

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year. Because the data compared is not the same, the frameworks are reported separately below.

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)		
	2014-2015	2015-2016	2016-2017
Academic Achievement	2 Stars (52/150pts) Needs Improvement	2 Stars (50/150pts) Needs Improvement	2 Stars (46/150pts) Needs Improvement
Growth	3 Stars (49/50pts) Approaching	3 Stars (96/200pts) Approaching	3 Stars (87/200pts) Approaching
On Track to Graduation	5 Stars (49/50pts) Exceeds	5 Stars (49/50pts) Exceeds	5 Stars (48/50pts) Exceeds
College and Career Preparation	2 Stars (28/100pts) Needs Improvement	2 Stars (31/100pts) Needs Improvement	2 Stars (26/100pts) Needs Improvement

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

SY 2017-2018:

Elementary (grades K-5)/Middle School (grades 6-8)

Metric Area/Metrics	Weight	Points	School Score
<i>Academic Achievement</i>	<i>30%</i>	<i>150</i>	54 Approaching Expectations
<i>Academic Progress</i>	<i>40%</i>	<i>200</i>	139 Meets Expectations
<i>School Quality/Student Success</i>	<i>20%</i>	<i>100</i>	47 Exceeds Expectations
<i>Progress toward English Language Proficiency</i>	<i>10%</i>	<i>50</i>	n/a
Total	100%	500	240 Approaching Expectations

DOE Summary:

In SY16/17, Kuumba Academy received a rating of 2 Stars or 46/150 points in Academic Achievement. This was a drop of two points from the two previous academic years. Kuumba has exceeded On Track to Graduation rates receiving five stars for three consecutive school years. In SY16/17, Kuumba Academy received a rating of two stars or 26/100, their lowest points in three school years in college and career preparation.

**School
Comments
2016-2017**

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.

Note: School comments for SY 15/16 and SY 14/15 can be found at:

<https://www.doe.k12.de.us/Page/2654>

a. Based on the table above discuss the school's academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.

Over the course of the charter term, Kuumba has celebrated several accomplishments. In the past five years, we have more than doubled our student population to serve more children from some of the most at risk zip codes in Wilmington. We have both expanded the number of students served in grades K-5, and added middle grades 6, 7, and 8. In response to the needs of our growing population, we have also increased the supports available for students and families to better meet the growing demands for special education as well as social and emotional supports related to trauma. For example, we have expanded our behavioral health team to include a guidance counselor, behavior interventionist and several community based health partners; our special education department has also more than tripled in order to meet the increased needs of our students. While this rapid growth has brought some growing pains, we remain committed to providing the students and families we serve with an exceptional arts integrated academic program. Highlights of our academic performance over the charter term include:

- Scoring a rating of *Exceeds Expectations* on school Quality/Student Success in 17-18.
 - Earning a *Meets Expectations* for Academic Progress in 17-18 (up from approaching over the previous three years).
 - Making significant gains in growth on SBAC, especially in grades 6-8 from 2016-17 to 2017-18.
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Academic Achievement

Over the course of the charter term, Kuumba has received a 2-star rating of *Needs Improvement*. However, in its last year of the charter, in 2017/18, Kuumba received a rating of *Approaching Expectations*. Kuumba can credit this improvement to its intentional analysis of student interim data and planning for flexible groups based on need, its focused professional development around analyzing student data and building 6-week intervention plans to address targeted areas of improvement, and its frequent and ongoing job embedded coaching for teachers in all content areas, among other factors. We will discuss these achievements, as well as the root causes of some of Kuumba's challenges over the charter term in the sections that follow. The three most significant factors that have limited our performance outcomes over the course of our charter term, which we will discuss in greater detail below, include:

- An increased numbers of students entering below grade level,
- Higher percentage of new and novice teachers, and
- Increased numbers of special education students and students requiring additional supports related to trauma and social emotional learning

Academic Progress

Kuumba received a rating of *Meets Expectations* in Academic Progress. This metric measures how well schools are doing at improving student learning over time. This area includes metrics on the collective performance of students within a school as compared to students with similar assessment history in ELA and math. Over the course of the charter term, KACS has earned a rating of *Approaching Standard* for growth from Spring 2015 through Spring 2017. We are proud of the fact that over the course of the 2017-18 school year, KACS students demonstrated considerable progress on ELA growth measures based on SBAC in all tested grade levels. These gains resulted in an overall school increase of 19 percentage points, from 43% to 62%, of students meeting or exceeding growth targets, which resulted in a rating of *Meets*. Under the DSSF framework, this earned the school a *Meets Expectations* rating for 2018. Based on the DSSF rating, KACS has demonstrated sufficient growth with both our upper and lower quartiles of students in ELA and math respectively. Over the next five years, our focus is to continue to make significant gains in student growth measures and to reduce the impact of the opportunity gap for our students.

School Quality/Student Success

In previous years, the College & Career Preparation score has been driven by the percent of students who are on track to be on grade level in a given content area within three years. The challenge for Kuumba with regard to this metric is the number of students who come to us several years behind and who, more often than not, need more than three years to become proficient. This is a significant factor in our previous rating of *Needs Improvement*. However, in the 2017/18 school year, the metric changed, and Kuumba was measured solely on Chronic Absenteeism. Kuumba received a score of 47 out of 50 points, and achieved a rating of *Exceeds Expectations*.

Accomplishments

Kuumba Academy Charter School is proud of its continued persistence and commitment towards excellence in overcoming the opportunity gap that exists for many of the students that we serve. Just in the past academic year, Kuumba students made great strides towards closing the achievement gap, particularly in middle school. Our students outperformed their peers in both district and other charter schools from similar zip codes. In 2017-18, when comparing Kuumba students to students in Christina School District where our school is located and more than 50% of our students reside, Kuumba students significantly outperformed their peers. KACS students outperformed their peers by between 18 and 29 percentage points in ELA, and between 16 and 30 percentage points in math, as measured by 2018 SBAC results. We are proud of the fact that in 2017-18, 100% of our 8th graders graduated and many went on to their first choice high schools prepared for postsecondary success.

We have found that the longer a student remains within the walls of Kuumba Academy, the more likely they are to find academic success. KACS middle school students are performing on par with the state as a whole with 44.3% of our 6th-8th grade students proficient in math, where state average in 2018 was 44%. In ELA, KACS middle school students (6-8) are closing the gap when compared to their peers across the state performing at 47% proficient where the state average was 54% in 2018. When comparing KACS middle school students to their district counterparts from the neighboring schools where more than half of our students reside, KACS students are outperforming their peers by 35% percentage points in ELA and 39% percentage points in math.

Another significant accomplishment has been our ability to build and maintain an effective and dedicated faculty, which is an integral part of finding student success. This is attributed to our effective implementation of the Teaching Excellence Framework, as well as our teacher coaching and professional development. Over the course of our

charter term, we have retained an average of 85% of effective/highly effective teachers, year over year. We have 12 faculty members who have been at KACS for five years or more and 9 faculty members who have been at KACS for over 10 years. Retaining so many of our skilled teachers and administrative team is a significant factor in our continued commitment to our students and families and their academic success .

Challenges

Many of the challenges Kuumba faces are a result of our expansion in 2013. In a period of two years, Kuumba more than doubled its population from 298 in 2013-14 to 644 in 2015-16. In 2016-17, our largest enrollment year, we served 745 students in grades K-8. This rapid expansion created a variety of challenges in areas ranging from staffing, trauma supports, funding, and meeting the needs of a significantly increased number of students entering KACS far below grade level.

With the rapid expansion has come the need to recruit and retain talented and effective teachers on a short timeline, as well as maintaining a cohesive vision among new and more experienced staff for how KACS will eliminate the achievement gap and best serve our students and families. Between 2015 and 2018, Kuumba hired, on average, 10 new teachers per year. During the 2016-17 school year, for example, Kuumba hired 10 new teachers (out of 32 total), 7 of which were first year teachers. Historical data shows that it typically takes a teacher three years to become effective or highly effective in the classroom. To address this, 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 in 2016-17, 70% of the students scoring *Below Proficiency* in ELA were taught by new and/or first year teachers, who make up just 31% of our teaching staff. Our board of directors and administrative leadership team have identified experienced staff recruitment and teacher retention as a top priority and this will remain a priority for our future staff recruitment efforts. In light of this data, in 2018-2019, KACS has made more of an effort to hire experienced teachers. Of the 12 onboarded teachers, only 3 were in their first year. The remaining 75% of staff had 3 or more years experience.

Kuumba was founded on the mission to serve students from the most impoverished zip codes in Wilmington, many of whom come to us needing additional academic, social and emotional supports. Additionally, this poses significant challenges, as many of our students come to Kuumba several years below grade level and underperform when compared to their peers across Delaware. We serve a high needs population and have seen growth in our special education population of the course of our charter term.

With increased numbers we have also seen a significant increase in the number of students and families impacted by trauma who require increased social and emotional supports in and out of the classroom. While we recognize this as a challenge, we are unwavering in our commitment to help the students overcome the barriers that may impede their ability to reach their highest potential and will continue to work to seek the supplemental resources that are needed to effectively support the students and their families.

We are serving significantly more SPED students than prior to our expansion. Additionally, the needs and required services of our special education population have become more complex over time. Any increase in our special education numbers has an impact on our proficiency scores. However, we remain committed to maintaining a culture of high expectations and meeting the individual needs of each and every Kuumba student.

Despite Kuumba's many accomplishments, there are many challenges to overcome when working to eliminate the achievement gap that persists for many black, brown and low-income students in Wilmington and across the state. While KACS has been fortunate enough to secure additional grant funding to bring much needed additional resources to our school community to support our students and families, the resources available are still not sufficient enough to meet the growing needs of the student population. In order to eliminate the achievement gap, KACS students and other black, brown and low-income students across the state must grow at a rate twice that of their white and middle to high income peers. This requires a concerted and coordinated effort of talent and resources - an effort which Kuumba is committed to making.

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.

DOE Summary:

The student population has doubled in recent years at Kuumba Academy and the CSO seeks to understand what programs will be in place so as to ensure academic success for all of its students, including those students who are 'below proficiency' or 70% of its students in grades 3-5.

**School
Comments
2016-2017**

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 K-8th
- Scaffold curriculum for Setting B students in ELA and math to make existing curriculum more accessible for SPED students
- 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

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

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

Kuumba Academy Charter School's overall academic rating is *Approaching Standard*. While we did not earn a *Meets Standard*, it is our expectation that we will earn this rating by 2023 as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating to put us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

KACS remains committed to being the top performing charter school in the city of Wilmington. The increased demands of the SBAC assessment coupled with the increased needs of our expanded student population have created challenges for the organization that we remain committed to resolving. While we are proud of the growth that our students who are meeting and exceeding standard have made over the years, we have a significant number of students who are performing below or well below grade level who despite progress, have not demonstrated adequate growth to achieve proficiency, particularly in our lower grades. In 2017-18, our 4th graders saw lower SBAC scores in math as compared to previous years. As mentioned above, we attribute these challenges to a higher percentage of special education students in 4th grade as well as to losing our

math teacher mid year. While we are still working to address some lower than desired proficiency scores, particularly in grades 3, 4 and 5, we are seeing greater gains in proficiency in grades 6-8 where our students are meeting or approaching state averages in both math and reading. Students who have been at KACS longer, are achieving at higher levels than our newer students, many of whom joined us within the past one to two school years.

In order to ensure academic success for all of its students, we have implemented the following supports:

- Added setting B for qualifying SPED students in grades K-8 in order to better meet their individual needs and provide more scaffolding towards current curriculum
- Implemented a literacy focused 6-week summer program in partnership with Springboard and 21st CCLC in order to increase parental engagement and eliminate summer learning loss
- Added instructional coaches to support all teachers in all grades and content areas
- Restructured our organization to add a principal K-8 to focus on school climate and academics, a family engagement director to focus on family partnerships and engagement
- In 2018, eliminated departmentalization for grades 3-4 in order to focus on strong relationships and culture to meet academic needs
- Added a behavior interventionist to support students in grades k-4
- Added instructional paras to support students in grade 1
- Added a math interventionist to support struggling students in grades 5-8
- Added instructional paras to support all of our special education classes/students
- Provide extra learning opportunities for students who are performing below grade level including after school tutoring and Saturday Academy

Kuumba has outlined the following proficiency and growth goals for the next 5 years.

Proficiency over the charter term:

Over the course of the charter term we will reduce by half the percentage of students scoring *Below* or *Well Below* on the SBAC, thus reducing the achievement gap.

Growth over the charter term:

Over the course of the charter term, KACS will double the percentage of students meeting growth targets in Performance Level 1, from 24.6%, to 50%. Additionally, we will maintain 70% of Performance Level 2 - 4 students meeting growth targets in ELA and math in order

to maintain, at a minimum, our *Meets* status under the DSSF.

Annual Growth Goals:

30% of PL1 students will meet growth targets in reading and math as measured by SBAC in 2019 (this percentage will increase by 5% each year over the course of the charter term). 70% of students at PL2, PL3, and PL4 will meet growth targets in ELA and math as measured by SBAC.

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	2 Stars (52/150pts) Needs Improvement		2 Stars (50/150pts) Needs Improvement		2 Stars (46/150pts) Needs Improvement	
	School	State	School	State	School	State
ELA	45.04 %	50.36%	46.39 %	54.91%	34.51 %	56.63%
Math	38.51%	35.96%	27.64%	42.87%	28.34%	45.13%
Science	10.90%	41.60%	23.26%	60.41%	27.04%	47.45%
Social Studies	30.59%	46.14%	41.48%	76.82%	n/a	n/a

SY 2017-2018:

Elementary (grades K-5)/Middle School (grades 6-8)

Metric Area/Metrics	Weight	Points	School Score
<i>Academic Achievement</i>	<i>30%</i>	<i>150</i>	54 Approaching Expectations
Proficiency ELA (grades 3-8)	15%	75	29
Proficiency Math (grades 3-8)	15%	75	25

*** Science and Social Studies Achievement Data is now measured and included in section 2.5.

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

DOE Summary:

The table above lists the school's available DSSF Academic Achievement ratings. Based on the school's Academic Achievement ratings in SY16/17 Kuumba Academy, in ELA Proficiency received a State Metric Value of 59.19% and for Growth Proficiency Math received a State Metric Value of 35.41%. Kuumba Academy has received a three consecutive rating as "Needs Improvement". The school is encouraged to specifically address this data within their annual report and renewal report.

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

<p>School Comments 2016-2017</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Tables 2.a and 2.b show student growth distribution across grade and subject. These tables also highlight teacher effectiveness. 5th grade</p>
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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.

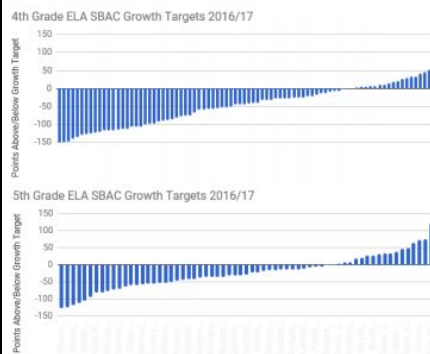
In order to address the growing number and needs of our special education students, Kuumba planned to roll out Setting B SPED supports in students in 1st-8th grade. This will increase the number of supports provided for our most academically needy special education students.

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.

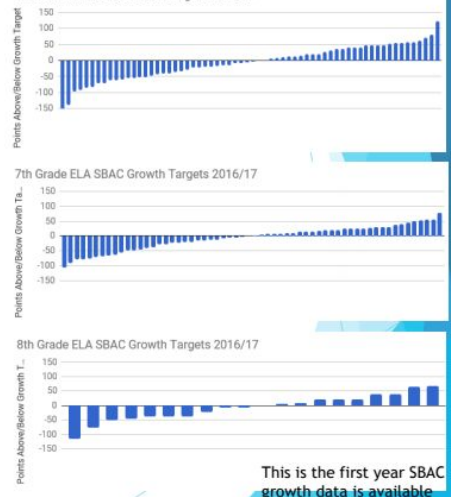
Kuumba's students, all of whom are "at-risk", face incredible challenges on a regular basis, and require additional supports beyond the academic program to help them overcome the barriers that may impede their ability to reach their highest potential. The vast majority of Kuumba's population faces exposure 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.

ELA SBAC Growth Target Distribution by Grade



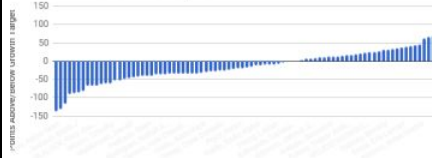
6th Grade ELA SBAC Growth Targets 2016/17



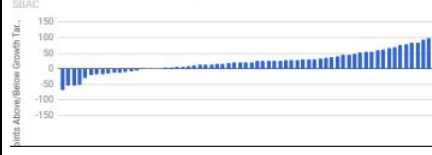
This is the first year SBAC growth data is available

Math SBAC Growth Target Distribution by Grade

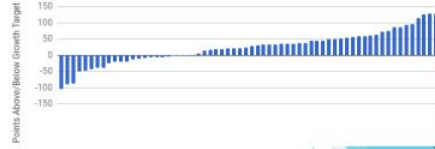
4th Grade Math SBAC Growth Targets



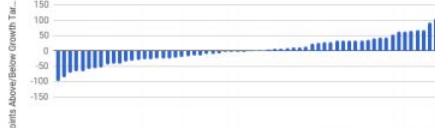
5th Grade Math SBAC Growth Targets 2016/17



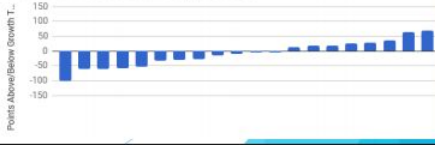
6th Grade Math SBAC Growth Targets 2016/17



7th Grade Math SBAC Growth Targets 2016/17



8th Grade Math SBAC Growth Targets 2016/17



b) Expected outcomes for Academic Achievement

<p>School Comments 2016-2017</p>	<p>Expected Outcomes</p> <ul style="list-style-type: none">• 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. <p>Kuumba's Next Steps</p> <p>Next Steps: Academic/Social Emotional</p> <ul style="list-style-type: none">• 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• Scaffold curriculum for Setting B students in ELA and math with more supports 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 <p>Next Steps: Culture</p> <ul style="list-style-type: none">• 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
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c) Progress measures to track expected Academic Achievement outcomes

School Comments 2016-2017	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.
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Note: School comments for SY 15/16 and SY 14/15 can be found at: <https://www.doe.k12.de.us/Page/2654>

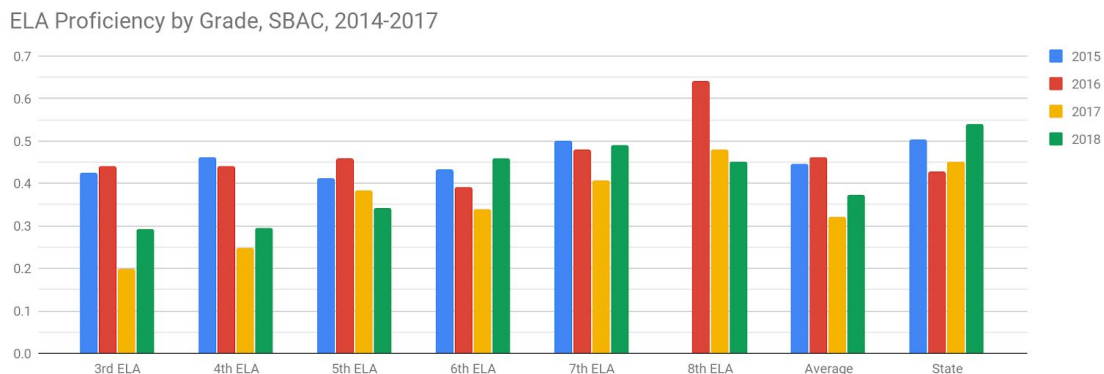
The table above lists the school's available DSSF Academic Achievement ratings. Respond to the following questions.

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.

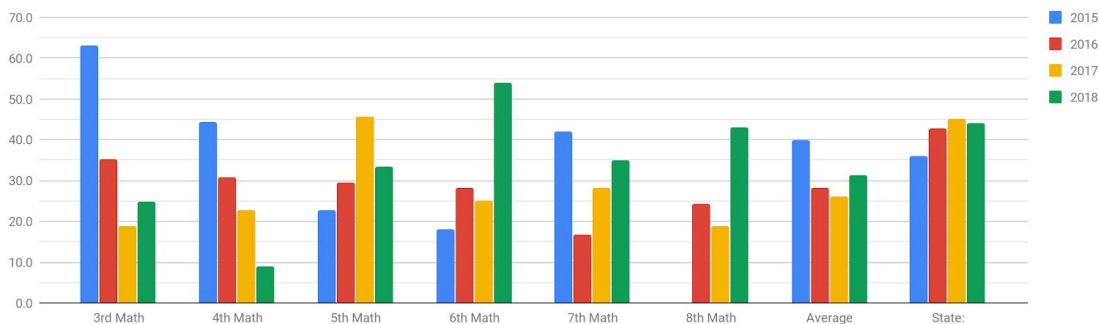


Over the course of the charter term, Kuumba has typically received a 2-star rating of *Needs Improvement* in Academic Achievement. However, in its last year of the charter, in 2017/18, Kuumba received a rating of *Approaching Expectations*. Table 2.2A shows proficiency in ELA and math over 4 years, by grade level, schoolwide average, and state average.

Table 2.2A



Math Proficiency by Grade, 2014/15 - 2017/18



Highlights:

- In 2015, Kuumba outperformed the state, schoolwide. The 3rd grade was 63% proficient in math, compared to the state’s 35%, nearly doubling the state average.
- In 2016 3rd, 4th, 5th, 7th, and 8th grades exceeded the state average in ELA. 6th grade, the only grade not to exceed the state average was less than 4 percentage points behind.
- In 2017, the 5th grade class exceeded the state average.
- In 2018, our 6th and 8th grade math students outperformed the state by 14 and 4 percentage points respectively.
- In 2018 Kuumba received an overall score of *Approaching Expectations*, the highest rating it has earned in the past 4 years.
- Over the course of the charter term, Kuumba has experienced some successes and challenges related to our expansion and overall student proficiency outcomes. We regularly analyze our data in order to determine priority needs including root causes and strategies to course correct. The three most significant factors that have impacted our performance outcomes over the course of our charter term include: New students entering below grade level, new and novice teachers, and increased levels of special education students and/or needs related to trauma and social emotional learning.

The following are some of the **root causes** of the challenges we have faced over the course of the past charter term and what we are working hard to address in the future.

- Due to expansion, between 2015 and 2018, Kuumba enrolled, on average, 115 new students per year, across tested grades 3-8 on SBAC. Of the 126 new students in 2016/17 school year, 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 that come with new students who often enter the school far below grade level

and who have not been exposed to our specific educational model for a significant amount of time.

- Between 2015 and 2018, Kuumba has hired, on average, 10 new teachers per year. During the 2016-17 school year, for example, Kuumba hired 10 new teachers (out of 32 total). 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. During the 2016/17 school year, in grades 3-5, 70% of the students scoring “below proficiency” in ELA were taught by new and/or first year teachers, who made up just 31% of the teaching staff. That year Kuumba hired 10 new teachers, (a total staff of 32), 7 of which were first year teachers.
- The needs and required services of our special education population has become more complex over time. We are enrolling more students each year who are dealing with trauma at home, which requires different services from those our students have needed in the past. Any increase in our special education numbers has an impact on our proficiency scores.
- Kuumba has experienced an increase in the number of students and families impacted by trauma who require increased social and emotional supports in and out of the classroom. These “at-risk”, students face incredible challenges on a regular basis, and require both academic and non academic support to help them overcome the barriers that may impede their ability to reach their highest potential.

We can also point to several actions we have taken that have led to our many accomplishments over the past five years.

- KACS adopted a schoolwide instructional focus on literacy (established Jan 2018) in order to coordinate our efforts schoolwide to improve students proficiency as readers, writers, and creative critical thinkers.
 - We intentionally analyze student interim data and plan for flexible groups based on need.
 - We have focused professional development around analyzing student data and building 6-week intervention plans to address targeted areas of improvement. This has led to increased teacher confidence with our curriculum and approach to education at KACS.
 - We support all teachers across content areas with frequent and ongoing job embedded coaching.
 - We set Intentional goals with students/families and celebrate progress towards them.
 - We utilize rigorous CCSS aligned curriculum in ELA and math.
 - Throughout the year, we hold celebrations of Learning (COL) to create
-

opportunities for students to reflect on and articulate what they have learned, how they have learned and areas of strengths and struggles. COL also actively engage families in the process of learning and provide our students with an authentic audience to showcase their learning.

b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?

Over the course of the charter term, Kuumba expects to meet or exceed state performance outcomes in math and ELA. Additionally, as an EL school looking to apply for accreditation over the next four years, we have established a more rigorous internal goal to drive our daily work - to reduce by half the percentage of students scoring below or well below on the Smarter Balanced assessment in five years. This additional internal goal translates to improving our school wide average proficiency from 37% to 69.5% in ELA and from 31% to 65.5% in math.

Kuumba's Strategies for Academic Achievement Success

Kuumba is built on the strong belief that *academic success cannot be achieved without looking at the whole child.* In addition to a focus on academics, Kuumba plans to reach its proficiency goals through a focus on **family involvement, staff development, school culture, and trauma & social emotional supports.**

- **Academic:** In the upcoming school years, Kuumba will specifically focus on growth within performance levels 1 and 2, which is where the majority of the students who are not meeting their growth targets lie. This can be seen in Appendix 1A in Tables 2.3G & 2.3H. Through the advancement of these two groups, Kuumba can maximize opportunity for school-wide achievement and accomplish our goal of closing the achievement gap.
 - **Family Involvement:** A focus on family involvement through building strong relationships with students and parents will allow Kuumba to stay true to its founding mission statement, which includes the following statements: "Our directors, staff, and families share the core belief that parents are children's primary educators. KACS parents, in partnership with teachers and administrators, believe that every child can maximize his or her learning potential given the opportunity to do so".
 - This will be accomplished through home visits for 100% of our families, as well as frequent and ongoing communication between families and school.
 - We will continue to create intentional opportunities for family
-

engagement.

- We anticipate that a higher level of family engagement will result in retaining a higher percentage of students year over year, thus having a positive impact on academic outcomes.
 - **Staff Development:** We will continue to building teacher efficacy around data-driven instruction, including implementing effective lessons and differentiated instruction by
 - continuing to implement our current curriculum which provides all students access to challenging content and engaging lessons that prepare them to be successful in college and careers
 - delivering effective lessons
 - differentiating instruction
 - using assessments to boost student achievement
 - focusing attention on recruiting, retaining, and training high-quality teachers through ongoing coaching and our teacher evaluation process.
 - **School Culture:** Kuumba will address the advancement of a positive and supportive school culture through an EL practice called Crew and by explicitly teaching our Habits of Scholarship (respect, responsibility, creativity, and persistence).
 - The structure of Crew - daily meetings to support students' learning and growth - makes time for students to build meaningful relationships with peers and the crew leader, to reflect on and monitor academic progress, and to focus on character development. Research shows that students who feel positive and supported at school and feel a sense of belonging are more likely to succeed in school and develop the academic mindsets necessary to persevere through challenges.
 - Kuumba Academy embraces the 7 principles of the Nguzo Saba, reinforcing them daily in the Kuumba pledge. Kuumba, the Swahili word for "Creativity", represents the idea that we must "always do as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it." Kuumba Academy also embraces the other six principles of the Nguzo Saba: Umoja (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), and Imani (faith). KACS uses crew, community meetings and other schoolwide events to explicitly teach and lift up these seven principles which will promote a positive and respectful school culture.
 - **Trauma & Social Emotional Supports:** Many, if not most, of our students have
-

experienced some sort of trauma, which interferes with their ability to focus on academics and self growth. It is a significant priority for Kuumba to continue to expand our capacity to provide as many trauma and social emotional supports for our students as possible.

- We aim to focus on our students who are chronically exposed to stress and trauma, through a guidance counselor whose role it is to provide a safe space for students to communicate feelings via group counseling, solutions-focused family consultations, and community resource referrals.
 - Kuumba's behavioral health therapist facilitates connections between students, families, outside specialists, ensuring students can receive professional support both within and outside of school.
 - Springboard Summer Program is a 5-week summer intensive which integrates academic learning for our students with weekly parent workshops, and embedded teacher professional development. It boasts great success with closing the literacy achievement gap by focusing on interactions between school and home by equipping adults with strategies to address foundational literacy skills.
 - Kuumba intends to create a safe, supportive, and healthy climate and culture within the school through the help of its deans, the behavior support paraprofessionals and the PTA. They will also ensure discipline policies are both respectful and effective, aim to keep children in the classrooms, and weave thoughtful strategies into school improvement planning.
 - Kuumba staff will participate in professional development training and training regarding trauma and self-care through the Responsive Classroom Training and regular bi-weekly professional development days. The goal is to support staff to develop a strengths-based approach to working with students.
 - Kuumba staff will help integrate the RTI Curriculum, which will provide tiered support for students in grades 1-4, based on their needs, creating flexible accommodations for diverse learners.
 - Kuumba will use data to identify vulnerable students and determine outcomes and strategies for continuous quality improvement - academically through STEP, NWEA's MAP, Smarter Balanced, and EADMs - and emotionally through Northwestern University's Child and Adolescent Needs and Strengths Assessment.
 - Kuumba will promote academic success through after-school and summer tutoring, and Saturday Academy, which will tackle academic barriers to
-

achievement, allowing students additional time to understand academic material.

- Kuumba will provide access to the Parent Resource Center, located on site, which has a food pantry, parent peer groups for support, credit card counseling, grief groups, and monthly topical discussions around finances, job placements, mental health, substance abuse, grief, and raising young men. Additionally, Kuumba has a community partnership to address some areas of trauma and mental health in general for middle school girls.
- Setting B provides our special education population with the additional time and attention needed to help them master IEP goals and work towards grade level content standards.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.

KACS will continue to measure progress towards Academic Achievement outcomes through:

- Ongoing analysis of MAPs, STEP and interim assessment data including ICA and IAB
 - Monthly learning walks to observe instruction and identify patterns of strength and areas of growth K-8 followed up with specific supports for teachers whose students are struggling to meet their growth targets.
 - Ongoing analysis of RTI data cycles every 6-weeks
 - Weekly data meetings with teachers
 - Regular review of progress towards all performance benchmarks as outlined in our EL workplan.
-

2.3 Growth Data

Growth	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	3 Stars (102/200pts) Approaching		3 Stars (96/200pts) Approaching		3 Stars (87/200pts) Approaching	
	School	State	School	State	School	State
ELA	50.17 %	50.00 %	55.67 %	50.00 %	28.83 %	50.00 %
Math	51.67 %	50.00 %	40.00 %	50.00 %	58.50 %	50.00 %

SY 2017-2018:

Elementary (grades K-5)/Middle School (grades 6-8)

Metric Area/Metrics	Weight	Points	School Score
Academic Progress	40%	200	139 Meets Expectations
Growth in ELA (grades 4-8)	15%	75	53
Growth in Math (grades 4-8)	15%	75	51
Growth of lowest quartile ELA (grades 4-8)	2.5%	12.5	9
Growth of highest quartile ELA (grades 4-8)	2.5%	12.5	9
Growth of lowest quartile Math (grades 4-8)	2.5%	12.5	8
Growth of highest quartile Math (grades 4-8)	2.5%	12.5	9

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

DOE Summary:

In SY16/17, Kuumba showed growth in math. Kuumba Academy exceeded the state average by 8%, Kuumba earned a total of 3 stars for Growth in the DSSF.

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

**School Comments
2016-2017**

School Comments:

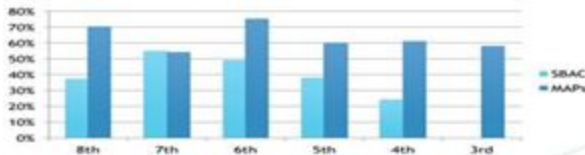
Schoolwide, 58% of students met their SBAC growth targets in Math, and 28% of students met their SBAC growth targets in ELA. In terms of growth ratings, Kuumba was 22 percentage points below the state average in ELA, and Kuumba exceeded the state average by 8% in Math. However, when measured against 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.

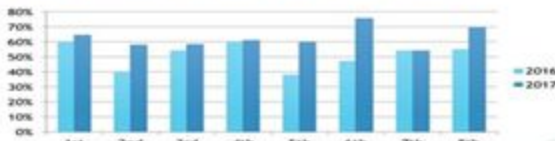
% students meeting ELA growth targets 2017 MAPs vs. SBAC



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

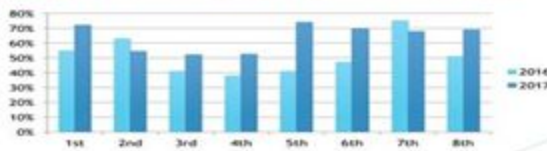
Additionally, by grade, Kuumba made steady gains in ELA across the board in MAPs growth targets.

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

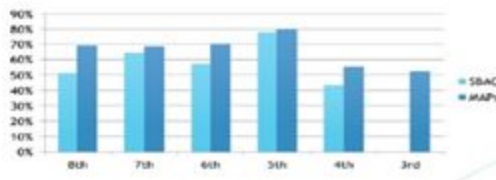


In Math, Kuumba made gains vs last year in every grade but 2nd and 7th grade.

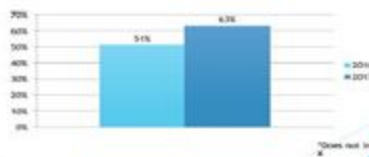
How has the % of Students Meeting Math MAPs growth targets grown over time?



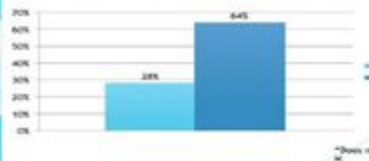
% students meeting Math growth targets 2017



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) Expected outcomes for Growth for all students

School Comments 2016-2017	<ul style="list-style-type: none">• 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.
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c) Progress measures to track Growth for all students

School Comments 2016-2017	<p>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.</p>
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Note: School comments for SY 15/16 and SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

The table above lists the school's available DSSF Growth ratings. Respond to the following questions.

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

Over the course of the charter term, KACS has earned a rating of "approaching standard" for growth from Spring 2015 through Spring 2017. We are proud of the fact that over the course of the 2017-18 school year, KACS students demonstrated considerable progress on ELA growth measures based on SBAC in all tested grade levels. These gains resulted in an

overall school increase of 19 percentage points, from 43% to 62%, of students meeting or exceeding growth targets. Under the DSSF framework, this earned the school a *Meets Expectations* rating for 2018. Based on the DSSF rating, KACS has demonstrated sufficient growth with both our upper and lower quartiles of students in ELA and math respectively.

Highlights from the most recent 2017-18 school year include:

- 74% of 5th grade students met growth targets on SBAC math (this cohort is up from 40% in the previous year.)
- 75% of 6th grade students met growth target on SBAC ELA (this cohort is up from 31% in the previous year.)
- 69% of 8th grade students met growth targets on SBAC math (this cohort is up from 50% in the previous year.)

Additional detail is available in Tables 2.3A and 2.3D in Appendix 1A.

From 2016 to 2017, KACS growth as measured by the state was not as strong as we would like, however, internally we measured student growth through SBAC and saw more promising outcomes.

- In 2016-17, 80% of students met MAPs growth targets in ELA and 82% in Math.
- In 2015-16, 69% of students met MAPs growth targets in ELA and 75% in Math.

Despite these achievements, we recognize several root causes that have prevented us from even more robust gains in student growth. Some of these have been highlighted in previous sections because of their wide impacts on various measures:

- Our percentages of students impacted by trauma across all grade levels are increasing. This impacts students' ability to focus solely on academic growth targets within the classroom.
 - Each year, we hire several new or inexperienced teachers who are new to our culture and curriculum.
 - Teachers have varying levels of experience and expertise in providing data driven differentiated instruction, which has proven to be the most effective strategy for helping students meet growth targets.
 - KACS's higher percentages of special education students impact grade level growth. This was most evident in grade 4 where our SPED rate was 5% higher than the state average.
 - Kuumba lost two staff members early in the school year; our lower school dean and a fourth grade math teacher. These staff changes had a negative impact on
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student achievement.

b. Looking ahead, what are the school's expected outcomes for Growth for all students and what steps will the school take to achieve them?

Over the course of the charter term, KACS expects to continue to earn a *Meets or Exceeds* rating under the DSSF model. In order to achieve our expected outcomes for growth over the course of the charter term, KACS has taken the following steps:

- Established systems, protocols and timelines around analysis of student interim data to support all teachers with planning for flexible groups based on student need
- Provided all staff with professional development and coaching around character, mastery of knowledge & skills, and high quality work - 3 critical dimensions for raising student achievement within the EL model (see Section 5 and Appendix 1B for additional details).
- Provided all staff with frequent and ongoing job-embedded coaching for teachers in all content areas in order to help build capacity and expertise in data driven instructional practices
- Established structures and protocols for teachers to set individual goals with students, and established structures for celebrating progress towards goals
- Instituted student-led conferences twice per year in order to empower students to own and articulate their growth targets and personal action plans for success
- Instituted weekly data meetings between teachers and instructional coaches to support teachers with data analysis and action planning in between interim testing
- Put structures in place to ensure high levels of accountability for staff around student action plans
- Increased staffing for special education students to provide more personalized supports to help these students demonstrate increased growth on SBAC

As outlined in our EL work plan, Kuumba has established multi-year impact goals that align with our charter term and annual performance benchmarks to drive our success. Over the course of the charter term, KACS aims to:

- Double the percentage of students meeting growth targets in Performance Level 1, from 24.6%, to 50%
-

-
- Maintain 70% of students at PL2, PL3, and PL 4 meeting growth targets in ELA and math as measured by SBAC.

These goals are based on the 2017-2018 student growth outcomes (see Tables 2.3G & 2.3H). As indicated in 2.3a, our deep internal analysis of student performance has revealed a need to focus on growth with PL1 students and is the driving force behind the second goal identified above.

Additional information around these goals, can be found in our work plan in Appendix 1B.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected Growth outcomes for all students.

Kuumba regularly monitors student progress in order to analyze the effectiveness of our interventions and to course correct in order to provide students with the best possible support. Kuumba uses curriculum based measures such as the STEP literacy assessment and MAPs as well as the SBAC IAB and ICA assessments to monitor student performance. We include on our professional development calendar 5 days for schoolwide data analysis including analyzing student work, weekly data meetings with instructional coaches to support teachers with flexible groupings, and coaching on data driven instruction. The Instructional leadership team meets bi-weekly to discuss data including strengths, weaknesses and data trends and is charged with creating comprehensive action plans to address any areas of concerns.

2.4 On Track Graduation Data

**The new DSSF does not measure this metric in a similar fashion. This new DSSF data for School Quality and Student Success is included after College and Career Preparation Data in Section 2.5.

On Track to Graduation	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	5 Stars (49/50pts) Exceeds		5 Stars (49/50pts) Exceeds		5 Stars (48/50pts) Exceeds	
	School	State	School	State	School	State
Attendance	97.23 %	94.24 %	97.10 %	94.40 %	95.84 %	94.75 %
On-Track in the 9th grade	**	85.00 %	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate ²	**	84.44 %	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	81.12 %	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	81.26 %	**		**	*Not calculated at the state level

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

DOE Summary:

For On Track to Graduation in SY16/17, Kuumba Academy received a total of 48 points out of the 50 possible points. There rating is 5 stars. There average daily attendance is 94.75%, which exceeds the standard. Kuumba has exceeded in attendance in the last three academic years. That is commended considering the student population and their needs.

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

School Comments 2016-2017	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.
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b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	Kuumba expects to continue to receive an “exceeds” in this category.
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c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2016-2017	Kuumba monitors attendance on a daily basis and follows up with families who are at risk for truancy or who have attendance issues.
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Note: School comments for SY 15/16 and SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

The table above lists the school’s available DSSF On Track to Graduation ratings. Respond to the following questions.

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.

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, as evidenced by our high attendance rate, which is consistently between 95 and 97%. This is attributed to our innovative educational program that creates a culture of love and trust, deep engagement, and high expectations for all students. Students also take advantage of many extra curricular activities such as chess, the spring musical and many sports offerings. We will continue to build programs to engage our students in learning, to encourage them to attend school, therefore ensuring that our students stay on track to graduation and go on to high school.

b. Looking ahead, what are the school's expected outcomes for On Track to Graduation and what steps will the school take to achieve them?

Kuumba expects to continue to receive a rating of "exceeds" in this category. With the addition of the family engagement director and our commitment to return to the practice of home visits for all of our students and families, we intend to deepen the connections and relationships between home and school, which studies have shown positively impact school attendance.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected On Track to Graduation outcomes.

Kuumba monitors attendance on a daily basis and follows up with families who are at risk for truancy or who have attendance issues. Additionally we will continue to measure academic achievement, the percentage of families participating in home visits and school wide events such as arts and athletic opportunities. We are committed to providing many opportunities for our students and families to engage in the school community, thus providing incentives to attend and remain in school.

2.5 College & Career Preparation Data

College & Career Preparation	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	2 Stars (28/100pts) Needs Improvement		2 Stars (31/100pts) Needs Improvement		2 Stars (26/100pts) Needs Improvement	
	School	State	School	State	School	State
Growth to Proficiency ELA	38.65 %	49.85 %	46.56 %	57.10 %	28.48 %	59.19 %
Growth to Proficiency Math	17.68 %	23.84 %	16.41 %	34.42 %	23.66 %	35.41 %
College & Career Preparation	n/a	69.40 %	n/a	46.41 %	n/a	49.64 %

SY 2017-2018:

Elementary (grades K-5)/Middle School (grades 6-8)

Measures	Weight	Points	Points Earned
<i>School Quality/ Student Success</i>	20%	50	47 Exceeds Expectations
Chronic Absenteeism	10%	50	47
Proficiency Science (Grades 5 and 8)	5%	n/a	n/a
Proficiency Social Studies (Grades 4 and 7)	5%	n/a	n/a
<i>Progress Toward English Language Proficiency</i>	10%	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 \(DSSF\)](#).

DOE Summary:
Despite this increase Kuumba Academy has maintained a rating of needs improvement for the last three years.

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

**School
Comments
2016-2017**

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) Expected outcomes for College and Career Preparation

School Comments 2016-2017	<ul style="list-style-type: none">• 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.
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c) Progress measures to track College and Career Preparation outcomes

School Comments 2016-2017	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.
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Note: School comments for SY 15/16 and SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

The table above lists the school’s available DSSF College and Career Preparation ratings. Respond to the following questions.

a. Based on the school’s College and Career Preparation 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. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

In previous years, the College & Career Preparation score has been driven by growth to proficiency ratio, or the percent of students who are on track to be on grade level in a given content area within three years. This metric has been a challenge for Kuumba, due

to the fact that many of our students come to us several years behind and often need more than three years to become proficient. Kuumba has received ratings of *Needs Improvement* in this category. However, in the 2017-18 school year, the metric changed, and Kuumba was measured solely on Chronic Absenteeism. Kuumba received a score of 47 out of 50 points, and achieved a rating of “Exceeds Expectations”.

b. Looking ahead, what are the school’s expected outcomes for College and Career Preparation and what steps will the school take to achieve them?

Next year the criteria for which Kuumba’s College & Career Prep is measured against will change again, also factoring in science proficiency for grades 5 & 8 and social studies proficiency for grades 4 & 7. As we analyze all of the factors and anticipate how it will affect our future ratings, Kuumba aims to achieve a rating of *Meets* over the course of the charter term.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school’s expected College and Career Preparation outcomes.

As the criteria for which Kuumba’s College & Career Prep is measured against will change again next year, there is no baseline data. However, from year to year Kuumba will use SBAC test results to monitor progress towards the goal of achieving a rating of *Meets* over the course of the charter term.

Section 2.6 * New

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric Area/Metrics	Weight	Points	School Score
<i>Progress toward English Language Proficiency</i>	<i>10%</i>	<i>50</i>	Not Applicable