

VII.A.

**Connecticut State Board of Education
Hartford**

To Be Proposed:

March 1, 2023

Resolved, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Park City Prep Charter School from July 1, 2023, through June 30, 2028, subject to the Commissioner's March 1, 2023, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this first day of March, Two Thousand Twenty-Three.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: March 1, 2023

Subject: Renewal of State Charter: Park City Prep Charter School, 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, data submissions, 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

Park City Prep Charter School (Park City) opened in the fall of 2006. The latest CSDE un-audited student enrollment data from 2022-23 reports 383 students in Grades 4-8 with 98.2 percent residing in Bridgeport (the host district), and the remaining 1.8 percent of students coming from six area towns. Park City has a maximum approved student enrollment of 435 seats serving Grades 4-8. The school received the SBE's approval on June 13, 2022, to add Grade 4 and increase student enrollment from 360 seats to 435 seats for fiscal year 2022-23. The school opened this fiscal year serving one class in Grade 4 with a total enrollment of 383 students and anticipates expanding Grade 4 enrollment over the next two fiscal years to meet the approved enrollment of 435 students. Table 1 on page 12 of the attached Charter Renewal Report provides the latest available audited 2021-22 student enrollment and demographic data. Seventy-five point one percent of Park City students qualify for free or reduced-price meals and 8.6 percent of the students receive special education services. The mission of Park City is to "maximize the academic achievement of each student in preparation for admission to, and success at, selective college preparatory high schools." The school reported that 95 percent of its 2022 graduating eighth graders gained admission to one or more selective private and/or public choice high schools.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of Park City's charter on September 9, 2022. 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. Park City submitted data and evidence to substantiate the charter school's written responses.

A renewal team comprised of the CSDE staff with expertise in curriculum, assessments, special education, multilingual learners/English learners (MLs/ELs), school management, finance, and school governance reviewed the renewal application and requested clarification and additional information where necessary.

Renewal Site Visit: On October 20, 2022, the CSDE renewal team conducted an onsite visit at Park City. The purpose of the onsite visit was to observe Park City 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 onsite visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, students, 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 Park City from the Superintendent of Bridgeport Public Schools (BPS) and from contiguous school districts: Fairfield, Stratford, and Trumbull. The CSDE received a letter supporting the renewal of Park City's charter from Mr. Stephen Tracy, Interim Superintendent of Fairfield Public Schools (see Attachment A).

Public Hearing: Martha Paluch Prou, member of the SBE, and the CSDE staff held a public hearing on November 8, 2022, in the city of Bridgeport, and heard from individuals on the potential charter renewal of Park City and the impact it is having on the community. Public hearing participants included members of the Park City community, including family members, students, graduates, and school staff. Over 100 people attended the public hearing. Nineteen 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.

Review of Documents and Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report and the state student data (beginning on page 6) indicates Park City's performance according to the four performance standards. The report highlights school strengths and areas for continued growth.

Areas of Strengths Include:

- Park City's 2021-22 Accountability Index score of 72.7 percent is 3.0 percentage points above the state average of 69.7 percent and outperforms Bridgeport's 59.8 percent by 12.9 percentage points.
- The school's 2017-18 through 2021-22 English language arts (ELA) Performance Index-All Students has improved by 7.1 index points over the period, going from an index of 57.9 in 2017-18 to an index of 65.0 in 2021-22, and exceeded the host district over the three reporting periods and the state in 2021-22.
- A pre-pandemic 2018-19, post-pandemic 2021-22 Park City to state comparison of the ELA Performance Index-All Students showed Park City's performance declined by 0.1 index point, going from an index of 65.1 in 2018-19 to an index of 65.0 in 2021-22, which is less than the decline experienced by the state of 3.5 index points, going from an index of 67.7 2018-19 to an index of 64.2 in 2021-22.
- The school's 2017-18 through 2021-22 ELA Academic Growth-All Students has improved over the period, going from 54.6 percent in 2017-18 to 77.2 percent in 2021-22, eclipsing the host district and state in 2018-19 and 2021-22.
- Park City's 2017-18 through 2021-22 Mathematics Performance Index-All Students has improved by 4.7 index points over the period, going from an index of 52.5 in 2017-18 to an index of 57.2 in 2021-22, and exceeded the host district over the three reporting periods and within 1.4 index points of the state in 2021-22.
- A pre-pandemic 2018-19, post-pandemic 2021-22 Park City to state comparison of the school's Mathematics Performance Index-All Students showed Park City's performance declined by 1.2 index points, going from an index of 58.4 in 2018-19 to an index of 57.2 in 2021-22, which is less than the decline experienced by the state of 4.5 index points, going from an index of 63.1 points in 2018-19 to an index of 58.6 in 2021-22.
- The school's 2017-18 through 2021-22 Mathematics Academic Growth-All Students has improved over the period, going from 64.5 percent in 2017-18 to 75.7 percent in 2021-22, eclipsing the host district and state in 2018-19 and 2021-22.
- Park City's ELA Performance Index-High Needs Students of 63.9 in 2018-19 and 63.3 in 2021-22 exceeded the host district and the state.

- A pre-pandemic 2018-19, post-pandemic 2021-22 Park City to state comparison of the school's ELA Performance Index-High Needs Students showed Park City's performance declined by 0.6 index points, going from an index of 63.9 in 2018-19 to an index of 63.3 in 2021-22, which is less than the decline experienced by the state of 3.9 index points, going from an index of 58.1 in 2018-19 to an index of 54.2 in 2021-22.
- The school's 2017-18 through 2021-22 ELA Academic Growth-High Needs Students has improved over the period, going from 53.7 percent in 2017-18 to 76.3 percent in 2021-22, eclipsing the host district and state in 2018-19 and 2021-22.
- Park City's Mathematics Performance Index-High Needs Students of 57.4 in 2018-19 and 55.7 in 2021-22 exceeded the host district and the state.
- A pre-pandemic 2018-19, post-pandemic 2021-22 Park City to state comparison of the school's Mathematics Performance Index-High Needs Students showed Park City's performance declined by 1.7 index points, going from an index of 57.4 in 2018-19 to an index of 55.7 in 2021-22, which is less than the decline experienced by the state of 5.0 index points, going from an index of 52.7 in 2018-19 to an index of 47.7 in 2021-22.
- The school's 2017-18 through 2021-22 Mathematics Academic Growth-High Needs Students has improved over the period, going from 65.0 percent in 2017-18 to 75.7 percent in 2021-22, eclipsing the host district and state in each of the three years reported.
- A review of Park City's chronic absenteeism rates of 3.7 percent in 2018-19, 7.4 percent in 2019-20, and 15.9 percent in 2021-22 show while trending up, Park City's chronic absenteeism rates have consistently remained below the state and host district averages in each of the three years reported.
- The school's suspension rates of 7.5 percent in 2018-19, 4.1 percent in 2019-20 and 3.8 percent in 2021-22 have trended down and have remained below the state and host district averages in each of the last two years reported.
- Park City's 2019-20 and 2021-22 Discipline Tier based on Suspensions/Expulsions data has remained at Tier 1, the highest designation achieved by districts with low suspension rates and low racial/ethnic disparities in discipline data compared to all other districts.
- Overall, Park City's student body reflects the demographics of the surrounding community.
- Park City complies with the Teacher Education and Mentoring (TEAM) Program and the Educator Evaluation and Support Plan (EESP).
- The school demonstrates strong community support as evidenced by testimony provided by individuals at the public hearing and interviews with parents and students during the site visit.
- Park City's website and governing board of directors' documents demonstrate that the governing board of directors' meetings are open and accessible to the public.
- No significant findings, conditions, or internal weaknesses were uncovered in Park City's three most recent certified financial audits.
- The school's governance, management, and financial policies and procedures are in good standing.

A review of the school's finances found it to be financially viable.

Area for Continued Growth Include:

- A review of Park City's state certified staff file and the school's employee roster determined 0.5 full-time equivalent staff are not properly certified. The school has issued a plan to attain certification for the staff by end of this school year.

Conclusion

Park City Prep Charter School is providing its students, families, and community with a viable public school choice option, achieving its mission, and making strides in closing Connecticut's achievement gap. The school's suspension rates are below the host district and state averages and have remained so over the two years reported (2019-20 and 2021-22). Park City's Tier 1 Discipline designation is representative of a school that equitably implements clear and consistent behavioral policies and procedures across the students it serves. The school's chronic absenteeism rates have remained low in 2018-19 and 2019-20 school years. While during the COVID-19 pandemic in 2021-22 Park City experienced an increase in chronic absenteeism; the increase was not as significant as those experienced by the host district and state and remained below the state and host district. To meet student needs, school administration and staff have developed systems and supports to identify students and families with attendance issues, determine the root causes, and provide supports and resources to address barriers that negatively affect student attendance. Park City's decline in student achievement proficiency rates (ELA and Mathematics Performance Index—All Students and High Needs Students), during the pandemic, was less significant than that experienced by the state. Park City's performance in these areas has increased from 2017-18 to 2021-22 and has exceeded the host district over the three years reported and in 2018-19 and 2021-22 exceeded the state or very near the state rates.

Charter Renewal Recommendation

Based on Park City Prep Charter School's performance indicators, together with the CSDE's evaluation of the charter, the CSDE recommends that the SBE renew the school's charter for a period of five years, July 1, 2023, through June 30, 2028. The CSDE will notify Park City Prep Charter School of action taken by the SBE following its meeting on March 1, 2023. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure Park City Prep Charter School is addressing the issues raised in this memorandum.

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

Reviewed by: Irene E. Parisi, M.Ed.
Chief Academic Officer

CHARTER RENEWAL REPORT | 2022

Charter School Information				
Charter School Name:	Park City Prep Charter School			
School Director/ Principal:	Bruce Ravage			
School Board Chairperson:	John Bryk			
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 school falls below performance expectations with significant concerns noted, which require immediate attention and intervention.			
Standard 1: School Performance Indicators		Points/Max		
Accountability Index:	727.0/1000			
Notes and Evidence:				
Park City Prep Charter School's (Park City) 2021-22 Accountability Index of 72.7 is 3.0 percentage points above the state school Accountability Index score of 69.7 percent. Schools that meet Standard 1 : are schools earning an accountability index from 85 to 100 (Category 1), schools earning an accountability index score from 70 to 84.9 percent (Category 2), and schools earning an accountability index score of 69.9 percent or lower and have not been identified as a Turnaround or Focus School (Category 3). Park City's Accountability Index score of 72.7 percent places its performance in Category 2, which earns a pending action for Standard 1 . Park City's 2021-22 Next Generation Accountability Report is shown in detail on the next page.				

NEXT GENERATION ACCOUNTABILITY, 2021-22 – PARK CITY PREP CHARTER SCHOOL (GRADES: 4-8)

SCHOOL CATEGORY: 2

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	65.0	75	43.4	50	86.7	85.6
1b. ELA Performance Index - High Needs Students	63.3	75	42.2	50	84.4	72.3
1c. Math Performance Index - All Students	57.2	75	38.1	50	76.3	78.2
1d. Math Performance Index - High Needs Students	55.7	75	37.1	50	74.2	63.6
1e. Science Performance Index - All Students	60.5	75	40.3	50	80.7	81.9
1f. Science Performance Index - High Needs Students	58.7	75	39.2	50	78.3	68.4
2a. ELA Academic Growth - All Students	77.2%	100%	77.2	100	77.2	60.4
2b. ELA Academic Growth - High Needs Students	76.3%	100%	76.3	100	76.3	56.2
2c. Math Academic Growth - All Students	75.7%	100%	75.7	100	75.7	65.2
2d. Math Academic Growth - High Needs Students	75.7%	100%	75.7	100	75.7	59.1
2e. Progress Toward English Proficiency - Literacy	69.3%	100%	34.7	50	69.3	64.9
2f. Progress Toward English Proficiency - Oral	43.8%	100%	21.9	50	43.8	57.4
4a. Chronic Absenteeism - All Students	15.9%	<=5%	28.2	50	56.3	25.1
4b. Chronic Absenteeism - High Needs Students	16.2%	<=5%	27.6	50	55.3	0.0
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	58.0
7. On-track to High School Graduation	84.9%	94%	45.2	50	90.3	87.9
8. 4-year Graduation: All Students (2021 Cohort)	.	94%	.	.	.	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)	.	94%	.	.	.	90.6
10. Postsecondary Entrance (Graduating Class 2021)	.	75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = 100.0%)	36.4%	75%	24.2	50	48.5	61.1
12. Arts Access	.	60%	.	.	.	87.4
Accountability Index	.		727.0	1000	72.7	69.7

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Standard Deviation	Is Gap an Outlier?
ELA Performance Index Gap	72.9	63.3	9.5	16.6	N
Math Performance Index Gap	64.3	55.7	8.6	18.5	N
Science Performance Index Gap	72.2	58.7	13.5	17.9	N
Graduation Rate Gap (2019 Cohort)

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations. If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	98.5
Math - High Needs Students	98.2
Science - All Students	98.8
Science - High Needs Students	98.6

Minimum participation standard is 95%.

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:	
<ul style="list-style-type: none"> Indicator 2.1: The CSDE site visit staff reviewed Park City's last three certified financial audits and uncovered no significant findings, conditions, or internal control weakness. Indicator 2.2: The CSDE site visit staff reviewed Park City's last three certified financial audits, Accounting Policies and Procedures Manual (APPM), Board Policies and Procedures Manual (BPPM), and budgets, and interviewed the school executive director, principals, business office manager, and governing board members. Staff from the CSDE's Office of Internal Audit determined the APPM and BPPM contained the standard sections of such documents. However, the APPM and BPPM required some amendments including special education billing rate process, thresholds and signatories of checks, contracts, and segregation of cash collection duties. The school and its Board drafted and approved new policies at its December 1, 2022, board meeting. The newly adopted policies satisfied the CSDE concerns. The school also added some required language to its employee handbook that clearly states that the school shall not make monetary loans to staff. The reviewers determined that Park City completed on-time submission of certified audits and annual budgets. Indicator 2.3: Staff from the CSDE's Office of Internal Audit reviewed Park City's latest certified financial audit and determined its debt to asset ratio (total liabilities/total assets), total margin (net income/total revenue) and current asset ratio (current assets/current liabilities), days of unrestricted cash (unrestricted cash/((total expenditures - depreciation)/365)) met or exceeded the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. Indicator 2.4: A review of Park City's school policies regarding conflict of interest and nepotism were found to comply with the CSDE administrative oversight guidelines. Park City's policies and procedures regarding background checks of staff and board members, open board meetings, and board membership and membership training were reviewed and found to comply with state and federal laws, rules, and regulations. This finding is supported by a review of school policies and procedures, background checks, board training records, and the school's website. A review of Park City's bylaws found them to comply with state and federal laws, rules, and regulations. Indicator 2.5: As evidenced during the site visit, Park City has safe and well-maintained school facilities 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 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 checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> Indicator 3.1: The latest CSDE unaudited student enrollment data from 2022-23 reports 383 students in Grades 4-8 with 98.2 percent residing in Bridgeport (the host district) and the remaining 1.8 percent residing in six surrounding 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 Park City's waiting list information (Table 5, page 13) determined that it maintains a waiting list of families beyond the available number of seats. In 2022-23, 319 students were on the waiting list. The waiting list has included more than 108 students each year for the past three years. Indicator 3.3: A review of Park City's latest audited 2021-22 Public School Information System (PSIS) data reported 75.1 percent of students qualify for free and reduced-price meals. The percentage of special education students is 8.6 percent. Park City's Multilingual learners/English learners (MLs/ELs) population is 11.1 percent. Indicator 3.4: Park City demonstrates strong community support, as evidenced by parent interviews conducted by the CSDE renewal team on the day of the site visit. The parent focus group described various communication methods between the school and families including texts, phone calls, emails, and written communication including translations in second languages, when necessary. Currently, parents report receiving regular updates from the school that detail student academics and behavior. Parents expressed support for what they perceive is a good educational model that prepares their children for high school and beyond. Parents indicated they were satisfied with the school's commitment to serving students with diverse needs. Students and graduates who testified during the public hearing and student interviews conducted by the CSDE renewal team on the day of the site visit reported that they were generally happy with the school and choice opportunity that the school provides. Over 100 individuals attended in person and virtually, the November 8, 2022, renewal public hearing, and 19 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 the CSDE's site visit staff were clear and concise. Classroom observations revealed consistent implementation of their behavior management model. Park City's chronic absenteeism rate of 7.4 percent in 2019-20 was below the host district and the state. In 2021-22, during the midst of the COVID-19 pandemic, the school experienced a chronic absenteeism rate increase of 15.9 percent, which remained below the state rate of 23.7 percent, and the host district rate of 27.8 percent. Park City's 2019-20 student suspension rate of 4.1 percent and 2021-22 rate of 3.8 percent were below the host district and state rate averages. 	

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 checked="" type="checkbox"/> M <input 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, TEAM and EESP	<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 demonstrated that the governing board meetings are open and accessible to the public. The governing board meeting schedule for the year and meeting agendas are posted on the school's website. Education records and testing data are kept in locked file cabinets in a secure room.
- **Indicator 4.2:** A review of Park City's latest audited 2021-22 PSIS data reports indicated the percentage of special education students at the school is 8.6 percent. All special education identified students reside in Bridgeport. To meet the needs of identified students, Park City employed one full time certified special education teacher and has been actively seeking a second special education teacher and two paraprofessionals. Bridgeport Public Schools (BPS) provides a speech-language pathologist (SLP) and social worker (SW) to provide the related services outlined in the student's Individualized Education Plan (IEP). The special education teacher maintains a log of related services provided. BPS also maintains a separate log. Any missed related services are made up. All IEPs reviewed noted that students receive specialized instruction services in a pull-out, small group, or individual instruction setting in accordance with the student's IEP.

The special education teacher reviews each student's IEP with the student's general education teacher. He also provides a copy of the accommodations and modifications for the other teachers and explains what they are responsible to implement to support student learning. The school has in place a system that allows general education teachers full access to student IEPs. The charter school schedules and holds all the Planning and Placement Team (PPT) meetings. Currently they are conducting PPT meetings virtually. A special education coordinator from BPS attends all the PPT meetings. BPS records the meetings, completes the special education and related services section, and finalizes the IEP. BPS provides access to Frontline and CT-SEDS to the special education teacher. The special education teacher completes the goals and objectives for academics and the corresponding progress reporting, the accommodations and modifications section, and the state and local testing section of the IEP. The special education teacher, however, does not have finalization authority for the IEP. The related service providers from BPS enter their goals and objectives and corresponding progress reporting in the IEP. The charter school sends the finalized IEP home with the student in a sealed envelope to give to the parent.

Student education files are kept in locked file cabinets in a secure room. All files reviewed were found to be well-organized and maintained. The files were found to not have required individual sign-in access sheets. The school has corrected this and now meets the requirement.

The CSDE site visit team encouraged the administration to consider training regarding the PPT decision-making process as it relates to Least Restrictive Environment (LRE). The school may want to consider reviewing new students' IEPs more than annually to determine if it would be appropriate to revise the IEP based on the student's progress and to provide professional learning for staff.

- **Indicator 4.3:** A review of Park City's latest audited 2021-22 PSIS data reports indicated that the percentage of students identified as English Learners at the school is 11.1 percent. Through an analysis of the renewal materials and meeting with stakeholder groups, it became evident that Park City is committed to ensuring the success of MLs/ELs at the school. The school has taken actions that affirm this commitment to MLs/ELs by employing a consultant that specializes in MLs/ELs, bilingual, and TESOL; hiring a TESOL teacher; and attempting to hire a certified bilingual teacher. Additionally, the school is committed to providing training to teachers to enable them to integrate ML/EL supports in the core curriculum. The school has applied for the Title III grant funds for which it is eligible, as it has done in preceding years. The school has taken the required actions as a bilingual mandated district by completing the bilingual grant, posting for a certified bilingual teacher, and the completion of the TESOL in lieu of a letter to the Commissioner, or the hiring of a bilingual certified teacher is underway. The school is commended for taking these actions and providing a comprehensive collection of the ML/EL forms, procedures, and assessments in its Charter Renewal Application materials.
- **Indicator 4.4:** Park City 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. A review of Park City's staff file determines 98.14 percent, or 26.5 full-time equivalent staff (FTE) are in certification compliance, with all but 1.86 percent or 0.5 FTE not in certification compliance. School administration is working with the CSDE, Bureau of Educator Standards and Certification to ensure that staff members, who are not in compliance, fully comply with teacher certification requirements by the end of the 2022-23 school year.
- Park City is in compliance with the Teacher Education and Mentoring (TEAM) Program and the Educator Evaluation and Support Plan (EESP).
- **Indicator 4.6:** A review of legal actions brought against Park City determined that no government agency alleged the violation of any law by the school or has undertaken any investigation of any violation of law by the school.

Prepared by:	Reviewed by:
Robert Kelly Charter School Program Manager	Irene Parisi Chief Academic Officer

PARK CITY PREP CHARTER SCHOOL

Table 1: 2021-22 Student Enrollment and Demographic Information

Grades served:	5-8
Total enrollment:	361
Percentage of students eligible for free or reduced-price meals:	75.1
Percentage of students with disabilities:	8.6
Percentage of students identified as English Learners:	11.1
Percentage of American Indian or Alaska Native students:	
Percentage of Asian students:	
Percentage of Black or African American students:	49.3
Percentage of Hispanic or Latino students:	44.4
Percentage of Two or More Races:	
Percentage of White students:	6.3

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

Table 2: School Performance: All Students

Indicator	2017-18			2018-19			2021-22		
	School	Host District	State	School	Host District	State	School	Host District	State
Accountability Index									
Accountability Index	65.3	62.4	74.9	77.1	61.2	74.2	72.7	59.8	69.7
ELA-All Students									
Performance Index (Target 75)	57.9	54.3	67.6	65.1	54.3	67.7	65.0	50.1	64.2
Academic Growth Average Percentage of Target Achieved (Target 100%)	54.6	59.8	60.7	75.4	53.4	59.9	77.2	60.5	60.4
Math-All Students									
Performance Index (Target 75)	52.5	46.1	62.7	58.4	46.4	63.1	57.2	42.1	58.6
Academic Growth Average Percentage of Target Achieved (Target 100%)	64.5	53.7	61.9	81.0	52.6	62.5	75.7	56.6	65.2

In 2019-20, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from administering state academic assessments and holding schools and districts accountable using the Next Generation Accountability System.

In 2020-21, Connecticut secured a waiver from the USDOE to be exempted from implementing the Next Generation Accountability System for schools and districts; and while districts made their best effort to assess as many students as possible, there was not a requirement to test at least 95 percent of students as in past years. Additionally, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control. Also, some students tested remotely, which was a new construct. As such, 2020-21 testing data is not being used as part of this analysis.

Table 3: School Performance-High Needs Students

Indicator	2017-18			2018-19			2021-22		
	School	Host District	State	School	Host District	State	School	Host District	State
ELA-High Needs Students									
Performance Index (Target 75)	55.1	52.2	57.5	63.9	52.3	58.1	63.3	48.2	54.2
Academic Growth Average Percentage of Target Achieved (Target 100%)	53.7	58.8	55.6	75.9	52.4	55.1	76.3	59.5	56.2
Math-High Needs Students									
Performance Index (Target 75)	50.8	44.2	52.0	57.4	44.6	52.7	55.7	40.4	47.7
Academic Growth Average Percentage of Target Achieved (Target 100%)	65.0	53.3	55.4	79.0	51.8	55.2	75.7	55.1	59.1

In 2019-20, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from administering state academic assessments and holding schools and districts accountable using the Next Generation Accountability System.

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Table 4: School Culture and Climate

Indicator	2018-2019			2019-2020 ¹			2021-2022		
	School	Host District	State	School	Host District	State	School	Host District	State
Chronic Absenteeism Rate (%)	3.7	18.8	10.4	7.4	19.7	12.2	15.9	27.8	23.7
Suspension Rate (%)	7.5	12.0	6.7	4.1	9.4	4.9	3.8	7.0	6.5
Discipline Tier	2	4	3	1	2	3	1	2	1

Table 5: Student Waitlist and Mobility Information

Performance Metric:	2020-2021	2021-2022	2022-2023
Waiting list number:	109	125	319
Number of enrolled students who left during the school year:	34	31	5
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	4	14	0

¹ In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year.



**FAIRFIELD
PUBLIC SCHOOLS**

Stephen Tracy, Ed.D.
Interim Superintendent of Schools
STracy@FairfieldSchools.org

October 20, 2022

Irene Parisi
Chief Academic Officer
Connecticut Department of Education
Box 2219
Hartford, Connecticut 06145

Dear Dr. Parisi:

I have reviewed your letter regarding the pending charter renewal decision for the Park City Prep Charter School with the Fairfield Board of Education. The Fairfield Public Schools have no objection to the renewal of this charter.

Please extend my best wishes to Executive Director Bruce Ravage and the Park City Prep team for continued success in their service to the children and families of Bridgeport.

Regards,


Stephen Tracy
Interim Superintendent of Schools
Fairfield Public Schools

c: Executive Director Ravage

ST:mb