

V.E.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

May 3, 2017

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Jumoke Academy Charter School from July 1, 2017, through June 30, 2020, subject to the conditions noted in the Commissioner's May 3, 2017, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this third day of May, Two Thousand Seventeen.

Signed: _____
Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: May 3, 2017

SUBJECT: Renewal of State Charter – Jumoke Academy Charter School, Hartford

Executive Summary

Introduction

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of the following performance standards:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence, and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, and correspondence and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed, upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

History/Background

Jumoke Academy Charter School (Jumoke) opened in the fall of 1997 and currently serves 753 students in Grades PK-12, primarily from the City of Hartford (the host district) with about 32 percent residing in 15 surrounding districts. The school serves zero English learners (ELs) and its special education populations is 5.7 percent. Table 1 on page 13 of the attached Charter Renewal Report provides 2015-16 student enrollment and demographic data. Jumoke's mission states, in part, "to prepare children to successfully compete in the global marketplace despite the social and economic challenges they may presently face."

The students in Grades 9-12 are served through a co-location high school agreement negotiated between Jumoke and Achievement First Hartford Academy (AFHA). The agreement was approved by the CSDE in May of 2012 and ends on June 30, 2017. The cooperative agreement includes the school accommodations, educational services, programs, governance structure and funds necessary to operate the high school. Jumoke and AFHA are in the process of renegotiating an extension of the agreement's terms. A draft of the agreement will be presented to the CSDE for its review and approval in May 2017.

The State Department of Education on June 30, 2014, launched an investigation of Jumoke and its charter school management organization Family Urban School of Excellence (FUSE). The investigation was prompted after the resignation of FUSE's, Chief Executive Officer, Michael Sharpe, when his criminal record for embezzlement and exaggerated educational background were revealed. The investigation covered the finances, governance and operations of FUSE and Jumoke.

On July 18, 2014, then Commissioner Stefan Pryor placed the school on probation for 60 days due to concerns of the school's governing board to effectively oversee the operation of the school and prudently expend public funds. The probation included conditions that Jumoke actively enable the investigation, provide any requested documents and preserve all recorded information and data. On July 25, 2014, the Commissioner established added probationary conditions and extended the probation through June 30, 2015. In January 2015, after the investigation was completed, the Commissioner placed additional conditions on the school including an independent review of the school's property holdings and related debt to be conducted by a certified accounting firm and the appointment of a controller to oversee Jumoke's operations in order to ensure adequate financial and non-financial governance and controls.

On June 8, 2015, the State Board of Education contracted with the Capitol Region Education Council (CREC) to take responsibility for the operational oversight of Jumoke through June 30, 2016. On August 24, 2016, a certified accounting firm was engaged to perform agreed-upon procedures to review Jumoke's property holdings and related debt.

The 2015-16 annual certified financial audit dated December 14, 2016 determined that audit findings from the previous two financial audits 2013-14 and 2014-15 had been resolved. Lastly, the school is in the process of renegotiating its property loans. When this process is complete, the refinancing of debt will help to improve the school's debt service coverage ratio. In addition, this may also help improve the financial stability of the school.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of Jumoke's charter on September 2, 2016. The application detailed the charter school's progress, operations, and achievement in relation to the CSDE's charter school performance standards: (a) school performance; (b) stewardship, governance and management; (c) student population; and (d) legal compliance. Jumoke submitted data and evidence to substantiate the charter school's written responses.

A review team comprised of CSDE staff with expertise in curriculum, assessment, special education, English learners, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary.

Renewal Site Visit: On January 10, 2017, the CSDE review team conducted an on-site visit at Jumoke. The purpose of the renewal on-site visit was to observe Jumoke's programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through on-site observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, parents and community members. The team used this process to ensure that the school is functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of Jumoke from the Superintendent of Hartford and from contiguous school districts: Bloomfield, East Hartford, Newington, South Windsor, West Hartford, Wethersfield and Windsor. The CSDE received no letters, for or against the renewal of the school's charter.

Public Hearing: Estela López, Vice Chairperson of the SBE, and CSDE staff held a public hearing on March 2, 2017, in the City of Hartford, and heard from 41 individuals on the potential charter renewal of Jumoke and the impact it is having on the community. Public hearing participants included members of the Jumoke community, including family members, students, school staff, board members, area business owners and community members. Over 136 people attended the public hearing supporting the school's efforts and the renewal of its charter. No one spoke out against the renewal of the school's charter.

Site Visit Findings:

The most recent available data and information is contained in the Charter Renewal Report, Next Generation Accountability Report 2015-16, and Tables 2 and 4 on page 13 and 14 display Jumoke's performance and success according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths include:

- Jumoke's performance index score of 57.8 in English Language Arts for high needs students exceeded the state average index score of 56.7 by 1.1, while also exceeding the Hartford School District index score of 51.4 by 6.4.
- While there were findings in 2013-14 and 2014-15 financial audits, there were no significant findings, conditions, or internal weaknesses uncovered in Jumoke's last certified financial audit.
- Chronic absenteeism for all students is consistently low, fewer than 8.0 percent in each year for the last three years and below the state average.
- Average daily attendance is consistently high, exceeding 95.8 percent each year for the past three years.

Areas of concern include:

- Jumoke students consistently performed below the state average on the 2015-16 Smarter Balanced Assessment in ELA and Mathematics Grades 3-8. Jumoke students consistently outperformed Hartford in ELA Grades 3-8 and Mathematics Grades 3, 4, 6 and 8. The host district outperformed Jumoke in math, Grades 5 and 7.
- The percentage of Jumoke students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced English Language Arts (ELA) assessment, (Table 4) is 38.5 percent in Grades 3-8. While this is 12.7 percentage points above Hartford (25.8 percent), it is 17.1 percentage points below the state average (55.6 percent).
- The percentage of Jumoke students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced Mathematics assessment, (Table 4) is 20.3 percent in Grades 3-8. While this is 4.4 percentage points above Hartford (15.9 percent), it is 23.7 percentage points below the state average (44.0 percent).
- The percentage of Jumoke students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced Mathematics assessment is 10.5 percent in Grade 5. While this is 4.5 percentage points below Hartford (15.0 percent), it is 30.3 percentage points below the state average (40.8 percent).
- The percentage of Jumoke students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced Mathematics assessment is 12.5 percent in Grade 7. While this is 1.4 percentage points below Hartford (13.9 percent) it is 29.3 percentage points below the state average (41.8 percent).
- The Grade 4 cohort of students achieved 32.3 percent at or above proficiency (level 3 and 4) on the 2014-15 Smarter Balanced Assessment in ELA, and dropped 2.0 percentage points to 30.3 percent in 2015-16 for Grade 5.
- The Grade 7 cohort of students achieved 40.2 percent at or above proficiency (level 3 and 4) on the 2014-15 Smarter Balanced Assessment in ELA, and dropped 1.4 percentage points to 38.8 percent in 2015-16 for Grade 8.

- The Grade 4 cohort of students achieved 16.9 percent at or above proficiency (level 3 and 4) on the 2014-15 Smarter Balanced Assessment in Mathematics, and dropped 4.5 percentage points to 10.5 percent in 2015-16 for Grade 5.
- The numbers of students in Grades 3-8 achieving proficiency in math (Table 8) in the fall 2016 and the winter 2017 do not meet the expected growth targets from fall to winter.

Charter Renewal Recommendation

Jumoke Academy Charter School is financially and organizationally healthy and acting in compliance with applicable laws and regulations. The average daily attendance rate exceeded the state goal of 95 percent over the last three years and its chronic absenteeism rates were below the state average, but chronic absenteeism is a serious problem and students must be engaged in school to succeed in post-secondary college or career. Jumoke’s 2015-16 suspension rate of 10.7 percent (Table 2), has improved from 12.0 percent the previous year. The school must continue efforts in this area. Lastly, there are aspects of Jumoke’s student performance that are notable. The 2015-16 English Language Arts performance index score of its high needs students outperformed the state average and Hartford. In mathematics Jumoke students nearly matched the state average and exceeded Hartford. A review of the percentage of Jumoke students by Grade (Table 4) meeting or exceeding the achievement standard in ELA and Mathematics on the 2016 Smarter Balanced Assessment is mixed. As stated previously, while Jumoke student performance did not exceed the state, it did exceed Hartford in ELA across Grades 3-8 and Mathematics in Grades 3, 4, 6 and 8. Acknowledging that Jumoke’s performance reflects significant academic weaknesses in student achievement, the CSDE will work with Jumoke to help improve academic outcomes. As a result, the CSDE recommends that the SBE renew the school’s charter for a period of three years subject to the following condition:

1. By June 1, 2017, Jumoke shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include measures to improve student academic achievement in core subject areas ELA, Mathematics and Science. The plan shall be developed in consultation with CSDE’s Turnaround Office. Jumoke shall implement the corrective actions within thirty days following the Commissioner’s acceptance of the plan.

The CSDE will notify Jumoke Academy Charter School of action taken by the SBE following its meeting on May 3, 2017. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure that Jumoke Academy Charter School has addressed the issues raised in this memorandum.

Prepared by: Robert E. Kelly, Charter School Program Manager
Turnaround Office

Approved by: Desi D. Nesmith, Chief Turnaround Officer
Turnaround Office

CHARTER RENEWAL REPORT | SPRING 2016

Charter School Information:		
Charter School Name:	Jumoke Academy Charter School	
School Director:	Dr. Troy Monroe	
School Board Chairperson:	Mr. James Michel	
Location (City/Town):	Hartford	
Rating Key:		
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.	
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.	
Does Not Meet	The school falls below performance expectations with significant concerns noted, which require immediate attention and intervention.	
Standard 1: School Performance Indicators	Points/Max	% Points Earned
Accountability Index:	598.3/950	63.0
Notes and Evidence:		
Schools that meet Standard 1: School Performance Indicators are schools earning an accountability index score that is in the state's top three quartiles. Jumoke's accountability score of 63.0 places its performance in the bottom quartile, which does not meet Standard 1. Jumoke's 2015-16 Next Generation Accountability Report is shown in detail on the next page.		



Next Generation Accountability Report: 2015-16

Choose a District

Jumoke Academy District

No:	Indicator	Index Rate	Target	Points Earned	Max Points	% Points Earned	State Avg IndexRate
1a.	ELA Performance Index - All Students	61.1	75	40.7	50	81.5%	67.7
1b.	ELA Performance Index - High Needs Students	57.8	75	38.5	50	77.1%	56.7
1c.	Math Performance Index - All Students	52.0	75	34.7	50	69.4%	61.4
1d.	Math Performance Index - High Needs Students	49.5	75	33.0	50	66.0%	49.9
1e.	Science Performance Index - All Students	46.4	75	31.0	50	61.9%	57.5
1f.	Science Performance Index - High Needs Students	45.5	75	30.3	50	60.6%	47.0
2a.	ELA Avg. Percentage of Growth Target Achieved - All Students	54.5%	100	54.5	100	54.5%	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved - High Needs Students	52.2%	100	52.2	100	52.2%	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved - All Students	55.7%	100	55.7	100	55.7%	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved - High Needs Students	54.1%	100	54.1	100	54.1%	57.4%
4a.	Chronic Absenteeism - All Students	6.3%	<=5%	47.4	50	94.7%	9.6%
4b.	Chronic Absenteeism - High Needs Students	7.8%	<=5%	44.4	50	88.7%	15.6%
5	Preparation for CCR - % taking courses	N/A	75%				67.6%
6	Preparation for CCR - % passing exams	N/A	75%				40.7%
7	On-track to High School Graduation	83.1%	94%	44.2	50	88.4%	85.1%
8	4-year Graduation All Students (2015 Cohort)	N/A	94%				87.2%
9	6-year Graduation - High Needs Students (2013 Cohort)	N/A	94%				78.6%
10	Postsecondary Entrance (Class of 2015)	N/A	75%				71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	68.5% 23.6%	75%	3.9	50	7.9%	89.2% 50.5%
12	Arts Access	40.5%	60%	33.7	50	67.5%	47.5%
Accountability Index				598.3	950	63.0%	

These statistics represent the results from the second year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled Using Accountability Results to Guide Improvement which is available on the [Next Generation Accountability Resources page of the CSDE Performance Office](#).

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

Gap Indicators	Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	68.5	57.8	10.7	16.5	
Math Performance Index Gap	57.8	49.5	8.3	18.9	
Science Performance Index Gap	48.4	45.5	2.9	17.2	
Graduation Rate Gap (2013 Cohort)	N/A	N/A	N/A	N/A	N/A

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Participation Rate	Rate
ELA - All Students	99.3%
ELA - High Needs Students	99.0%
Math - All Students	99.5%
Math - High Needs Students	99.3%
Science - All Students	97.2%
Science - High Needs Students	95.9%

Standard 2: Stewardship, Governance and Management Indicators:	Rating
2.1. Fiscal Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> <p>Indicator 2.1: CSDE site visit staff reviewed Jumoke’s last three certified financial audits, accounting policies and procedures manual (APPM) and budgets, interviewed the school business manager, school principals and governing board members. The reviewers determined Jumoke completed on-time submission of certified audits and annual budgets. Staff from CSDE’s Office of Internal Audit (OIA) determined the APPM contains the standard sections of an APPM. However, OIA staff did recommend that language about cash account reviews, check signing, responding to audit findings and yearly review of policies and procedures be strengthened. The CSDE has issued to Jumoke a renewal report indicating issues to be addressed. Jumoke is in the process of amending its APPM which will be completed and codified at its next governing board meeting.</p> <p>Indicator 2.2: CSDE site visit staff reviewed Jumoke’s last three certified financial audits. The 2013-14 and 2014-15 certified financial audits had the following findings: Fixed asset accounts were not recorded on the general ledger and the mortgages and notes payable were not recorded on the general ledger. As a consequence the misstatement of the financial statements could result in serious misrepresentations of Jumoke’s financial position and results of operations. Jumoke did not maintain an itemized inventory schedule of Property and Equipment. Without proper records being maintained and controls in place, assets could be potentially misappropriated. Jumoke should establish and follow a capitalization policy. Without adherence to U.S. generally accepted accounting principles (GAAP), the school could cause its change in net assets reported on the Statement of Activities in its financial statements to be misstated. The issues noted above were addressed by the school in consultation with the audit firm. Lastly, Section 10-66mm of the Connecticut General Statutes prohibits unsecured non-interest bearing transfers of state and federal funds between charter schools and from charter school and charter management organizations. Jumoke acting as the fiscal agent for Family Urban Schools of Excellence, Inc. (FUSE), its charter management organization, was not reimbursed by FUSE in a timely manner for the cost of FUSE’s payroll, payroll taxes and benefits and other various expenses. No interest was assessed to FUSE by Jumoke on these funds. The 2015-16 certified financial audit dated December 14, 2016 determined these findings to be resolved.</p> <p>Indicator 2.3: Staff from CSDE’s Office of Internal Audit reviewed Jumoke’s last three certified financial audits and determined Jumoke’s debt to asset ratio (total liabilities/total assets), current asset ratio (current assets/current liabilities), days of unrestricted cash (unrestricted cash/((total expenditures–depreciation)/365)), and cash flow (change in cash balance) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. Additionally, Jumoke’s debt service coverage ratio (net income+depreciation + interest expense)/(principal+interest payments) and current asset ratio (current assets/ current liabilities) may be within acceptable ranges recommended by NACSA once the school completes its debt refinancing scheduled for late April 2017.</p> 	

- **Indicator 2.4:** Jumoke’s policies and procedures regarding open board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulations. This finding was supported by a review of board training records and the review of the school’s website and governing board meeting minutes. A review of board member background checks determined all have completed the process or have initiated the process. CSDE site visit staff reviewed school policies and bylaws and determined they require amending to comply with new CSDE administrative oversight guidelines (e.g., anti-nepotism and conflict of interest). The CSDE has issued to Jumoke a renewal report indicating issues to be addressed. Jumoke is in the process of making the changes which will be completed and codified at its next governing board meeting.
- **Indicator 2.5:** As evidenced by the site visit, Jumoke has safe and well-maintained school facilities to support teaching and learning. Site visit observations found the school clean and orderly, well lit and good air quality. Further evidence included proof of property insurance, an approved Hartford Fire Marshal inspection and approved certificate of occupancy issued by the Hartford Building Department for the facility.

Standard 3: Student Population Indicators	Rating
3.1. Recruitment and Enrollment Process	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.2. Waitlist and Enrollment Data	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.3. Demographic Representation	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
3.4. Family and Community Support	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.5. School Culture and Climate	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> <p>Indicator 3.1: Jumoke currently serves 753 students in Grades PK-12, primarily from the City of Hartford (68 percent), the host district, with the remaining students from Bloomfield (8 percent), East Hartford (7 percent), Windsor (10 percent) and 7 percent of students from 12 area districts. A review of the school’s student enrollment policy, and interviews with school staff, board members and parents determined all students are admitted through a blind lottery.</p> <p>Indicator 3.2: A review of Jumoke’s waitlist information (Table 3 page 13) determined that it maintains an ample waitlist of families beyond the available number of seats. In 2016-17, 191 students were on the waiting list. The October 2016 student enrollment (753) is 98 percent of the 2016-17 projected student enrollment.</p> <p>Indicator 3.3: A review of Jumoke’s 2015-16 Public School Information System (PSIS) data reports students from minority groups represent 98.8 percent of Jumoke’s student population, and 42.6 percent of students qualify for free or reduced-price meals. The percentage of special education students at Jumoke is 5.7 percent. The English learner population is zero. To better reflect the demographics of the surrounding community, the school must develop an outreach plan with strategies to attract students with disabilities and English learners to the school. As the school requires time to develop the plan, the CSDE expects to receive it by the end of June 2017.</p> <p>Indicator 3.4: Jumoke demonstrates strong community support as evidenced at the on-site visit by the CSDE during the parent interviews. All described the strong communication between the school and families as a key component. Parents and community advocates conveyed overwhelming support for what they perceive is a school that provides a high-quality education which prepares their children for success at some of the area’s most competitive public and private high schools. Over 136 individuals attended the March 2, 2017, renewal public hearing, 41 individuals offered testimony supporting the school’s efforts and the renewal of its charter. No one spoke against the renewal of the school’s charter.</p> <p>Indicator 3.5: A review of Jumoke’s student average daily attendance and chronic absenteeism (Table 2 page 13) shows promise. Jumoke’s chronic absenteeism rate has remained low over the last three years. The 2015-16 rate of 6.3 percent is below the state average of 9.6 percent. Jumoke’s average daily attendance rate has remained above the state goal of 95 percent over the last three years. An area of concern is Jumoke’s 2015-16 suspension rate of 10.7 percent; while showing improvement over the previous year, it is above the 2015-16 state average of 7.0 percent. Jumoke must take measures to remedy and address behavior management going forward. The CSDE Turnaround Office will work with the school to assist in these efforts.</p> 	

Standard 4: Legal Compliance Indicators	Rating
4.1. Open Meetings/Information Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.2. Students with Disabilities	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.3. English Learners	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.4. Rights of Students	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.5. Teacher/Staff Credentials	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.6. Employee Rights	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 4.1:** The school website and Governing Board documents demonstrate that Governing Board meetings are open and accessible to the public. The Governing Board meeting schedule for the year and meeting agenda are posted on the school’s website. Education records and testing data are secured in locked file cabinets in administration offices.
- Indicator 4.2:** Jumoke’s 2015-16 Public School Information System (PSIS) data reports the percentage of special education students was 5.7 percent. During the renewal site visit the CSDE Special Education Consultant randomly selected ten special education student files for review. The Student Support Service Coordinator and one special education teacher were interviewed individually regarding how the school was meeting the needs of students receiving special education and related services pursuant to the Individuals with Disabilities Education Act (IDEA). The 42 students currently receiving special education services are served by three certified special education teachers employed full time by the school. Additionally, the school employs a social worker who works with students as needed.

As required by the IDEA, the school ensures the provision of special education support to each student as set forth in the student’s individualized education program (IEP) and provides supports for accessing the general education curriculum as appropriate.

As evidenced by interviews with special education staff and the director, Jumoke understands and carries out its obligation to locate and identify children who are in need of special education and related services. Staff report that the school and the responsible local education agencies work together to schedule students’ planning and placement team meetings as needed.

Student education files are secured in locked file cabinets located in an administration office. All files reviewed had individual sign-in access sheets. The reviewed files were well organized and maintained.

File reviews and staff interviews indicate the special education students attending the school are receiving specialized instruction and related services as set forth in their IEPs. As evident in the review of student files, the school monitors student progress toward short-term IEP objectives and annual goals that are standards based.

- **Indicator 4.3:** Classroom observations and staff interviews by the CSDE English Learner (EL) consultant during the site visit determined that the school does not currently have any identified English learners. A review of Jumoke’s English learner (EL) policies and procedures determined amendments were required to fully align to federal and state guidelines. Jumoke is in the process of amending its EL policies and procedures which will be completed and codified at its next governing board meeting.
 - **Indicator 4.4:** Jumoke student rights policies and procedures include admissions, handling of student information, due process protections and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.
- Indicator 4.5:** Staff from the CSDE Bureau of Educator Standards and Certification (BESC) compared the state certified staff file to Jumoke’s employee roster and found at the time of the on-site visit, 58 staff were properly certified, one who was not but is in the process of becoming certified. BESC staff will monitor the situation to ensure the certification process for this individual is completed.
- **Indicator 4.6:** A review of Jumoke employment policies and procedures and interviews with school staff determined the school’s hiring and employment practices ensure protections under the Family Medical Leave Act, Americans with Disabilities Act and the Civil Rights Act of 1964 and affirmative action and equal opportunity employment.

Prepared by:	Approved by:
Robert Kelly, Charter School Program Manager	Desi D. Nesmith, Chief Turnaround Officer

JUMOKE ACADEMY DATA

Table 1. 2015-16 Student Enrollment and Demographic Information	
Grades served:	PK-8
Total enrollment:	734
Percentage of students qualifying for free or reduced price meals:	42.6%
Percentage of special education students:	5.7%
Percentage of students with limited English proficiency:	0.0%
Percentage of minority students:	98.8%
Percentage American Indian or Alaska Native:	*
Percentage of Asian students:	1.1%
Percentage of Black students:	94.4%
Percentage of Hispanic students:	3.9%
Percentage of Two or More Races:	*
Percentage of Caucasian students:	*

*N<=5. Data suppressed to ensure student data privacy.

Table 2: School Culture and Climate Data				
Performance Metric:	2013-14:	2014-15:	2015-16:	STATE
Average daily attendance rate:	96.1%	95.9%	96.0%	
Chronic absenteeism rate:	6.2%	7.9%	6.3%	9.6%
Number of in-school suspensions:	88	100	99	
Number of out-of-school suspensions:	58	73	44	
Suspension rate (% students with 1+ suspension):	9.2%	12.0%	10.7%	7.0%
Number of expulsions:	0	0	0	
Cohort graduation rate (if applicable):	N/A	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	N/A

*N<=5. Data suppressed to ensure student data privacy.

Table 3: Student Waitlist and Mobility Information			
Performance Metric:	2014-15:	2015-16:	2016-17:
Waitlist number:	N/A	N/A	191
Number of enrolled students who left during the school year:	28	12	N/A
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	N/A	N/A	N/A

JUMOKE ACADEMY SMARTER BALANCED ASSESSMENT

Table 4: Smarter Balanced Assessment - Percentage of students at level 3 and 4 (met/exceeded)				
Subject	2014-15	2015-16	Local District- 2015-16	State-2015-16
ELA	34.5	38.5	25.8	55.6
MATH	15.6	20.3	15.9	44.0

Grades 3-8 Smarter Balanced Assessment - Percentage of students at level 3 and 4 (met/exceeded)								
GRADE	ELA 2014-15	ELA 2015-16	DISTRICT 2015-16	STATE 2015-16	MATH 2014-15	MATH 2015-16	DISTRICT 2015-16	STATE 2015-16
3	28.0	42.7	24.4	53.9	16.0	30.9	20.7	52.8
4	32.3	37.5	22.2	55.5	*	28.1	16.7	47.9
5	42.5	30.3	28.6	58.7	16.4	10.5	15.0	40.8
6	33.3	49.1	26.7	55.0	*	24.5	15.8	40.6
7	40.2	36.1	24.9	55.2	14.6	12.5	13.9	41.8
8	28.0	38.8	28.5	55.5	*	18.6	13.4	40.3

*Data suppressed to ensure student data privacy.

**JUMOKE ACADEMY CHARTER SCHOOL DISTRICT
TABLES 5 AND 6—PAGE 1 OF 2**

Table 5: 2015-16 Reading Performance							
Northwest Evaluation Association Measures of Academic Progress (MAP)							
Grade Tested	Total Sample	Fall 2015 # Students at Proficiency	Total Sample	October 2015 Enrollment	Winter 2016 # Students at Proficiency	Total Sample	Spring 2016 # Students at Proficiency
3	68	13	69	68	21	68	26
4	64	12	64	64	20	64	23
5	77	15	76	76	23	76	21
6	55	18	53	54	19	53	25
7	72	16	72	72	23	71	16
8	88	21	87	87	34	84	32

Table 6: 2015-16 Math Performance						
Northwest Evaluation Association Measures of Academic Progress (MAP)						
Grade Tested	Total Sample	Fall 2015 # Students at Proficiency	Total Sample	Winter 2016 # Students at Proficiency	Total Sample	Spring 2016 # Students at Proficiency
3	68	0	68	13	68	26
4	65	5	64	5	64	15
5	77	0	76	3	76	1
6	55	2	52	5	53	8
7	72	4	72	9	71	11
8	88	9	87	15	84	13

**JUMOKE ACADEMY CHARTER SCHOOL DISTRICT
TABLES 7 AND 8 – PAGE 2 OF 2**

Table 7: 2016-17 Reading Performance

Northwest Evaluation Association Measures of Academic Progress (MAP)							
Grade Tested	Total Sample	Fall 2016 # Students at Proficiency	Total Sample	October 2016 Enrollment	Winter 2017 # Students at Proficiency	Total Sample	Spring 2017 # Students at Proficiency
3	69	14	75	75	25		
4	64	12	71	73	22		
5	76	12	77	76	21		
6	53	11	70	72	18		
7	72	19	51	55	18		
8	86	17	75	74	23		

Table 8: 2016-17 Math Performance

Northwest Evaluation Association Measures of Academic Progress (MAP)							
Grade Tested	Total Sample	Fall 2016 # Students at Proficiency	Total Sample	Winter 2017 # Students at Proficiency	Total Sample	Spring 2017 # Students at Proficiency	
3	73	11	75	15			
4	73	1	71	6			
5	76	1	77	7			
6	74	1	70	2			
7	55	5	51	6			
8	74	5	73	7			