

V.D.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:
May 2, 2018

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of New Beginnings Family Academy from July 1, 2018, through June 30, 2021, subject to the Commissioner's May 2, 2018, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this second day of May, Two Thousand Eighteen.

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, Commissioner of Education

DATE: May 2, 2018

SUBJECT: Renewal of State Charter – New Beginnings Family Academy, Bridgeport

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

New Beginnings Family Academy (NBFA) opened in the fall of 2002 and serves 497 students in Grades PK-8, 98 percent reside in Bridgeport (host district), and the remaining students come from three area towns. Table 1 on page 14, of the attached Charter Renewal Report provides 2016-17 student enrollment and demographic data. 92.9 percent of NBFA's students qualify for free or reduced price meals, and 7.4 percent of the students receive special education services. NBFA's mission states, in part, "...provide students a meaningful, high-quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. This gives all children a foundation to achieve their full potential at every stage of life." The school maintains an average class size of 18 students. It employs two adults per classroom up to Grade 6 to support the full range of learners in each classroom. It has implemented Responsive Classroom and Restorative Practices.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of NBFA's charter on October 20, 2017. 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. NBFA 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 5, 2017, the CSDE renewal team conducted an on-site visit at NBFA. The purpose of the visit was to observe NBFA's programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence collected during the visit were 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 NBFA from the Superintendent of Bridgeport Public Schools and from contiguous school districts: Fairfield, Stratford, and Trumbull. No responses to the solicitation were received.

Public Hearing: Erik M. Clemons, member of the SBE, and CSDE staff held a public hearing on November 9, 2017, in the city of Bridgeport, and heard from 17 individuals on the potential charter renewal of NBFA and the impact it is having on the community. Public hearing participants included members of the NBFA community, including family members, students, school staff and community members. Over 35 people attended the public hearing. Seventeen 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 Next Generation Accountability Report 2016-17 (see attached), indicates NBFA's performance and success 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 NBFA's last three certified financial audits.
- Chronic absenteeism rate for all students of 10.3 percent is slightly above the state average of 9.9 percent.
- Chronic absenteeism rate for the high needs students of 10.7 percent is 5.1 percentage points lower than the state average of 15.8 percent.
- The suspension rate for 2016-17 is (data suppressed to ensure student privacy), below state average of 6.7 percent. The number of in-school suspensions has been at or near zero over the last three years and the out-of-school suspensions has been drastically reduced from 103 suspensions in 2015-16 to less than or equal to five suspensions for 2016-17 (data suppressed to ensure student privacy).
- Average daily attendance rate of students over the last three years are, 94.3 percent in 2014-15, 95.0 percent in 2015-16 and 94.5 percent in 2016-17, the state goal is 95.0 percent.
- One hundred percent student participation rate on the Smarter Balanced Assessment in all categories.

Areas of concern include:

- The percentage of NBFA students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced English Language Arts (ELA) assessment (Table 4) is 24.6 percent in Grades 3-8. While this is above Bridgeport at 22.4 by 2.2 percentage points, it is 31.8 percentage points below the state average of 54.2.
- The percentage of NBFA students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced ELA assessment (Table 4) has dropped over the last two years, from 31.6 percent in 2015-16 to 24.6 percent in 2016-17, a reduction of 7 percentage points in Grades 3-8.
- The percentage of NBFA students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced Mathematics assessment (Table 4) is 11.9 percent in Grades 3-8. This is below Bridgeport at 13.4 by 1.5 percentage points and 33.7 percentage points below the state average of 45.6.
- The percentage of NBFA students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced Mathematics assessment (Table 4) has dropped over the last two years, from 19.8 percent in 2015-16 to 11.9 percent in 2016-17, a reduction of 7.9 percentage points in Grades 3-8.

- The percentage of NBFA students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced ELA assessment is 17.6 percent in Grade 3. This is 3.7 percentage points below Bridgeport's 21.3 percent and 35.5 percentage points below the state average of 53.1 percent.
- The percentage of NBFA students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced ELA assessment is 19.4 percent in Grade 4. This is 0.5 percentage points below Bridgeport's 19.9 percent and 34.7 percentage points below the state average 54.1 percent.
- The percentage of NBFA students achieving at or above proficiency (level 3 and 4) on the Smarter Balanced Mathematics assessment is 17.6 percent in Grade 3. This is 6.3 percentage points below Bridgeport's 23.9 percent and 34.2 percentage points below the state average of 51.8 percent.
- The Grade 3 cohort of students achieved 23.8 percent at or above proficiency (level 3 and 4) on the 2015-16 Smarter Balanced Assessment in ELA, and dropped 4.4 percentage points to 19.4 percent in 2016-17 for Grade 4.
- The Grade 5 cohort of students achieved 31.1 percent at or above proficiency (level 3 and 4) on the 2015-16 Smarter Balanced Assessment in ELA, and dropped 5.5 percentage points to 25.6 percent in 2016-17 for Grade 6.
- The Grade 3 cohort of students achieved 25.4 percent at or above proficiency (level 3 and 4) on the 2015-16 Smarter Balanced Assessment in Mathematics, and dropped 10.9 percentage points to 14.5 percent in 2016-17 for Grade 4.
- The Grade 6 cohort of students achieved 29.4 percent at or above proficiency (level 3 and 4) on the 2015-16 Smarter Balanced Assessment in Mathematics, and dropped 10.6 percentage points to 18.8 percent in 2016-17 for Grade 7.
- The average percentage of growth target achieved for all students on the 2016-17 Smarter Balanced Assessment in ELA of 47.6 percent is below the state average of 55.4 percent.
- The average percentage of growth target achieved for all students on the 2016-17 Smarter Balanced Assessment in Mathematics of 37.5 percent is below the state average of 61.7 percent.
- One of two special education teachers employed at the school left in early January 2018 and has not been replaced. Special education services are not being provided in accordance with students' individualized education programs (IEPs).
- NBFA's English learner (EL) policies and procedures require amendments to fully align to federal and state guidelines. There is a significant difference in the school's rate of EL enrollment compared to the host district's rate of EL enrollment.

Charter Renewal Recommendation

NBFA's student performance on the Smarter Balanced Assessment in ELA and Mathematics has declined over the last two years, student rates of proficiency on the test are consistently below the state it has also fallen below that of the host district in some instances. NBFA must focus on providing increased explicit instruction in the development of foundational skills in reading and Mathematics as evidenced by the deficits in student achievement. The Turnaround Office will work with NBFA to develop a corrective plan focusing on student achievement:

- Implementation of a comprehensive assessment plan with continued usage of pre-and post-assessment of basic skills. The universal screening will indicate whether future diagnostic testing is required and the level of intervention that is necessary to improve student achievement. The post assessment will provide evidence of the rate of growth, determine student competency, and the achievement of growth targets.
- Development of data driven decision-making systems that collect and analyze student growth and performance relative to peers. The data will help inform long-range goals, instruction, and efficacy of interventions for each student.
- Adjustment of school schedule to provide additional targeted, intensive instruction in reading and mathematics for the neediest students. This time needs to be in addition to the core mathematics and English language arts instruction.
- Incorporation of research-based instruction and interventions on decoding, fluency, and numeracy in order to increase students' achievement levels in reading and mathematics.
- Utilization of high interest/low readability texts in multiple content areas that are matched to students' independent reading level/Lexile score to enable practice of reading more fluently, therefore, increasing comprehension.
- Continued evaluation and revamping of curricular materials, instructional strategies and practices to ensure alignment to the Connecticut Core State Standards and the inherent level of rigor, particularly in the areas of early literacy and Mathematics. Specific efforts need to focus on differentiation in order to support student access to content.

Based on NBFA's performance indicators, the CSDE recommends that the SBE renew the school's charter for a period of three years, with the knowledge that pursuant to subsection (h) of Sec.10-66bb(h), of the C.G.S., the Commissioner will place NBFA on probation and require the charter school to file a corrective action plan within the statutorily-prescribed timelines.

While the Commissioner recommends the renewal of NBFA from July 1, 2018, through June 30, 2021, the Commissioner's letter of probation, separate from this action, will include the following provisions:

1. By May 7, 2018, as required by C.G.S. § 10-66bb(h), the Commissioner shall provide written notice to NBFA of the length and reasons for probation.
2. By May 7, 2018, as required by C.G.S. § 10-66bb(h), the Commissioner shall notify parents and guardians of students attending the school of the probationary status and the reasons for such status.
3. By June 5, 2018, NBFA shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include measures to improve student academic achievement. The plan shall be developed in consultation with CSDE's Turnaround Office. NBFA shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

4. CSDE will, on a bi-monthly basis, review and monitor NBFA's year-to-date progress at improving student academic achievement.
5. CSDE will conduct an interim site visit in August and November of 2018, and February of 2019 to review academic progress.
6. In the spring of 2019, pending State Board of Education notification, the Commissioner will evaluate NBFA's satisfaction of the forgoing issues and determine the status of NBFA's probation.

The CSDE will notify New Beginnings Family Academy of action taken by the SBE following its meeting on May 2, 2018. The school will be advised to take advantage of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure that New Beginnings Family Academy 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 | 2018

Charter School Information:		
Charter School Name:	New Beginnings Family Academy (NBFA)	
School Director:	Ronelle P. Swagerty,	
School Board Chairperson:	Claire Foerster	
Location (City/Town):	Bridgeport	
Rating Key:		
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.	
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.	
Does Not Meet	The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.	
Standard 1: School Performance Indicators	Points/Max	% Points Earned
Accountability Index:	498.0/900	55.3
Notes and Evidence:		
<p>The 2016-17 NBFA Accountability Index score of 55.3 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. NBFA’s accountability score of 29.2 places its performance in the bottom quartile, which does not meet Standard 1. NBFA’s 2016-17 Next Generation Accountability Report is shown in detail on the next page.</p>		



Next Generation Accountability Report: 2016-17

Choose a District

New Beginnings Inc Family Academy District

No:	Indicator	Index/Rate ¹	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	56.8	75	37.8	50	75.7%	67.1
1b.	ELA Performance Index – High Needs Students	56.4	75	37.6	50	75.2%	55.9
1c.	Math Performance Index – All Students	47.4	75	31.6	50	63.2%	62.2
1d.	Math Performance Index – High Needs Students	47.0	75	31.4	50	62.7%	50.5
1e.	Science Performance Index – All Students	44.2	75	29.5	50	58.9%	55.3
1f.	Science Performance Index – High Needs Students	44.1	75	29.4	50	58.8%	45.2
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	47.6%	100	47.6	100	47.6%	55.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	47.1%	100	47.1	100	47.1%	49.8%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	37.5%	100	37.5	100	37.5%	61.7%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	36.6%	100	36.6	100	36.6%	53.7%
4a.	Chronic Absenteeism – All Students	10.3%	<=5%	39.3	50	78.7%	9.9%
4b.	Chronic Absenteeism – High Needs Students	10.7%	<=5%	38.6	50	77.2%	15.8%
5	Preparation for CCR – % taking courses		75%	0.0	0		70.7%
6	Preparation for CCR – % passing exams		75%	0.0	0		43.5%
7	On-track to High School Graduation	91.7%	94%	48.8	50	97.5%	87.8%
8	4-year Graduation All Students (2016 Cohort)		94%	0.0	0		87.4%
9	6-year Graduation - High Needs Students (2014 Cohort)		94%	0.0	0		82.0%
10	Postsecondary Entrance (Class of 2016)		75%	0.0	0		72.0%
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0% 7.8%	75%	5.2	50	10.4%	92.0% 51.6%
12	Arts Access		60%	0.0	0		50.5%
Accountability Index				498.0	900	55.3%	

¹ Unrounded index/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		56.4		16.7	
Math Performance Index Gap		47.0		18.7	
Science Performance Index Gap		44.1		16.6	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

* 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	100.0%
Science – High Needs Students	100.0%

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:

- Indicator 2.1:** CSDE site visit staff reviewed NBFA’s last three certified financial audits and uncovered no significant findings, conditions or internal control weakness.
- Indicator 2.2:** CSDE site visit staff reviewed NBFA’s last three certified financial audits, Accounting Policies and Procedures Manual (APPM) and budgets, interviewed the school business manager, school director and governing board members. The reviewers determined NBFA completed on-time submission of certified audits and annual budgets. Staff from CSDE’s Office of Internal Audit determined the APPM lacks standard sections of an APPM. The missing items include contract approval thresholds, response to audit findings, thresholds for credit card purchases and check signing, daily cash receipts and deposits. The CSDE has received and is currently reviewing NBFA’s corrective action plan and draft revisions to its APPM and expects it to be completed by April 2018.
- Indicator 2.3:** Staff from CSDE’s Office of Internal Audit reviewed NBFA’s last three certified financial audits and determined NBFA’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 NBFA’s school policies regarding conflict of interest were found in compliance with CSDE administrative oversight guidelines. NBFA’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. A review of NBFA’s school policies regarding nepotism require amendments to comply with CSDE guidelines. The school is in the process of making changes to its policies. The CSDE expects the policy to be revised, reviewed and in compliance by May 2018.
- Indicator 2.5:** As evidenced by the site visit, NBFA has a well-maintained school facility to support teaching and learning. The facility has been approved by the Bridgeport 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 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 checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 3.1:** NBFA currently serves 497 students, 98 percent reside in Bridgeport (the host district) and the remaining students come 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 NBFA’s waitlist information (Table 3 page 14) determined it maintains a positive waitlist of families beyond the available number of seats. In 2017-18, 168 students were on the waiting list. The waitlist has included students each year for the past three years. The Eligible October 2017 Student Enrollment (497) is two seats below the 2017-18 projected student enrollment.
- Indicator 3.3:** A review of NBFA’s 2016-17 Public School Information System (PSIS) data reports students from minority groups represent 97.6 percent of NBFA’s student population and 92.9 percent of students qualify for free and reduced-price meals. NBFA does not have any English learners (ELs) currently enrolled at the school and has had small numbers of ELs in the past. The percentage of special education students at NBFA is 7.4 percent. To better reflect the demographics of the surrounding community, the school must seek to enroll more EL students.
- Indicator 3.4:** NBFA 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. During the on-sites visit, CSDE staff interviewed five parents of students attending the school. 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 80 individuals attended the November 16, 2017, renewal public hearing, and 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:** School culture and climate policies reviewed by CSDE site visit staff were clear and concise. Classroom observations revealed consistent implementation of behavior intervention monitoring. A review of NBFA’s 2016-17 school culture and climate data (Table 2, page 14) reports the average daily attendance rate of students over the last three years is at or around the state goal of 95 percent. Student chronic absenteeism rate of 10.3 percent in 2016-17 is slightly over the state average of 9.9 percent. The suspension rate for 2016-17 is below the state average of 6.7 percent and suppressed to ensure student data privacy.

Standard 4: Legal Compliance Indicators	Rating
4.1. Open Meetings/Information Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.2. Students with Disabilities	<input type="checkbox"/> M <input type="checkbox"/> PA <input checked="" type="checkbox"/> DNM
4.3. English Learners	<input type="checkbox"/> M <input type="checkbox"/> PA <input checked="" 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:	
<ul style="list-style-type: none"> <p>Indicator 4.1: The school website does not contain the 2017-18, Governing Board meeting schedule and some agendas and minutes of prior year meetings are missing. The law requires the Board to post on the internet the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board. The school indicates these things will be posted by April 2018. This must be done going forward. 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 NBFA 2016-17 Public School Information System (PSIS) data reports the percentage of special education students at the school was 7.4 percent. During the renewal site visit the CSDE Special Education Consultant reviewed seven randomly selected special education student files for review, interviewed NBFA special education staff 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). Additionally, the Education Consultant participated in group meetings with NBFA parents, including parents of children with disabilities receiving services under IDEA, teachers, and administration.</p> <p>At the time of the CSDE site visit, NBFA had two full-time special education teachers serving 33 students receiving special education services. Staff employed by Bridgeport Public Schools are assigned to NBFA to provide related services to students in order to provide the services that are included in student individualized education programs (IEPs) and provide supports to students so that the students are able to access the general education curriculum as appropriate. Additionally, a BPS school psychologist is assigned to NBFA to consult with staff on an as needed basis and to conduct evaluations.</p> <p>Planning and Placement Team (PPT) meetings are joint endeavors including an NBFA administrator, district of residence administrator and other appropriate staff from NBFA and the district of residence. Dialogue regarding the development and revisions of Individualized Education Programs (IEPs) are common practice at NBFA and include meetings with parents.</p> <p>Student education files are kept in locked file cabinets in a secure staff office. The reviewed files were well organized and maintained. The review exposed deficiencies in the student IEPs including: lack of individual sign-in access sheets, lack of all progress reporting to parents in each student file, and revised present levels that comply with IDEA requirements. After the site visit, the deficiencies were relayed to the school and the school has addressed them.</p> 	

Shortly after the CSDE conducted its site visit in December of 2017, one of the two special education teachers left the school and a replacement has not been hired. The position has remained vacant for over three months and as a result, special education services have not been provided in accordance with students' IEPs. The school is not meeting student needs and does not meet the standard.

The school indicates and this office has verified that the position has been posted on CTReap.net, Idealist and Indeed as well as other on-line engines. NBFA maintains that in the interim its resource teacher has been managing cases and works with two certified, general education teachers to provide as many students as possible the hours of support stated in student IEPs. The school has committed to providing compensatory education services to those students that require such services over the 2018 summer until all required compensatory services are fulfilled. Affected students and their families have been notified of the lack of services and its plans for compensatory services. The school is required to submit a written report to Robert Kelly at the CSDE monthly, beginning on May 11, 2018, with information about whether a special education teacher has been hired, the dates student PPT meetings have been held, the PPT's determination regarding the student's need for compensatory education services, and the steps being taken to deliver the compensatory education services to students including schedules for delivering the services and a list of responsible staff.

- **Indicator 4.3:** The school acknowledges that in previous years, they were not identifying ELs with a Home Language Survey and screening. This 2017-18 school year the school is aware of and following statewide identification and annual assessment procedures. A review of NBFA's English learner (EL) policies and procedures determined amendments were required to fully align to federal and state guidelines. NBFA anticipates full compliance with its policies and procedures this summer 2018. Various stakeholders at the school acknowledge that there is a significant difference in the school's rate of EL enrollment compared to the host district's (Bridgeport) rate of EL enrollment. The school is working to further enhance its outreach in the community to attract a more diverse range of students, and it has begun to implement more inclusive practices, such as providing information about the school and robo-calls in both English and Spanish.
- **Indicator 4.4:** NBFA 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 with teacher certification.
- **Indicator 4.6:** A review of NBFA 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

NEW BEGINNINGS FAMILY ACADEMY DATA

Table 1: 2016-17 Student Enrollment and Demographic Information

Grades served:	PK - 8
Total enrollment:	499
Percentage of students qualifying for free or reduced price meals:	92.9%
Percentage of special education students:	7.4%
Percentage of students with limited English proficiency:	0%
Percentage of minority students:	97.6%
Percentage American Indian or Alaska Native:	*
Percentage of Asian students:	0%
Percentage of Black students:	64.1%
Percentage of Hispanic students:	31.9%
Percentage of Two or More Races:	*
Percentage of Caucasian students:	2.4

*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:	94.3%	95.0%	94.5	
Chronic absenteeism rate:	17.1%	7.4%	10.3%	9.9%
Number of in-school suspensions:	*	0	0	
Number of out-of-school suspensions:	106	103	*	
Suspension rate (% students with 1+ suspension):	12.3%	15.2%	*	6.7%
Number of expulsions:	0	0	0	
Cohort graduation rate (if applicable):	N/A	N/A	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:	431	446	168
Number of enrolled students who left during the school year:	43	24	
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	46	53	

NEW BEGINNINGS FAMILY ACADEMY CHARTER SCHOOL SMARTER BALANCED ASSESSMENT

Table 4:

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

Grades 3-8	2015-16	2016-17	District-2016-17	State-2016-17
ELA	31.6	24.6	22.4	54.2
MATH	19.8	11.9	13.4	45.6

Grades 3-8

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

GRADE	ELA 2015-16	ELA 2016-17	DISTRICT 2016-17	STATE 2016-17	MATH 2015-16	MATH 2016-17	DISTRICT 2016-17	STATE 2016-17
3	23.8	17.6	23.9	51.8	25.4	17.6	21.3	53.1
4	19.4	19.4	19.9	54.1	*	14.5	14.4	50.0
5	31.1	27.3	23.1	56.3	22.2	*	8.7	42.9
6	*	25.6	22.6	54.0	29.4	*	11.2	43.6
7	30.0	37.5	21.3	54.9	*	18.8	11.3	42.7
8	*	*	23.8	53.7	*	*	12.2	41.8