

V.C.

**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 Elm City College Preparatory from July 1, 2017, through June 30, 2021, and approves the material change to expand the Greenfield Model to include Grades 7 and 8, in the 2017-18 school year, 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 – Elm City College Preparatory, New Haven

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

Elm City College Preparatory (ECCP) opened in the fall of 2004 and serves 726 students in Grades K-12, primarily students from the City of New Haven (the host district). Table 1 on page 13, of the attached Charter Renewal Report provides 2015-16 student enrollment and demographic data. ECCP'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.

On August 13, 2015, the SBE approved ECCP's material change to pilot a revised, educational model (Greenfield Model) in Kindergarten, Grade 5 and Grade 6 (Attachment A). As part of ECCP's renewal application, it requests the SBE's approval to expand the Greenfield Model to include Grades 7 and 8.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of ECCP'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. ECCP 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 December 6, 2016, the CSDE renewal team conducted an on-site visit at ECCP. The purpose of the renewal on-site visit was to observe ECCP'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 ECCP from the Superintendent of New Haven and from contiguous school districts: East Haven, Hamden, North Haven, Orange and West Haven. The CSDE received a letter from Mr. Robert F. Gilbert, Superintendent, Woodbridge School District (see Attachment B) which is neutral to ECCP's charter renewal. The CSDE received no letters against the renewal of the school's charter.

Public Hearing: Stephen Wright, member of the SBE, and CSDE staff held a public hearing on January 26, 2017, in New Haven, and heard from 31 individuals on the potential charter renewal of ECCP and the impact it is having on the community. Public hearing participants included members of the ECCP community, including family members, students, school staff and community members. Over 75 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 ECCP 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 14 display ECCP's performance and success according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths include:

- ECCP accountability index score of 66.3 in English Language Arts for high needs students exceeded the state average index score of 56.7 by 9.6, while also exceeding the New Haven School District average index score of 51.1 by 15.2.
- ECCP accountability index score of 61.1 in Mathematics for high needs students exceeded the state average index score of 47.8 by 13.3, while also exceeding the New Haven School District average index score of 41.8 by 19.3.
- The 2015-16 Smarter Balanced Assessment percentage of ECCP students achieving at or above proficiency (level 3 and 4) in English Language Arts for all students, (Table 4) 57.7 percent exceeded New Haven's 32.1 by 25.6.
- The 2015-16 Smarter Balanced Assessment percentage of ECCP students achieving at or above proficiency (level 3 and 4) in Mathematics for all students, (Table 4) 44.9 percent exceeded New Haven's 18.5 by 26.4.
- No significant findings, conditions or internal weaknesses were uncovered in ECCP's last three certified financial audits.
- Chronic absenteeism for all students and high need students is consistently low, fewer than 5.8 percent each year for the last three years.
- Average daily attendance is consistently high, exceeding 96 percent each year for the past three years.

Areas of concern include:

- ECCP accountability index score of 44.3 in State Science for high needs students fell below the state average index score of 45.9.
- Going forward, ECCP must reduce its suspension rate. ECCP's 2015-16 suspension rate of 18.3 percent exceeds the state average of 7.0 percent and New Haven's average of 8.2 percent. Currently, ECCP's 2016-17 year-to-date suspension rate is 10.2 percent.
- ECCP must bring its staff into certification compliance. At the time of the on-site visit, 49 percent (38 staff) were properly certified, whereas, 51 percent (40 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

Elm City College Preparatory School is providing its students with a high-quality public school education. As evidenced by the attached Charter Renewal Report, ECCP is satisfactorily achieving its mission and making strides in closing Connecticut's achievement gap. The accountability index score of ECCP high needs students outperformed both the state and host district in English Language Arts and Mathematics. ECCP was named a "School of Distinction" by CSDE in 2015-16, making it a school in the top 10 percent of points earned for the High Needs subgroup across the state according to the new 2014-15 accountability index. Based on ECCP'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, ECCP 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. ECCP 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 ECCP's corrective action going forward.
2. By May 1, 2017, ECCP 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, ECCP 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 Elm City College Preparatory 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 Elm City College Preparatory 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:	Elm City College Preparatory School (ECCP)	
School Director:	Andrew Poole	
School Board Chairperson:	Richard Ferguson	
Location (City/Town):	New Haven	
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:	809.3/ 1050	77.1
Notes and Evidence:		
<p>The 2014-15 Accountability Index score of 77.1 is above average when compared to the state school Accountability Index score of 76.1. Schools that meet Standard 1: School Performance Indicators are schools earning an accountability index score that is in the state’s top three quartiles. ECCP’s accountability score of 77.1 places its performance in the top three quartiles which meets Standard 1. ECCP was named a “School of Distinction” by CSDE in 2015-16, making it a school in the top 10% of points earned for the High Needs subgroup across the state according to the new 2014-15 accountability index. ECCP’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

Elm City College Preparatory School District

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	67.9	75	90.5	100	90.5	67.9
1b.	ELA Performance Index – High Needs Students	66.3	75	88.4	100	88.4	56.7
1c.	Math Performance Index – All Students	62.4	75	83.2	100	83.2	59.3
1d.	Math Performance Index – High Needs Students	61.1	75	81.5	100	81.5	47.8
1e.	Science Performance Index – All Students	44.7	75	59.6	100	59.6	56.5
1f.	Science Performance Index – High Needs Students	44.3	75	59.1	100	59.1	45.9
4a.	Chronic Absenteeism – All Students	4.5%	<=5%	50.0	50	100.0	10.6%
4b.	Chronic Absenteeism – High Needs Students	4.8%	<=5%	50.0	50	100.0	17.3%
5	Preparation for CCR – % taking courses	73.0%	75%	48.6	50	97.3	66.1%
6	Preparation for CCR – % passing exams	27.0%	75%	18.0	50	36.0	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)	62.5%	94%	66.5	100	66.5	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)	100.0% 41.3%	75%	27.5	50	55.1	87.6% 51.0%
12	Arts Access	46.3%	60%	38.6	50	77.2	45.7%
Accountability Index				809.3	1050	77.1	

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	75.0	66.3	8.7	17.3	
Math Performance Index Gap	68.5	61.1	7.4	19.6	
Science Performance Index Gap	46.3	44.3	2.0	17.2	
Graduation Rate Gap (2012 Cohort)	N/A	N/A	N/A	N/A	N

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	100.0%
ELA – High Needs Students	100.0%
Math – All Students	100.0%
Math – High Needs Students	100.0%
Science – All Students	98.6%
Science – High Needs Students	99.1%

Standard 2: Stewardship, Governance and Management Indicators:	Rating
2.1. Fiscal Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> • Indicator 2.1: CSDE site visit staff reviewed ECCP’s last three certified financial audits and uncovered no significant findings, conditions or internal control weakness. • Indicator 2.2: CSDE site visit staff reviewed ECCP’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 ECCP 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 annual state financial reporting form ED001C be strengthened. The CSDE has received the ECCP 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 ECCP’s last three certified financial audits and determined ECCP’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 ECCP’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). ECCP’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 ECCP corrective action plan to revise its board policies and procedures and expect it to be completed by April 2017. • Indicator 2.5: As evidenced by the site visit, ECCP has safe and well-maintained school facilities to support quality teaching and learning. Evidence included proof of property insurance, an approved New Haven Fire Marshal inspection and approved certificate of occupancy issued by the New Haven 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 type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
3.4. Family and Community Support	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.5. School Culture and Climate	<input type="checkbox"/> M <input type="checkbox"/> PA <input checked="" type="checkbox"/> DNM

Notes and Evidence:

- Indicator 3.1:** ECCP currently serves 726 students in Grades K-12, primarily from the City of New Haven, the host district. 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 ECCP’s waitlist information (Table 3 page 13) determined that it maintains a large waitlist of families beyond the available number of seats. In 2016-17, 423 students were on the waiting list. The October 2016 student enrollment (726) is 100 percent of the 2016-17 projected student enrollment.
- Indicator 3.3:** A review of ECCP’s 2015-16 Public School Information System (PSIS) data reports students from minority groups represent 98.3 percent of ECCP’s student population, and 78.2 percent of students qualify for free or reduced-price meals. The English learner population is 3.8 percent. The percentage of special education students at ECCP is 6.8 percent. To better reflect the demographics of the surrounding community, the school must seek to enroll more students who are English learners.
- Indicator 3.4:** ECCP demonstrates strong community support as evidenced at the on-site visit by the CSDE during the parent interviews. All of those interviewed described the strong communication between the school and families as a key component. 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. Parents and community advocates conveyed overwhelming support for what they perceive is a school that provides their children with a viable education on par with that provided in more affluent communities. Over 75 individuals attended the January 26, 2017, renewal public hearing; 31 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 ECCP’s student average daily attendance, chronic absenteeism and suspension (Table 2 page 13) show promise and concern. ECCP’s chronic absenteeism rate has remained low over the last three years and the 2015-16 rate of 5.7 percent is below the state average of 9.6 percent. ECCP’s average daily attendance rate has remained above the state goal of 95 percent over the last three years. However, ECCP’s 2015-16 suspension rate of 18.3 percent is well above the 2015-16 state average of 7.0 percent and the New Haven average of 8.2 percent. ECCP 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 ECCP’s 2015-16 Public School Information System (PSIS) data reports the percentage of special education students at ECCP was 6.8 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 ECCP special education coordinator, district of residence administrator, and other appropriate staff from the district of residence and ECCP. Discussions among ECCP 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, ECCP staff conduct observations, review student performance and discuss and implement strategies to address the concerns. If the strategies are found to be ineffective, ECCP staff submit a referral to the district of residence to conduct an evaluation. Once evaluations have been conducted by the district of residence, ECCP staff attend a PPT convened by the district of residence to review results of evaluations and to make recommendations. Based on these recommendations, ECCP will respond as required to meet the student’s needs.

ECCP students with IEPs are integrated into the general classroom environment with occasional pull-outs for more specialized instruction. ECCP 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. 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 ECCP’s English learner (EL) policies and procedures determined amendments were required to fully align to federal and state guidelines. The CSDE has received the ECCP corrective action plan to revise its EL policies and procedures and expects it to be completed by April 2017.

- **Indicator 4.4:** ECCP 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 ECCP’s employee roster and found at the time of the on-site visit, 49 percent (38 staff) were properly certified, whereas, 51 percent (40 staff) were out of compliance. It is the responsibility of the school to take steps to ensure that 100 percent of the staff are appropriately certified. BESC staff will work with and continue to monitor ECCP’s corrective action going forward.

- **Indicator 4.6:** A review of ECCP 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

ELM CITY COLLEGE PREP DATA

Table 1. 2015 16 Student Enrollment and Demographic Information	
Grades served:	K-12
Total enrollment:	703
Percentage of students qualifying for free or reduced price meals:	78.2%
Percentage of special education students:	6.8%
Percentage of students with limited English proficiency:	3.8%
Percentage of minority students:	98.3%
Percentage of Asian students:	*
Percentage of Black students:	74.0%
Percentage of Hispanic students:	22.9%
Percentage of Caucasian students:	1.4%

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

Table 2: School Culture and Climate Data				
Performance Metric:	2013-14:	2014-15:	2015-16:	STATE
Average daily attendance rate:	96.9%	96.9%	96.5%	
Chronic absenteeism rate:	4.6%	4.5%	5.7%	9.6%
Number of in-school suspensions:	365	152	158	
Number of out-of-school suspensions:	254	137	182	
Suspension rate (% students with 1+ suspension):	28.2%	14.8%	18.3%	7.0%
Number of expulsions:	*	*	*	
Cohort graduation rate (if applicable):	62.5	*	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable)	N/A	N/A	N/A	N/A

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

Table 3: Student Waitlist and Mobility Information			
Performance Metric:	2014-15:	2015-16:	2016-17:
Waitlist number:	729	559	423
Number of enrolled students who left during the school year:	20	25	N/A
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	18	23	N/A

ELM CITY COLLEGE PREPARATORY SCHOOL 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	50.3	57.7	32.1	55.6
MATH	42.1	44.9	18.5	44

Grades 3 8

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

	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	44.8	45.8	28.9	53.9	3	70.7	69.5	27.7	52.8
4	59.6	71	29.8	55.5	4	**	69.4	17.5	47.9
5	42.1	54.4	31.7	58.7	5	26.3	27.9	12.9	40.8
6	40.7	**	34.1	55	6	**	32.9	17.2	40.6
7	55.2	**	33.7	55.2	7	46.6	20.7	17.5	41.8
8	59.2	64.4	35.1	55.5	8	44.9	52.5	17.1	40.3

**Data suppressed to ensure student data privacy.

State of Connecticut 2015 16 Scholastic Aptitude Test (SAT)

		Level 1 Not Met		Level 2 Approaching		Level 3 Met		Level 4 Exceeded		Level 3&4 Met/Exceeded		
	Total Number w/Scored Tests	Count	%	Count	%	Count	%	Count	%	Count	%	Average Score
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

New Haven School District 2015 16 Scholastic Aptitude Test (SAT)

		Level 1 Not Met		Level 2 Approaching		Level 3 Met		Level 4 Exceeded		Level 3&4 Met/Exceeded		
	Total Number w/Scored Tests	Count	%	Count	%	Count	%	Count	%	Count	%	Average Score
ELA	1,145	444	38.8	253	22.1	389	34.0	59	5.2	448	39.1	455
Math	1,145	517	45.2	475	41.5	126	11.0	27	2.4	153	13.4	432

Elm City College Preparatory 2015 16 Scholastic Aptitude Test (SAT)

		Level 1 Not Met		Level 2 Approaching		Level 3 Met		Level 4 Exceeded		Level 3&4 Met/Exceeded		
	Total Number w/Scored Tests	Count	%	Count	%	Count	%	Count	%	Count	%	Average Score
ELA	33	9	27.3	*	*	16	48.5	*	*	*	*	479
Math	33	*	*	19	57.6	7	21.2	*	*	*	*	478

*Data suppressed to ensure student data privacy.

Attachment A & B

II.

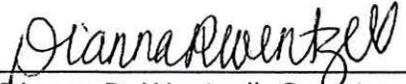
CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:

August 13, 2015

RESOLVED, That the State Board of Education, pursuant to Section 9 of Public Act 15-239, An Act Concerning Charter Schools, approves the material changes to Elm City College Preparatory School's operations, including (a) piloting a new educational model in kindergarten, Grade 5, and Grade 6 for the 2015-16 school year, and (b) the opening of an additional school building at 495 Blake Street, New Haven, with the conditions delineated in the Commissioner's August 13, 2015, memorandum to the Board, "Approval of Material Changes for Elm City College Preparatory School," and directs the Commissioner to take the necessary action.

Approved by a vote of 8:0, this thirteenth day of August, Two Thousand Fifteen.

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: August 13, 2015

SUBJECT: Approval of Material Changes to Elm City College Preparatory School Charter

Executive Summary

Introduction

Elm City College Preparatory School (ECCP) is a state charter school located in New Haven serving 705 students in Grades K-12. The school seeks approval to change its educational model in kindergarten, Grade 5, and Grade 6 in the 2015-16 school year. Further, ECCP seeks approval to use an additional school building located in New Haven, which was formerly used by the New Haven Public Schools as swing space, to house the ECCP 5th and 6th grade cohorts. In accordance with Section 9 of Public Act 15-239, An Act Concerning Charter Schools, the Connecticut State Department of Education (CSDE) seeks the State Board's approval of these material changes to the school's operations as provided under state law.

Background/Process

Under Section 9 of Public Act 15-239, a process is established for charter school governing councils to follow when making a material change to their operations. A material change is a change that fundamentally alters the school's mission, organizational structure, or educational program, including:

1. Altering the educational model in a fundamental way.
2. Opening an additional school building.
3. Contracting for or discontinuing a contract for whole school management services with a Charter Management Organization.
4. Renaming a charter school.
5. Changing the charter school's grade configurations.
6. Increasing or decreasing the total student enrollment capacity of the charter school by twenty percent or more.

This Public Act took effect July 1, 2015.

To request a material change in the school's operations, the charter school's governing council must provide to the State Board of Education (SBE) a written request to amend the school's charter. On August 5, 2015, the Commissioner received from Dacia M. Toll, President of Achievement First, a written request on behalf of ECCP to pilot a revised educational model (the Greenfield Model) in kindergarten, Grade 5, and Grade 6 (Attachment A). The Greenfield Model is designed to:

...help develop the best prepared students in the world. Achievement First's Greenfield schools will provide rigorous, high-quality instruction within a nurturing school community focused on developing self-motivated learners, problem-solvers and leaders. Students will benefit from more small group learning, greater access to technology, deep and meaningful enrichment opportunities (such as music, martial arts & STEM inventions), and extended field trips that allow students to go deeper in an area of interest and experience hands-on learning in more authentic and engaging ways. (www.afgreenfieldschools.org/)

Ms. Toll notes in her letter that Achievement First and ECCP have been planning for this new model and have communicated it with the families served and the community-at-large. In addition to hosting input sessions for students and families, large-group information sessions, home visits, and individual conversations with families, Achievement First sent letters to ECCP parents/guardians in the Spring 2015 to inform them of anticipated changes to the program (Attachment B).

Ms. Toll also requests approval to use an additional school building in New Haven to house the Grade 5 and Grade 6 cohorts. ECCP requests the Board's approval of these material changes in the 2015-16 school year. ECCP is hopeful that this model will prove successful and, if so, will request the Board's consideration of expanding it to additional grades at ECCP in the 2016-17 school year. Attached please find Ms. Toll's letter, which explains the ECCP proposal in greater detail and provides some background information on the Greenfield Model.

In addition to reviewing the governance council's written request, Public Act No. 15-236 requires the SBE to solicit and review comments on the request from the local or regional board of education in the district where the charter school is located (New Haven), and vote on the request within 60 days of receiving the request or as part of the charter renewal process. On August 5, 2015, the New Haven Board of Education, in regular session, expressed its support for this proposal. The Board Chair and Superintendent co-signed a letter to this effect, which is also attached (Attachment C).

Recommendation with Conditions

1. The CSDE recommends that the SBE, pursuant to Section 9 of Public Act 15-239, approve ECCP's request to pilot the Greenfield Model in kindergarten, Grade 5, and Grade 6 in the 2015-16 school year. CSDE will monitor the progress of the new model on a regular

basis and will provide an interim report on the success of the model to the State Board of Education in April 2016.

2. Should the model prove effective, ECCP will have the opportunity to formally request SBE approval of an expansion of the Greenfield Model to additional grades commencing in the 2016-17 school year. Otherwise, the model will discontinue upon the conclusion of the 2015-16 school year.
3. The CSDE further recommends that the SBE approve the use of new school building space located at 495 Blake Street, New Haven, to house the Grade 5 and Grade 6 ECCP students. ECCP will be required to obtain and deliver to the Charter School Office all necessary local building, fire, and health permits and a Certificate of Occupancy prior to the first day of the 2015-16 school year.
4. Section 2(d) of Public Act No. 15-239 requires that charter applicants include a plan to share student learning practices and experiences with the local or regional board of education of the town in which the charter school is located. ECCP has agreed to do so as part of its request for a modification to its charter.



WOODBIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Robert F. Gilbert – Superintendent
Clare Kennedy – Special Services Director | Alfred Pullo, Jr. – Director of Business Services/Operations

September 12, 2016

Mr. Robert Kelly
Charter School Program Manager
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06106

Dear Mr. Kelly:

I am responding to the request from Desi D. Nesmith soliciting comments on the renewal of Amistad Academy and Elm City College Preparatory School in New Haven. I know of no reason nor can I provide any comments, which reflect poorly on either the Amistad Academy and Elm City College Preparatory School. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Robert F. Gilbert
Superintendent

RFG/med