle	Craig	Member at large	January 2021	November 2020
Genelle	Freeman-Saul	Staff Rep	October 2020	November 2020

*Please list only the most recent training date.

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

School Comments: All board members for the 20-21 school year were able to complete training offered through PDMS.

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

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Marsha	Auld-Saunders	Parent Representative	2/1/2018
Bernard	Fisher	Board Treasurer	10/15/2020
Danielle	Harris	Teacher Representative	9/6/2018
Michelle	Lambert	CPA	10/15/2020
Sally	Maldonado	Head of School	1/12/2012
Richard	Riggs	DOE Representative	11/30/2015
Anjie	Dawkins	Business Manager	10/15/2020

School Comments: All members of the CBOC have completed the necessary training requirements.

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

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
88.2	45	51

Review the table above with the school's teacher retention trends and answer the following questions.

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

School Comments: Kuumba Academy works to ensure that teachers are provided with ongoing support and professional development through coaching and weekly data meetings. Over the past several years, our board of directors continues to work hard to ensure that teacher salaries are on par with local school districts. We believe that equitable pay, meaningful professional development and a supportive school culture lead to higher rates of teacher retention. Please note, this retention data also includes staff members who moved out of state or who were not offered a position to return for the 21-22 school year.

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

School Comments:
Kuumba's leadership team continues to align professional development sessions with our EL work plan goals, coaching program and mission. We continuously work to revise PD sessions to more clearly model our expectations for excellent instruction. This includes, but is not limited to, increasing opportunities for teachers to grapple with complex text, practice new strategies, and discuss and collaborate with their peers. As outlined in the innovation section below, we have worked to ensure that our coaching cycles and professional development sessions are explicitly aligned to and build the capacity of teachers to meet school-wide goals. Additionally, we have also worked to build in more professional time to build teacher capacity and expertise in building relationships with students and families as well as strategies for responding to signs of trauma in students.

KACS continues to implement new teacher summer institute. This week long summer institute focuses on building staff foundational knowledge around the mission of KACS and the EL model.

Our primary driver for ongoing professional development is the use of our internal, non-evaluative, coaching model and our implementation of the Teaching Excellence Framework. Our implementation of TEF has had a positive impact on teacher growth and development and we hope we continue to experience the success of TEF over the course of the charter term. This is also described in more detail in the Innovation section.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2020-2021	M	M	AS	M	F	M	M	N/R	M	Meets Standard

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

School Comments: Kuumba's overall rating is "meets standard."

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 continues to regular monitor and evaluate the financial health of the organization through monthly board finance and CBOC meetings.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2020-2021
92%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

Kuumba Academy continues to regularly monitor student enrollment. While we did not meet the 95% preferred threshold in 20-21, we anticipate that we will be able to meet this indicator in future years.

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2020-2021
1 YR: 0.27%
3 YR: -3.07%

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 below standard as a result of the final expenditure of multi-year grants that were awarded in previous fiscal years.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2020-2021
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 FY21 independent audit disclosed related party transactions in the notes to the financial statements (Note G).

School Response To Rating:

Kuumba Academy is meeting standard for financial management and oversight.

Performance Agreement

Financial Performance Expectations

Kuumba Academy Charter School's overall financial rating is Meets Standard. By September 2023, 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 is meeting standard.

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

School Comments:Kuumba Academy did not have any 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:

Innovative Educational Program

In 2013, KACS began integrating into our arts-integrated academic program, the nationally recognized, research-based, innovative EL model, formerly known as Expeditionary Learning, which organizes student learning around an experiential project-based approach. EL instructional practices emphasize student inquiry, critical thinking and craftsmanship, which directly align with KACS's core instructional philosophy. In the EL model, students engage in original research and create high-quality academic products to share with outside audiences. Learning Expeditions - deep interdisciplinary investigations of rich academic topics rooted in real life connections and experiences - bring together teachers from different disciplines, including the arts, to create integrated and deeper learning experiences for students. Our 1st grade classrooms were recognized as exemplary with EL schools over the 2017-2018 school year and one of our first grade classrooms has been featured for their use of Literacy Labs to address foundational literacy skills with first grade students: See the following links for more info on this recognition. Implementing Labs Video: <https://eleducation.org/resources/implementing-the-k-2-labs>

Behind the Practice for Labs Video:

<https://eleducation.org/resources/behind-the-practice-planning-the-k-2-labs-with-kady-taylor>

The EL model grew out of Outward Bound, an organization that values compassion, integrity, excellence, inclusion, and diversity while seeking to develop character, leadership, and service in students as they learn through challenging adventure experiences within a supportive environment. These non-traditional approaches to learning are notably different from traditional practices and are in alignment with 14 Del. C., §501.

Innovative Teacher Evaluation and Coaching Model

KACS utilizes the Teaching Excellence Framework (TEF) for teacher evaluation. This evaluation system has been in place since 2013 and provides teachers with more frequent feedback (minimum of 8 observations throughout the school year), targeted and actionable feedback to help them improve their practice, and clear ambitious goals all aimed at improving outcomes for students. As a result of the TEF, KACS has been able to retain greater than 80% of our effective/highly effective teachers from year to year. Each year since we began using the TEF, more than 79% of our teachers have increased their observation ratings from their fall observations to those performed in the spring. Since KACS has adopted the TEF for teacher evaluation, many more charter schools and districts have replicated this

practice.

In addition to this robust evaluation system, KACS began implementing a formal non-evaluative coaching model during the 2018-2019 school year. This coaching model is designed to ensure that all teachers receive ongoing supports outside of evaluation. KACS coaching focuses on the following key areas as outlined in our school wide work plan:

Cycle	Description
Cycle 1. Character	Coaching Cycle #1 - Classroom management cycle for teachers who are new to Kuumba or ended the year developing or below in component 2/classroom culture Teacher developed goals for teachers with KACS experience & effective or highly effective in component 2/classroom culture
Cycle 2. Mastery of Knowledge and Skills	Coaching Cycle #2- Instructional cycle: Tier 1 instruction; data-driven instruction; differentiation; no opt out, right is right, aggressive circulation, using exit tickets, student self-assessment, effective lesson design (includes workshop 1.0/workshop 2.0/ 5Es), using learning targets
Cycle 3. High Quality Work	Coaching Cycle #3- High Quality Work cycle: Arts integration, creating opportunities for extended learning through projects, labs, service learning and field work; use of rubrics, models in writing and projects; building in opportunities for student-led instruction

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Kuumba Academy Charter School
Location:	1200 N. French St Wilmington DE 19801

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

12/10/2021

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:	Will be approved during the Dec 9, 2021 board meeting

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.

Appendix 1: Source of Kuumba's Mission Specific Goals



Note on Calculations:

A student is considered "meeting growth target" if they fall within one growth index of their goal.

Method:

The student growth calculation is based on the category: "FallToSpringMetProjectedGrowth"

This measurement can have one of 4 outcomes:

- Yes** Which means that a student has significantly met or exceeded their growth goal, by more than one growth index.
- No** Which means that a student has significantly not met their growth goal, by more than one growth index.
- Yes*** Which means that a student has barely met their growth goal, within one growth index.
- No*** Which means that a student has barely not met their growth goal, by less than one growth index.

Rather than create a hard and fast binary answer of "met" or "did not meet", Kuumba has decided to measure by all 4 of these categories, and allows students to just fall short of their growth goal to still be considered having met their growth goal, understanding that a student's progress should not be monitored by a rigid linear progression. Therefore:

- Yes** Met Growth Goal
- No** Did Not Meet Growth Goal
- Yes*** Met Growth Goal
- No*** Met Growth Goal

	Reading Fall to Winter 19-20	Math Fall to Winter 19-20
% Meeting Mission Specific Goal	34.81%	38.42%
Data Details	Due to remote and hybrid learning, not all students were tested Fall to Spring. Reading data includes fall to winter growth data for 384/644 which represents 60% of the student body	Due to remote and hybrid learning, not all students were tested Fall to Spring. Math data includes fall to winter growth data for 380/644 which represents 59% of the student body