

VII.C.

Connecticut State Board of Education Hartford

To Be Proposed:

April 3, 2024

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 from July 1, 2024, through June 30, 2027, subject to the conditions and recommendations set forth in the Commissioner's April 3, 2024, 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 April, Two Thousand Twenty-Four.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education
From: Charlene M. Russell-Tucker, Commissioner of Education
Date: April 3, 2024
Subject: Renewal of State Charter: Jumoke Academy, 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, data submissions, 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 (Jumoke) opened in the fall of 1997. Jumoke has the maximum approved student enrollment of 765 seats. The latest CSDE audited student enrollment data from 2023-24 reports 619 students in Grades K-12, with 85.1 percent residing in Hartford (the host district) and 14.9 percent from 15 area towns. Of those students, 96.6 percent qualify for free or reduced-price meals, 7.8 percent receive special education services, and 1.8 percent of students are identified as English Learners/Multilingual Learners (ELs/MLs). Table 1 on page 17 of the attached Charter Renewal Report provides the latest available audited 2023-24 student enrollment and demographic data. The mission of Jumoke is “to prepare children to successfully compete in the global marketplace despite the social and economic challenges they may presently face. The academy is dedicated to rigorous academic and social standards achieved by holding high expectations for all students during challenging instruction.”

Twenty-one 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 effective through June 30, 2024.

On June 3, 2020, Jumoke received a three-year charter renewal with conditions. Conditions stated in the 2020 renewal required Jumoke to develop three corrective action plans: 1) minimize behavioral incidents resulting in suspensions and by adopting a restorative discipline model for the school; 2) target and address chronic absenteeism; and 3) improve student academic achievement. Due to implications of the pandemic, the SBE approved a one-year extension on July 14, 2020; the school’s charter will expire June 30, 2024.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of Jumoke’s charter on September 8, 2023. 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 the CSDE staff with expertise in curriculum, assessments, special education, ELs/MLs, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information where necessary.

Renewal Site Visit: On November 7, 2023, the CSDE renewal team conducted an onsite visit at Jumoke. The purpose of the onsite visit was to observe Jumoke 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 onsite visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, students, 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 (HPS) and from contiguous school districts: Bloomfield, East Hartford, Newington, South Windsor, West Hartford, Wethersfield, and Windsor. The CSDE received no responses to the solicitations.

Public Hearing: Donald F. Harris, Jr., member of the SBE, and the CSDE staff held a public hearing on January 23, 2024, 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, including members of the governing board, family members, students, graduates, school staff, and community members. Over 190 people attended the public hearing. Sixty-five individuals offered testimony supporting the school's efforts and the renewal of the charter. No one spoke out against the renewal of the school's charter.

Review of Documents and Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report and the state student data (beginning on page 9) indicates Jumoke's performance according to the four performance standards. The report highlights the school's strengths and areas for continued growth.

Areas of Strengths Include:

- Jumoke's 2022-23 Accountability Index score has increased 2.9 index points from 47.4 in 2021-22 to 50.3 in 2022-23.
- Jumoke's English language arts (ELA) Performance Index – All Students has exceeded the host district over the three years reported 2018-19, 2021-22, and 2022-23, and experienced an increase of 0.4 index points, from an index of 52.4 in 2021-22 to an index of 52.8 in 2022-23.
- Jumoke's ELA Performance Index – High Needs Students has exceeded the host district over the three years reported 2018-19, 2021-22, and 2022-23, and experienced an increase of 5.4 index points, from an index of 47.6 in 2021-22 to an index of 53.0 and within 1.1 index point below the state in 2022-23.
- Jumoke's Mathematics Performance Index – All Students has exceeded the host district over the three years reported 2018-19, 2021-22, and 2022-23 and experienced an increase of 0.4 index points, from an index of 45.8 in 2021-22 to an index of 46.2 in 2022-23.
- Jumoke's Mathematics Performance Index – High Needs Students has exceeded the host district over the three reporting periods 2018-19, 2021-22, and 2022-23 and experienced an increase of 5.5 index points, from an index of 40.8 in 2021-22 to an index of 46.3 and within 2.6 index points below the state in 2022-23.
- Jumoke's ELA Academic Growth – All Students has increased 5.3 percentage points from 46.1 percent in 2021-22, to 51.4 percent in 2022-23 exceeding the host district in 2022-23.
- Jumoke's ELA Academic Growth – High Needs Students has increased 10.4 percentage points from 41.0 percent in 2021-22 to 51.4 percent in 2022-23 exceeding the host district and within 1.1 percentage points below the state in 2022-23.
- Jumoke's suspension rates over the three years reported 2019-20, 2021-22, and 2022-23, remain below the host district and very near or below the state averages.
- Jumoke's 2022-23 Discipline Tier, Based on Suspension/Expulsion Data was Tier 1, which is below the host district and below the state. Tier 1 designates a school with a low suspension rate and low disproportionality.

- Jumoke demonstrates strong community support as evidenced by testimony provided by individuals at the public hearing and interviews with parents and students during the site visit. During parent and student interviews on the day of the site visit, some parents and students expressed the need for increased academic rigor to heighten student engagement and interest in the classroom.
- A review of Jumoke’s Teacher Education and Mentoring (TEAM) Program and Educator Evaluation and Support Plan (EESP) determined Jumoke to be in compliance.
- Jumoke’s website and governing board documents demonstrate that the governing board meetings are open and accessible to the public.
- No significant findings, conditions, or internal weaknesses were uncovered in Jumoke’s two most recent certified financial audits.
- A review of the school’s finances found Jumoke to be financially viable.

Areas for Continued Growth Include:

- While Jumoke’s 2022-23 Accountability Index score increased 2.9 index points from 47.4 in 2021-22 to 50.3 in 2022-23, it has remained below the host district and the state averages over the three years reported 2018-19, 2021-22, and 2022-23. Jumoke’s 2022-23 index score is 6.9 index points below the host district’s index score of 57.2, and 19.0 index points below the state average index score of 69.3 in 2022-23.
- Whereas Jumoke’s ELA Performance Index – All Students increased last year and exceeded the host district for the three years reported, Jumoke’s ELA Performance Index – All Students decreased 5.4 index points from an index of 58.2 in 2018-19 to an index of 52.8 in 2022-23, and was below the state over the three years reported 2018-19, 2021-22, and 2022-23.
- Whereas Jumoke’s ELA Performance Index – High Needs Students increased to within 1.1 index points below the state in 2022-23 and exceeded the host district for the three years reported, Jumoke’s ELA Performance Index – High Needs Students has been on the decline. Jumoke’s ELA Performance Index – High Needs Students decreased from an index of 54.5 in 2018-19 to an index of 53.0 in 2022-23 and was below the state over the three years reported 2018-19, 2021-22, and 2022-23.
- While Jumoke’s Mathematics Performance Index – All Students increased last year and exceeded the host district over the three years reported, Jumoke’s Mathematics Performance Index – All Students decreased 4.9 index points from an index of 51.1 in 2018-19 to an index of 46.2 in 2022-23 and was below the state over the three years reported 2018-19, 2021-22, and 2022-23.
- Whereas Jumoke’s Mathematics Performance Index – High Needs Students increased last year and exceeded the host district over the three years reported, Jumoke’s Mathematics Performance Index – High Needs Students decreased 2.2 index points over the three reporting periods from an index of 48.5 in 2018-19 to an index of 46.3 in 2022-23.
- Jumoke’s Mathematics Academic Growth – All Students decreased 9.7 percentage points from 56.6 percent in 2021-22 to 46.9 percent in 2022-23 and was below the host district and state in 2022-23.
- Jumoke’s Mathematics Academic Growth – High Needs Students decreased 7.1 percentage points from 54.0 percent in 2021-22 to 46.9 percent in 2022-23 and was below the host district and state in 2022-23.

- A review of Jumoke’s chronic absenteeism rate of 15.4 percent in 2019-20 showed they were below the host district and slightly above the state average. In 2021-22, during the midst of the pandemic, the school’s chronic absenteeism rate experienced an increase of 21.1 percentage points to 36.5 percent, 9.5 percentage points below the host district of 46.0 percent and 12.8 percentage points above the state average of 23.7 percent. In 2022-23, the school reduced its chronic absenteeism rate by 7.8 percentage points to 28.7 percent, 10.2 percentage points below the host district average of 38.9 percent. In 2022-23, Jumoke’s chronic absenteeism rate was still 8.7 percentage points above the state average of 20.0 percent.
- The school must adjust the operating budget to ensure that it is based on actual enrollment and not projected enrollment.
- A review of Jumoke’s Accounting Policies and Procedures Manual (APPM) by staff from the CSDE’s Office of Internal Audit determined the APPM contained the standard sections of an APPM. However, the APPM required amendments in the areas of use of the school debit/credit card, including approval thresholds; formal bidding procedures for large purchases; establishing and maintaining assets purchased with federal funds; policy that prohibits personal use of school facilities; and cash and credit card account reconciliations including a monthly review by the Board Treasurer. The school has drafted amendments to its Accounting Policies and Procedures Manual to address these recommendations and its school’s governing board will review and approve the amendments in the spring and summer 2024.
- The Jumoke governing board has specific roles and responsibilities for oversight of school operations, including financial management and management team. However, their roles and responsibilities are not formally documented in a Board Policies and Procedures Manual (BPPM) to ensure consistency and continuity. To ensure the continuity of key oversight activities, the roles and responsibilities of the Board should be written into a BPPM, including the duties of each subcommittee. Jumoke will develop a board policy to define the roles and responsibility of its governing board, including the board’s committees. The school anticipates that it will discuss revision options with its governing board and legal counsel to address this issue.
- It was determined through a review of the school’s English Learners/Multilingual Learners (ELs/MLs) policy that amendments are necessary to the Home Language Survey (HLS), Identification/Continuation Letter, and the Procedures for ELs document. The school is currently making the required revisions outlined above and will be reviewed and approved by the governing board during the spring and summer 2024.
- A review of Jumoke’s staff file of March 15, 2024, indicate 88.4 percent of staff are in compliance with certification. It is the responsibility of the school to take steps to ensure that 100 percent of staff hold appropriate certificates, permits, or authorizations for their positions. Of the 43 staff members requiring certification, 38.0 staff members, or 88.4 percent hold a valid certificate or other temporary certificate, permit, or authorization. The school met the statutory requirement of having at least 50 percent of its staff with a Full Certificate; however, 5 staff members, or 11.6 percent, are not properly certified having no active certificate/permit on file.

Conclusion

Jumoke Academy provides its students, families, and community with a viable public school choice option, achieving its mission, and making strides in closing Connecticut's achievement gap. A review of Jumoke's suspension rates over the three years reported have remained low, below the host district and near or below the state average. Jumoke's Tier 1 Discipline designation in 2022-23, is representative of a school with a low suspension rate and low disproportionality.

The school's chronic absenteeism rate has fluctuated across the three reporting years, with significant decreases in 2022-23 placing Jumoke below the host district. Jumoke's 2022-23 chronic absenteeism rate is still 8.7 percentage points above the state average. The school must further refine and develop systems and resources to identify and address barriers that negatively affect student attendance.

The school's Accountability Index has remained below the host district and the state averages over the three years reported.

Jumoke's ELA and Mathematics Performance Index – All Students has exceeded the host district over the three years with reported incremental increases in student performance from 2021-22 to 2022-23; however, student performance has dropped overall and is below the state average in each of the three years reported.

The CSDE recognizes Jumoke's ELA Academic Growth – All Students has increased from 2018-19 to 2022-23, exceeding the host district but not the state in 2022-23. Jumoke's ELA Academic Growth – High Needs Students performance increased last year, exceeding the host district and was near equal to the state average.

Jumoke's Mathematics Academic Growth – All Students decreased 9.7 percentage points from 2021-22 to 2022-23, and was below the host district and state averages in 2022-23. Whereas Jumoke's ELA and Mathematics Performance Index – High Needs Students showed increases of 5.4 and 5.5 index points respectively, both decreased over the three years reported.

Mathematics Academic Growth – High Needs students decreased last year to below the host district and the state average.

Charter Renewal Recommendation

During this renewal process, it was identified that Jumoke needs improvement in the areas of: student academic achievement, chronic absenteeism, and teacher certification. The CSDE recommends that the SBE renew the school's charter for a period of three years, subject to the following conditions:

1. By May 6, 2024, Jumoke shall submit a revised corrective action plan to improve student academic achievement acceptable to the Commissioner of Education. Jumoke shall engage in a root cause analysis utilizing the CSDE [Needs Assessment Toolkit \(ct.gov\)](https://www.csde.ct.gov/Needs-Assessment-Toolkit). The corrective action plan must include revisions to the identified strategies and action steps in the 2020 corrective action plan to improve student academic achievement. Additionally, Jumoke must utilize the CSDE Acceleration Cycle as a framework for developing and implementing an improvement plan to address learning acceleration, learning recovery, and student enrichment because of the pandemic. The school must convene a team to develop and monitor the implementation of the revised plan that intentionally addresses unfinished learning while focusing on the teaching of prioritized, essential content, and maintaining a high level of rigor for all learners. Jumoke shall submit to the CSDE, on a bi-monthly basis beginning October 2024, a report monitoring its year-to-date progress of improving student academic achievement. The plan shall be developed in consultation with the CSDE Turnaround Office. Jumoke shall implement the corrective actions within thirty days following the Commissioner of Education's acceptance of the plan.
2. By May 6, 2024, Jumoke shall submit a corrective action plan acceptable to the Commissioner of Education targeting and addressing chronic absenteeism by: (a) isolating the root causes of chronic absenteeism; (b) identifying interventions to target causes; and (c) monitoring interventions and applying midcourse corrections, as necessary. The plan shall be developed in consultation with the CSDE Turnaround Office. Jumoke shall implement the corrective actions within thirty days following the Commissioner of Education's acceptance of the plan. The CSDE will review on EdSight the school's chronic absenteeism data monthly and at the year-end, beginning October 2024. It is important for the school to reexamine, refine, and further develop systems and resources to identify and address barriers that negatively affect student attendance and reengage students' desire to attend class and learn.
3. By May 6, 2024, Jumoke shall submit a plan for the CSDE to review and approve to bring its staff into certification compliance by October 31, 2024, by: (a) ensuring staff responsible for hiring clearly understand the certification requirements of each position; (b) providing a clear pathway and support to certification with established milestones and timelines; (c) including monitoring and interventions for non-compliance; and (d) reporting of non-compliant staff including certification targets, schedules, and action steps, including responsible school staff, on August 1, 2024, to ensure compliance. The plan shall be developed in consultation with the CSDE Talent Office. Jumoke shall implement the corrective actions within thirty days following the Commissioner of Education's acceptance of the plan.

In October 2024, Jumoke administrative staff will meet with the Accountability and Support Committee of the SBE and provide a status update of its corrective action plan to address student achievement, student discipline, and teacher certification. At that time, the Accountability and Support Committee members and department staff will analyze the performance data and teacher certification data to determine if the prioritized strategies in the corrective action plans are making a positive impact on student outcomes, teacher practice, and all staff providing instruction are properly certified. Dependent on the status of the issues discussed, Jumoke administrative staff may be called back to meet with the Accountability and Support Committee to provide a second update in the spring of 2025 and bring forth an analysis of performance data and other metrics specific to each corrective action plan.

Recognizing that Jumoke must adequately address student achievement, chronic absenteeism, and teacher certification through corrective actions, pursuant to Section 10-66bb(h) of the C.G.S., the Commissioner of Education may, at any time, place a charter school on probation if the school has failed to adequately demonstrate student progress or comply with applicable laws and regulations.

The CSDE will notify Jumoke of action taken by the SBE following its meeting on April 3, 2024. 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 Jumoke is addressing the issues raised in this memorandum.

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

Reviewed by: Irene E. Parisi, M.Ed.
Chief Academic Officer

Approved by: Charles E. Hewes, Ed.D.
Deputy Commissioner for Academics & Innovation

CHARTER RENEWAL REPORT | 2022-23

Charter School Information		
Charter School Name:	Jumoke Academy	
School Director/ Principal:	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:	478/950	50.3
Notes and Evidence:		
<p>Jumoke Academy’s (Jumoke) 2022-23 Accountability Index of 50.3 percent is 19.0 percentage points below the state’s Accountability Index of 69.3 percent. Schools that meet Standard 1: are schools earning an accountability index score from 85 to 100 (Category 1), schools earning an accountability index score from 70 to 84.9 percent (Category 2), and schools earning an accountability index score of 69.9 percent or lower and have not been identified as a Turnaround or Focus School (Category 3). Jumoke’s Accountability Index score of 50.3 percent places its performance in Category 3, which earns a Does Not Meet for Standard 1. Jumoke’s 2022-23 Next Generation Accountability Report is shown in detail on the next page.</p>		

Next Generation Accountability, 2022-23 – Jumoke Academy (Grades: PK-12)

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	52.8	75	35.2	50	70.5	85.2
1b. ELA Performance Index - High Needs Students	53.0	75	35.3	50	70.7	72.1
1c. Math Performance Index - All Students	46.2	75	30.8	50	61.5	79.6
1d. Math Performance Index - High Needs Students	46.3	75	30.8	50	61.7	65.2
1e. Science Performance Index - All Students	53.4	75	35.6	50	71.3	82.1
1f. Science Performance Index - High Needs Students	53.7	75	35.8	50	71.6	68.2
2a. ELA Academic Growth - All Students	51.4%	100%	51.4	100	51.4	57.2
2b. ELA Academic Growth - High Needs Students	51.4%	100%	51.4	100	51.4	52.5
2c. Math Academic Growth - All Students	46.9%	100%	46.9	100	46.9	61.8
2d. Math Academic Growth - High Needs Students	46.9%	100%	46.9	100	46.9	55.5
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	55.3
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	56.1
4a. Chronic Absenteeism - All Students	28.7%	<=5%	2.7	50	5.3	39.8
4b. Chronic Absenteeism - High Needs Students	28.6%	<=5%	2.9	50	5.7	6.0
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.0
7. On-track to High School Graduation	86.3%	94%	45.9	50	91.8	87.7
8. 4-year Graduation: All Students (2022 Cohort)	.	94%	.	.	.	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	.	94%	.	.	.	91.1
10. Postsecondary Entrance (Graduating Class 2022)	.	75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = 66.5%)	6.0%	75%	1.0	50	2.0	60.6
12. Arts Access	30.4%	60%	25.4	50	50.7	90.9
Accountability Index	.	.	478.0	950	50.3	69.3

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	.	53.0	.	16.6	
Math Performance Index Gap	.	46.3	.	18.0	
Science Performance Index Gap	.	53.7	.	17.8	
Graduation Rate Gap (2020 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	98.9
ELA - High Needs Students	99.2
Math - All Students	98.6
Math - High Needs Students	98.9
Science - All Students	95.5
Science - High Needs Students	98.1

Minimum participation standard is 95%.

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 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 checked="" type="checkbox"/> M <input 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: The CSDE site visit staff reviewed Jumoke’s last three certified financial audits and uncovered no significant findings, conditions, or internal control weakness.</p> <p>The school’s approved 2023-2024 operating budget was based on an estimated enrollment of 703 students. The actual enrollment reported to the CSDE on October 1, 2023, was 619. As a result, actual revenues from the State Charter School grant will be significantly lower than the budgeted grant amount. This equates to a \$945,000 decrease (or 10 percent decrease) in the school’s budgeted revenues. The school has not revised their budget to account for this variance. The school must review their current budget and make the necessary revisions to account for this variance. All budget revisions must be reviewed and approved by the school’s Board of Directors (the Board).</p> <p>Indicator 2.2: The CSDE site visit staff reviewed Jumoke’s last three certified financial audits, Accounting Policies and Procedures Manual (APPM), Board Policies and Procedures Manual (BPPM), budgets, and interviewed the school’s executive director, principals, director of operations, and governing board members. Staff from the CSDE’s Office of Internal Audit determined the APPM contained the standard sections of an APPM. However, the APPM requires the following amendments: use of the school debit/credit card, including approval thresholds; formal bidding procedures for large purchases; establishing and maintaining assets purchased with federal funds; policy that prohibits personal use of school facilities; and cash and credit card account reconciliations including a monthly review by the Board Treasurer. The school has drafted amendments to its Accounting Policies and Procedures Manual to address these recommendations and its school’s governing board will review and approve the amendments in the spring and summer 2024.</p> <p>The school’s Accounting Policies and Procedures Manual (APPM) and Employee Handbook were updated for the current school year; however, there is no evidence in the Board meeting minutes that the Board reviewed and approved the updated manuals. The Board must review and approve the APPM and all other school policy manuals on an annual basis to ensure that they are updated to reflect necessary changes to policies and procedures in a timely manner. Board approval must be reflected in the meeting minutes.</p> <p>The governing board has specific roles and responsibilities for oversight of school operations, including financial management and the management team; however, the roles and responsibilities are not formally documented in a Board Policies and Procedures Manual (BPPM) to ensure consistency and continuity. To ensure the continuity of key oversight activities, the roles and responsibilities of the Board must be written into a BPPM, including the duties of each subcommittee. Jumoke will develop a board policy to define the roles and responsibility of its governing board, including the board’s committees. The school anticipates that it will discuss revision options with its governing board and legal counsel to address this issue.</p> <p>Indicator 2.3: Staff from the CSDE’s Office of Internal Audit reviewed Jumoke’s latest certified financial audit and determined its debt-to-asset ratio (total liabilities /total assets), total margin (net income/total revenue), current asset ratio (current assets/current liabilities), days of unrestricted cash (unrestricted cash/((total expenditures – depreciation)/365)), and debt service coverage ratio (net income + depreciation + interest expense)/(principal + interest payments) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health.</p> 	

- **Indicator 2.4:** A review of Jumoke’s school policies regarding conflict of interest and nepotism were found to comply with the CSDE administrative oversight guidelines. Jumoke’s policies and procedures regarding background checks of staff and board members, open board meetings, board membership, and membership training were reviewed and found to comply with state and federal laws, rules, and regulations. This finding is supported by a review of school policies and procedures, background checks, board training records, and the school’s website including board meeting minutes. A review of Jumoke’s bylaws found them to comply with state and federal laws, rules, and regulations. The school’s Board was reminded of its responsibility to post its board and subcommittee meeting minutes to its website on a timely and consistent basis.
- **Indicator 2.5:** As evidenced during the site visit, Jumoke has safe and well-maintained school facilities to support teaching and learning. The facilities have been approved by the Hartford Fire Marshal and Building Department. The school has proof of property insurance for the facilities.

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:

- Indicator 3.1:** The latest CSDE audited student enrollment data from 2023-24 reports 619 students in Grades K-12, with 85.1 percent residing in Hartford (the host district) and 14.9 percent from 15 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 waiting list information (Table 5, page 19) determined that the school maintains a waiting list of families beyond the available number of seats. The waiting list has included more than 63 students each year for the past three years.
- Indicator 3.3:** A review of Jumoke’s latest CSDE audited Public School Information System (PSIS) data from 2022-23 reported 96.6 percent of students qualify for free or reduced-price meals. The percentage of special education students is 7.8 percent. Jumoke’s English Learners/Multilingual Learners (ELs/MLs) population is 1.8 percent. To better reflect the demographics of the surrounding community, the school must seek to enroll more students who are ELs/MLs.
- Indicator 3.4:** Jumoke demonstrates strong community support, as evidenced by parent interviews conducted by the CSDE renewal team on the day of the site visit. The parent focus group described various communication methods between the school and families, including texts, phone calls, emails, and written communication including translations in second languages, when necessary. Currently, parents report receiving regular updates from the school that detail student academics and behavior. Parents expressed support for what they perceive is a good educational model that prepares their children for high school and beyond. However, during parent and student interviews on the day of the site visit some parents and students expressed the need for increased academic rigor to heighten student engagement and interest in the classroom. Parents indicated they were satisfied with the school’s commitment to serving students with diverse needs while providing a safe and nurturing environment. Students and graduates who testified during the public hearing on January 23, 2024, and student interviews conducted by the CSDE renewal team on the day of the site visit reported they were generally happy with the school and choice opportunity that the school provides. Over 190 people attended the public hearing. Sixty-five individuals offered testimony supporting the school’s efforts and the renewal of the charter. No one spoke out against the renewal of the school’s charter.
- Indicator 3.5:** Jumoke’s suspension rate has remained low in each of the three years reported: 5.3 percent in 2019-20, 2.3 percent in 2021-22, and 4.8 percent in 2022-23.

Jumoke’s 2022-23 Discipline Tier, Based on Suspension/Expulsion Data was Tier 1, which is below the host district and below the state. Tier 1 designates a school with a low suspension rate and low disproportionality.

A review of Jumoke’s chronic absenteeism rate of 15.4 percent in 2019-20 showed they were below the host district but above the state average. In 2021-22, during the midst of the pandemic, the school’s chronic absenteeism rate experienced an increase of 21.1 percentage points to 36.5 percent, 9.5 percentage points below the host district of 46.0 percent and 12.8 percentage points above the state average of 23.7 percent. In 2022-23, the school reduced its chronic absenteeism rate by 7.8 percentage points to 28.7 percent, 10.2 percentage points below the host district average of 38.9 percent and 8.7 percentage points above the state average of 20.0 percent. It is important for the school to continue to refine and develop systems and resources to identify and address barriers that negatively affect student 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, TEAM and EESP	<input type="checkbox"/> M <input type="checkbox"/> PA <input checked="" 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"> <p>Indicator 4.1: The school’s website and governing board documents demonstrate that the governing board meetings are open and accessible to the public. The governing board’s meeting schedule for the year and meeting agendas are posted on the school’s website. Education records and testing data are kept in locked file cabinets in secure rooms.</p> <p>Indicator 4.2: A review of Jumoke’s latest audited 2023-24 Public School Information System (PSIS) data reported the percentage of special education students at the school is 7.8 percent. The school reported a majority of the 41 students with special education and related services reside in Hartford; however, the school reported there are a total of five sending districts (LEAs) for all the identified students at Jumoke Academy. Jumoke Academy provides the staffing for all special education and related services. Each school has an assigned special education teacher and school social worker. Speech and language, occupational therapy, and physical therapy providers are assigned to all three schools based on the services within students’ individualized education plans (IEPs). Jumoke Academy has paraeducators in place based on student needs and existing IEPs from the sending districts. It was shared that they work carefully to match students with paraeducators to ensure the best fit. Paraeducators receive additional training and attend professional development with student support services.</p> <p>Special education services are individually planned based on the needs of each student. Reading instruction is provided by the general education teachers, reading specialists, and special education teachers. Teachers also have the support of a literacy coach. Specific training in reading has included The Wilson Reading Program, Avid, Fountas & Pinnell, and Read 180. Elementary services tend to be more push-in support to assist the students with the materials in the classroom. The middle school services tend to be more pull-out instruction delivered individually or in small groups. During the site visit, students were observed working in a small group with a special education teacher. Another student was observed working in the general education classroom with one-on-one paraprofessional support. The student was offered choices and modified work that was broken down to allow the student to meet the lesson’s objective.</p> <p>General education teachers are provided the most recent student IEPs through the platform At a Glance, to understand the needs and supports in place for their students. Special education teachers meet to review the IEPs and accommodations and modifications to ensure that the general education teachers fully understand the IEPs. Collaborative planning between special education and regular education teachers includes common prep times and other periods of time in their schedules. Special education teachers support regular education teachers with modifications and strategies. Collaborative time is also designated on professional development days.</p> <p>The student specialized education files were neatly organized and kept in locking file cabinets. They contained completed sign-out sheets, progress reports with narratives, transition goals when applicable, and an internal document labeled special education checklist.</p> <p>Planning and Placement Team meetings (PPTs) are scheduled by the sending district/LEA who creates the PPT Invitation. Jumoke Academy uses the CT-SEDS system. Special education teachers and related service providers input student information directly into the system in collaboration with the LEA. The sending district finalizes the IEP. The Jumoke Academy staff who attend the PPT meetings include the general education teacher, the special education staff, and principal or dean. The sending district has a representative or liaison who attends and chairs the PPT meeting.</p> 	

The school is aware of their Child Find responsibilities. They described it as “see something, say something.” Teachers will contact special education if they have concerns about a child. This often occurs with new student behaviors, a new student who is functioning much lower than grade level, or a student who comes to Jumoke and is a pre-reader. If needed, students receive individually planned intervention and their progress is monitored.

- **Indicator 4.3:** Through an analysis of the renewal materials and meeting with stakeholder groups, it appears that Jumoke Academy is committed to ensuring the success of the very small population of English learners/Multilingual learners (ELs/MLs) at the school. The school has taken actions to affirm this commitment to ELs/MLs by participating in Title III through the CREC consortium and by working to hone its systems for assessing and instructing ELs/MLs. Additionally, the school leaders indicate that Jumoke is committed to providing training to teachers to enable them to integrate EL/ML supports in the core curriculum through professional learning that addresses differentiation for ELs/MLs. It was noted through a review of school policy that the following EL/ML policy amendment must be made:

Revise the Identification/Continuation of Services Letter to reflect the programs offered at the school (i.e., English as a Second Language, or the right to decline services), so that ancillary programs are not listed if they are not offered.

Revise policies that indicate that all incoming students should have the Home Language Survey (HLS) administered. Change the Home Language Survey (HLS) to indicate that questions 4 and 5 are optional.

Revise the Jumoke Procedures for ELs document. Currently, this document states that Jumoke does not have to offer a language instruction program since it has fewer than 20 ELs/MLs. While the school is not required to offer a bilingual program for this reason, a district must provide access to language instruction to any student identified as an EL/ML, even if there is only one student in the school.

Update the EL/ML Assessment Calendar to include the CT Alternate Assessment for English Language Proficiency (CAAELP).

The school is currently making the required revisions outlined above and will be reviewed and approved by the governing board during the spring and summer 2024.

- **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 March 15, 2024, indicate 88.4 percent of staff are in compliance with certification. It is the responsibility of the school to take steps to ensure that 100 percent of staff hold appropriate certificates, permits, or authorizations for their positions. Of the 43 staff members requiring certification, 38.0 staff members, or 88.4 percent hold a valid certificate or other temporary certificate, permit, or authorization. The school met the statutory requirement of having at least 50 percent of its staff with a Full Certificate; however, 5 staff members, or 11.6 percent, are not properly certified having no active certificate/permit on file.

Jumoke is in compliance with the Teacher Education and Mentoring (TEAM) Program and the Educator Evaluation and Support Plan (EESP).

- **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 has undertaken any investigation of any violation of law by the school.

Prepared by:	Reviewed by:
Robert E. Kelly Charter School Program Manager	Irene E. Parisi Chief Academic Officer

JUMOKE ACADEMY DATA TABLES

Table 1: 2022-23 Student Enrollment and Demographic Information	
Grades served:	PK-12
Total enrollment:	619
Percentage of students eligible for free or reduced-price meals:	96.6
Percentage of students with disabilities:	7.8
Percentage of students identified as English Learners:	1.8
Percentage of American Indian or Alaska Native students:	*
Percentage of Asian students:	*
Percentage of Black or African American students:	93.2
Percentage of Hispanic or Latino students:	4.2
Percentage of Two or More Races:	1.0
Percentage of White students:	*

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

Table 2: School Performance: All Students

	2018-19			2021-22			2022-23		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
Accountability Index	56.5	59.9	74.2	47.4	56.8	69.7	50.3	57.2	69.3
ELA-All Students									
Performance Index (Target 75)	58.2	52.7	67.7	52.4	48.3	64.2	52.8	47.4	63.9
Academic Growth Average Percentage of Target Achieved (Target 100%)	48.3	51.4	59.9	46.1	51.9	60.4	51.4	50.8	57.2
Math-All Students									
Performance Index (Target 75)	51.1	47.3	63.1	45.8	41.5	58.6	46.2	41.8	59.7
Academic Growth Average Percentage of Target Achieved (Target 100%)	44.3	48.9	62.5	56.6	53.6	65.2	46.9	52.1	61.8
Graduation-All Students									
Four-Year Adjusted Cohort Graduation Rate (Target 94%)	*	80.9	88.5	*	75.8	88.9			

In 2019-20, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from administering state academic assessments and holding schools and districts accountable using the Next Generation Accountability System.

In 2020-21, Connecticut secured a waiver from the USDOE to be exempted from implementing the Next Generation Accountability System for schools and districts; and while districts made their best effort to assess as many students as possible, there was not a requirement to test at least 95 percent of students as in past years. Additionally, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control. Also, some students tested remotely, which was a new construct. As such, 2020-21 testing data is not being used as part of this analysis.

Table 3: School Performance-High Needs Students									
	2018-19			2021-22			2022-23		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
ELA-High Needs Students									
Performance Index (Target 75)	54.5	50.2	58.1	47.6	46.0	54.2	53.0	45.4	54.1
Academic Growth Average Percentage of Target Achieved (Target 100%)	44.3	50.7	55.1	41.0	51.1	56.2	51.4	50.1	52.5
Math-High Needs Students									
Performance Index (Target 75)	48.5	44.8	52.7	40.8	39.3	47.7	46.3	39.9	48.9
Academic Growth Average Percentage of Target Achieved (Target 100%)	43.6	48.1	55.2	54.0	52.8	59.1	46.9	51.8	55.5
Graduation-High Needs Students									
Six-Year Adjusted Cohort Graduation Rate (Target 94%)	*	83.6	85.2	N/A	N/A	N/A	N/A	N/A	N/A

In 2019-20, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from administering state academic assessments and holding schools and districts accountable using the Next Generation Accountability System.

In 2020-21, Connecticut secured a waiver from the USDOE to be exempted from implementing the Next Generation Accountability System for schools and districts; and while districts made their best effort to assess as many students as possible, there was not a requirement to test at least 95 percent of students as in past years. Additionally, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control. Also, some students tested remotely, which was a new construct. As such, 2020-21 testing data is not being used as part of this analysis.

Table 4: School Culture and Climate									
	2019-2020 ¹			2021-2022			2022-2023		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
Chronic Absenteeism Rate (%)	15.4	27.9	12.2	36.5	46.0	23.7	28.7	38.9	20.0
Suspension Rate (%)	5.3	10.3	4.9	2.3	11.7	6.5	4.8	13.4	7.0
Discipline Tier	1	2	3	1	3	1	1	2	3

*Data are suppressed to ensure confidentiality

Table 5: Jumoke Student Wait List and Mobility Information				
Performance Metric:		2021-2022	2022-2023	2023-2024
Waiting number:		84	64	74
Number of enrolled students who left during the school year:		23	41	44
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:		68	71	N/A

¹ For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the [Report Notes](#) for additional information.