

IX.E.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:

June 3, 2020

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, 2020, through June 30, 2023, subject to the Commissioner's June 3, 2020, 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 June, Two Thousand Twenty.

Signed: _____
Dr. Miguel A. Cardona, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: June 3, 2020

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, 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 is completing its 23rd year in operation. The latest CSDE audited student enrollment data from 2019-20 reported 706 students in Grades PK-12 with 76.1 percent residing in Hartford (the host district), 6.4 percent residing in Bloomfield, 6.1 percent residing in East Hartford, 5.1 percent residing in Windsor, and the remaining 6.3 percent from 13 area towns. Jumoke has a maximum approved student enrollment of 765 seats. Table 1, on page 13, of the attached Charter Renewal Report provides 2019-20 student enrollment and demographic data. Sixty-three percent of Jumoke's students qualify for free or reduced price meals and 6.0 percent of the students receive special education services. 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."

Currently, 30 students in Grades 9-12 are served through a co-location high school agreement negotiated between Jumoke and Achievement First Hartford Academy. The agreement was approved by the CSDE in May of 2012. The cooperative agreement includes the school accommodations, educational services, programs, governance structures, and funds necessary to operate the high school. Both parties agreed to continue the co-location agreement which is effective through June 30, 2022.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of Jumoke's charter on September 6, 2019. 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 renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, English Learners (ELs), school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary.

Renewal Site Visit: On January 9, 2020, the CSDE renewal team conducted an on-site visit at Jumoke. The purpose of the 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 the on-site visit 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 Public Schools and from contiguous school districts: Bloomfield, East Hartford, Newington, South Windsor, West Hartford, Wethersfield, and Windsor. The CSDE received a letter from Ms. Carrie Schindele, Executive Vice President, Programs & Administration, of The Peter and Carmen Lucia Buck Foundation, Inc. (See Attachment A), which endorses the renewal of Jumoke’s charter. The CSDE received no letters against the renewal.

Public Hearing: Donald F. Harris, Jr., member of the SBE, and CSDE staff held a public hearing on January 30, 2020, in the City of Hartford, and heard from 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, family members, students, school staff and community members. Over 170 individuals attended the public hearing. Fifty-one 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.

Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report (beginning on page 7), indicates Jumoke’s performance according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths Include:

- No significant findings, conditions, or internal weaknesses were uncovered in Jumoke’s last three certified financial audits.
- The school demonstrates strong community support as evidenced by testimony provided by individuals at the public hearing and interviews with parents during the site visit.
- Jumoke’s website and Governing Board meeting schedule and agendas demonstrate that the Governing Board meetings are open and accessible to the public.
- The school has exceeded the 2018-19 state testing participation rate of 95 percent in English Language Arts (ELA), Mathematics, and Science for all students and high needs students.
- Jumoke’s 2018-19 Smarter Balanced average percentage of growth target achieved in ELA for all students in Grade 4 is 64.1 percent, exceeding Hartford’s 49.0 percent and nearing the state’s 64.9 percent.
- Jumoke’s 2018-19 Smarter Balanced average percentage of growth target achieved in Mathematics for all students in Grade 4 is 70.8 percent, exceeding Hartford’s 55.8 percent and nearing the state’s 71.3 percent.
- Jumoke’s 2018-19 Smarter Balanced average percentage of growth target achieved in ELA for all students in Grade 8 is 63.8 percent, exceeding Hartford’s 48.8 percent and the state’s 55.3 percent.

Areas of Concern:

- Jumoke's 2018-19 school culture and climate data (Table 2), reports chronic absenteeism rate of 18.0 percent, 7.6 percentage points above the state's average of 10.4 percent, and has increased 7.9 percentage points from the school's 2017-18 rate of 10.1 percent. The school's average daily attendance rate for 2018-19 of 94.1 is below CSDE's goal of 95 percent and has decreased 1.2 percentage points from the school's 2017-18 rate of 95.3 percent.
- Jumoke's 2018-19 student suspension rate of 10.9 percent, while trending downward from 13.7 percent in 2017-18 remains 4.2 percentage points above the state average of 6.7 percent.
- Jumoke's 2018-19 Accountability Index of 56.5 percent is below Hartford's average of 59.9 percent and the state's 74.2 percent, and has decreased 6.0 percentage points from 62.5 percent in 2017-18.
- The 2018-19 Smarter Balanced percentage of Jumoke students achieving at or above proficiency (level 3 and 4) in ELA for all students (Table 4) is 33.9 percent, a 3.2 percentage point decrease from 37.1 percent in 2017-18.
- The 2018-19 Smarter Balanced percentage of Jumoke students achieving at or above proficiency (level 3 and 4) in Mathematics for Grade 5, (Table 4) is 14.6 percent, 3.5 percentage points below Hartford's 18.1 percent and 31.9 percentage points below the state's 46.5 percent.
- The 2018-19 Smarter Balanced percentage of Jumoke students achieving at or above proficiency (level 3 and 4) in Mathematics for Grade 7, (Table 4) is 14.7 percent, 3.7 percentage points below Hartford's 18.4 percent and 31.4 percentage points below the state's 46.1 percent.
- The 2018-19 Smarter Balanced percentage of Jumoke students achieving at or above proficiency (level 3 and 4) in Mathematics for all students (Table 4) is 23.8 percent, a 0.6 percentage point decrease from 24.4 percent in 2017-18.
- Jumoke's 2018-19 Smarter Balanced average percentage of growth target achieved in ELA and Mathematics for all students in Grade 5 are 31.0 and 26.2 percent respectively below Hartford's 53.7 and 57.9 percent respectively below the state's 63.6 and 65.1 percent respectively.
- Jumoke's 2018-19 Smarter Balanced average percentage of growth target achieved in ELA and Mathematics for all students in Grade 6 are 48.8 and 36.3 percent respectively below Hartford's 54.6 and 43.4 percent respectively below the state's 56.7 and 59.1 percent respectively.
- Jumoke's 2018-19 Smarter Balanced average percentage of growth target achieved in ELA and Mathematics for all students in Grade 7 are 38.3 and 37.5 percent respectively below Hartford's 51.1 and 47.7 percent respectively below the state's 59.5 and 59.6 percent respectively.

Charter Renewal Recommendation

On May 3, 2017, Jumoke received a three year renewal with conditions. Conditions stated in the 2017 renewal required Jumoke to develop a corrective action plan to include measures to improve student academic achievement in core subject areas.

A comparison of the school's 2018-19 Smarter Balanced percentage of all students achieving at or above proficiency (level 3 and 4) in ELA and Mathematics compared to 2017-18 report negative growth. While Jumoke's 2018-19 Smarter Balanced percentage of all students achieving at or above proficiency in ELA exceeded Hartford in Grades 3-8, its Mathematics performance was below Hartford in Grades 5 and 7. A review of the school's 2018-19 Smarter Balanced average percentage of target achieved Grade 4 in ELA and Mathematics exceeded Hartford and nearly equaled the state, Grade 8 exceeded Hartford and the state in ELA. However, Grades 5-7 in ELA and Mathematics were below Hartford and the state. Furthermore, the school's 2018-19 student suspension rate, while trending down remains above the state average and its chronic absenteeism rate has increased 7.9 percentage points since 2017-18 to 18.0 percent in 2018-19. Acknowledging that Jumoke's performance indicators are not without weakness, the CSDE recommends that the SBE renew the school's charter for a period of three years, subject to the following conditions:

1. By July 6, 2020, Jumoke shall submit a plan for the CSDE to review and approve to minimize behavioral incidents resulting in suspensions and by adopting a restorative discipline model for the school including: (a) pre-teaching and re-teaching expected behaviors; (b) isolating the root causes of behavioral issues; (c) identifying interventions to target root causes; (d) strengthening school discipline policies and procedures; (e) monitoring interventions and applying midcourse corrections, as necessary; (f) establishing suspension targets to ensure dramatic improvement; and (g) formulating detailed plans to engage school stakeholders, particularly parents, teachers and administrators in developing a corrective action. Additionally, Jumoke shall submit its year-to-date number of suspensions, and the concentration of students with one or more suspension to the CSDE at the year-end of June 30, 2020, and on a bi-monthly basis beginning October 2020. The plan shall be developed in consultation with the CSDE's Turnaround Office. Jumoke shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.
2. By July 6, 2020, Jumoke shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must target and address chronic absenteeism by: (a) isolating the root causes of chronic absenteeism; (b) identifying interventions to target root causes; and (c) monitoring interventions and applying midcourse corrections, as necessary. Additionally, Jumoke shall submit its year-to-date number of student chronic absenteeism to the CSDE at the year-end of June 30, 2020, and on a bi-monthly basis beginning October 2020. The plan shall be developed in consultation with the CSDE's Turnaround Office. Jumoke shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

3. By July 6, 2020, Jumoke shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include measures to improve student academic achievement. Additionally, Jumoke shall submit to the CSDE, on a bi-monthly basis beginning October 2020 a report monitoring its year-to-date progress at improving student academic achievement. The plan shall be developed in consultation with the CSDE's Turnaround Office and the Bureau of Special Education. Jumoke shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

The CSDE will notify Jumoke of action taken by the SBE following its meeting on June 3, 2020. The school will be advised to take advantage of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure Jumoke is addressing issues raised in this memorandum.

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

Reviewed by: Lisa Lamenzo, Division Director
Turnaround Office

Approved by: Desi D. Nesmith, Deputy Commissioner
Academics and Innovation

CHARTER RENEWAL REPORT | 2020

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 schools 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:	536.9/950	56.5
Notes and Evidence:		
<p>The 2018-19 Jumoke Academy Charter School Accountability Index of 56.5 percent is 17.7 percentage points below average when compared to the state school Accountability Index of 74.2. Schools that meet Standard 1: are schools earning an accountability index from 85 to 100 (Category 1), schools earning an accountability index from 70 to 84.9 (Category 2), and schools earning an accountability index of 69.9 or lower and have not been identified as a Turnaround or Focus School (Category 3). Jumoke’s Accountability Index score of 56.5 places its performance in Category 3, which earns a Pending Action for Standard 1. Jumoke’s 2018-19 Next Generation Accountability Report shown in detail on the next page.</p>		

Next Generation Accountability, 2018-19
Jumoke Academy (Grades: PK-12)
School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	58.2	75	38.8	50	77.7	90.2
1b. ELA Performance Index - High Needs Students	54.5	75	36.3	50	72.6	77.5
1c. Math Performance Index - All Students	51.5	75	34.4	50	68.7	84.1
1d. Math Performance Index - High Needs Students	48.5	75	32.3	50	64.7	70.2
1e. Science Performance Index - All Students	55.3	75	36.9	50	73.7	85.0
1f. Science Performance Index - High Needs Students	52.0	75	34.7	50	69.3	72.2
2a. ELA Academic Growth - All Students	48.3%	100%	48.3	100	48.3	59.9
2b. ELA Academic Growth - High Needs Students	44.3%	100%	44.3	100	44.3	55.1
2c. Math Academic Growth - All Students	44.3%	100%	44.3	100	44.3	62.5
2d. Math Academic Growth - High Needs Students	43.6%	100%	43.6	100	43.6	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	18.0%	<=5%	24.0	50	48.1	78.3
4b. Chronic Absenteeism - High Needs Students	19.5%	<=5%	20.9	50	41.9	55.7
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	56.7
7. On-track to High School Graduation	90.4%	94%	48.1	50	96.2	93.6
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = 99.5%)	49.2%	75%	32.8	50	65.7	70.6
12. Arts Access	20.6%	60%	17.2	50	34.3	86.5
Accountability Index	.	.	536.9	950	56.5	74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Standard Deviation	Is Gap an Outlier?
ELA Performance Index Gap	62.8	54.5	8.3	15.3	N
Math Performance Index Gap	55.2	48.5	6.7	17.4	N
Science Performance Index Gap	58.8	52.0	6.8	16.3	N
Graduation Rate Gap (2016 Cohort)

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.8
ELA - High Needs Students	99.6
Math - All Students	99.3
Math - High Needs Students	99.6
Science - All Students	97.9
Science - High Needs Students	97.3

Minimum participation standard is 95%.

Standard 2: Stewardship, Governance and Management Indicators:	Rating
2.1. Fiscal Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input checked="" type="checkbox"/> M <input 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"> • Indicator 2.1: CSDE site visit staff reviewed Jumoke’s last three certified financial audits and uncovered no significant findings, conditions or internal control weakness. • Indicator 2.2: CSDE site visit staff reviewed Jumoke’s last three certified financial audits, Accounting Policies and Procedures Manual (APPM) and budgets, and interviewed the school principals, Finance Director and Governing Board (Board) members. Staff from the CSDE’s Office of Internal Audit determined the APPM contains the standard sections of an APPM. However, the APPM requires some policy amendments in the areas of Board review of monthly reconciliations of bank and credit card statements, credit card usage and authorities, check signing authority, personal use of school facility and bidding procedures for certain purchases. The amendments, when complete, must be voted on and approved by the Board. The Jumoke Academy Board and its Finance and Audit Committee have specific roles and responsibilities for financial oversight of the school. However, these roles and responsibilities are not formally documented to ensure consistency and continuity. The Board should clearly define, in a Board Policy and Procedures Manual (BPPM), the roles, duties, policies and procedures of the Board and each of its sub-committees. Jumoke has been informed of these policy issues and is in the process of addressing them. The reviewers determined Jumoke completed on-time submission of certified audits and annual budgets. • Indicator 2.3: Staff from the CSDE’s Office of Internal Audit reviewed Jumoke’s latest certified financial audit and determined Jumoke’s debt to asset ratio (total liabilities / total assets), current asset ratio (current assets / current liabilities) and days of unrestricted cash (unrestricted cash / (total expenditures – depreciation / 365) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. • Indicator 2.4: A review of Jumoke’s school policies regarding anti-nepotism, conflict of interest and supervisory relationships require amendments to be in compliance with CSDE administrative oversight guidelines. Jumoke’s policies and procedures regarding background checks of staff and board members, open board meetings and board membership training records were reviewed and found to comply with state and federal laws, rules and regulations. These findings are supported by a review of background checks, board training records, school website, and governing board meeting minutes. • Indicator 2.5: As evidenced during the site visit, Jumoke has a safe and well-maintained school facilities to support teaching and learning. The facilities have been approved by the Fire Marshal and Building Department. The school has proof of property insurance. 	

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 type="checkbox"/> PA <input checked="" type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> Indicator 3.1: The latest CSDE audited student enrollment data from 2019-20 reported 706 students in Grades PK-12 with 76.1 percent residing in Hartford (the host district), 6.4 percent residing in Bloomfield, 6.1 percent residing in East Hartford, 5.1 percent residing in Windsor and the remaining 6.3 percent from 13 area towns. 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. Indicator 3.2: A review of Jumoke’s waitlist information in Table 3 determined it maintains a waitlist of families beyond the available number of seats. In 2019-20, 206 students were on the waitlist. The waitlist has included more than 105 students each year for the past three years. Indicator 3.3: A review of Jumoke’s 2019-20 Public School Information System (PSIS) data reports students of color represent 98.7 percent of Jumoke’s student population and 63.0 percent of the students qualify for free and reduced-price meals. The percentage of special education students at Jumoke is 6.0 percent. Jumoke’s EL population is 0.9 percent. To better reflect the demographics of the surrounding community, the school must seek to enroll more students who are English learners. Indicator 3.4: Jumoke demonstrates strong community support, as evidenced by parent interviews conducted by the CSDE renewal team. Parent focus groups described the communication between the school and families as multi-faceted and easy, teachers are responsive and attentive to student and parent needs. Parents expressed that they see favorable growth in their student’s learning and behavior. Parents indicated they were satisfied with the school’s commitment to serving students with diverse needs. Parents and students testified during the public hearing that they are pleased with the educational choice opportunity the school provides to students and their families. Over 170 individuals attended the public hearing, and 51 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. Indicator 3.5: A review of Jumoke’s 2018-19 school culture and climate data in Table 2 reports an average daily attendance rate for 2018-19 of 94.1 which is below the CSDE’s goal of 95 percent and has decreased 1.2 percentage points from the school’s 2017-18 average daily attendance rate of 95.3 percent. Jumoke’s 2018-19 student suspension rate of 10.9 percent is 4.2 percentage points above the state rate of 6.7 percent and 1.2 percentage points below Hartford’s rate of 12.1 percent. The suspensions have decreased 2.8 percentage points from 13.7 percent in 2017-18. Jumoke must continue its efforts to reduce its suspension rate going forward. The school’s chronic absenteeism rate of 18.0 percent is 7.6 percentage points above the state’s average of 10.4 percent and has increased 7.9 percentage points from the school’s 2017-18 chronic absenteeism rate of 10.1 percent. Jumoke must refine efforts to improve student engagement and attendance. 	

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 type="checkbox"/> M <input checked="" 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:	
<ul style="list-style-type: none"> Indicator 4.1: The school website and Governing Board documents demonstrate that Board meetings are open and accessible to the public. The Board meeting schedule and meeting agendas are posted on the school’s website. Education records and testing data are secured in locked file cabinets in the school director’s office. Indicator 4.2: A review of Jumoke’s 2019-20 Public School Information System (PSIS) data reports the percentage of special education students at the school as 6.0 percent. Jumoke provides special education supports and services within the least restrictive environment continuum as determined by the identified student’s Individualized Education Plan (IEP). To address student needs, Jumoke has a special education supervisor, three full-time special education teachers, five one-to-one paraprofessionals and one special education paraprofessional which assists in the delivery of instruction at the elementary school under the direction of a certified special education teacher. Instructional models include push-in, pull-out and small group instruction within the classroom. The school makes available speech and language, occupational and physical therapies, social work services and two behavioral interventionists to meet student needs. The delivery of services are verified weekly by the supervisor. When services are missed the supervisor reschedules them the following week. <p>Planning and Placement Team (PPT) meetings are conducted by the School District in which the student resides and the majority of meetings are held at Jumoke. This allows for more robust participation of the school’s staff. Parents/Guardians, students (as appropriate) and required PPT members from the district of residence and Jumoke are invited to participate in the meeting. The PPT develops, reviews, and revises the IEP based upon the student’s individualized needs.</p> <p>Jumoke is arranging the training of new general education staff to familiarize them with the Individuals with Disabilities Education Act (IDEA) and their responsibility for the implementation of IEPs, PPT participation and the provision of accommodations and modifications to special education students. The State Education Resource Center (SERC), facilitated by the CSDE Bureau of Special Education will provide the training.</p> <p>Student education files are kept in locked file cabinets and there are access logs in each file.</p>	

- **Indicator 4.3:** Jumoke has historically had a small amount of students identified as English learners (ELs), which is also the case currently. While the school has indicated its commitment to all of its students including its ELs, some adjustments must be made to the school’s EL policies in order to be in compliance with state and federal requirements governing EL programs and support. Jumoke has been informed of the amendments and is in the process of updating the Home Language Survey, Parent Notification Letter and the Exit Letter to comply with state and federal requirements.
- **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:** A review of Jumoke’s staff file of April 27, 2020, reports 100 percent of staff in compliance with certification. It is the responsibility of the school to take steps to ensure that 100 percent of the staff holds appropriate certificates, permits, or authorizations for their positions. Current legislation requires that at least 50 percent of educators serving in a charter school must hold a valid certificate (Initial, Provisional, or Professional Certificate) and the remaining 50 percent may hold other interim certificates, permits or authorizations. Of the 51 staff members requiring certification, 46 staff or 90.2 percent hold a valid certificate, 5 staff or 9.8 percent hold other permits or authorizations.

Of the 50 percent allowed to serve under other certificates, permits or authorizations, legislation also allows for the issuance of a Charter School Educator Permit (CSEP) for no more than 30 percent of the educators serving in a charter school. Other options to bring staff into compliance for certification, pending they met criteria for each option, include a Long-Term Substitute Certificate, a Durational Shortage Area permit (DSAP), a Temporary 90-Day Certificate, an Interim Educator Certificate or a Resident Educator Permit.

Jumoke is in compliance with Teacher Education and Mentoring (TEAM) Program. However, it is recommended that the school train additional reflection paper reviewers and another mentor or two.

Jumoke is in compliance with the Educator Evaluation and Support Plan (EESP), but is required to complete and submit the EESP checklist.

- **Indicator 4.6:** A review of legal actions brought against Jumoke determined that no government agency alleged the violation of any law by the school, or undertaken any investigation of any violation of law by the school.

Prepared by:	Reviewed by:	Approved by:
Robert Kelly Charter School Program Manager	Lisa Lamenzo Turnaround Office, Division Director	Desi D. Nesmith Deputy Commissioner of Academics and Innovation

JUMOKE ACADEMY CHARTER SCHOOL DATA

Table 1: 2019-20 Student Enrollment and Demographic Information (latest audited student data)	
Grades served:	PK-12
Total enrollment:	706
Percentage of students qualifying for free or reduced price meals:	63.0
Percentage of special education students:	6.0
Percentage of students with limited English proficiency:	0.9
Percentage American Indian or Alaska Native:	*
Percentage of Asian students:	*
Percentage of Black students:	92.1
Percentage of Hispanic students:	5.5
Percentage of Two or More Races:	1.1
Percentage of Caucasian students:	*

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

Table 2: School Culture and Climate Data				
Performance Metric:	School 2016-17:	School 2017-18:	School 2018-19:	State 2018-19:
Average daily attendance rate:	95.3%	95.3%	94.1%	
Chronic absenteeism rate:	14.0%	10.1%	18.0%	10.4%
Number of in-school suspensions:	103	119	60	
Number of out-of-school suspensions:	78	175	81	
Suspension rate (% students with 1+ suspension):	11.5%	13.7%	10.9%	6.7%
Number of expulsions:	0	0	0	
Cohort graduation rate (if applicable):	*	*	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	N/A

Table 3: Student Waitlist and Mobility Information			
Performance Metric:	2017-18:	2018-19:	2019-20:
Waitlist number:	106	140	206
Number of enrolled students who left during the school year, or who did not re-enroll the next school year and did not complete the highest grade at the school:	171	173	N/A

JUMOKE ACADEMY CHARTER SCHOOL STATE TEST DATA

Table 4:

Scholastic Aptitude Test (SAT) - Percentage of students at level 3 and 4 (met/exceeded)

	School 2017-18	School Average Score	School 2018-19	School Average Score	District 2018-19	District Average Score	State 2018-19	State Average Score
ELA	*	*	*	*	37.4	453	61.6	514
MATH	*	*	*	*	19.5	436	40.6	500

Grades 3-8

Smarter Balanced Assessment - Percentage of students at level 3 and 4 (met/exceeded)

	ELA				MATH			
GRADE	School 2017-18	School 2018-19	District 2018-19	State 2018-19	School 2017-18	School 2018-19	District 2018-19	State 2018-19
All Grades Combined	37.1	33.9	24.5	55.7	24.4	23.8	18.2	48.1
3	33.8	40.6	22.2	54.3	32.4	42.0	23.3	55.0
4	50.0	31.5	20.7	54.6	35.7	*	18.9	52.5
5	32.9	32.9	25.5	58.1	22.0	14.6	18.1	46.5
6	34.2	*	26.0	55.3	19.7	15.9	15.8	45.4
7	25.8	30.9	26.4	56.1	18.2	14.7	18.4	46.1
8	*	33.3	25.7	55.8	16.0	*	14.9	43.5

Jumoke Academy Charter School Next Generation Science Standards Assessment Data

Table 5: Next Generation Science Standards (NGSS)

Assessment-Percentage of students at level 3 and 4 (met/exceeded)

GRADE	School 2018-19	District 2018-19	State 2018-19
All Grades Combined	29.9	25.1	51.2
5	28.8	24.3	53.6
8	*	28.5	52.2
11	*	21.6	47.7

*The data are suppressed to ensure confidentiality.

The Peter and Carmen Lucia Buck Foundation, Inc.



633 Third Avenue, 16th Floor
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(212) 360-6173

January 24, 2020

Dr. Miguel A. Cardona
Commissioner of Education
Connecticut State Department of Education
450 Columbus Boulevard
Hartford, Connecticut 06103-1841

Dear Commissioner Cardona,

I am writing to express The Peter and Carmen Lucia Buck Foundation's strong endorsement of Jumoke Academy's charter renewal application. Jumoke Academy has a long-standing history of service and commitment to community that traces back to 1997, when founder Thelma Ellis Dickerson established the school as one of Connecticut's first three public charter schools. To date, the school continues to exemplify the founder's vision – the cultivation of a learning environment that is rooted in the local community. A renewal of Jumoke Academy's charter will ensure that students thrive and amplify their impact as learners and leaders.

Jumoke Academy's commitment to the success of their students is reflected in their continuous pursuit of academic achievement. The Academy has set ambitious goals for itself to improve scholar performance and to achieve these goals, they will be implementing a new three-year strategic plan that prioritizes curriculum development and instructional improvement. To ensure that these efforts are both impactful and sustainable, Jumoke Academy will be bringing in external support to aid in the implementation of these efforts. Throughout this work, we have been consistently impressed by the dedication and focus demonstrated by the entire leadership team and belief that these targeted efforts will yield a substantial increase in academic achievement.

The PCLB Foundation believes strongly in the educational opportunity that Jumoke Academy currently offers its students. Last spring, in our 8th year of supporting Jumoke Academy, the PCLB Foundation awarded the school a \$300,000 general operating grant, which was followed by a \$212,000 project grant last fall. We anticipate continuing our support in the year ahead. Our Foundation remains committed to standing with and supporting Jumoke Academy to achieve their mission and vision in the years to come.

Please let me know if there is any further information I might provide in support of Jumoke Academy's renewal process.

Sincerely,



Carrie Schindele
Executive Vice President, Programs & Administration