

**Actions Taken to Address Stipulations from  
Stella Middle Charter Academy  
May 2024**

**Overview of this Report**

This report provides information on the actions taken by Stella Middle Charter Academy (SMCA) to address stipulations resulting from their [March 2023 accreditation site visit](#). SMCA submitted a [6-Month Report](#) at the January 2024 COA meeting where it was reviewed and discussed. That Report included actions taken by the institution to address the stipulations along with links to supporting evidence. This report includes a summary of the actions taken by SMCA to address each of the stipulations, since the January 2024 meeting. A copy of the full report, including a summary of the Information previously provided by the institution can be [accessed here](#).

**Staff Recommendation**

Staff recommends that the Committee on Accreditation remove the two stipulations and change Stella Middle Charter Academy's accreditation status from **Accreditation with Stipulations** to **Accreditation**

**Background**

Stella Middle Charter Academy offers a Commission-approved teacher induction program. Its accreditation site visit took place March 5-7, 2023. The [Stella Middle Charter Academy 2023 Site Visit Report](#) was presented to the Committee on Accreditation (COA) at its May 2023 meeting. Upon reviewing the site visit report, the COA took action to grant an accreditation status of **Accreditation with Stipulations** for SMCA. The stipulations are listed below:

Within 6 months Stella Middle Charter Academy will provide evidence of:

1. a clearly defined process to identify and support candidates who need additional assistance to meet competencies; and,
2. clear, documented procedures for candidates to repeat portions of the program as needed.

The institution was required to provide a 6-month report which was discussed by the COA at its January 2024 meeting. A copy of the COA agenda item is provided here: [Stella Middle Charter Academy January 2024 6 Month Report](#). Additionally, a copy of the full 6-month report is available on the [Stella Middle Charter Academy website](#).

**Summary of Stella Middle Charter Academy’s Stipulations Report:  
Actions Taken to Address Stipulations since March 2023**

**Stipulation #1: The institution must provide evidence of a clearly defined process to identify and support candidates who need additional assistance to meet competencies:**

This stipulation was addressed by SMCA through the development of their checkpoint system. Four times a year, candidates are assessed on a series of program milestones to ensure that they are on track to complete the program in the allotted time. At each checkpoint, candidates who are found to be missing program requirements may be placed on a Collaborative Support Plan. The Collaborative Support Plan is developed in consultation with the candidate, their mentor, and the director of teacher induction and development. So far, this checkpoint system has been successful in keeping candidates on track to completing the program on schedule. During the most recent checkpoint, in mid-April 2024, 87% of candidates successfully met the program milestones, and one candidate was placed on a Collaborative Support Plan due to a lack of progress. A description of this new checkpoint process was also added to the “Program Overview” section of the 2023-24 program handbook for candidates and mentors.

**Stipulation #2: The institution must provide evidence of clear, documented procedures for candidates to repeat portions of the program as needed.**

was partially addressed by the implementation of the above-mentioned checkpoint system. Through this system, candidates are flagged for additional support before becoming at risk of not completing some portion of the program and subsequently needing to retake it. Nevertheless, there may be situations where that need arises. To address such cases, SMCA has developed a Program Extension Completion Plan, designed to support and monitor the progress of candidates who may need to repeat some portion of the program. As reported in the 6-Month Report, this Program Extension Completion Plan was used in Fall 2023 to support a candidate in successfully repeating a portion of the program and subsequently being recommended for a Clear Credential. Since that time, no other candidates have needed to be placed on a Program Extension Completion Plan.

**Recommended Action**

Commission staff recommends the removal of all stipulations and that accreditation status be changed from *Accreditation with Stipulations* to *Accreditation*.

**Steps Taken by Stella Middle Charter Academy to Address Stipulations**  
**Summary of Plans for Addressing Stipulations and Evidence**  
**Submitted May 2024**

<b>Standard w/ stipulation</b>	<b>Institution Response - Implementation and Purpose</b>
<p><b>Common Standard 2:</b> Candidate Recruitment and Support</p> <p>Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.</p>	<p><b>For the identification of candidates, we implemented two new systems:</b></p> <ul style="list-style-type: none"> <li>● <b>Checkpoints-</b> Scheduled checkpoints for monitoring feedback at 4 key points throughout the school year <ul style="list-style-type: none"> <li>○ Since we submitted the 6th month report, we have had one additional checkpoint. As of Mid April, 2024 87% of candidates had met this checkpoint.</li> <li>○ The mentor-guided module, focused on administering a student survey, was the common missing requirement, which was a new format for this school year. Program leadership provided feedback and support for mentors who had not met this requirement.</li> <li>○ From this checkpoint, one candidate was flagged for their lack of progress. A collaborative support plan was created, with the goal of increasing minutes and mentor interactions. The collaborative support plan, created in partnership with the teacher, mentor, and program leader, outlines a path for the mentor/teacher pair to make-up minutes and requirements.</li> </ul> </li> <li>● <b>Mentor Surveys</b> <ul style="list-style-type: none"> <li>○ Since the 6th month report, we issued another survey that mentors completed about their candidates' progress.</li> <li>○ The results of that survey were as follows: <ul style="list-style-type: none"> <li>▪ The CSTP where the mentors saw the most growth was CSTP 1, with 24% of mentors reporting that was the area their candidates have developed the most. For areas where minimal growth was shown, 24% of mentors reported there were no CSTPs that the candidates were showing minimal to no growth. The most common CSTP after that, was CSTP 5 with 24% of mentors reporting that was an area of development.</li> <li>▪ We also asked how confident mentors felt in mentoring for the CSTP in which little to no growth was seen, if any. 71% of mentors reported that they were confident, and 18% reported they were very confident. Only 1 reported they felt somewhat confident. <ul style="list-style-type: none"> <li>● Program leadership checked in with this mentor and discussed the barriers for this. These barriers were not due to mentor or candidate capacity, but included a new curriculum and student engagement. The team felt that this candidate and mentor were equipped to address these challenges, and did not require further action.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Redacted Support Plan</a> - This was sent to the candidate and mentor to sign via DocuSign</li> <li>● <a href="#">Mid Year Forum Mentor Survey</a> - Questions 1-8 were focused on professional learning, attached are 9-12, which focused on candidate progress</li> </ul>

Standard w/ stipulation	Institution Response - Implementation and Purpose
<p><b>Standard 5: Determining Candidate Competence for the Clear Credential Recommendation</b></p> <p>Reviewers found no clearly documented procedure in place for candidates to repeat portions of the program as needed.</p>	<p>As reported in our Six Month Report, a candidate may need to repeat a portion the program if:</p> <ul style="list-style-type: none"> <li>• They are missing any major requirements and those competencies cannot be found elsewhere in their portfolio, <i>and</i></li> <li>• We have created a formal, collaborative support plan with the mentor and candidate and they have still not shown growth and reflection on the CSTPs. Please see the response above to Common Standard 2 for information on how we determine whether a candidate is placed on a collaborative support plan.</li> </ul> <p>Since the six month report, there have been no candidates who have been identified as needing to repeat portions of the program. The goal of the robust progress monitoring system described above is designed to prevent candidates from having to repeat portions of the program.</p> <p>As referenced above, we have one candidate who is on a collaborative support plan. Program leadership is meeting with the candidate and mentor at a regular cadence as articulated in the collaborative support plan and if adequate progress is not made, the candidate may need to repeat the portion(s) of the program that was not completed (as needed). Our last checkpoint is May 31st. The decision will be made collaboratively with program leadership- the Vice President of People Development and the Director of Teacher Induction and Development.</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>• <a href="#">Program Extension Completion Plan</a>- This document includes the plan, the letter of appeal template, and the letter of appeal response template</li> <li>• <a href="#">Program Handbook</a> on Page 9</li> </ul>