























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
<b>Notes and Evidence:</b>	
<ul style="list-style-type: none"> <li> <p><b>Indicator 4.1:</b> 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 main office.</p> </li> <li> <p><b>Indicator 4.2:</b> A review of BCCS 2016-17 Public School Information System (PSIS) data reports the percentage of special education students at BCCS was 6.8 percent. During the renewal site visit the CSDE Special Education Consultant reviewed five randomly selected special education student files for review, interviewed the Waterbury Public School (WPS) special education supervisor assigned to BCCS and the special education teacher providing education services to students attending the school regarding how the charter school was meeting the needs of students receiving special education and related services pursuant to the Individuals with Disabilities Education Act (IDEA). The Education Consultant participated in group meetings with BCCS parents, including parents of children with disabilities receiving services under IDEA, teachers, and administration.</p> <p>One certified special education teacher employed by WPS and assigned to the charter school serve the 21 students receiving special education services. WPS provides a social worker and speech and language pathologist who are at the charter school one day a week to provide related services to students in order to provide the services that are included in student’s individualized education programs (IEPs) and provide supports to students so that the students are able to access the general education curriculum as appropriate.</p> <p>As evidenced by interviews BCCS and WPS understand and carry out respective obligations to locate and identify children who are in need of special education and related services and work together to schedule students’ planning and placement team meetings as needed.</p> <p>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.</p> <p>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.</p> </li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Indicator 4.3:</b> At the start of the 2016-17 school year, BCCS did not have a method to identify English Learners (ELs). The school has begun to develop and implement procedures, and the school is now serving 16 students. A review of BCCS’s English learner (EL) policies and procedures determined amendments were required in order to fully align with federal and state guidelines. BCCS has drafted and submitted to the CSDE amendments of its EL policies and procedures, which are currently under review and expects it to be completed by April 2018.</li> <li>• <b>Indicator 4.4:</b> BCCS 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.</li> <li>• <b>Indicator 4.5:</b> Staff from the CSDE Bureau of Educator Standards and Certification reviewed the state certified staff file and the school’s employee roster and found 27 certified staff and three staff members that were not properly certified. The school has submitted a corrective action to bring each employee into certification compliance. CSDE is monitoring the process to ensure each staff member is properly certified by the end of the 2017-18 school year.</li> <li>• <b>Indicator 4.6:</b> A review of BCCS 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.</li> </ul>	
<b>Prepared by:</b>	<b>Approved by:</b>
Robert Kelly, Charter School Program Manager	Desi D. Nesmith, Chief Turnaround Officer

## Brass City Charter School

<b>Table 1: 2016 17 Student Enrollment and Demographic Information</b>	
Grades served:	PK-4
Total enrollment:	219
Percentage of students qualifying for free or reduced price meals:	66.21
Percentage of special education students:	6.85
Percentage of students with limited English proficiency:	0
Percentage of minority students:	89.96
Percentage of Asian students:	*
Percentage of Black students:	31.05
Percentage of Hispanic students:	47.48
Percentage of Caucasian students:	10.04

\*N<=5. Suppressed to protect student confidentiality.

<b>Table 2: School Culture and Climate Data</b>				
<b>Performance Metric:</b>	<b>2014-15:</b>	<b>2015-16:</b>	<b>2016-17:</b>	<b>State:</b>
Average daily attendance rate:	95.1%	95.3%	95.3%	
Chronic absenteeism rate:	10.5%	7.4%	7.3%	9.6%
Number of in-school suspensions:	*	*	*	*
Number of out-of-school suspensions:	16	*	*	*
Suspension rate (percentage of students with 1+ suspension):	4.7%	4.3%	*	7.0%
Number of expulsions:	0	0	0	*
Cohort graduation rate (if applicable):	N/A	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	N/A

Source: CSDE analysis based on district submitted and certified data

\*N<=5. The data are suppressed to ensure confidentiality

<b>Table 3: Student Waitlist and Mobility Information</b>			
<b>Performance Metric:</b>	<b>2014-15:</b>	<b>2015-16:</b>	<b>2016-17:</b>
Waitlist number:	117	243	220
Number of enrolled students who left during the school year:	7	8	8
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	8	9	10

**BRASS CITY CHARTER SCHOOL SMARTER BALANCED ASSESSMENT**

<b>Table 4: Smarter Balanced Assessment Percentage of students at level 3 and 4 (met/exceeded)</b>				
<b>Grades 3-4</b>	<b>**2015-16</b>	<b>2016-17</b>	<b>District-2016-17</b>	<b>State-2016-17</b>
<b>ELA</b>	<b>82.1</b>	<b>69.7</b>	<b>26.1</b>	<b>54.2</b>
<b>MATH</b>	<b>82.1</b>	<b>59.2</b>	<b>17.6</b>	<b>45.6</b>

<b>Grades 3 4 Smarter Balanced Assessment Percentage of students at level 3 and 4 (met/exceeded)</b>								
<b>GRADE</b>	<b>ELA 2015-16</b>	<b>ELA 2016-17</b>	<b>DISTRICT 2016-17</b>	<b>STATE 2016-17</b>	<b>MATH 2015-16</b>	<b>MATH 2016-17</b>	<b>DISTRICT 2016-17</b>	<b>STATE 2016-17</b>
<b>3</b>	<b>82.1</b>	<b>76.3</b>	<b>26.6</b>	<b>51.8</b>	<b>82.1</b>	<b>*</b>	<b>26.6</b>	<b>53.1</b>
<b>4</b>	<b>**</b>	<b>*</b>	<b>28.3</b>	<b>54.1</b>	<b>**</b>	<b>*</b>	<b>28.3</b>	<b>50.0</b>

\*The data are suppressed to ensure confidentiality.

\*\*Brass City did not offer Grade 4 in 2015-16 school year.

**Table 5: 2016 17 Reading Performance****i Ready**

Grade	Total Sample	Fall 2016 # Students at Proficiency	Total Sample	Winter 2017 # Students at Proficiency	Total Sample	Spring 2017 # Students at Proficiency	Fall - Spring Growth
K	N/A	N/A	34	24 (70.6%)	32	29 (90.6%)	N/A
1	34	7 (20.6%)	34	23 (67.6%)	34	29 (85.3%)	64.7%
2	37	13 (35.1%)	38	23 (60.5%)	36	28 (77.8%)	42.7%
3	39	18 (46.2%)	39	30 (76.9%)	38	32 (84.2%)	38.0%
4	39	16 (41.0%)	39	18 (46.1%)	38	16 (42.1%)	1.1%

**Table 6: 2016 17 Math Performance****i Ready**

Grade	Total Sample	Fall 2016 # Students at Proficiency	Total Sample	Winter 2017 # Students at Proficiency	Total Sample	Spring 2017 # Students at Proficiency	Fall - Spring Growth
K	N/A	N/A	34	10 (29.4%)	32	23 (71.9%)	N/A
1	34	3 (8.8%)	34	17 (50.0%)	34	27 (79.4%)	70.6%
2	37	4 (10.8%)	38	17 (44.7%)	36	26 (72.2%)	61.4%
3	39	7 (17.9%)	39	15 (38.5%)	38	28 (73.7%)	55.8%
4	39	12 (30.8%)	39	14 (35.9%)	38	18 (47.4%)	16.6%

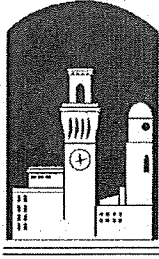
**Table 7: 2017 18 Reading Performance**

<b>i Ready</b>							
<b>Grade</b>	<b>Total Sample</b>	<b>Fall 2017 # Students at Proficiency</b>	<b>Total Sample</b>	<b>Winter 2018 # Students at Proficiency</b>	<b>Total Sample</b>	<b>Spring 2018 # Students at Proficiency</b>	<b>Interim Growth</b>
<b>K</b>	N/A	N/A	34	9 (26.5%)			N/A
<b>1</b>	36	7 (19.4%)	37	18 (48.6%)			29.2%
<b>2</b>	34	10 (29.4%)	34	17 (50.0%)			20.6%
<b>3</b>	40	19 (47.5%)	39	25 (64.2%)			16.6%
<b>4</b>	36	14 (38.9%)	36	22 (61.1%)			22.2%
<b>5</b>	39	11 (28.2%)	39	17 (43.6%)			15.4%

**Table 8: 2017 18 Math Performance**

<b>i Ready</b>							
<b>Grade</b>	<b>Total Sample</b>	<b>Fall 2017 # Students at Proficiency</b>	<b>Total Sample</b>	<b>Winter 2018 # Students at Proficiency</b>	<b>Total Sample</b>	<b>Spring 2017 # Students at Proficiency</b>	<b>Interim Growth</b>
<b>K</b>	N/A	N/A	34	5 (14.7%)			N/A
<b>1</b>	36	2 (5.6%)	37	14 (37.8%)			32.2%
<b>2</b>	34	5 (14.7%)	34	13 (38.2%)			23.5%
<b>3</b>	40	4 (10.0%)	39	14 (35.9%)			25.9%
<b>4</b>	36	10 (27.8%)	36	17 (47.2%)			19.4%
<b>5</b>	39	10 (25.6%)	39	15 (38.5%)			12.9%





**WATERBURY**  
Public Schools

*Today's Students, Tomorrow's Leaders*

*Dr. Kathleen M. Ouellette*  
*Superintendent*  
*Waterbury Public Schools*

September 11, 2017

Mr. Desi Nesmith  
Chief Turnaround Officer  
CT State Department of Education  
Box 2219  
Hartford, CT 06145

Dear Mr. Nesmith,

I am writing to you in support of the renewal of the charter for the Brass City Charter School, in Waterbury. As Superintendent of Schools for the Waterbury School District, I am cognizant of the large student population in Waterbury, and the desire of some parents in the community to have a variety of school options for their children. Brass City Charter School provides one such option. Charter School administrators have been willing partners, with whom the district enjoys a positive relationship.

Further, I understand that the Brass City Charter School, comprised entirely of Waterbury students, has a low chronic absenteeism rate (7.4%), and low student suspension rates. The charter school uses sound interim assessments and teaching strategies; and over eighty-two percent (82.1%) of Brass City Charter School students met or exceeded goal on SBAC.

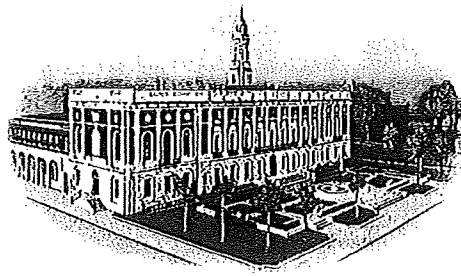
Plans by the Brass City Charter School to purchase the St. Margaret's Church, school, parish hall and convent buildings, indicate the intention of the Brass City Charter School to become a permanent fixture in the Willow Street community around the school. This commitment to Waterbury benefits the Brass City Charter School students and their families.

I support the renewal of the charter for Brass City Charter School. Thank you for this opportunity to contribute to the charter school renewal process.

Sincerely,

Dr. Kathleen M. Ouellette  
Superintendent of Schools

NEIL M. O'LEARY  
MAYOR



JOSEPH A. GEARY  
DIRECTOR OF OPERATIONS

OFFICE OF THE MAYOR  
**THE CITY OF WATERBURY**  
CONNECTICUT

October 12, 2017

To Members of the State Board of Education:

When the founders of Brass City Charter first introduced me to their plans to bring a charter school to Waterbury, I was immediately supportive. I believed in the overall goal of charters to serve as “centers for innovation and educational leadership to improve student performance and as a vehicle to reduce racial, ethnic and economic isolation”. We are proud to have BCCS, which was named a “school of distinction,” last year, in Waterbury providing a rigorous and holistic academic program to our city children.

BCCS has created some unique programs: an inquiry based science curriculum that was developed in collaboration with the CT Science Center, a daily music program where children learn to play string instruments as well as develop creative expression, self-efficacy, collaborative learning, and social responsibility. And a social-emotional focus supported by Yale’s Center for Emotional Intelligence RULER that helps children develop the emotional resiliency that is necessary for school success. These signature programs are part of BCCS’ attempt to improve student performance for urban children and it is doing just that!

Brass City Charter School represents the diversity and strength of Waterbury where parents care deeply for their children and wish for them a future that is bright and where they have the education that is necessary for success in an increasingly complex world.

It has been a pleasure to see how Waterbury has benefited from the existence of the school. It has enriched the options available with its unique panoply of

programs and commitment to excellence and provided not just a true alternative for parents and families but a unique opportunity to test new ways of teaching and alternative foci for developing children. But this experiment and opportunity is incomplete. Starting with grade pre K through grade 1, it has grown by a grade a year. Now with its fifth grade in place it is still three years from its initial vision of offering a comprehensive pre K to 8 school. I as Mayor stand solidly behind making that not only possible but a reality and support the renewal of Brass City Charter School's charter.

Respectfully,

A handwritten signature in black ink, appearing to read "Neil M. O'Leary". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Neil M. O'Leary

Mayor, Waterbury CT