

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:	
<ul style="list-style-type: none"> • Indicator 3.1: ECS currently serves 96 students, 19 percent reside in Winchester (the host district), 50 percent reside in Torrington (the majority sending district) and the remaining students come from 15 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 ECS’s waitlist information (Table 3 page 13) determined it maintains a positive waitlist of families beyond the available number of seats. In 2017-18, 12 students were on the waiting list. The waitlist has included students each year for the past three years. The October 2017 student enrollment (96) is four seats over the 2017-18 projected student enrollment. • Indicator 3.3: A review of ECS’s 2016-17 Public School Information System (PSIS) data reports students from minority groups represent 18.5 percent of ECS’s student population and 40.7 percent of students qualify for free and reduced-price meals. Explorations does not have any English learners (ELs) currently enrolled nor have they had any in the past. The percentage of special education students at ECS is 41.3 percent. While its special education population is almost three times the state average, to better reflect the demographics of the surrounding community, the school must seek to enroll more EL students. • Indicator 3.4: ECS demonstrates strong community support as evidenced by the letter (Attachment A) of support for the school from Ms. Melony M. Brady-Shanley, Superintendent of Winchester Public Schools. During the on-sites visit, CSDE staff interviewed parents of students attending the school and several students. All described the strong commination 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. Over 20 individuals attended the October 26, 2017, renewal public hearing, and 10 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 ECS’s student average daily attendance, chronic absenteeism and suspension rates (Table 2, page 13) are of concern with small signs of improvement. The average daily attendance rate of students in 2016-17 of 91.5 percent while below the state goal of 95 percent has improved from 90.2 percent in 2014-15. Student chronic absenteeism rate of 28.8 percent in 2016-17 is almost three times the state average of 9.9 percent, it has been reduced from 30.6 percent in 2015-16. The suspension rate of 17.4 percent is well above the 2016-17 state average of 6.7 percent, down from the 20.7 percent in 2015-16. ESC must take measures to remedy student attendance 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 checked="" type="checkbox"/> M <input 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:	
<ul style="list-style-type: none"> <p>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.</p> <p>Indicator 4.2: A review of ECS 2016-17 Public School Information System (PSIS) data reports the percentage of special education students at the school was 41.3 percent. Many of these students have emotional and behavioral disorders, anxiety disorders, and or have a 504 plan. To address student needs Explorations has hired a third full-time Special Education Teacher to provide more intensive instruction to the growing Special Education population, as well as, a full-time Guidance Counselor who provides lessons targeted to address identified student needs. The school also employs a social worker who provides services as identified in student Individualized Education Programs (IEPs).</p> <p>Staff have participated in Life Space Crisis Intervention (LSCI) training to support all students, particularly those with emotional and behavioral difficulties. The school has also developed and implemented behavior contracts that are signed by students and parents, and help to ensure awareness of behavioral expectations. Weekly review of discipline referrals and contact with parents are also supports in place that provide valuable feedback on the effectiveness of interventions to inform program implementation.</p> <p>Planning and Placement Team (PPT) meetings are joint endeavors including an Explorations administrator, district of residence administrator and other appropriate staff from Explorations and the district of residence. Dialogue regarding the development and revisions of Individualized Education Programs (IEPs) are common practice at Explorations and include meetings with parents. Explorations issues invitations for PPT meetings and utilizes IEP Direct (an electronic program for developing and managing IEPs) to facilitate the development of documents. When initial referrals are needed Explorations issues required paperwork to the appropriate parties. Once evaluations have been conducted by the district of residence, Explorations will reconvene the PPT to review results of evaluations and to make recommendations. Based on these recommendations, Explorations will respond as required to meet the student’s needs.</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> 	

- **Indicator 4.3:** Classroom observations and staff interviews by the CSDE English Learner consultant during the site visit determined that the school does not currently have any identified English learners nor has it in the past. A review of ECS’s English learner (EL) policies and procedures determined amendments were required to fully align to federal and state guidelines. ECS has drafted and submitted to the CSDE amendments of its EL policies and procedures, which are currently under review and is expected to be completed by March 2018.
- **Indicator 4.4:** ECS 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 and found its staff to be in compliance teacher certification.
- **Indicator 4.6:** A review of ECS 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:	Approved by:
Robert Kelly, Charter School Program Manager	Desi D. Nesmith, Chief Turnaround Officer

EXPLORATIONS CHARTER SCHOOL DATA

Table 1: 2016 17 Student Enrollment and Demographic Information

Grades served:	9-12
Total enrollment:	92
Percentage of students qualifying for free or reduced price meals:	40.7%
Percentage of special education students:	41.3%
Percentage of students with limited English proficiency:	0%
Percentage of minority students:	18.5%
Percentage American Indian or Alaska Native:	*
Percentage of Asian students:	*
Percentage of Black students:	*
Percentage of Hispanic students:	14.1%
Percentage of Two or More Races:	*
Percentage of Caucasian students:	81.5%

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

Table 2: School Culture and Climate Data

Performance Metric:	2014-15:	2015-16:	2016-17:	STATE
Average daily attendance rate:	90.2%	90.9%	91.5%	
Chronic absenteeism rate:	28.4%	30.6%	28.8%	9.9%
Number of in-school suspensions:	11	12	10	
Number of out-of-school suspensions:	7	16	10	
Suspension rate (% students with 1+ suspension):	15.3%	20.7%	17.4%	6.7%
Number of expulsions:	0	0	0	
Cohort graduation rate (if applicable):	*	74.1%	N/A	87.4%
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	82.0%

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

Table 3: Student Waitlist and Mobility Information

Performance Metric:	2015-16:	2016-17:	2017-18:
Waitlist number:	6	4	12
Number of enrolled students who left during the school year:	15	12	17
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	3	7	3

EXPLORATIONS CHARTER SCHOOL SCHOLASTIC APTITUDE TEST DATA

Table 4: SAT Performance						
SAT	ELA 2016 17			Math 2016 17		
Metric	Exploration	Torrington	State	Exploration	Torrington	State
Percentage of students at level 3 and 4 (met/exceeded)	*	54.9	65.0	*	23.80	39.3

*Data suppressed to ensure student data privacy.

2016-17

Table 5: 2016 17 Reading Performance							
Star 360							
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
9	18	6 (33.3%)	17	7 (41/2%)	15	7 (46.7%)	13.4%
10	31	10 (32.3%)	26	12 (46.2%)	23	11 (47.8%)	15.5%
11	27	12 (44.4%)	25	11 (44%)	24	13 (54.2%)	9.8%
12	22	10 (45.5%)	20	12 (60%)	20	14 (70%)	24.5%

Table 6: 2016 17 Math Performance							
Star 360							
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
9	18	7 (38.9%)	17	9 (52.3%)	15	10 (66.7%)	27.8%
10	31	10 (32.3%)	26	10 (38.5%)	23	11 (47.8%)	15.5%
11	27	12 (44.4%)	25	14 (56%)	24	15 (62.5%)	18.1%
12	22	13 (59.1%)	20	14 (70%)	20	15 (75%)	15.9%

2017-18

Table 7: 2017 18 Reading Performance

Star 360							
Grade	Total Sample	Fall 2017 # Students at Proficiency	Total Sample	Winter 2018 # Students at Proficiency	Total Sample	Spring 2018 # Students at Proficiency	Fall – Spring Growth
9	19	3 (15.8%)	N/A	N/A	N/A	N/A	N/A
10	21	8 (38%)	N/A	N/A	N/A	N/A	N/A
11	30	14 (50%)	N/A	N/A	N/A	N/A	N/A
12	26	11 (42.3%)	N/A	N/A	N/A	N/A	N/A

Table 8: 2017 18 Math Performance

Star 360							
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
9	19	2 (10.5%)	N/A	N/A	N/A	N/A	N/A
10	21	7 (33.3%)	N/A	N/A	N/A	N/A	N/A
11	30	14 (46.7%)	N/A	N/A	N/A	N/A	N/A
12	25	13 (52%)	N/A	N/A	N/A	N/A	N/A

***Note, winter testing will occur February 6-15 and Spring Testing will occur May 8-17.**



WINCHESTER BOARD OF EDUCATION

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MELONY BRADY-SHANLEY - SUPERINTENDENT OF SCHOOLS

RECEIVED

August 31, 2017

SEP 5 - 2017

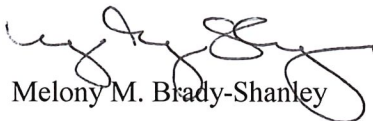
Chief Turnaround Office
CT State Dept. of Education

Dear Mr. Nesmith,

On behalf of the Winchester Public Schools, we wish to extend our support of the Explorations Charter School in Winsted, CT. Explorations has proven to be a willing and able co-partner in the education of the children of Winchester. Currently, our two organizations are routinely communicating, engaging on various educational projects, and working collaboratively to support the specific needs of selected students.

We look forward to a long and fruitful relationship with Explorations Charter School. If you should have any further questions, please contact me.

Sincerely,



Melony M. Brady-Shanley

BETTER TOGETHER – EVERYONE, EVERYDAY.

www.winchesterschools.org