

V.D.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

March 1, 2017

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Achievement First Bridgeport Academy from July 1, 2017, through June 30, 2021, subject to the conditions noted in the Commissioner's March 1, 2017, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this first day of March, Two Thousand Seventeen.

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

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

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

DATE: March 1, 2017

SUBJECT: Renewal of State Charter – Achievement First Bridgeport Academy

Introduction

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

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

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

History/Background

Achievement First Bridgeport Academy (AFBA) opened in the fall of 2007 and serves 1,044 students in Grades K-12, all from the City of Bridgeport (the host district). Students in Grades K-8 are served at two campuses in Bridgeport, while students in Grades 9-12 attend the collocated Achievement First Amistad High School in New Haven. Table 1, page 12, of the attached Charter Renewal Report provides 2015-16 student enrollment and demographic data. AFBA's mission states, in part, "to provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders for our communities."

Charter Renewal Process

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

A renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, English learners, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary. Overall, the team determined that the application responded effectively to the areas required and provided sufficient supporting evidence.

Renewal Site Visit: On November 15, 2016, the CSDE renewal team conducted an on-site visit at AFBA. The purpose of the renewal on-site visit was to observe AFBA's programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through on-site visit observations, document reviews, interviews and focus groups. The team spoke with board members, administrators, staff, parents and community members. The team used this process to ensure that the school is functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of AFBA from the Superintendent of Bridgeport and from contiguous school districts: Fairfield, Stamford and Trumbull. The CSDE received no letters for or against the renewal of the school's charter.

Public Hearing: Joseph J. Vrabely, member of the SBE, and CSDE staff held a public hearing on January 19, 2017, in Bridgeport, and heard from 42 individuals on the potential charter renewal of AFBA and the impact it is having on the community. Public hearing participants included members of the AFBA community, including family members, students, school staff and community members. Over 120 people attended the public hearing. The responses generated during the public hearing were overwhelmingly positive, both in terms of the impact the charter school has had on the community and support for AFBA in the context of school choice. No one spoke out against the renewal of the school's charter.

Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report, Next Generation Accountability Report 2014-15 and Table 4 on page 13 display AFBA's performance and success according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths include:

- AFBA accountability index score of 60.9 in English Language Arts for high needs students exceeded the state average index score of 56.7 by 4.2, while also exceeding the Bridgeport School District average index score of 52.8 by 8.1 points.
- AFBA accountability index score of 52.5 in Mathematics for high needs students exceeded the state average index score of 47.8 by 4.7, while also exceeding the Bridgeport School District average index score of 42.0 by 10.5.
- The 2015-16 Smarter Balanced Assessment percentage of AFBA students achieving at or above proficiency (level 3 and 4) in English Language Arts for all students, (Table 4) 45.7 percent exceeded Bridgeport's 22.5 by 23.2 points.
- The 2015-16 Smarter Balanced Assessment percentage of AFBA students achieving at or above proficiency (level 3 and 4) in Mathematics for all students, (Table 4) 42 percent exceeded Bridgeport's 9.9 by 32.1.
- No significant findings, conditions or internal weaknesses were uncovered in AFBA's last three certified financial audits.
- Chronic absenteeism for all students and high need students is consistently low, fewer than 4.8 percent each year for the past three years.
- Average daily attendance is consistently high, exceeding 96 percent each year for the past three years.

Areas of concern include:

- AFBA accountability index score of 41.4 in State Science for high needs students fell below the state average index score of 45.9.
- Going forward, AFBA must reduce its suspension rate. AFBA's 2015-16 suspension rate of 23.6 percent exceeds the state average of 7.0 percent and Bridgeport's average of 15.4 percent. Currently, AFBA's 2016-17 year-to-date suspension rate is 13.9 percent.
- AFBA must bring its staff into certification compliance. At the time of the on-site visit, 60 percent (46 staff) were properly certified, whereas, 40 percent (31 staff) were out of compliance. It is the responsibility of the school to take steps to ensure that 100 percent of the staff holds appropriate authorizations for their positions. The school was cited for non-certified staff during its last renewal in June, 2012.

Charter Renewal Recommendation

Achievement First Bridgeport Academy is providing its students with a viable public school choice option. As evidenced by the attached Charter Renewal Report, AFBA is satisfactorily achieving its mission and making strides in closing Connecticut's achievement gap. The accountability index score of AFBA high needs students outperformed both the state and host district in English Language Arts and Mathematics. Based on AFBA's performance, the CSDE recommends that the SBE renew the school's charter for a period of four years subject to the following conditions:

1. By May 1, 2017, AFBA shall submit a plan for CSDE review and approval to bring its staff into certification compliance 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; (d) establishing staff certification with targets, schedules, action steps, including responsible school and AF staff, due quarterly to the CSDE to ensure compliance; and (e) detailed plans to engage school stakeholders, particularly parents, teachers and administrators in developing a corrective action plan. AFBA shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan. Staff from the CSDE Bureau of Educator Standards and Certification will work with and continue to monitor AFBA's corrective action going forward.
2. By May 1, 2017, AFBA shall submit a plan for CSDE review and approval to minimize behavioral incidents resulting in suspensions and expulsions by adopting a restorative discipline model for the school including: (a) pre-teaching and re-teaching expected behaviors; (b) isolating the root causes of behavioral issues; (c) identifying interventions to target root causes; (d) strengthening school discipline policies and procedures; (e) monitoring interventions, and applying midcourse corrections, as necessary; (f) establishing suspension and expulsion targets to ensure dramatic improvement; and (g) detailed plans to engage school stakeholders, particularly parents, teachers and administrators, in developing a corrective action. Additionally, AFBA shall submit its year-to-date number of suspensions and expulsions, and the concentration of students with one or more suspension or expulsion to the CSDE twice annually, once in September via the annual reporting process and again at the midyear in January.

Note, C.G.S. Section 10-233c(g) establishes, in part: On and after July 1, 2015, all suspensions pursuant to this section shall be in-school suspensions, except a local or regional board of education may authorize the administration of schools under its direction to impose an out-of-school suspension on any pupil in (1) grades three to twelve, inclusive, if, during the hearing held pursuant to subsection (a) of this section, (A) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (B) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (i) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (ii) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or (2) grades preschool to two, inclusive, if during the hearing held pursuant to subsection (a) of this section, the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.

The CSDE will notify Achievement First Bridgeport Academy of action taken by the SBE following its meeting on March 1, 2017. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure that Achievement First Bridgeport Academy has addressed the issues raised in this memorandum.

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

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

CHARTER RENEWAL REPORT | SPRING 2016

| Charter School Information: | | |
|--|---|-----------------|
| Charter School Name: | Achievement First Bridgeport Academy (AFBA) | |
| School Director: | Christina Pares and Challa Flemming | |
| School Board Chairperson: | Chris Kunhardt | |
| Location (City/Town): | Bridgeport | |
| Rating Key: | | |
| Meets | The school demonstrates effective policies and practices, resulting in positive outcomes. | |
| Pending Action | The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner. | |
| Does Not Meet | The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention. | |
| Standard 1: School Performance Indicators | Points/Max | % Points Earned |
| Accountability Index: | 688.7/950 | 72.5 |
| Notes and Evidence: | | |
| <p>The 2014-15 AFBA Accountability Index score is 72.5, which meets Standard 1: School Performance Indicators. Schools that meet Standard 1: School Performance Indicators are schools earning an accountability index score that is in the state's top three quartiles. AFBA's 2014-15 Next Generation Accountability Report is shown in detail on the next page.</p> | | |



Next Generation Accountability Report, 2014-15

Choose a District

Bridgeport Achievement First District

| No: | Indicator | Index/ Rate | Target | Points Earned | Max Points | % Points Earned | State Avg Index/Rate |
|-----------------------------|---|-------------|--------|---------------|------------|-----------------|----------------------|
| 1a. | ELA Performance Index – All Students | 61.5 | 75 | 82.0 | 100 | 82.0 | 67.9 |
| 1b. | ELA Performance Index – High Needs Students | 60.9 | 75 | 81.2 | 100 | 81.2 | 56.7 |
| 1c. | Math Performance Index – All Students | 53.6 | 75 | 71.4 | 100 | 71.4 | 59.3 |
| 1d. | Math Performance Index – High Needs Students | 52.5 | 75 | 70.0 | 100 | 70.0 | 47.8 |
| 1e. | Science Performance Index – All Students | 42.1 | 75 | 56.1 | 100 | 56.1 | 56.5 |
| 1f. | Science Performance Index – High Needs Students | 41.4 | 75 | 55.3 | 100 | 55.3 | 45.9 |
| 4a. | Chronic Absenteeism – All Students | 3.2% | <=5% | 50.0 | 50 | 100.0 | 10.6% |
| 4b. | Chronic Absenteeism – High Needs Students | 3.5% | <=5% | 50.0 | 50 | 100.0 | 17.3% |
| 5 | Preparation for CCR – % taking courses | 64.4% | 75% | 42.9 | 50 | 85.9 | 66.1% |
| 6 | Preparation for CCR – % passing exams | 37.3% | 75% | 24.9 | 50 | 49.7 | 37.3% |
| 7 | On-track to High School Graduation | 89.9% | 94% | 47.8 | 50 | 95.6 | 85.6% |
| 8 | 4-year Graduation All Students (2014 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 87.0% |
| 9 | 6-year Graduation - High Needs Students (2012 Cohort) | N/A | 94% | 0.0 | 0 | 0.0 | 77.6% |
| 10 | Postsecondary Entrance (Class of 2014) | N/A | 75% | 0.0 | 0 | 0.0 | 72.8% |
| 11 | Physical Fitness (estimated part rate) and (fitness rate) | 95.5% 32.9% | 75% | 21.9 | 50 | 43.8 | 87.6% 51.0% |
| 12 | Arts Access | 42.2% | 60% | 35.1 | 50 | 70.3 | 45.7% |
| Accountability Index | | | | 688.7 | 950 | 72.5 | |

These statistics are the first results from Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please see the document titled Using Accountability Results to Guide Improvement.

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

| Gap Indicators | Non-High Needs Rate* | High Needs Rate | Size of Gap | State Gap Mean + 1 Stdev** | Is Gap an Outlier? |
|-------------------------------|----------------------|-----------------|-------------|----------------------------|--------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 65.1 | 60.9 | 4.2 | 17.3 | |
| Math Performance Index Gap | 59.8 | 52.5 | 7.3 | 19.6 | |
| Science Performance Index Gap | 45.5 | 41.4 | 4.1 | 17.2 | |

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

| Participation Rate | Rate |
|-------------------------------|-------|
| ELA – All Students | 99.3% |
| ELA – High Needs Students | 99.2% |
| Math – All Students | 98.9% |
| Math – High Needs Students | 98.8% |
| Science – All Students | 99.1% |
| Science – High Needs Students | 98.9% |

| Standard 2: Stewardship, Governance and Management Indicators: | Rating |
|--|--|
| 2.1. Fiscal Management | <input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM |
| 2.2. Financial Reporting and Compliance | <input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM |
| 2.3. Financial Viability | <input type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM |
| 2.4. Governance and Management | <input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM |
| 2.5. School Facility | <input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM |

Notes and Evidence:

- Indicator 2.1:** CSDE site visit staff reviewed AFBA’s last three certified financial audits and uncovered no significant findings, conditions or internal control weakness.
- Indicator 2.2:** CSDE site visit staff reviewed AFBA’s last three certified financial audits, accounting policies and procedures manual (APPM) and budgets, interviewed the school business manager, school principals and governing board members. The reviewers determined AFBA completed on-time submission of certified audits and annual budgets. Staff from CSDE’s Office of Internal Audit (OIA) determined the APPM contains the standard sections of an APPM. However, OIA staff did recommend that language about credit card statement reviews, investments, and submission of the state annual financial reporting form ED001C be strengthened. The CSDE has received the AFBA corrective action plan to revise its financial policies and procedures and expects it to be completed by April 2017.
- Indicator 2.3:** Staff from CSDE’s Office of Internal Audit reviewed AFBA’s last three certified financial audits and determined AFBA’s debt to asset ratio (total liabilities/total assets), current asset ratio (current assets/current liabilities), total margin (net income/revenue), and days of unrestricted cash (unrestricted cash/((total expenditures–depreciation)/365)) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. Also, OIA conducted a review of AFBA’s last three financial audits and uncovered no significant financial issues.
- Indicator 2.4:** CSDE site visit staff reviewed school policies and bylaws and determined them to comply with new CSDE administrative oversight guidelines (e.g., anti-nepotism and conflict of interest). AFBA’s policies and procedures regarding background checks of staff and board members, open board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulation. This finding was supported by a review of background check and board training records and the review of the schools website and governing board meeting minutes.

OIA staff reviewed board policy and procedures language and recommend board sub-committee roles and responsibilities be strengthened. The CSDE has received the AFBA corrective action plan to revise its board policies and procedures and expects it to be completed by April 2017.
- Indicator 2.5:** As evidenced by the site visit, AFBA has safe and well-maintained school facilities to support quality teaching and learning. Evidence included proof of property insurance, an approved Bridgeport Fire Marshal inspection and approved certificate of occupancy issued by the Bridgeport Building Department for the facility.

| Standard 3: Student Population Indicators | Rating |
|---|--|
| 3.1. Recruitment and Enrollment Process | <input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM |
| 3.2. Waitlist and Enrollment Data | <input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM |
| 3.3. Demographic Representation | <input checked="" type="checkbox"/> M <input 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:** AFBA currently serves 1,044 students all from the City of Bridgeport, the host district, in K-12. Students in Grades 9-12 attend the collocated high-school, Achievement First Amistad High School, New Haven. 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 AFBA’s waitlist information (Table 3 page 12) determined that it maintains a large waitlist of families beyond the available number of seats. In 2016-17, 1,082 students were on the waiting list. The October 2016 student enrollment (1,044) is 100 percent of the 2016-17 projected student enrollment.
- Indicator 3.3:** A review of AFBA’s 2015-16 Public School Information System (PSIS) data reports students from minority groups represent 98.5 percent of AFBA’s student population, and 79.2 percent of students qualify for free or reduced-price meals. The English learner population is 12.6 percent. The percentage of special education students at AFBA is 9.3 percent. Overall, the student body reflects the demographics of the surrounding community.
- Indicator 3.4:** AFBA demonstrates strong community support as evidenced at the on-site visit by the CSDE during the parent interviews. All of those interviewed described the communication between the school and families as strong. Students testified during the public hearing that they are generally happy with what they perceive are the school’s high expectations and academic rigor, and understand they are being challenged and prepared to meet the demands of college and career. All expressed support for what they perceive is a strong curriculum and the school’s dedication to ensuring each child’s needs are met. Parents indicated they were happy with the school’s commitment to serving students with diverse needs. Over 120 individuals attended the January 19, 2017, renewal public hearing, and 42 individuals offered testimony supporting the school’s efforts and the renewal of its charter. No one spoke out against the renewal of the school’s charter.
- Indicator 3.5:** A review of AFBA’s student average daily attendance, chronic absenteeism and suspension (Table 2 page 12) show promise and concern. Promise: AFBA’s chronic absenteeism rate has remained low over the last three years. The 2015-16 rate of 4.7 percent is below the state average of 9.6 percent. AFBA’s average daily attendance rate has remained above the state goal of 95 percent over the last three years. Concern: AFBA’s 2015-16 suspension rate of 23.6 percent, while showing improvement over the previous year, is well above the 2015-16 state average of 7.0 percent and the Bridgeport average of 15.4 percent. AFBA must take measures to remedy and address behavior management going forward. The CSDE Turnaround Office will work with the school to assist in these efforts.

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

- Indicator 4.1:** The school website and Governing Board documents demonstrate that Governing Board meetings are open and accessible to the public. The Governing Board meeting schedule for the year and meeting agenda are posted on the school’s website. Education records and testing data are secured in locked file cabinets in administration offices.
- Indicator 4.2:** A review of AFBA’s 2015-16 Public School Information System (PSIS) data reports the percentage of special education students at AFBA was 9.3 percent. A review of student records, classroom observations and interviews with two special education coordinators were conducted to determine how the school meets the needs of students with disabilities.

PPT meetings are joint endeavors, including an AFBA special education coordinator, district of residence administrator, and other appropriate staff from the district of residence and AFBA. Discussions among AFBA staff, coordinators and parents regarding the development and revisions of IEPs are common. When teachers have concerns about a student who has not been identified as eligible for special education and related services, AFBA staff conduct observations, review student performance and discuss and implement strategies to address the concerns. If the strategies are found to be ineffective, AFBA staff submit a referral to the district of residence to conduct an evaluation. Once evaluations have been conducted by the district of residence, AFBA staff attend a PPT convened by the district of residence to review results of evaluations and to make recommendations. Based on these recommendations, AFBA will respond as required to meet the student’s needs.

AFBA students with IEPs are integrated into the general classroom environment with occasional pull-outs for more specialized instruction. AFBA provides on-going differentiation and accommodations as needed by students to ensure their instruction is provided in the least restrictive environment with appropriate inclusion in the school’s academic program, assessments (with appropriate accommodations), and extracurricular activities.

As evidenced by class work, exit tickets, interim assessments, progress reports and work with the special education teacher, it was determined the assessments were aligned to IEP goals. The majority of these students are making satisfactory progress on the short-term IEP objectives and annual goals. Interim assessments conducted every six to eight weeks are used to inform student progress toward annual goals and inform curriculum and instruction. Teachers of special education students monitor progress toward short-term IEP objectives.

- **Indicator 4.3:** A review of AFBA’s English learner (EL) policies and procedures determined amendments were required to fully align to federal and state guidelines. The CSDE has received the AFBA corrective action plan to revise its EL policies and procedures and expects it to be completed by April 2017.

- **Indicator 4.4:** AFBA student rights policies and procedures include admissions, handling of student information, due process protections and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.

Indicator 4.5: Staff from the CSDE Bureau of Educator Standards and Certification (BESC) compared the state certified staff file to AFBA’s employee roster and found at the time of the site visit 60 percent (46 staff) were properly certified, whereas, 40 percent (31 staff) were out of compliance. It is the responsibility of the school to take steps to ensure that 100 percent of the staff holds appropriate authorizations for their positions. BESC staff will work with and continue to monitor AFBA’s corrective action going forward.

- **Indicator 4.6:** A review of AFBA employment policies and procedures and interviews with school staff determined the school’s hiring and employment practices ensure protections under the Family Medical Leave Act, Americans with Disabilities Act and the Civil Rights Act of 1964 and affirmative action and equal opportunity employment.

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

ACHIEVEMENT FIRST BRIDGEPORT ACADEMY DATA

| Table 1. 2015 16 Student Enrollment and Demographic Information | |
|--|-------|
| Grades served: | K-12 |
| Total enrollment: | 1,016 |
| Percentage of students qualifying for free or reduced price meals: | 79.2% |
| Percentage of special education students: | 9.3% |
| Percentage of students with limited English proficiency: | 12.6% |
| Percentage of minority students: | 98.5% |
| Percentage of Asian students: | 1.0% |
| Percentage of Black students: | 54.2% |
| Percentage of Hispanic students: | 42.3% |
| Percentage of Caucasian students: | 1.5% |

| Table 2: School Culture and Climate Data | | | | |
|--|-----------------|-----------------|-----------------|--------------|
| Performance Metric: | 2013-14: | 2014-15: | 2015-16: | STATE |
| Average daily attendance rate: | 97.3% | 96.9% | 96.4% | |
| Chronic absenteeism rate: | 2.9% | 3.2% | 4.7% | 9.6% |
| Number of in-school suspensions: | 1148 | 1123 | 503 | |
| Number of out-of-school suspensions: | 367 | 518 | 283 | |
| Suspension rate (% students with 1+ suspension): | 29.6% | 31.2% | 23.6% | 7.0% |
| Number of expulsions: | * | * | 9 | |
| Cohort graduation rate (if applicable): | N/A | **93.5 | N/A | N/A |
| Six Year Adjusted Cohort Graduation Rate (if applicable) | N/A | N/A | N/A | N/A |

*Data suppressed to ensure student data privacy

**Data became available after 2014-15 Next Generation Accountability data was released.

| Table 3: Student Waitlist and Mobility Information | | | |
|---|-----------------|-----------------|-----------------|
| Performance Metric: | 2014-15: | 2015-16: | 2016-17: |
| Waitlist number: | 840 | 703 | 1,082 |
| Number of enrolled students who left during the school year: | 39 | 58 | N/A |
| Number of students who did not re-enroll the next year and had not completed the highest grade at the school: | 31 | 38 | N/A |

ACHIEVEMENT FIRST BRIDGEPORT ACADEMY SMARTER BALANCED ASSESSMENT

Table 4:

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

| Grades 3-8 | 2014-15 | 2015-16 | District - 2015-16 | State - 2015-16 |
|------------|---------|---------|--------------------|-----------------|
| ELA | 33.7 | 45.7 | 22.5 | 55.6 |
| MATH | 27.6 | 42 | 9.9 | 44 |

Grades 3 8

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

| GRADE | ELA | ELA | DISTRICT | STATE | | MATH | MATH | DISTRICT | STATE |
|-------|-------|-------|----------|-------|---|-------|-------|----------|-------|
| | 14-15 | 15-16 | 15-16 | 15-16 | | 14-15 | 15-16 | 15-16 | 15-16 |
| 3 | 28.1 | 57.5 | 19.7 | 53.9 | 3 | 42.7 | 80.5 | 14 | 52.8 |
| 4 | 39.3 | 63.7 | 20 | 55.5 | 4 | 36 | 59.3 | 9.9 | 47.9 |
| 5 | 20.0 | 38.2 | 23.1 | 58.7 | 5 | ** | 24.7 | 4.8 | 40.8 |
| 6 | 33.7 | 29 | 22 | 55 | 6 | 14.6 | 18.3 | 7.2 | 40.6 |
| 7 | 33.3 | 31.1 | 25.6 | 55.2 | 7 | 29 | 27.8 | 12.3 | 41.8 |
| 8 | 47.9 | 55.6 | 25.8 | 55.5 | 8 | 39.7 | 43.3 | 10.2 | 40.3 |

**Data suppressed to ensure student data privacy.

State of Connecticut 2015 16 Scholastic Aptitude Test (SAT)

| | Total Number w/Scored Tests | Level 1 Not Met | | Level 2 Approaching | | Level 3 Met | | Level 4 Exceeded | | Level 3&4 Met/Exceeded | | Average Score |
|------|-----------------------------|-----------------|------|---------------------|------|-------------|------|------------------|------|------------------------|------|---------------|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | |
| ELA | 37,853 | 6,685 | 17.7 | 6,556 | 17.3 | 18,085 | 47.8 | 6,527 | 17.2 | 24,612 | 65.0 | 520 |
| Math | 37,816 | 8,755 | 23.2 | 14,190 | 37.5 | 10,664 | 28.2 | 4,207 | 11.1 | 14,871 | 39.3 | 502 |

Bridgeport School District 2015 16 Scholastic Aptitude Test (SAT)

| | Total Number w/Scored Tests | Level 1 Not Met | | Level 2 Approaching | | Level 3 Met | | Level 4 Exceeded | | Level 3&4 Met/Exceeded | | Average Score |
|------|-----------------------------|-----------------|------|---------------------|------|-------------|------|------------------|-----|------------------------|------|---------------|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | |
| ELA | 1,022 | 456 | 44.6 | 268 | 26.2 | 269 | 26.3 | 29 | 2.8 | 298 | 29.2 | 438 |
| Math | 1020 | 516 | 50.6 | 402 | 39.4 | 86 | 8.4 | 16 | 1.6 | 102 | 10.0 | 422 |

Achievement First Bridgeport Academy 2015 16 Scholastic Aptitude Test (SAT)

| | Total Number w/Scored Tests | Level 1 Not Met | | Level 2 Approaching | | Level 3 Met | | Level 4 Exceeded | | Level 3&4 Met/Exceeded | | Average Score |
|------|-----------------------------|-----------------|------|---------------------|------|-------------|------|------------------|---|------------------------|------|---------------|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | |
| ELA | 34 | * | * | * | * | 25 | 73.5 | * | * | * | * | 515 |
| Math | 35 | 7 | 20.0 | 14 | 40.0 | 14 | 40.0 | * | * | 14 | 40.0 | 489 |

*Data suppressed to ensure student data privacy.

