

**V.C.**

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

March 6, 2019

**RESOLVED**, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Stamford Academy from July 1, 2019, through June 30, 2021, subject to the Commissioner's March 6, 2019, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_, this sixth day of March, Two Thousand Nineteen.

Signed: \_\_\_\_\_  
Dr. Dianna R. Wentzell, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO:** State Board of Education

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

**DATE:** March 6, 2019

**SUBJECT:** Renewal of State Charter – Stamford Academy, Stamford

**Executive Summary**

**Introduction**

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

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

The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence, and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence 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

Stamford Academy opened in the fall of 2004. The latest CSDE audited student enrollment data from 2017-18 reported 159 students in Grades 9-12 with 79.9 percent residing in Stamford (the host district), 17 percent residing in Bridgeport and the remaining students coming from three area towns. Table 1, on page 13, of the attached Charter Renewal Report provides 2017-18 student enrollment and demographic data. Ninety-three point one percent of Stamford Academy's students qualify for free or reduced price meals and 34.0 percent of the students receive special education services. Stamford Academy's mission states, in part, to "...re-engage and guide students in acknowledging and developing their educational strengths while acquiring the skills to contribute positively to themselves and their community." The school seeks and attracts students who have not been successful in the traditional school setting. The profile for the average Stamford Academy student involves a history of the juvenile justice system and/or Department of Children and Families involvement, truancy, attendance issues, behavioral challenges and mental health needs.

Historically, students enter Stamford Academy under-credited and below grade level achievement in literacy and numeracy. On average, according to its benchmark assessments, the majority of Stamford Academy's students enter three or more grade levels behind in reading and mathematics. To address student needs, the school utilizes small class sizes for increased individualized attention. The school employs a part-time social worker and two full-time special education teachers to serve students and their needs.

On May 2, 2018, the school received a one-year charter renewal with probation due to Stamford Academy not adequately demonstrating student progress and having high rates of student chronic absenteeism and student suspensions. As part of the shortened renewal period and probation, the school was required to submit a corrective action plan to remedy the issues.

As required, Stamford Academy has developed and is implementing its corrective action plan to address student achievement, chronic absenteeism and student suspension. The school has developed goals around these issues and apprizes its governing board and the CSDE of its progress toward meeting the goals on a monthly basis. In addition, the governing board has developed a 16 point corrective action plan and has appointed at least one Board member to work closely with the Principal and her team on addressing each point of the plan. A team from the CSDE made a site visit to the school on September 20, 2018, and an unannounced visit on January 16, 2019, to review Stamford Academy's progress in implementing its corrective action plan. On December 10, 2018, Stamford Academy's Principal, Board Chairperson and DOMUS the charter management organization (CMO) presented to the State Board of Education's Accountability and Support Committee about the corrective action plan, its implementation and successes.

To address student performance and strengthen its educational program, for 2018-19, the school has hired an ELA and mathematics interventionist to support student needs and address individual skill deficits. Students are assigned to an intervention block with one or both interventionists based on benchmark assessment data. The Interventionists participate in data team meetings to assist teachers in development of Tier I classroom interventions. Also during 2018-19, the school reorganized its ELA and mathematics course offerings. Rather than traditional grade-level classes in ELA, Algebra I, Geometry and Algebra II, students are assigned to ELA and mathematics classes

based upon skill assessments. This approach allows for the opportunity to focus on student mastery of standards. The school received assistance from external partners including reDesign Inc. and ANet Inc. in the alignment of Connecticut Core Standards to ensure students receive instruction in all content standards in Grades 9 through 12. This year, the school has begun an SAT prep class to improve student outcomes on the SAT. Currently, the class is designed around currently available SAT prep materials and informed by student benchmark assessment outcomes. The school has provided all teachers with professional development on embedding SAT preparation in content classes.

School staff are trained to utilize a variety of behavioral/social learning models and intervention strategies including, Sanctuary School Model (trauma informed practices), Restorative Practices, Therapeutic Crisis Intervention (TCI), Peer Mediation, Safety Plans, and Positive Behavioral Interventions and Supports (PBIS) to mediate and address student behavioral issues and provide incentives to students for good behavior. Students also receive once per week, a class that focuses on social emotional learning including instruction on student attendance, conduct and building relationships. Each student is paired with one of four full-time Family Advocates to identify attendance goals and review each student's progress toward meeting their attendance goal. The school uses a variety of interventions to help get students to school. A sample of interventions are, letters, text and calls home encouraging student attendance, daily breakfast, wake-up calls, a review of resources available to students to overcome attendance barriers and home visits. All students have a Student Success Plan that establish goals around attendance. Teams, which include a teacher, a family advocate and an administrator, meet monthly to monitor student progress. Students have quarterly progress meetings with their team, and awards are given to students for goal attainment.

### **Charter Renewal Process**

*Application for Renewal of Charter:* The CSDE accepted an application for the renewal of Stamford Academy's charter on October 4, 2018. 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. Stamford Academy 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.

*Renewal Site Visit:* On November 14, 2018, the CSDE renewal team conducted an on-site visit at Stamford Academy. The purpose of the on-site visit was to observe Stamford Academy'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 the 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 Stamford Academy from the Superintendent of Stamford Public Schools and from contiguous school districts: Darien, Greenwich, and New Canaan. The CSDE received one letter from the Superintendent of Greenwich indicating they have no affiliation or students attending the school and have no comment on its renewal (see Attachment A).

*Public Hearing:* Erik Clemons, member of the SBE, and CSDE staff held a public hearing on October 18, 2018, in the city of Stamford, and heard from 40 individuals on the potential charter renewal of Stamford Academy and the impact it is having on the community. Public hearing participants included members of the Stamford Academy community, including family members, students, school staff and community members. Over 140 people attended the public hearing. Forty individuals offered testimony supporting the school's efforts and the renewal of the charter. No one spoke out against the renewal of the school's charter.

### **Site Visit Findings**

The most recent available data and information contained in the Charter Renewal Report and the Next Generation Accountability Report 2016-17 (page 8), indicates Stamford Academy's performance according to the four performance standards. The report highlights school strengths and areas for continued growth.

#### **Strengths include:**

- No significant findings, conditions, or internal weaknesses were uncovered in Stamford Academy's last three certified financial audits.
- School website and Governing Board documents demonstrate that the Governing Board meetings are open and accessible to the public.
- Stamford Academy has decreased its suspension rate by 6.9 percentage points, from 12.4 percent in 2016-17 to 5.5 percent in 2017-18.

#### **Areas of concern include:**

- Stamford Academy's 2016-17 Four-Year Graduation Rate for all students is 28.3 percent, compared to the state's, which is 87.4 percent.
- Stamford Academy's 2016-17 Six-Year Graduation Rate for high needs students is 44.4 percent, compared to the state's, which is 82.0 percent.
- The school did not meet the 2017-18 Scholastic Aptitude Test (SAT) participation rate threshold in ELA and Mathematics. However, participation did grow from 72.2 percent in 2016-17 to 78.0 percent in 2017-18.
- No Stamford Academy student met proficiency targets on the 2017-18 SAT in English Language Arts (ELA). However, the SAT Scale Score in ELA did grow from 368 in 2016-17 to 380 in 2017-18.
- No Stamford Academy student met proficiency targets on the 2017-18 SAT in Mathematics. However, the SAT Scale Score in Mathematics did grow from 360 in 2016-17 to 377 in 2017-18.
- Stamford Academy's average daily attendance rate of students in 2017-18 of 71.0 percent is well below the state goal of 95 percent. However, it did improve from 57.6 percent in 2016-17.

- The student chronic absenteeism rate of 80.4 percent is over seven times the state average of 10.7 percent. However it did drop from 97.5 percent in 2016-17.
- A review of Stamford Academy's staff file on February 1, 2019, shows of the 18 staff requiring certification, 12 or 60 percent hold a valid certificate for the positions they hold. Nine positions are under review by the CSDE Bureau of Educator Standards and Certification, to determine certification status.

### **Charter Renewal Recommendation**

Stamford Academy is a charter school that serves a specific need in the community by attempting to re-engage students who are at high risk of dropping out and have struggled behaviorally and academically in a traditional school setting. The Turnaround Office has been working with Stamford Academy to develop and implement a corrective action plan focused on improving student achievement, chronic absenteeism and school culture and climate. The school has developed goals around these issues and is apprising its governing board and the CSDE of its progress toward meeting the goals on a monthly basis. The Governing Board has been restructured and is holding school administration to a higher degree of accountability aligned to school improvement. The school has adjusted its school schedule to provide additional targeted instruction in reading and mathematics for its neediest students. The interventionists in ELA and mathematics are providing skills-based, research-based instruction and interventions on decoding, fluency, and numeracy in order to increase students' achievement levels in reading and mathematics. The school has made a series of improvements and is beginning to see minimal signs of improvement.

Based on Stamford Academy's concerted efforts and acknowledging the students served and its mission, the CSDE recommends that the SBE renew the school's charter for a period of two years subject to the following conditions:

- 1) Stamford Academy will, on a bimonthly reporting basis, submit to CSDE its academic process, year-to-date number of suspensions, student daily attendance and students at or approaching chronic absenteeism.
- 2) CSDE will, on a quarterly basis, conduct announced and unannounced site visits to review and monitor academic progress, year-to-date number of suspensions, student daily attendance and students at or approaching chronic absenteeism.
- 3) By April 5, 2019, Stamford Academy will submit to CSDE a corrective action plan with targets to extend through to June 30, 2021, that include measures to:
  - a) improve student academic achievement;
  - b) minimize behavioral incidents resulting in suspensions and by adopting a restorative discipline model for the school including: (1) pre-teaching and re-teaching expected behaviors; (2) isolating the root causes of behavioral issues; (3) identifying interventions to target root causes; (4) strengthening school behavior/school climate policies and procedures; (5) monitoring interventions, and applying midcourse corrections, as necessary; (6) establishing suspension targets to ensure dramatic improvement; and (7) detailed plans to engage school stakeholders, particularly parents, teachers and administrators, in developing a corrective action plan; and

- c) target and address chronic absenteeism by: (1) isolating the root causes of chronic absenteeism; (2) identifying interventions to target root causes; and (3) monitoring interventions and applying midcourse corrections, as necessary.

Stamford Academy shall implement the corrective action plans within thirty days following the Commissioner's acceptance of the plan.

- 4) By April 5, 2019, Stamford Academy 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; and (d) reporting of non-compliant staff including certification targets, schedules, action steps, including responsible school staff, due April 5, 2019, June 28, 2019 and August 2, 2019 to ensure compliance. The plan shall be developed in consultation with CSDE's Talent Office. Stamford Academy shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.
- 5) In the fall of 2019 and 2020, Stamford Academy will be required to appear before the State Board of Education's Accountability and Support Committee to give an update on the status of Stamford Academy's academic progress, year-to-date number of suspensions, student daily attendance and students at or approaching chronic absenteeism, and certification compliance.

The CSDE will notify Stamford Academy of action taken by the SBE following its meeting on March 6, 2019. The CSDE will conduct follow-up visits to ensure that Stamford Academy is addressing the issues raised in this memorandum.

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

Reviewed by: Lisa Lamenzo, Bureau Chief  
Turnaround Office

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

## CHARTER RENEWAL REPORT | 2019

Charter School Information:		
Charter School Name:	Stamford Academy	
School Director:	Andrea Weller	
School Board Chairperson:	Rick D'Avino	
Location (City/Town):	Stamford	
Rating Key:		
<b>Meets</b>	The school demonstrates effective policies and practices, resulting in positive outcomes.	
<b>Pending Action</b>	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.	
<b>Does Not Meet</b>	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:	189.9/650	29.2
Notes and Evidence:		
<p>The 2016-17 Stamford Academy Accountability Index score of 29.2 is below average when compared to the state school Accountability Index score of 73.2. Schools that meet Standard 1: School Performance Indicators are schools earning an accountability index score that is in the state's top three quartiles. Stamford Academy's accountability score of 29.2 places its performance in the bottom quartile, which <b>does not meet Standard 1</b>. Stamford Academy's 2016-17 Next Generation Accountability Report shown in detail on the next page.</p>		



## Next Generation Accountability Report: 2016-17

Choose a District

Stamford Academy District

No:	Indicator	Index/Rate <sup>1</sup>	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students		75	0.0	0		67.1
1b.	ELA Performance Index – High Needs Students		75	0.0	0		55.9
1c.	Math Performance Index – All Students		75	0.0	0		62.2
1d.	Math Performance Index – High Needs Students		75	0.0	0		50.5
1e.	Science Performance Index – All Students		75	0.0	0		55.3
1f.	Science Performance Index – High Needs Students		75	0.0	0		45.2
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students		100	0.0	0		55.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students		100	0.0	0		49.8%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students		100	0.0	0		61.7%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students		100	0.0	0		53.7%
4a.	Chronic Absenteeism – All Students	97.5%	<=5%	0.0	50	0.0%	9.9%
4b.	Chronic Absenteeism – High Needs Students	97.2%	<=5%	0.0	50	0.0%	15.8%
5	Preparation for CCR – % taking courses	0.0%	75%	0.0	50	0.0%	70.7%
6	Preparation for CCR – % passing exams	0.0%	75%	0.0	50	0.0%	43.5%
7	On-track to High School Graduation	13.6%	94%	7.3	50	14.5%	87.8%
8	4-year Graduation All Students (2016 Cohort)	28.3%	94%	30.1	100	30.1%	87.4%
9	6-year Graduation - High Needs Students (2014 Cohort)	44.4%	94%	47.3	100	47.3%	82.0%
10	Postsecondary Entrance (Class of 2016)	46.2%	75%	61.5	100	61.5%	72.0%
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0%   18.2%	75%	12.1	50	24.2%	92.0%   51.6%
12	Arts Access	38.0%	60%	31.6	50	63.3%	50.5%
<b>Accountability Index</b>				<b>189.9</b>	<b>650</b>	<b>29.2%</b>	

<sup>1</sup> Unrounded indexes/rates are used in calculations. Values rounded to 1 decimal are displayed.

These statistics represent the results from the third year of 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 consult 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 originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

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				N/A	
Math Performance Index Gap				N/A	
Science Performance Index Gap				N/A	
Six-Year Graduation Rate Gap (2014 Cohort)		44.4%		12.0%	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	72.2%
ELA – High Needs Students	72.2%
Math – All Students	72.2%
Math – High Needs Students	72.2%
Science – All Students	79.4%
Science – High Needs Students	80.6%

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 checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

**Notes and Evidence:**

- Indicator 2.1:** CSDE site visit staff reviewed Stamford Academy’s last three certified financial audits and uncovered no significant findings, conditions or internal control weakness.
- Indicator 2.2:** CSDE site visit staff reviewed Stamford Academy’s last three certified financial audits, Accounting Policies and Procedures Manual (APPM) and budgets, interviewed the DOMUS chief financial officer, school principal and governing board members. The reviewers determined Stamford Academy completed on-time submission of certified audits and annual budgets. Staff from CSDE’s Office of Internal Audit determined the APPM contains standard sections of an APPM.
- Indicator 2.3:** Staff from CSDE’s Office of Internal Audit reviewed Stamford Academy’s last three certified financial audits and determined Stamford Academy’s debt to asset ratio (total liabilities/total assets), total margin (net income/revenue), current asset ratio (current assets / current liabilities) and days of unrestricted cash (unrestricted cash / ((total expenditures – depreciation) / 365 days)) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health.
- Indicator 2.4:** A review of Stamford Academy’s school policies regarding anti-nepotism and conflict of interest were found to be in compliance with CSDE administrative oversight guidelines. Stamford Academy’s policies and procedures regarding background checks of staff and governing board members, open governing board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulation. It was realized that while the school publicly posts its governing board meeting schedule, agendas and minutes it is not posting its subcommittee meetings. The school is now doing so. These findings are supported by a review of background check and board training records and the review of the schools website and governing board meeting minutes.
- Indicator 2.5:** As evidenced by the site visit, Stamford Academy has a safe and well-maintained school facility to support teaching and learning. The facility is City of Stamford owned and has been approved by the Stamford Fire Marshal and Building Department. The school has proof of property insurance.

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:** The latest CSDE audited student enrollment data from 2017-18 reported 159 students in grades 9-12 with 79.9 percent residing in Stamford (the host district), 17 percent residing in Bridgeport and the remaining students coming from three area towns. A review of the school’s student enrollment policy, and interviews with school staff, board members and parents determined all students are admitted through a blind lottery.
- Indicator 3.2:** A review of Stamford Academy’s waitlist information (Table 3 page 13) determined it maintains a positive waitlist of families beyond the available number of seats. In 2018-19, 3 students were on the waiting list. The waitlist has included students each year for the past three years. The school met its 2018-19 student enrollment projection by four seats.
- Indicator 3.3:** A review of Stamford Academy’s 2017-18 Public School Information System (PSIS) data reports students from minority groups represent 93.1 percent of Stamford Academy’s student population and 93.1 percent of the students qualify for free and reduced-price meals. Stamford Academy has a small number of English learners (ELs) enrolled at the school. The percentage of special education students at Stamford Academy is 34.0 percent. While the demographics of the school does not mirror the surrounding community it does reflect its mission to attract enroll and retain those high need students that have not been successful in a conventional school setting.
- Indicator 3.4:** Stamford Academy demonstrates strong community support as evidenced by oral testimony provided by Mr. Earl Kim, Superintendent of Stamford Public Schools, who spoke in support for the schools renewal at the public hearing. Over 140 individuals attended the October 18, 2018, renewal public hearing, and 40 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. During the on-site visit, CSDE staff interviewed five parents of students attending the school. All described the strong communication between the school and families as a key component. Parents conveyed overwhelming support for what they perceive is a school that provides a quality alternative educational experience for their children.
- Indicator 3.5:** A review of Stamford Academy’s student average daily attendance, chronic absenteeism and suspension rates (Table 2, page 13) show improvement but are of concern. The average daily attendance rate of students in 2017-18 is 71.0 percent, well below the state goal of 95 percent, but improved by 13.4 percentage points from 57.6 percent in 2016-17. Student chronic absenteeism rate of 80.4 percent in 2017-18 is almost eight times the state average of 10.7 percent, but improved by 17.1 percentage points from 97.5 percent in 2016-17. The suspension rate of 5.5 percent is below the 2017-18 state average of 6.8 percent, down from 12.4 percent in 2016-17. Stamford Academy has developed and implemented corrective action plans designed to improve student average daily attendance, chronic absenteeism and suspension rates and is showing improvement.

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 checked="" type="checkbox"/> PA <input 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 the school director’s office.

- Indicator 4.2:** A review of Stamford Academy 2017-18 Public School Information System (PSIS) data reports the percentage of special education students at the school is 34.0 percent. To address student needs, for the 2018-19 school year Stamford Academy hired a second full-time Special Education Teacher to provide instruction and individualized services to these students. The school employs a reading and a mathematics interventionist who provide support to special education and regular education students. Special education staff conference with each identified student, create academic goals, review student progress, push into classrooms, and co-teach or assist with behavioral needs. Students are pulled out of class to complete individualized or small group instruction focused on specific skill building.

Stamford Academy uses different approaches to address student behaviors and/or emotional concerns. The school utilizes a variety of behavioral/social learning models and intervention strategies including but not limited to: Sanctuary School Model (trauma informed practices), Restorative Practices, Therapeutic Crisis Intervention (TCI), Peer Mediation, Safety Plans, and Positive Behavioral Interventions and Supports (PBIS). Students also receive, once per week a class that focuses on social emotional learning including instruction on attendance, addressing the curricular themes and building relationships.

Planning and Placement Team (PPT) meetings are joint endeavors including an Stamford Academy administrator, district of residence administrator and other appropriate staff from Stamford Academy and the district of residence. Dialogue regarding the development and revisions of Individualized Education Programs (IEPs) are common practice at Stamford Academy and include meetings with parents.

Student education files are kept in locked file cabinets. All files reviewed had individual sign-in access sheets. The reviewed files were well organized and maintained.

File reviews and staff interviews indicate the special education students attending the charter school are receiving specialized instruction and related services as set forth in their IEPs. As evident in the review of student files, the school monitors student progress toward short-term IEP objectives and annual goals.

- **Indicator 4.3:** A review of Stamford Academy 2017-18 PSIS data reports it serves 159 students with a small number (PSIS data suppressed) identified as English Learners (ELs). This is a change from not having any EL identified students in the past. Continue the recently implemented inclusive practices such as, broad outreach to potential students and robot-calls in multiple languages.

Through meeting with stakeholder groups during the site visit, it became evident that Stamford Academy is committed to ensuring the success of ELs at the school. Stamford Academy must create an EL policies and procedures document which includes information on student identification, parental communication, program options and supports, annual assessment and exiting students.

- **Indicator 4.4:** Stamford Academy 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 reviewed the state certified staff file and the school’s employee roster. As of February 1, 2019, of the 18 staff requiring certification, 12 or 60 percent hold a valid certificate for the positions they hold. Nine positions are under review by the CSDE Bureau of Educator Standards and Certification, to determine if certification is required. It is important that Stamford Academy comply with current legislation that requires at least 50 percent of educators hold a valid certificate (i.e. an Initial, Provisional or Professional Certificate). The remaining educators may hold a temporary certificate (i.e. Long-Term Substitute Certificate, Durational Shortage Area Permit (DSAP), Resident Educator Permit, or a Charter School Educator Permit (CSEP)). However no more that 30 percent of staff may hold a CSEP. The school must rectify these certification issues immediately.
- **Indicator 4.6:** A review of Stamford Academy employment policies and procedures and an interview with the school director 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.

Prepared by:	Reviewed by:	Approved by:
Robert Kelly, Charter School Program Manager	Lisa Lamenzo, Turnaround Office Bureau Chief	Desi Nesmith, Chief Turnaround Officer

## STAMFORD ACADEMY SCHOOL DATA

**Table 1: 2017-18 Student Enrollment and Demographic Information**

Grades served:	9-12
Total enrollment:	159
Percentage of students qualifying for free or reduced price meals:	93.1
Percentage of special education students:	34.0
Percentage of students with limited English proficiency:	*
Percentage of minority students:	93.1
Percentage American Indian or Alaska Native:	0
Percentage of Asian students:	*
Percentage of Black students:	47.8
Percentage of Hispanic students:	45.3
Percentage of Two or More Races:	*
Percentage of Caucasian students:	*

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

**Table 2: School Culture and Climate Data**

Performance Metric:	2015-16:	2016-17:	2017-18:	STATE 2017-18:
Average daily attendance rate:	62.0%	57.6%	71.0%	N/A
Chronic absenteeism rate:	99.3%	97.5%	80.4%	10.7%
Number of in-school suspensions:	15	0	*	N/A
Number of out-of-school suspensions:	30	27	9	N/A
Suspension rate (% students with 1+ suspension):	21.6%	12.4%	5.5%	6.8%
Number of expulsions:	0	0	0	N/A
Cohort graduation rate (if applicable):	33.3%	28.3%	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	58.3%	44.4%	N/A	N/A

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

**Table 3: Student Waitlist and Mobility Information**

Performance Metric:	2016-17:	2017-18:	2018-19:
Waitlist number:	15	10	3
Number of enrolled students who left during the school year:	51	52	N/A
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	13	17	N/A

## STAMFORD ACADEMY SAT DATA

**Table 4:  
SAT Data 2016-17**

Subject	Participation Rate	Level 1 (Not Met)	Level 2 (Approaching)	Level 3&4 (Met/Exceeded)	Average Score
ELA	72.2	*	*	0.0	368
MATH	72.2	*	*	0.0	360

**SAT Data 2017-18**

Subject	Participation Rate	Level 1 (Not Met)	Level 2 (Approaching)	Level 3&4 (Met/Exceeded)	Average Score
ELA	78.0	75.0	25.0	0.0	380
MATH	78.0	76.7	23.3	0.0	377

\*The data are suppressed to ensure confidentiality.



## GREENWICH PUBLIC SCHOOLS

**Havemeyer Building**  
**290 Greenwich Avenue**  
**Greenwich, CT 06830**  
**203-625-7400**  
**Ralph\_Mayo@Greenwich.k12.ct.us**

**Mr. Ralph Mayo**  
Interim Superintendent of Schools

Sent via Email

October 19, 2018

Mr. Robert Kelly  
Charter School Program Manager  
State of CT Department of Education  
P.O. Box 2219  
Hartford, CT 06145

Dear Mr. Kelly,

Please be advised that the Greenwich Public Schools have no affiliation with Stamford Academy in Stamford, CT; therefore we do not have any comments to share regarding the potential renewal of Stamford Academy's charter.

Sincerely,

A handwritten signature in cursive script that reads "Ralph F. Mayo".

Ralph F. Mayo  
Interim Superintendent  
Greenwich Public Schools