

November | 2012

JAMAA LEARNING CENTER

ANNUAL SPONSOR REPORT
2011-2012 ACADEMIC YEAR

MU Charter School Operations
MU College of Education



University of Missouri



University of Missouri
Office of Charter School Operations – MU College of Education
Jamaa Learning Center
Annual Sponsor Report 2011-2012

Vision

Challenging all learners to reach their full potential.

Mission

Improve the quality and performance of charter schools in Missouri by collaborating with stakeholders to achieve exceptional educational outcomes for all students.

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TABLE OF CONTENTS

	Page
MU Office of Charter School Operations Information	1
Table of Contents	2
Executive Summary	3
Introduction	6
MU Charter School Operations	6
School Background	8
First Year Evaluation Concerns	11
Focus Area I: Governance Compliance and Operations	13
Focus Area II: School Culture	16
Focus Area III: Teaching and Learning	18
Focus Area IV: Finances	20
Conclusion, School Status and Recommendations	21
Appendix A: Jamaa Self Report	
Appendix B:	
1. MAP Achievement Level	
2. Communication Arts Proficiency	
3. Mathematics Proficiency	
4. APR Summary and Supporting Data	

EXECUTIVE SUMMARY

OVERVIEW OF EVALUATION – YEAR ONE

This site visit report is part of an on-going review of school performance and progress and is organized into four focus areas, identified in the first year as broad areas of school evaluation measures. The goal of the MU Charter School Operations office is to provide annual feedback to schools and through data collection, provide a comprehensive overview of schools over time. This allows for an extensive body of data to inform renewal decisions, decisions regarding school status, and clear communications to all stakeholders regarding ongoing school performance and compliance based on federal law, state law, and the school charter. The four focus areas for this report include:

- Focus Area I: Governance/Compliance/Operations**
- Focus Area II: School Culture**
- Focus Area III: Teaching and Learning: Curriculum, Instruction, Assessment, and Student Performance**
- Focus Area IV: Finances**

SUMMARY OF AREAS FOR 2012-2013 ACADEMIC YEAR

Following this year's review, Focus Areas I, II, III and IV have identified areas of concern. A summary of the findings in each area is presented below.

FOCUS AREA I: Governance/Compliance/Operations

The Board of Directors for Jamaa Learning Center remains highly dependent on the school founder/CEO. In order for Jamaa to realize its goals, significant improvement in governance and oversight by the board must be implemented in the upcoming year. Specifically, board training in the areas of evaluation of the CEO, and the role of the board regarding overall governance will be critical for the success of this school.

Compliance and communication with DESE and MU must continue to improve. Timeliness of response is still a significant concern, and is exacerbated by the amount of school responsibilities that are currently managed by the CEO. A significant change in organizational structure and/or personnel is needed to ensure that Jamaa is in compliance with DESE and with MU.

The operational structure of the school must improve. Roles for all staff were in a state of flux throughout this opening year. There is a learning curve associated with any new organization, but the lack of operational knowledge regarding school operations hindered the success of Jamaa in this first year. It will be imperative in the upcoming year that those involved in the management of the school seek professional development in acquiring the needed skills to operate a successful school. Full use of available resources, actively seeking support from knowledgeable and successful peers and networking with groups, schools and agencies that support charter schools is strongly recommended.

FOCUS AREA II: School Culture

Behavior and classroom management issues are a serious concern. Behavior concerns were expressed and/or observed by teachers, staff, external stakeholders visiting the school, and students. Observations within the school indicated that teachers were not equipped with the skill sets necessary to work with the student body. Professional development in these essential skills was not implemented in this first year and will be crucial in the second year when the increase of students and the impact of larger numbers of students become a reality.

FOCUS AREA III: Teaching and Learning: Curriculum, Instruction, Assessment, and Student Performance

Classroom observations indicated that teachers struggled with the delivery of instruction and received little to no feedback during the entire academic year. Teaching staff expressed continued concerns regarding communication by the Jamaa leadership team, and throughout the year were confused about leadership roles and responsibilities.

The first year of data reported by DESE indicates that Jamaa did not meet the first year academic goals established by the school. Specifically, the third grade MAP achievement level results were 6.9% proficient and advanced in Communication Arts and 13.8% proficient and advances in Mathematics. Sixth grade results were 20% proficient and advanced in Communication Arts and 20% proficient and advanced in Mathematics (Appendix B). APR data indicates that the attendance rate (89.1%) did not meet the state standards and the MAP Index points fell within the lowest category.

FOCUS AREA IV: Finances

The Annual Secretary of the Board Report (ASBR) report released by DESE in August of 2012 placed Jamaa Learning Center on the list of financially stressed schools, and there have been concerns noted regarding cash flow over the first year of operation. Jamaa must realize financial stability and balancing of the school budget in the upcoming year in order for the school to be viable.

SCHOOL STATUS AND INTERVENTION

Based on the data gathered for this report, and due to concerns noted in each Focus Area of evaluation Jamaa Learning Center is on probation for the 2012-2013 academic year. Specific plans for intervention are provided and include development of a comprehensive data dashboard, successful implementation of a behavior management system, increased professional development for teachers, demonstrated growth in student learning outcomes and revision of the school budget to adjust income and expenditures to align with state requirements and secure financial stability.

CONCLUSION

The success of Jamaa Learning Center is important to MU and we are committed to the establishment of an exceptional educational program that meets the academic, social and developmental needs of all students who attend this school.

The status of Jamaa Learning Center will be reviewed in February of the 2012-2013 school year. Continued fiscal concerns, unsuccessful implementation of a behavior management system and/or significant concerns in the area of teaching and learning and organizational management will result in the closure of Jamaa at the end of the 2012-2013 school year. Progress in these areas must be realized for Jamaa to continue working toward its mission and vision.

INTRODUCTION

MU Charter School Operations

MU Charter School Operations, housed in the MU College of Education, provides monitoring and feedback to all charter schools within our portfolio. Our sponsorship role includes:

- Providing oversight on behalf of the State of Missouri;
- Ensuring the Board of Directors and the school are in compliance with State of Missouri Charter School laws;
- Identifying strengths and areas of improvement, and providing recommendations to the Charter School Board of Directors and Administrative Team; and
- Determining school status: to continue operations; to be placed on probation; to renew a charter of an existing school; or close a school for non-compliance of state and federal laws and/or not meeting the performance guidelines as specified within the school's charter.

The goal of the MU Charter School Operations office is to provide annual feedback to schools and through data collection, provide a comprehensive overview of schools over time. This allows for an extensive body of data to inform renewal decisions, decisions regarding school status, and clear communications to all stakeholders regarding ongoing school performance and compliance based on federal law, state law, and the school charter.

Annual Evaluation Timeline and Components

MU provides evaluations for its charter schools on an annual basis. The Annual Sponsor Report consists of three components.

1. Evaluation Report

MU Charter Operations personnel engage in frequent visits and observations to all schools in the MU portfolio including attendance at board meeting and review of all board and school documents throughout the school year. A targeted on-site evaluation that includes scheduled observations and interviews with key stakeholders usually occurs during the second semester of the school year.

MU reviews schools within four focus areas. These areas were established by reviewing protocols from other states and were generated and refined by the MU Charter Office staff during our first year of sponsorship. These four Focus Areas are identified as:

- | | |
|------------------------|--|
| Focus Area I: | Governance/Compliance/Operations |
| Focus Area II: | School Culture |
| Focus Area III: | Teaching and Learning: Curriculum, Instruction, Assessment, and Student Performance |
| Focus Area IV: | Finances |

The compilation of data across the year, mid-year evaluations (if applicable), and the targeted on-site evaluation comprise the annual report which is organized using the four areas outlined above. Each focus area is comprised of several components. MU Charter School Operations personnel collected data via interviews with the Board of Directors, school administrators, faculty and staff, reviewed documents provided by the administration and the Board of Directors, and conducted classroom observations.

2. Self Report

Schools submit an annual self-report at the end of each school year, based on the criteria established in the charter, including any data collected internally. The Jamaa Self Report is included in Appendix A.

3. Data

Data provided by the State of Missouri is the final component of the report, and is usually available in August following the end of the school year. The final Annual Sponsor Report is generated for submission to the Board of Directors for each school and the Department of Elementary and Secondary Education (DESE). These reports are public records and are included in Appendix B.

School Background

The Jamaa Learning Center (Jamaa) completed the first year of a 5-year charter sponsored by the University of Missouri. The school opened on August 15, 2011 with 29 Kindergarteners, 27 3rd graders and 13 6th graders for a total of 69 students. The Mission, Vision, Core Values and Goals of Jamaa are presented below:

Jamaa Mission Statement

The mission of the Jamaa Learning Center is to educate and empower students and families by providing high-quality educational and social services that not only maximize academic achievement but also result in the sustainable growth and development of a strong and healthy community.

Jamaa Vision Statement

In 2020, the Jamaa Learning Center will celebrate 10 years of excellence in providing high-quality educational and social services to students, their families, and the greater community. As a result of the meaningful and longitudinal relationships with empowered adults fostered at Jamaa, graduates have grown and developed into strong, committed, responsible, and highly educated empowered adults themselves. The families of Jamaa students and graduates are joining the teachers in serving as the empowered adults that their children strive to become. Jamaa continues to play a vital role in the Ville neighborhood working its way back to its historical brilliance as a strong, vibrant community rich in academic, cultural, economic, and spiritual excellence. The combined effect of Jamaa on the students, their families, and the Ville neighborhood is contributing to the development of a strong, sustainable community as a whole where everyone is empowered, harnessing the power within themselves to make excellence a norm in their lives.

Jamaa Core Values

You gotta have **FAITH!**

Freedom
Achievement
Integrity
Truth
Humility

Jamaa Goals

Academic Goals

- Students enrolled at Jamaa Learning Center will achieve a minimum average of 1.1 years of academic growth in all core content areas as measured annually by a norm-referenced growth-based assessment.
- Students enrolled for three consecutive years at Jamaa Learning Center will achieve on average academic performance at or above grade level in all core content areas as measured by the state standardized test.
- At least eighty percent of graduates from Jamaa Learning Center will go on to college or other post-secondary educational institutions following their high school graduation.

Non-Academic Goals

- Students enrolled for three consecutive years at Jamaa Learning Center will set and strive to achieve annual individualized empowerment goals as measured by a locally developed performance evaluation system.
- All students will feel a sense of community and exhibit qualities of empowerment including critical thinking, a thirst for learning, commitment to service, and high expectations as measured by the 360-feedback evaluation.

Source:

<http://www.jamaalearningcenter.org/education/components/scrapbook/default.php?sectiondetailid=79&linkid=nav-menu-container-1-806>

Demographic Data

Student Enrollment (end of the 2011-2012 school year) N=79		
Attendance Rate: 95%		
	<i>Number of Students</i>	<i>Percent of Students</i>
Demographics		
Male	50	64.0%
Female	28	36.0%
Asian	0	0.0%
African-American	79	100.00
Hispanic	0	0.0%
White	0	0.0%
Free/Reduced Lunch	75	96.0%
SPED	23	29.0%
ELL	0	0.0%
Homeless	15	19.0%

Demographic Data 2011-2012, finalized by the school on October 17, 2012.

FIRST YEAR EVALUATION CONCERNS

Several concerns occurred in the opening year of Jamaa Learning Center, specifically: 1) Pre-opening requirements for Jamaa Learning Center were not received by MU by the designated due date; 2) The school was given a 45-day notice to produce the required documents as per state law, but documentation was not received within the time frame allowed by law; and, 3) MU was notified by the Department of Elementary and Secondary Education (DESE) of delay in the submission of necessary reports needed to remain in compliance with DESE. Due to lack of compliance as noted above, Jamaa Learning Center was notified that the school was not in good standing with MU on December 12, 2011. The following concerns were specified:

- 1) Non-compliance of pre-opening requirements having received a written request to submit within 45 days.*
- 2) Consistent lack of communication and follow-through with both MU and with DESE in meeting compliance requirements.*
- 3) Lack of a current budget, adjusted for the new enrollment counts, to ensure financial stability. This is particularly crucial given the building needs of this school.*
- 4) Concerns regarding the current organizational model. This school is designed to be a full service school and has attracted, as is the intent, a significant population of students with exceptional needs. This type of model is unusual and may require modifications in the organizational structure to be successful.*

Source: MU Letter to Jamaa Learning Center, December 12, 2012

Based on the afore-mentioned concerns, a mid-year evaluation was held on January 31 – February 1, 2012. This mid-year report included numerous findings and recommendations with 12 specific recommendations targeted for completion by April 15, 2012, with the remainder targeted for completion by June 15, 2012. Specific recommendations to be completed by April 15, 2012 based on MU Mid-Year Evaluation Report included:

1. Review and revise the organizational chart – determine what needs to be changed so goals can be achieved and establish clearly defined job responsibilities.
2. Develop a Board Training plan with roles and responsibilities clearly defined and understood.
3. Develop an evaluation plan for administrators.
4. Develop an evaluation plan for staff that includes observations with instructional feedback.
5. Implement a mentoring plan for beginning teachers.
6. Review the looping model. This is questionable if the caliber of the teacher is not strong. Consider holding on looping until the instructional team is stable. The K-2 village, if looping is utilized will have to have teachers certified in Early Childhood, or hold dual certifications in Early Childhood and Elementary Education. Provide a rationale for final decision.
7. Document evidence of timely submission of all reports to DESE and MU.

8. Develop a plan for ensuring that all core subject areas are taught by HQT's. High Quality Teachers will determine the amount of federal dollars received.
9. Schedule professional development for the administrative team.
10. Develop a School-Wide Behavioral Plan with a calendar for implementation.
11. Finalize a Facilities Plan for 2012-13.
12. Develop a budget for the 2012-13 school year with an expert in school finance.

The CEO of the school submitted documents to address the immediate issues of concern on April 16, 2012. A follow-up targeted site review was held on May 14, 2012 to complete areas of review not included in the mid-year evaluation.

FOCUS AREA I: GOVERNANCE COMPLIANCE AND OPERATIONS

Governance, Compliance and Operations comprise one of the most challenging areas for charter schools. The federal and state regulations and laws are complex, and the knowledge needed to successfully navigate a K-12 environment within such regulatory environments is challenging. Moreover, the research suggests that governance and operations continue to be crucial areas in the overall success of charter schools, although the policy and empirical questions affiliated with not-for-profit boards still require continued analysis. Essentially, the mixture of sound business practice, a highly regulated industry and the human dynamics encompassed in the enterprise of human learning combine and contribute to an environment that is complex, fluid and difficult to navigate. Thus, it is critical for successful schools to strategically plan for continued development in the area of governance, to assure compliance with all federal and state regulations, and to develop operational systems that lead to student success.

The following areas of review comprise Focus Area I:

- I.A The Board of Directors is effective in its governance and oversight of the school.**
- I.B School administration is well structured and effective.**
- I.C School administration ensures compliance with all DESE and MU reporting requirements.**
- I.D School facilities meet health, fire, and safety regulations.**
- I.E School files are well maintained.**
- I.F School staff meets expectations set forth in state and federal guidelines.**

Strengths: Mid-Year Evaluation Report - none noted

Areas in Need of Improvement: Mid-Year Evaluation Report

- Financial Stability and Solvency – short and long term planning with greater awareness of finances by all stakeholder groups.
- Board understanding of administrator roles and responsibilities.
- Administrative leadership skills.
- Organizational structure.
- Accountability structure for the Board and Administrators.
- Compliance with Sponsor and DESE.
- Highly Qualified Teachers in all Classrooms.

Recommendations: Mid-Year Evaluation Report

1. Develop Data Dashboards, or a similar type of consistent reporting mechanism, for reporting all school information, data and finances, and student achievement to the Board of Directors for each board meeting.
2. Develop and implement an evaluation procedure for administrators, staff and Board members.
3. Review Professional Development needs for administration and staff and develop a PD plan for remainder of this school year and for the upcoming school year.
4. Develop a checks and balances system for DESE submissions, as well as MU requirements.
5. Review administrator/teacher/social worker certification and ensure that DESE/Federal requirements are met.
6. Ensure that all classroom teachers are HQT to maximize Title funding.
7. Review certification requirements and utilization of community partners with DESE.
8. Review/revise the school organizational chart; define and clearly communicate administrators' roles and responsibilities, including supervision and instructional leadership.
9. Provide Board training in the areas of Board roles/responsibilities, fiscal accountability, administrator accountability, administrator evaluation and the Sunshine Law.
10. Provide weekly, on-site mentoring for both administrators, specific to their job responsibilities. Encourage other professional development participation.

These items were addressed in the annual report received from Jamaa Learning Center on August 2, 2012 (Appendix A).

Conclusions: Governance, Compliance and Operations

The Board of Directors for Jamaa Learning Center remains highly dependent on the school founder/CEO. In order for Jamaa to realize its goals, significant improvement in governance and oversight by the board must be implemented in the upcoming year. Specifically, board training in the areas of evaluation of the CEO, and the role of the board will be critical in the success of this school.

Compliance and communication with DESE and MU must continue to improve. Timeliness of response is still a significant concern, and is exacerbated by the amount of school responsibilities that are currently managed by the CEO. A significant change in organizational structure and/or personnel is needed to ensure that Jamaa is in compliance with DESE and with MU.

The operational structure of the school must improve. Roles for all staff were in a state of flux throughout this opening year. This created confusion for staff members, may have contributed to loss of personnel, and seriously impacted the ability of the school to function as a learning environment. There is a learning curve associated with any new organization, but the lack of operational knowledge regarding school operations hindered the success of Jamaa in this opening year. It will be imperative in the upcoming year that those involved in the management of the school seek professional development in acquiring the needed skills to operate a successful school. Full use of available resources, supports and networking with those groups, schools and agencies that support charter schools is strongly recommended.

FOCUS AREA II: SCHOOL CULTURE

School culture has been defined in numerous ways, broad and narrow, and has more recently been the focus of intense study, with the development of instruments to “measure” this construct. Regardless of how this term is defined, what is clear for charter schools is that all entities embrace a specific mission and vision that is based on a set of values, assumptions and “ways of operating” that become part of the collective fabric of the organization. As this is unique and important to the overall success of the school in meeting the original goals set forth in the charter, this area is included in the overall review process.

The following areas of review comprise Focus Area II:

- II.A The school environment supports student learning.**
- II.B Teachers feel supported by the administration.**
- II.C High standards of professional behavior are exhibited by all staff.**
- II.D All stakeholders in the school treat each other with mutual respect.**

Strengths: Mid-Year Evaluation Report - none noted

Areas that need improvement/review: Mid-Year Evaluation Report

- School-Wide Behavior Management Plan.
- Communication across all stakeholder groups.
- Clearly defined roles for the administrative team.
- Schedule for social workers.
- Greater support for teachers.

Recommendations: Mid-Year Evaluation Report

1. Develop a school-wide structure for a behavior management plan that is implemented immediately and consistently. Provide initial and continuing professional development to ensure successful implementation.
2. Define roles for administrators, staff, and social workers.
3. Implement a mentoring plan for new teachers.
4. Develop a set schedule of classroom observations and provide instructional feedback and support.
5. Hold regular staff meetings to foster collaboration and communication.
6. Implement an evaluation plan for all staff that includes observations with feedback.
7. Review and revise social workers’ schedules to allow them more time to connect with community agencies and support groups.

These items were addressed in an annual report received on August 2, 2012 (Appendix A).

Conclusions: School Culture

Behavior and classroom management issues continue to be a concern. Behavior concerns were expressed and/or observed by teachers, staff, and external stakeholders visiting the school and students. Observations within the school indicated that teachers were not equipped with the skill sets necessary to work with the student body. Professional development in these essential skills was not implemented in this first year and will be crucial in the second year when the increase of students and the impact of larger numbers of students become a reality.

The role of the village advocates needs to be clearly identified and strengthened as this is a core component of the Jamaa mission and values. Both advocates and staff were unsure about the assigned staff roles of the advocates and their responsibility for the development and support of the school culture.

FOCUS AREA III: TEACHING AND LEARNING

Teaching and learning are the core components of a successful school. With continued emphasis on accountability at both national and state levels and the adoption of the Common Core State Standards, it is imperative that schools invest in a clearly defined, high quality curriculum, engage in individualized plans for each learner, consistently utilize assessment tools that are reliable and valid, engage all members of the teaching team in the use of assessment data to maximize student success, and effectively meet the needs of learners with special needs.

The following areas of review comprise Focus Area III:

- III.A The school has a clearly defined, high quality curriculum.**
- III.B Instructional practices meet the needs of all learners.**
- III.C Assessment is used effectively to support student learning.**
- III.D The school has an effective special education program (SPED).**

Strengths: Mid-Year Evaluation Report - none noted

Areas that need improvement/review: Mid-Year Evaluation Report

- Student engagement.
- Use of instructional time.
- Use of good lesson design.
- Literacy instruction.
- Title I services.
- Classroom observation and teacher evaluation to determine teacher quality and set professional goals.
- Looping Plan.
- Evaluation for the Belle Center and a plan to collect and follow-up on concerns related to special services.

Recommendations: Mid-Year Evaluation Report

1. Provide the Instructional Leader additional mentoring/continued professional development in the area of observation/providing feedback and lesson design. The necessary time to provide these critical components of the job role for all staff interacting with students is essential. An observation schedule and evaluation protocol needs to be implemented, holding teachers and staff accountable for incorporating feedback.
2. Implement the Title I Plan.
3. Review the Looping Plan in relation to staff assignments.
4. Develop and implement a plan to evaluate the Belle Center, providing an opportunity for staff to express concerns and provide input regarding individual students.

5. Create and implement a literacy plan that will achieve the goals set forth in the charter.

These items were addressed in an annual report received on August 2, 2012 (Appendix A).

Conclusions: Teaching and Learning

Classroom observations indicated that teachers struggled with the delivery of instruction and received little to no feedback during the entire academic year. The operational structure of the school must be aligned in such a way that the instructional leader is allowed significant blocks of time to observe, support and interact with teachers in realizing the academic mission of the school.

The evaluation processes for the staff were delayed in the first year of operation, and were not aligned with the original charter. Only limited outcomes were reported for the first academic year. This may lead to frustration and loss of effective teachers. Support and evaluation of the teaching staff must be the priority of the instructional leader to ensure that student learning remains the highest priority in the classroom. A sound evaluation system is critical for teachers to grow professionally and to ensure that teachers who are not successful after appropriate intervention and support are not retained.

Teaching staff expressed continued concerns regarding communication by the Jamaa leadership team, and throughout the year were confused about leadership roles and responsibilities. The division of tasks must be clearly identified for Jamaa to be successful.

The first year of data reported by DESE in Appendix B, indicates that Jamaa did not meet the first year academic goals set forth in the original charter. Specifically, the third grade MAP achievement level results were 6.9% proficient and advanced in Communication Arts and 13.8% proficient and advanced in Mathematics. Sixth grade results were 20% proficient and advanced in Communication Arts and 20% proficient and advanced in Mathematics (Appendix B1). APR data indicates the attendance rate (89.1%) did not meet state standards and the MAP Index Points fell within the lowest category (Appendix B4).

It is imperative that Jamaa continue to focus on exceptional academic outcomes for all students. Comparative data for Jamaa with other St. Louis charter schools, the St. Louis School District, and the State of Missouri can be found in Appendix B2 and B3.

FOCUS AREA IV: FINANCES

Financial stability is critical and is one of the key factors that prevent a school from achieving its mission and vision. Due to the need for start-up funding, building needs, and the high costs associated with a new business venture, the early years of a charter school, especially for schools growing by one grade level annually, can be very challenging. Oversight of finances is crucial, is a primary focus for the Governing Board and is monitored carefully and publically at both federal and state levels.

The following areas of review comprise Focus Area IV:

IV.A The Board of Directors is effective in its fiscal oversight of the school.

IV.B Financial records are efficiently maintained.

Strengths: Mid-Year Evaluation Report - none noted

Areas that need improvement/review: Mid-Year Evaluation Report

- Increasing enrollment.
- Overall budget planning, reporting, and monitoring of cash flow.
- Facilities.

Recommendations: Mid-Year Evaluation Report

1. Increase enrollment through an aggressive enrollment plan utilizing sound marketing practices.
2. Review of the budget – current and long term with an expert in school finance or work with someone from DESE.
3. Finalize a facilities plan for the upcoming year.

These items were addressed in an annual report received on August 2, 2012 (Appendix A).

Conclusions: Finances

Jamaa must realize financial stability and balancing of the school budget in the upcoming year in order for the school to be viable. The Annual Secretary of the Board Report (ASBR) report released by DESE in August 2012 has placed Jamaa Learning Center on the list of financially stressed schools, and there have been concerns noted regarding cash flow.

Given that Jamaa must determine both short and long term facility needs and secure both temporary and permanent facilities, both analysis and determination of what can be done fiscally to stabilize the school, increase revenues and re-evaluate expenditures will be a primary focus for the Board of Directors in the upcoming year.

CONCLUSION, SCHOOL STATUS & RECOMMENDATIONS

Jamaa Learning Center embraces a full school model, with a desire to support high quality education and social services for students and families. This model is designed to support local communities and is a meritorious model in terms of meeting the comprehensive needs of students and families. The data suggests that the opening year for Jamaa was challenging. Many goals were unrealized, and serious concerns were noted in the areas of compliance, governance, operations, school culture, teaching and learning and finances.

In the Jamaa Learning Center Self-Report, received on August 2, 2012, updates for areas of improvement/review listed in the Mid-Year Report were included as well as narrative addressing many of the recommendations. Several initiatives are under development and these will assist Jamaa in realizing its goals. However, concerns remain that can only be addressed by focused implementation in the upcoming 2012-2013 school year. Specifically:

1. The Board for Jamaa Learning Center is highly dependent on the school founder/CEO and must expand both capacity and involvement in the governance of the school.
2. Compliance and communication with the Department of Elementary and Secondary Education and MU needs to be improved and timely.
3. Evaluation processes for the staff and the school were delayed in the first year of operation, were not aligned with the original charter, and only limited outcomes were reported for the first academic year.
4. Behavior management issues were expressed and/or observed by students, staff and external stakeholders.
5. Classroom observations indicated that teachers were not equipped with the skill sets necessary to work with the student body, and did not receive sufficient professional development to develop and implement these essential skills.
6. Classroom observations indicated that teachers struggled with delivery of instruction and were provided very little feedback during the academic year.
7. The role of the village advocates was not defined and unclear to both advocates and other staff.
8. Roles for all staff were in a state of flux throughout the year and created confusion in day-to-day operations.
9. Staff expressed concerns regarding communication by the leadership team and were confused about leadership roles and responsibilities
10. Available resources, supports and connections were not utilized.
11. Fiscal stability of the school is not evident.

In determining school status for Jamaa, Missouri Charter School Law, 160.405.8 states:

A sponsor shall revoke a charter or take other appropriate remedial action which may include placing the charter school on probationary status, at any time if the charter school commits a serious breach of one or more provisions of its charter or on any of the following grounds: failure to meet academic performance standards as set forth in its charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.420 and 167.349, RSMo, within forty-five days following receipt of written notice requesting such information, or violation of law.

Based on Missouri Law and the information gathered for this report, the Jamaa Learning Center is placed on probation for the 2012-2013 academic year. The rationale for this decision is outlined below.

Rationale for Probation

1. The Mid-Year Report specifically requested that all recommendations be addressed by June 15, 2012. No communication was received until August 2, 2012, when recommendations were addressed in Part B of the annual report. The Mid-Year Report clearly stipulated that lack of response by the required due dates would result in probationary status.
2. Inconsistencies and discrepancies were noted throughout the reports provided by the school during the 2011-2012 academic year. Specifically, the attendance rates, reports regarding the NWEA testing dates and budget information were not consistent or conflicted in various documents/reports.
3. Interviews and observations noted serious concerns regarding behavior management even with the low student to teacher ratio. It is imperative that a comprehensive behavior management system be successfully and consistently implemented during the 2012-2013 academic year given the increase in the number of students and staff. **Safety of staff and students must be a top priority for this academic year.**
4. Day-to-day operational procedures must be clearly defined with established policies. For example, during the annual site visit on May 14, 2012, it was noted that student medications were in an unlocked drawer in an office with no staff present. A plan for medications to be secured and monitored must be implemented immediately.

5. Financial solvency is a serious concern. Current enrollment for the 2012-2013 year is below the number of students needed for the school to meet budget. In addition, with the acquisition of a building, reserves will need to be increased substantially to meet maintenance and upkeep needs.
6. Academic outcomes for the first year (16% proficient in mathematics, 11% proficient in communications arts) were substantially below the district in which the school resides.

Intervention Plan

The following intervention plan has been developed to provide the Jamaa Learning Center a specific, targeted set of directives designed to establish specific goals and measures to monitor progress toward meeting the concerns stated above.

1. Jamaa will build on the strength of the current Data Dashboard by expanding the dashboard to include new areas for monthly updates that will address the recommendations from the Mid-Year and Annual Reports.
2. The CEO will work with an outside individual, selected by the CEO and approved by the Board and by MU, to develop measurable goals for each component of the expanded Data Dashboard. MU will provide fiscal support, if needed, to accomplish the development of these goals.
3. Documented evidence of progress toward meeting these goals will be reported monthly to the Board of Directors and to MU during the 2012-2013 academic year.
4. The revised Data Dashboard with measurable outcomes will be submitted to the Board of Directors for review and approval at the September 10, 2012 board meeting.
5. The revised Data Dashboard must be submitted to MU no later than September 17, 2012 for review and approval by MU.
6. Regular monitoring visits, including classroom observations and interviews will be provided by MU, with a minimum of one visit per month, for the 2012-2013 school year, to ensure implementation and progress is evident for all components reported on the Data Dashboard.
7. An outside evaluator with expertise in school finance will review the current budget for Jamaa and meet with the finance committee and MU to make recommendations. MU will provide the fiscal support for this action.

MU will review the status of Jamaa Learning Center in February of the 2012-2013 school year. Continued fiscal concerns, unsuccessful implementation of a behavior management system and/or significant concerns in the area of teaching and learning will result in the closure of Jamaa at the end of the 2012-2013 school year. **Serious issues regarding safety will result in the immediate revocation of the charter and closure of the school.**

As noted in the Mid-Year Report:

We believe in the mission of Jamaa and want to emphasize that the success of Jamaa is very important to MU. As the sponsor for Jamaa Learning Center, we must fulfill our commitment to provide oversight as designated by Missouri law. It is our intent to fulfill this commitment with the standard of excellence associated with the University of Missouri and to provide the type of sponsorship that will lead to improved quality and performance for all groups associated with this educational enterprise. We look forward to working with you in addressing the issues raised in this report and are committed to an exceptional educational program that meets the academic, social, and developmental needs of all students who attend Jamaa Learning Center.

We want to reiterate that the success of the Jamaa Learning Center is important to MU. The 2012-2013 academic year is crucial to the future of Jamaa. Documented evidence of financial sustainability and progress in all other areas of concern must be realized for Jamaa to continue working toward its mission and vision.

APPENDIX A



jamaa
learning center
a village built on unity and love

Annual Report

**Jamaa Learning Center
2011 – 2012
School Year**

Mission

The mission of the Jamaa Learning Center is to educate and empower students and families by providing high-quality educational and social services that not only maximize academic achievement but also result in the sustainable growth and development of a strong and healthy community.

MU Charter School Office Mid-Year Sponsor Report

University of Missouri- Columbia (MU) completed a mid-year evaluation of Jamaa Learning Center in February 2012 and presented their Mid-Year Sponsor Report at a Jamaa Learning Center Special Board meeting on February 27, 2012. The review of Jamaa was conducted within four (4) focus areas. Below is the current status of implementation and/or improvement across all four focus areas in response to the recommendations outlined in the report.

FOCUS AREA I: GOVERNANCE, COMPLIANCE, AND OPERATIONS

A Data Dashboard was developed and presented to the Jamaa Learning Center Board of Directors for approval at the April 9, 2012 Board meeting with the intention of being presented monthly at every Board meeting in an effort to provide transparency and highlight where Jamaa is on its path to achieving its strategic priorities and goals. The Data Dashboard is included in this report and will be discussed in detail in a later section of the report.

The Jamaa performance management system was developed and fully implemented across all roles and responsibilities during the second semester of the 2011 – 2012 school year. As part of the process, staff completed self-evaluations, set goals and determined professional development opportunities to ensure the highest probability of the goals being met, and engage in ongoing mentoring and check-in meetings with their direct supervisor as well as other experienced and knowledgeable professionals from their industry (i.e. educator, administrator, social services professional, executive). Similarly to the system developed to ensure the growth and development of Jamaa staff, the Jamaa Board Development Committee has administered a survey to identify the areas in which training and development should be provided to the Board in preparation for the Board completing their first Board self-evaluation at the October 2012 Annual Board Retreat.

An annual calendar of deliverables was created that includes due dates for all known required reports, data submissions, or other deliverables to be provided to the Missouri Department of Elementary and Secondary Education (DESE) and/or MU. The calendar will be tracked and monitored at each Jamaa Board meeting beginning with the August 2012 meeting as a strategy to provide checks and balances for the completion and submission of all requirements.

As part of the onboarding process for all new hires, the necessary certification for staff to meet the highly-qualified teacher (HQT) requirements as mandated by the federal government to maximize entitlement funding (i.e. Title I, Title II, etc.) is documented

and monitored on an onboarding checklist. If an individual is identified that will bring extraordinary skills to Jamaa, but has not received their necessary certification, a plan will be developed, documented, and kept in their personnel file to be tracked and monitored until the staff member has received the appropriate certification.

The Jamaa staff engaged in several professional development sessions throughout the 2011 – 2012 school year aimed at creating and strengthening a strong organizational culture aligned with the overall culture of excellence intended for Jamaa. The training focused on both communication skills, the living practice of Jamaa's core values, and a common understanding of all of the roles and responsibilities encompassed in the Jamaa staff and how they interconnect and work in a synergistic manner to ensure the overall strength and success of Jamaa. These discussions have carried over and will continue during both the 2012 summer staff development, Harambee, as well as into and throughout the 2012 – 2013 school year.

FOCUS AREA II: SCHOOL CULTURE

Jamaa Learning Center officially began the one (1) year planning process to implement School-wide Positive Behavior Support (SW-PBS) by attending the SW-PBS Prep Team Start Up Training on June 7 & 8, 2012. The SW-PBS leadership team at Jamaa has been created and the process of ensuring the investment of the entire staff to the successful implementation formally began during Harambee. The entire staff will also be completing CPI Nonviolent Crisis Intervention in an effort to develop a toolkit of strategies and approaches for assessing crisis situations and de-escalating the situations, particularly with respect to working with and supporting students that present challenging behavior, in the most effective, positive, and safe manner.

A need to develop and maintain with fidelity a system for ensuring regular classroom observations, ongoing instructional feedback, and supervision of a mentoring schedule for teachers was identified and incorporated into the 2011 – 2012 Professional Growth and Development Plan for the Head of School. The system will be fully implemented with the start of the 2012 – 2013 school year and will have documentation associated with it to both demonstrate that it is being effectively maintained and that it is effective in producing the desired results with respect to the growth and development of the teaching staff.

The daily schedule for the 2012 – 2013 school year has been modified to allow for more collaboration, with a specific emphasis on collaborative planning within the three-year cycles referred to as villages at Jamaa and school-wide data analysis and decision-making using the data teams structure and Student Success Teams. In this way, the inter-dependency and connectivity between all three (3) major roles at Jamaa (administrators, teachers, and social workers) is setup to be stronger and more effective.

FOCUS AREA III: TEACHING AND LEARNING

With the addition of a Teach for America (TFA) corps member at Jamaa Learning Center over the two (2) year period of 2012 – 2014, the Head of School will receive additional support from the TFA St. Louis office in the areas of professional

development for teachers, classroom observations, providing feedback, and lesson design that will ultimately benefit the entire instructional staff- not just the TFA corps member.

The entire staff began dissecting and analyzing the academic data from the 2011 – 2012 school year, with a primary focus on the spring 2012 Missouri Assessment Program (MAP) state standardized test data and the fall 2011, winter 2012, and spring 2012 Northwest Evaluation Association (NWEA) growth-based, norm-referenced assessment data, during Harambee to identify the strategies, instructional methods, curriculum, and/or interventions that proved to be the most effective in supporting the desired academic growth of Jamaa students. These discussions will continue throughout the upcoming school years through data team meetings, village planning meetings, and Student Success Team meetings.

The Title I Plan initially developed during the 2011 – 2012 school year was strengthened and broadened to incorporate strategies to support the academic, social, and behavioral growth of all students as Jamaa transitions to a school-wide Title I program beginning with the 2012 – 2013 school year. The emphasis for the upcoming year remains on literacy with the intention to hire a full-time Title I Reading Teacher who will provide small group instruction by pulling out students as well as partner with the general education classroom teachers to provide rich and meaningful instruction within the balanced literacy block each day.

In an effort to ensure deeper alignment between the instruction provided by general education classroom teachers and the special education teacher working with Jamaa from the Belle Center, a major change was made beginning with the contract for the 2012 – 2013 school year that will result in the special education teacher essentially serving as a full-time teacher at Jamaa, participating in all activities, planning meetings, data team meetings, professional development sessions, etc. required of the Jamaa staff. In this way, regardless of the number of minutes required to provide special education instruction to Jamaa students, the special education teacher can be onsite actively participating in the planning and execution of the instructional program thus resulting in the teacher being more entrenched in the fabric of Jamaa's instructional program and culture.

FOCUS AREA IV: FINANCES

The Board-approved 2012 – 2013 budget for Jamaa Learning Center is predicated on the need to have no less than 166 students in enrollment between the six (6) grades available during the 2012 – 2013 school year. A serious emphasis is being placed on student recruitment, enrollment, and registration during Harambee and it has been effectively communicated to the Board and all staff how imperative it is that Jamaa achieve the enrollment targets set of 195 students with the worst case scenario being that Jamaa only meets the bare minimum enrollment number of 166 from the budget. The concerted focus on student enrollment will continue well into the first semester, even if the enrollment targets are met or exceeded at the start of the school year, to ensure that the enrollment number never falls below the minimum requirement at any point during the school year.

The original plans to move from the current temporary school site at 2900 N. Prairie Ave. to a site that would serve as the permanent home for Jamaa by the start of the 2012 – 2013 school year did not come to fruition, but a contingency plan that will suffice for the first few months of the school year was enacted at the start of the summer in 2012 with the intention of Jamaa moving to its permanent home at 4731 Delmar by the end of October 2012. Both aspects of the facilities project (the expansion of space utilized at the current temporary school site and the renovations and occupancy of the new permanent site) are being managed thoroughly to ensure that the necessary and appropriate accommodations are in place to provide for a safe and productive learning environment for Jamaa students and families.

Data Dashboard

As stated on the document itself, the Jamaa Learning Center Data Dashboard serves as a report card for the organization on which public and timely reporting of how the organization is doing in achieving its goals can be tracked, analyzed, and used to drive decisions that will support the academic and operational success of the organization. In this way, Jamaa can be transparent and honest in providing real data to all of its stakeholders, both internally and externally, while also making effective use of a tool that will serve to provide direction on what path Jamaa needs to go in order to realize its vision and achieve its mission and goals.

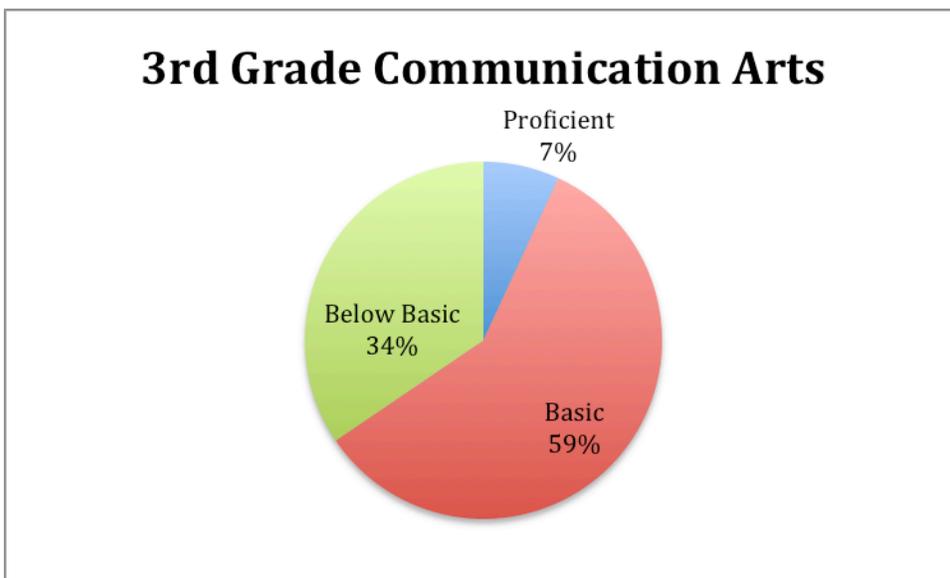
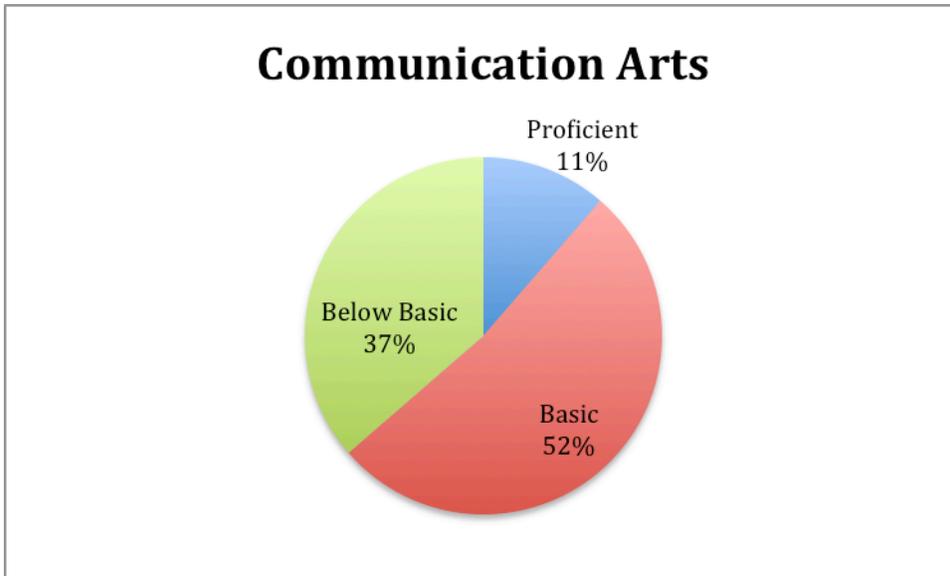
The Data Dashboard was initially introduced to the Jamaa Board of Directors in April 2012 and is intended to be presented and used as a roadmap to be discussed and analyzed at the monthly Board meetings in an effort to provide guidance and direction to the Board as policies are set, strategies are developed, and actions are taken to ensure the successful achievement of Jamaa's goals.

The Data Dashboard was developed using the strategic priorities set by the Board each year at the Annual Board retreat as the foundation. Specific goals directly tied to each strategic priority were generated and the performance measures, frequency of measurement, baseline datapoints, and target measurements were determined for each goal by the Jamaa Executive Cabinet. Where data was available, it was recorded in the column for actual data and an assessment on Jamaa's status with respect to achieving each goal was specified. In response to the recommendation of the Board following the review of the initial draft of the Data Dashboard, notes were added to either provide context to the data presented and/or specify plans and strategies to be put in place to ensure improvement if the current status did not meet the expectations set forth in the goal.

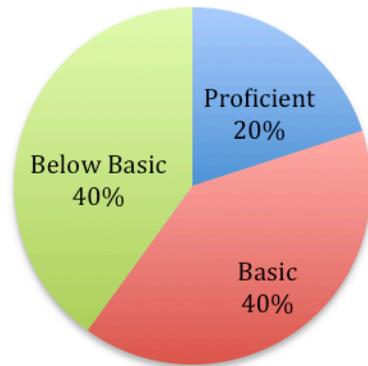
The preliminary data from the spring 2012 Missouri Assessment Program (MAP) state standardized test does not meet the expectations of the initial goals set for the founding third and sixth grade students taking the test during Jamaa's inaugural year of school operations. The process of thoroughly analyzing the data in an effort to understand both the cause and effect data and use this understanding to identify and implement instructional strategies, develop and implement effective interventions when warranted, and drive decisions with respect to the instructional program began during Harambee. The data is presented below in

chart and table format. A copy of the crude notes generated from the analysis and reflection on assessments from the 2011 – 2012 school year is attached as reference.

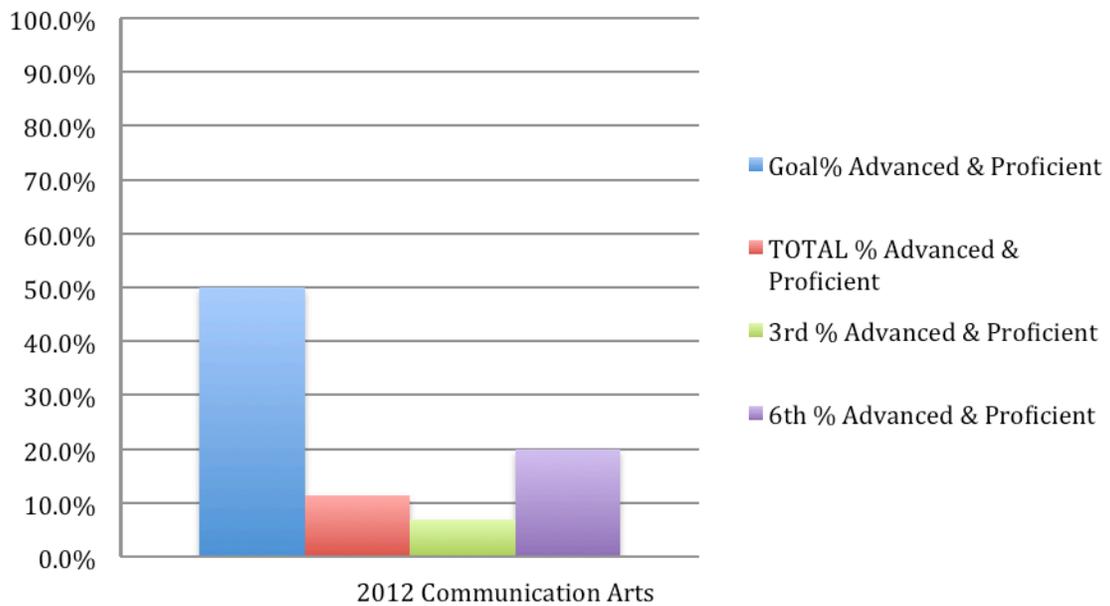
Communications Arts



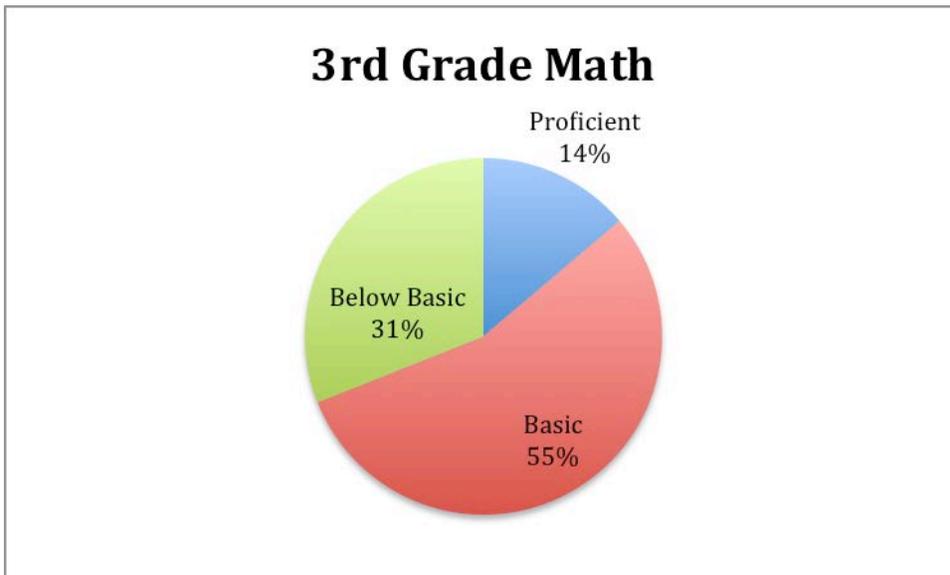
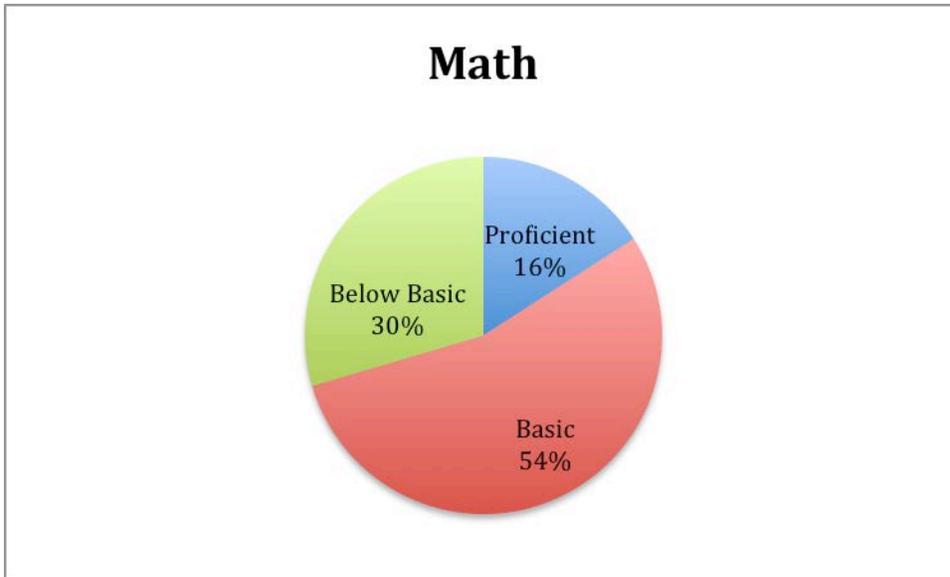
6th Grade Communication Arts



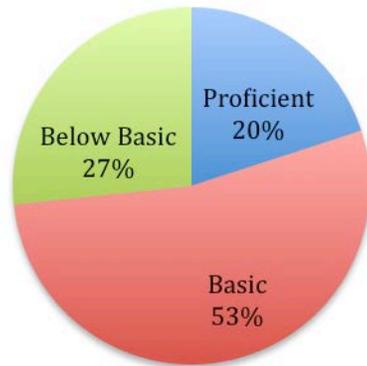
% Advanced and Proficient



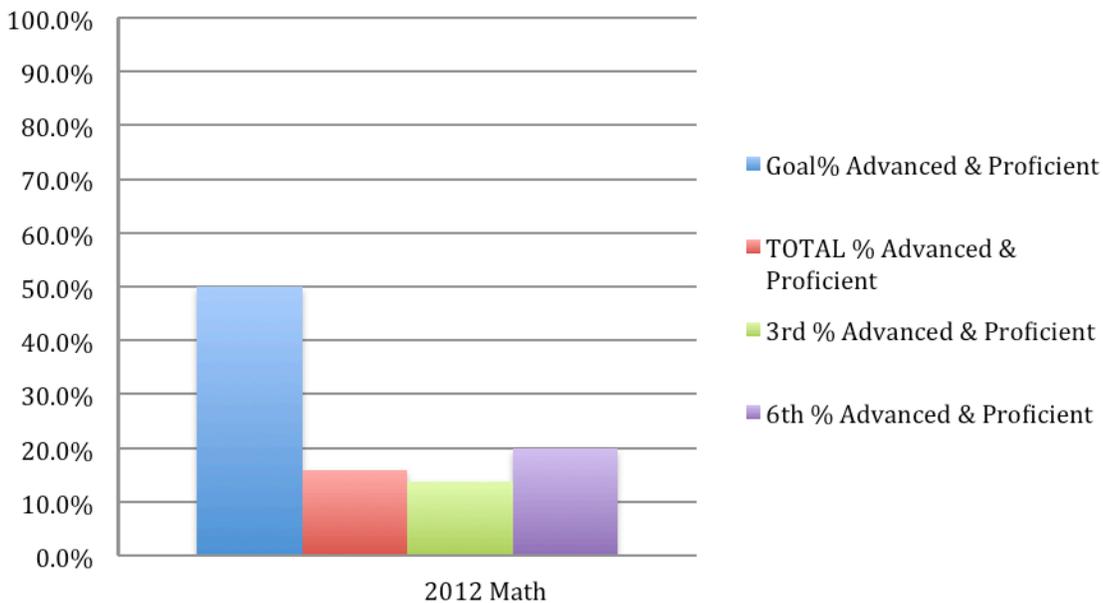
Math



6th Grade Math



% Advanced and Proficient



While the MAP data showed significant room for improvement, the Northwest Evaluation Association (NWEA) growth-based, norm-referenced assessment data was considerably more positive in demonstrating the positive impact that the Jamaa instructional program had on students' academic achievement in terms of their growth in Reading, Language, and Math. The Data Dashboard shows that Jamaa did not meet the target of at least 60% of students achieving 1.1 years of academic growth in reading and math as measured by the percentage of students who achieved their target RIT score during the spring season testing; however, the data for the absolute growth (percentage of students whose RIT score increased from fall testing season to spring testing season) is very promising with 81% of third grade students showing growth in reading as well as 83% of Kindergarten students and 85% of third grade

students showing growth in math to complement high scores of growth captured for sixth grade students. The raw data for the achievement status and growth summary report for all classes is attached as reference.

It should be highlighted that there were a significant number of third grade students that scored as Basic on the MAP tests but had strong NWEA RIT scores in all three (3) areas of assessment suggesting that their MAP scores should have been in the Proficient area. It is being investigated to discover the root cause of these students performing well during locally-developed assessments and the NWEA assessment but their academic performance not translating into comparable performance on the MAP tests.

An area that is receiving more focus in preparation for the start of the 2012 – 2013 school year is culture- both school and organizational. There have been a number of practices and systems that have been identified and implemented at different levels that once practiced consistently will ensure the creation and sustainability of a culture of excellence, but the foundation has not firmly been laid yet. Constant reflection on what has and has not worked this past year is allowing Jamaa to both make immediate course corrections as well as turn "failures" into lessons learned that will allow for more substantial, long-term course corrections thus resulting in the strong foundation that is needed to create, maintain, and sustain a culture of excellence at Jamaa.

Overall, it is believed that Jamaa has met its goals for the first school year. While there are still unknowns around academics and there are still challenges with finance, facilities, and culture, a strong foundation has been set that has allowed and will continue to allow for the identification, establishing, and sustainability of systems, processes, policies, and practices that will support the achievement of Jamaa's goals in the long run. Academically, student progress via the data tracker, NWEA scores, and report card grades is good and/or improving. The Board is coming together more to grow and strengthen through training as well as provide more direction and leadership. The management of finances is becoming tighter with respect to accounting and reporting; although there is still much to be done with respect to being more financially solvent. The high-level goal of having a suitable facilities to provide for basic space required of the school was met and will hopefully be met for the coming school year; however, there have been numerous obstacles that have prevented the realization of the original plans for Jamaa's facilities during the first year or the coming school year. The minimal amount of staff and student turnover experienced during the first year- when it is anticipated that there will be significant turnover as a new organization/school works through a steep learning curve to establish itself, its identity, and its infrastructure- speaks well to the achievement of the staff and student goals. The culture- both at the school and organizational level- has proven to be most challenging with the moments where a culture of excellence were present did exist but were too few and far between.

The latest version of the Data Dashboard is attached for reference.

End-of-Year Reflections

All members of the Jamaa Learning Center staff who completed the 2011 – 2012 school year independently completed an "End of Year Staff Reflection" survey. The survey required that

the staff reflect upon the first year of school operations at Jamaa in the areas of goal-setting, achievement of those goals, greatest accomplishments, areas for growth and improvement, school culture, job satisfaction, and alignment with Jamaa's mission and core values.

The responses with respect to goals varied with respect to how specific and/or measurable they were. Some of the goals set a quantifiable measurement of achievement related to student academic performance and mastery of objectives and GLE's for that particular grade while others were more focused on individual effectiveness of the staff member in their role, parent participation and/or investment in their child(ren)'s education, or the positive environment that was to be created within the school community. Overall, the responses indicated a belief that goals had been met; although there was still room to grow in many areas.

The greatest accomplishments shared in the survey primarily centered around overall academic, social, and behavioral growth in students, strong and healthy relationships with students and families, the existence of a positive learning environment, and a number of students specifically identified as exhibiting significant growth over the year- sometimes being referred to as a "turnaround". In contrast, the majority of the responses spoke to goal-setting, data analysis, classroom management, and differentiation of instruction to lower and higher level students as the areas in which staff would like to increase their effectiveness.

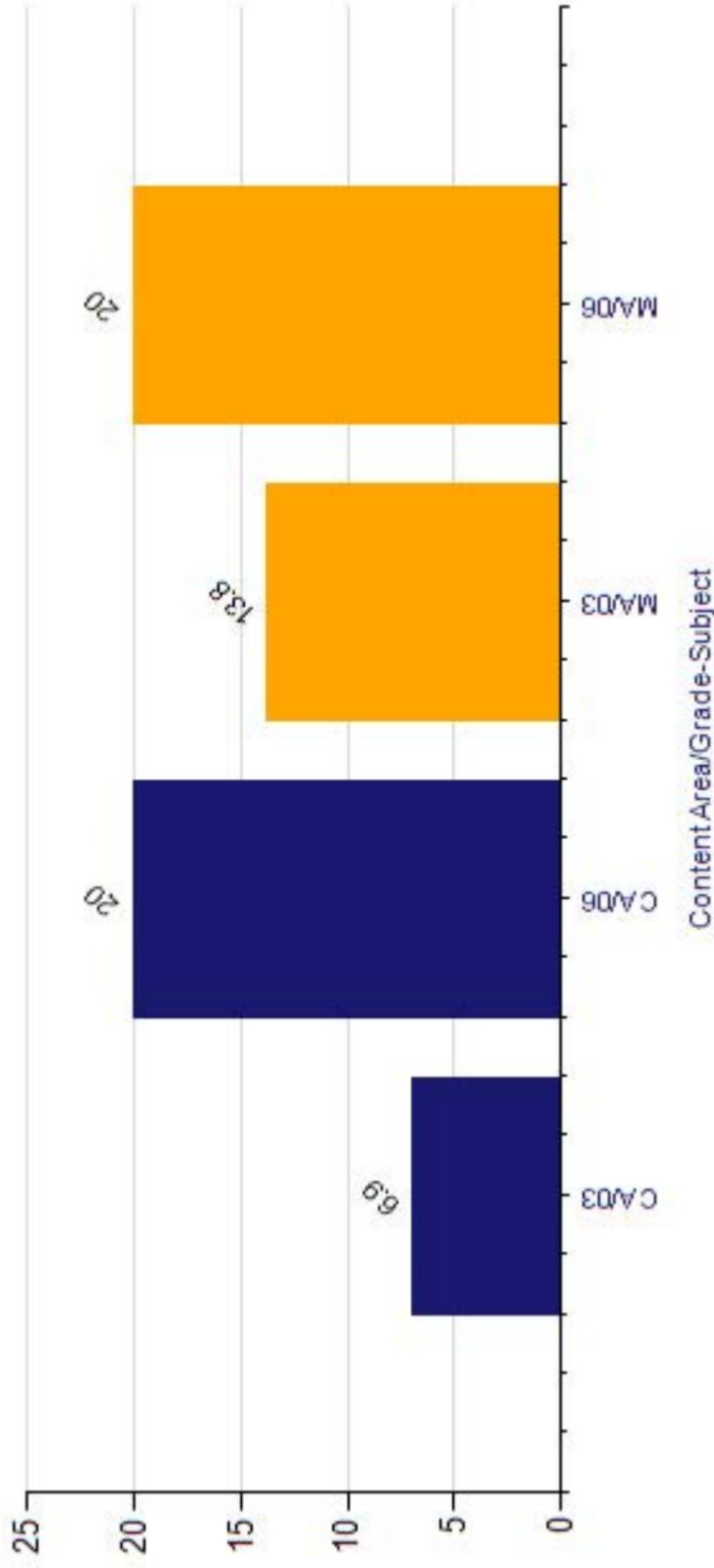
It was generally agreed that there is much work to be done in terms of achieving the strategic priority established by the staff during the 2011 summer staff development for the 2011 – 2012 school year around the creation of a culture of excellence at Jamaa. While there were elements of the desired culture present at times, it will be necessary for continued effort in this area with an emphasis on consistency, accountability, and implementation of all systems, rituals, routines, and procedures with fidelity to ensure that Jamaa achieves the strategic priority.

Jamaa received its highest ratings in the area of compensation and benefits with respect to job satisfaction while receiving its lowest ratings in the area of support and recognition provided by immediate supervisors to their direct supports. It was frequently commented that staff would benefit from their immediate supervisors checking in more frequently and providing directive and supportive feedback on a regular basis that includes recognition of the staff member's achievements and accomplishments.

There were consistently high ratings indicating a strong alignment between staff members' passion and commitment and Jamaa's mission and core values. While there were areas in which Jamaa can grow with respect to culture and how its viewed as a working environment, it is still a place where everyone truly believes in the mission and Jamaa's ability to achieve its goal of educating and empowering students and families thus resulting in a strong and healthy community for all.

APPENDIX B1: MAP ACHIEVEMENT LEVEL

Percent Proficient or Advanced

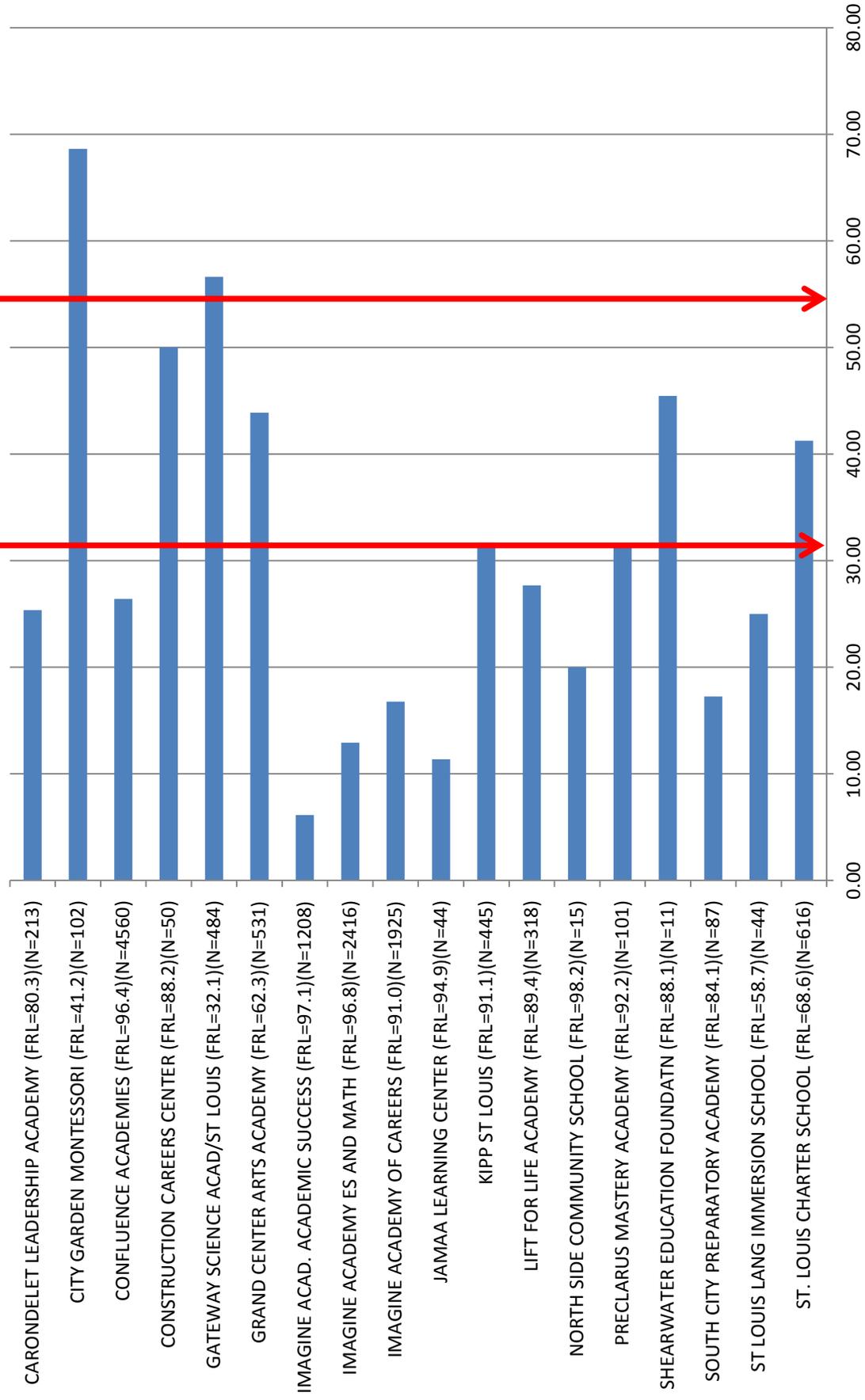


APPENDIX B2: COMMUNICATION ARTS PROFICIENCY

Communication Arts Percent of Students Proficient or Advanced 2012

(Grades 3-8 and English II – all students -- N=Number of Test Takers)

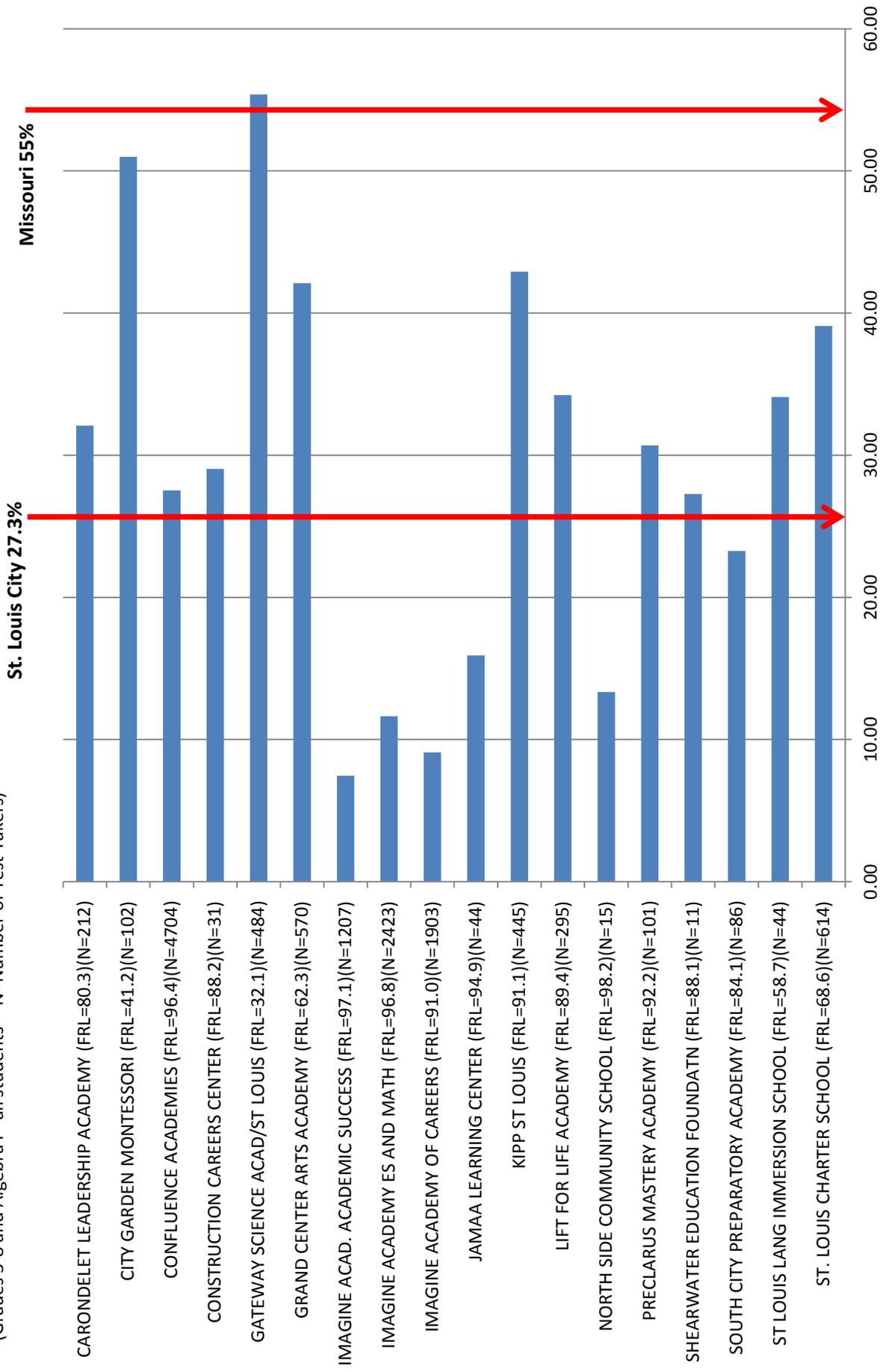
St. Louis City 30.1%
Missouri 55%



APPENDIX B3: MATHEMATICS PROFICIENCY

Mathematics Percent of Students Proficient or Advanced 2012

(Grades 3-8 and Algebra I – all students -- N=Number of Test Takers)



APPENDIX B4: APR SUMMARY AND SUPPORTING DATA

**2012 Final
District Summary for Annual Performance Report (APR)
4th Cycle**

JAMAA LEARNING CENTER (115921)

Total Points Earned

MSIP Standard/Indicator	GRADE LEVEL				Status + Progress	Points Required	Met/Not Met
	Status Points	Progress Points	Gap Bonus	Status Total			
9.1*1 MAP Grades 3-5 Mathematics	F=0	A=0 RA=0 3/2=0	0	0	0	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met
	F=0	A=0 RA=0 3/2=0	0	0	0	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met
9.1*3 MAP Grades 6-8 Mathematics	F=0	A=0 RA=0 3/2=0	0	0	0	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met
	F=0	A=0 RA=0 3/2=0	0	0	0	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met

BONUS MAP ACHIEVEMENT

BONUS POINT					
MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Req	Met/Not Met
BONUS POINT Grade 3-5 Science	F = 0	0			
BONUS POINT Grade 6-8 Science	F = 0	0			
BONUS POINT Algebra I Mathematics	=				
TOTAL POINTS		0.0	0.0	3.3	Not Met

<p>SYMBOLS</p> <ul style="list-style-type: none"> @ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. Met* Met utilizing bonus. * Missing, incomplete, or inaccurate data. # Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded. & No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years. 	<table style="width: 100%; text-align: center;"> <tr> <td>H1</td> <td>High 1</td> </tr> <tr> <td>H2</td> <td>High 2</td> </tr> <tr> <td>Avg</td> <td>Average</td> </tr> <tr> <td>BA</td> <td>Below Average</td> </tr> <tr> <td>F</td> <td>Floor</td> </tr> <tr> <td>A</td> <td>Annual Increase</td> </tr> <tr> <td>RA</td> <td>Rolling Average</td> </tr> <tr> <td>3/2</td> <td>3 Over 2</td> </tr> <tr> <td>2/2</td> <td>2 Over 2</td> </tr> </table>	H1	High 1	H2	High 2	Avg	Average	BA	Below Average	F	Floor	A	Annual Increase	RA	Rolling Average	3/2	3 Over 2	2/2	2 Over 2
H1	High 1																		
H2	High 2																		
Avg	Average																		
BA	Below Average																		
F	Floor																		
A	Annual Increase																		
RA	Rolling Average																		
3/2	3 Over 2																		
2/2	2 Over 2																		

Data as of: 8/7/2012
Report as of: 11/6/2012

**2012 Final
District Summary for Annual Performance Report (APR)
4th Cycle**

JAMAA LEARNING CENTER (115921)

MSIP Standard/Indicator	Total Points Earned			Points Required (Minimum)	Met/Not Met
	Status Points	Progress Points	Status + Progress		
9.6 Attendance Rate	F = 0	A=0 RA=0 3/2=0	0	4	Not Met
9.7 Subgroup Achievement	F = 0	0	NA	4	Not Met
10.1 Grade Point Average	=0 High 5 =	A=0 RA=0 3/2=0	0	4	*
Total Standards Met				0	
Performance Accreditation Rating					

<p>SYMBOLS</p> <p>@ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.</p> <p>Met* Met utilizing bonus.</p> <p>* Missing, incomplete, or inaccurate data.</p> <p># Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.</p> <p>& No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.</p>	<p>H1 High 1</p> <p>H2 High 2</p> <p>Avg Average</p> <p>BA Below Average</p> <p>F Floor</p> <p>A Annual Increase</p> <p>RA Rolling Average</p> <p>3/2 3 Over 2</p> <p>2/2 2 Over 2</p>
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Data as of: 8/7/2012
Report as of: 11/6/2012



2012 Final
District Supporting Data for Annual Performance Report (APR)
4th Cycle

JAMAA LEARNING CENTER (115921)

Missouri Assessment Program GRADE LEVEL	2008	2009	2010	2011	2012	STATUS
9.1*1 Grades 3-5 Mathematics					682.8	682.8
9.1*2 Grades 3-5 Communication Arts					672.4	672.4
9.1*3 Grades 6-8 Mathematics					693.3	693.3
9.1*4 Grades 6-8 Communication Arts					680.0	680.0
Missouri Assessment Program BONUS ACHIEVEMENT	2011	2012				
Number of MAP Standards Evaluated	4	4				
Number Demonstrating Improvement	X	0				
Percent of MAP Standards Evaluated		0.0%				



2012 Final
District Supporting Data for Annual Performance Report (APR)
4th Cycle

JAMAA LEARNING CENTER (115921)

Missouri Assessment Program GAP BONUS	2011	2012	Improvement
9.1*1 Grades 3-5 Mathematics			
District Minority	0.0	0.0	0.0
State Majority	769.2	771.3	2.1
District Free- or Reduced-Price Lunch	0.0	0.0	0.0
State Non-Free- or Reduced-Price Lunch	782.8	785.8	3.0
9.1*2 Grades 3-5 Communication Arts			
District Minority	0.0	0.0	0.0
State Majority	772.3	774.3	2.0
District Free- or Reduced-Price Lunch	0.0	0.0	0.0
State Non-Free- or Reduced-Price Lunch	788.9	791.9	3.0
9.1*3 Grades 6-8 Mathematics			
District Minority	0.0	0.0	0.0
State Majority	774.7	777.5	2.8
District Free- or Reduced-Price Lunch	0.0	0.0	0.0
State Non-Free- or Reduced-Price Lunch	789.8	793.3	3.5
9.1*4 Grades 6-8 Communication Arts			
District Minority	0.0	0.0	0.0
State Majority	774.5	775.9	1.4
District Free- or Reduced-Price Lunch	0.0	0.0	0.0
State Non-Free- or Reduced-Price Lunch	789.1	790.8	1.7



**2012 Final
District Supporting Data for Annual Performance Report (APR)
4th Cycle**

JAMAA LEARNING CENTER (115921)

BONUS POINTS

Missouri Assessment Program Grade Level and End-of-Course	2008	2009	2010	2011	2012	STATUS	LND
Grade 3-5 Science						0.0	
Grade 6-8 Science						0.0	
Algebra I Mathematics							
Participation Index							
9.6 Attendance Rate	2008	2009	2010	2011	2012	STATUS	STATUS
Grades K-8	0.0	0.0	0.0	0.0	89.1	89.1	
9.7 Student Gap Group Achievement	2012 Target	Prf/Adv %	Met/Not Met				STATUS
Student Gap Group - Mathematics	44.78%	15.8	Not Met				
Student Gap Group - Communication Arts	44.21%	13.2	Not Met				
10.1 Grade Point Average (GPA)	2008	2009	2010	2011	2012	5 Yr Avg	STATUS
GPA of Grades 9 and 10 Elementary Students	0.000	0.000	0.000	0.000	0.000	0.000	
GPA of Grades 9 and 10 Receiving High School Students	0.000	0.000	0.000	0.000	0.000	0.000	0.062
Annual Difference	0.000	0.000	0.000	0.000	0.000	0.000	