

Connecticut State Board of Education  
Hartford

**To Be Proposed:**  
March 2, 2022

**RESOLVED**, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Integrated Day Charter School from July 1, 2022, through June 30, 2027, subject to the Commissioner's March 2, 2022, 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 March, Two Thousand Twenty-Two.

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 2, 2022

**SUBJECT:** Renewal of State Charter - Integrated Day Charter School, Norwich

**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**

Integrated Day Charter School (IDCS) opened in the fall of 1997. The latest CSDE audited student enrollment data from 2020-21 reported 353 students in Grades PK-8 with 88.4 percent residing in Norwich (the host district), and the remaining 11.6 percent of students coming from 15 area towns. Table 1, on page 13, of the attached Charter Renewal Report provides 2020-21 student enrollment and demographic data. Forty-one point one percent of IDCS's students qualify for free or reduced-price meals and 9.1 percent of the students receive special education services. The mission of IDCS "in partnership with its children, families and community, provides a safe, flexible, and academically challenging learning environment that meets the unique social, emotional, academic, and physical needs of each child."

## **Charter Renewal Process**

Application for Renewal of Charter: The CSDE accepted an application for the renewal of IDCS's charter on November 1, 2021. 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. IDCS 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, English learners, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary.

Renewal Site Visit: On December 7, 2021, the CSDE renewal team conducted an onsite visit at IDCS. The purpose of the onsite visit was to observe IDCS's programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through the 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 IDCS from the Superintendent of Norwich Public Schools and from contiguous school districts: Bozrah, Franklin, Lisbon, Montville, Preston, and Sprague. The CSDE received a letter from the Superintendent of Lisbon indicating not knowing pertinent information regarding the school; therefore, an inability to make any substantive comments regarding the renewal of the charter (see Attachment A). No additional responses to the solicitation were received.

*Public Hearing:* Malia Sieve, member of the SBE, and the CSDE staff held a public hearing on November 16, 2021, in the city of Norwich, and heard from individuals on the potential charter renewal of IDCS and the impact it is having on the community. Public hearing participants included members of the IDCS community, family members, students, school staff, and community members. Over 95 people attended the public hearing. Forty individuals offered testimony supporting the school's efforts and the renewal of the charter. No one spoke out against the renewal of the school's charter.

### **Review of Documents and Site Visit Findings**

The most recent available data and information contained in the Charter Renewal Report and state student data (beginning on page 7), indicates IDCS's performance according to the four performance standards. The report highlights school strengths and areas for continued growth.

### **Special Considerations and Analyses Due to the COVID-19 Pandemic**

When viewing and interpreting the results for summative assessments administered in 2020-21 in comparison to 2018-19 and earlier exam administrations, it is important to note the similarities and differences. While the 2020-21 assessments used the same test blueprint, item bank, test forms, and in-person testing protocols as in 2018-19, there were many marked differences:

- schools were fully remote from mid-March to mid-June 2020;
- in March 2020, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from both administering state academic assessments in 2019-20 and holding schools and districts accountable using the Next Generation Accountability System;
- in 2020-21, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control;
- in 2020-21, some students tested remotely, which was a new construct;
- in-person school changed including the emergence of new instructional approaches such as concurrent teaching;
- students and educators expressed increased feelings of stress, anxiety, and trauma;
- 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.

Considering these differences, and to best support the use of 2020-21 assessment results to inform the charter renewal process in 2022, the CSDE conducted specialized analyses for Smarter Balanced Assessments.

- The CSDE used "matched cohort growth" (i.e., growth of same students from one grade to another) when feasible to evaluate how growth during the pandemic was different from growth before the pandemic.
- All results are disaggregated by a student's learning model: in-person (more than 75 percent of days in-person); hybrid (between 25 percent and 75 percent of days in-person); or remote (less than 25 percent of days in-person). At IDCS, about 85 percent of students in Grades 3-8 learned in a hybrid format, the rest learned remotely during 2020-21.
- In most cases, only those scores from students who tested in-person were included.

### **Strengths Include**

- Among the IDCS hybrid students in Grades 5-8 who had a prior ELA score in 2018-19 (N=122), their ELA proficiency rate increased slightly from 50.8 percent in 2018-19 to 54.1 percent in 2020-21. By contrast, prior to the pandemic, a similar matched student analysis from 2016-17 and 2018-19 (N=132) revealed that the ELA proficiency rate declined slightly from 55.8 percent in 2016-17 to 54.5 percent in 2018-19.
- No significant findings, conditions, or internal weaknesses were uncovered in IDCS's last certified financial audits.
- Overall, the student body reflects the demographics of the surrounding community.
- The school demonstrates strong community support as evidenced by testimony provided by individuals at the public hearing, interviews with parents, and students during the site visit.
- School website and Governing Board documents demonstrate that the Governing Board meetings are open and accessible to the public.
- The school's suspension rates over the three most recent years reported, 2018-19 through 2020-21, have remained below the host district and state.
- IDCS's 2018-19 and 2019-20 Discipline Tier Based on Suspension/Expulsion Data has remained at Tier one, the highest designation achieved by districts with low suspension rates and low racial/ethnic disparities in discipline data compared to all other districts.
- IDCS's 2018-19 chronic absenteeism of 4 percent, and 6.3 percent in 2019-20 are below the host district and state. In 2020-21, during the midst of the COVID-19 pandemic, the school experienced an increase to 12.9 percent, which is below the state rate of 19.0 percent, and the host district 18.4 percent. In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year.

### **Areas of Continued Growth**

- Among IDCS hybrid students in Grades 5-8 who had a prior Math score in 2018-19 (N=123), their Math proficiency rate decreased from 40.7 percent in 2018-19 to 35.0 percent in 2020-21. The decline in Math is not as significant as those seen statewide. By contrast, prior to the pandemic, a similar matched student analysis from 2016-17 and 2018-19 (N=132) revealed that the Math proficiency rate increased slightly from 39.4 percent in 2016-17 to 40.2 percent in 2018-19.
- A review of IDCS's Business Office Policies and Procedures determined that it does not contain all the standard sections of an Accounting Policies and Procedures Manual (APPM). School administration in cooperation with the Governing Board is preparing a APPM with the standard sections of such a document.
- 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 IDCS's staff member file determines 29 out of the school's staff of 31 staff members, 93.5 percent are in compliance with certification and are appropriately certified with full certificates (Initial, Provisional, Professional).
- Two staff members, 6.5 percent are not certified in their specified areas. School administration is working with the CSDE, Bureau of Educator Standards and Certification to ensure staff members that are not in compliance develop a plan to fully comply with teacher certification requirements. IDCS is in compliance with the Teacher Education and Mentoring (TEAM) Program and the Educator Evaluation and Support Plan (EESP).

### **Charter Renewal Recommendation**

IDCS 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 well below the host district, state averages, and have remained so over the three-year period (2018-19 through 2020-21). IDCS'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 remained low in 2018-19 and 2019-20 school years. While during the COVID-19 pandemic in 2020-21, it experienced an increase, the increase is not as significant as those experienced by the host district and state. 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. Compared to the large statewide declines in proficiency rates during the pandemic for matched students who learned in a hybrid format (approximately six to seven percent in ELA and 16 to 17 percent in math), ELA achievement at IDCS increased slightly, which was similar to a pre-pandemic period. Based on IDCS'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, 2022, through June 30, 2027.

The CSDE will notify Integrated Day Charter School of action taken by the SBE following its meeting on March 2, 2022. 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 Integrated Day Charter School is addressing the issues raised in this memorandum.

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

Reviewed by: Lisa Lamenzo, Division Director  
Turnaround Office

Approved by: Desi D. Nesmith, Deputy Commissioner

## CHARTER RENEWAL REPORT | 2022

Charter School Information:			
Charter School Name:	Integrated Day Charter School		
School Director:	Dr. Ellen Retelle		
School Board Chairperson:	Cheryl Blanchard		
Location (City/Town):	Norwich		
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:		733.8/1000	73.4
Notes and Evidence:			
Integrated Day Charter School’s (IDCS’s) 2018-19, Accountability Index of 73.4 percent, is 0.8 percentage points below the state school Accountability Index of 74.2 percent. Schools that meet <b>Standard 1:</b> are schools earning an accountability index from 85 to 100 ( <b>Category 1</b> ), schools earning an accountability index from 70 to 84.9 percent, ( <b>Category 2</b> ) and schools earning an accountability index of 69.9 percent or lower and have not been identified as a Turnaround or Focus School ( <b>Category 3</b> ). IDCS’s Accountability Index score of 73.4 percent places its performance in Category 2, <b>which earns a pending action for Standard 1.</b> IDCS’s 2018-19 Next Generation Accountability Report is shown in detail on the next page.			

# Next Generation Accountability, 2018-19 - Integrated Day Charter School (Grades: PK-8)

## School Category: 2

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	67.4	75	45.0	50	89.9	90.2
1b. ELA Performance Index - High Needs Students	62.0	75	41.3	50	82.7	77.5
1c. Math Performance Index - All Students	60.6	75	40.4	50	80.8	84.1
1d. Math Performance Index - High Needs Students	56.6	75	37.7	50	75.4	70.2
1e. Science Performance Index - All Students	68.8	75	45.8	50	91.7	85.0
1f. Science Performance Index - High Needs Students	64.0	75	42.7	50	85.4	72.2
2a. ELA Academic Growth - All Students	52.6%	100%	52.6	100	52.6	59.9
2b. ELA Academic Growth - High Needs Students	50.4%	100%	50.4	100	50.4	55.1
2c. Math Academic Growth - All Students	66.3%	100%	66.3	100	66.3	62.5
2d. Math Academic Growth - High Needs Students	67.5%	100%	67.5	100	67.5	55.2
2e. Progress Toward English Proficiency - Literacy	62.7%	100%	31.3	50	62.7	60.0
2f. Progress Toward English Proficiency - Oral	59.9%	100%	30.0	50	59.9	52.1
4a. Chronic Absenteeism - All Students	4.0%	<=5%	50.0	50	100.0	78.3
4b. Chronic Absenteeism - High Needs Students	5.6%	<=5%	48.7	50	97.5	55.7
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	56.7
7. On-track to High School Graduation	96.6%	94%	50.0	50	100.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = 100.0% )	51.0%	75%	34.0	50	68.0	70.6
12. Arts Access	.	60%	.	.	.	86.5
<b>Accountability Index</b>	.	.	<b>733.8</b>	<b>1000</b>	<b>73.4</b>	<b>74.2</b>

### Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.3	62.0	11.3	15.3	N
Math Performance Index Gap	64.9	56.6	8.3	17.4	N
Science Performance Index Gap	72.5	64.0	8.5	16.3	N
Graduation Rate Gap (2016 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	98.5
ELA - High Needs Students	100.0
Math - All Students	98.5
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

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 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 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
<b>Notes and Evidence:</b>	
<ul style="list-style-type: none"> <li>• <b>Indicator 2.1:</b> The CSDE site visit staff reviewed IDCS's last certified financial audit and uncovered no significant findings, conditions, or internal control weakness.</li> <li>• <b>Indicator 2.2:</b> The CSDE site visit staff reviewed IDCS's last certified financial audit, Business Office Policies and Procedures, Board Policies and Procedures Manual (BPPM) and budgets, and interviewed the school Director, Assistant Director, Business Office Manager, and governing board members. The Staff from the CSDE's Office of Internal Audit determined that the school must develop a comprehensive accounting policies and procedures manual (APPM) that contains the standard sections of such documents. The school is currently working with the CSDE to develop and incorporate many of its Business Office Policies and Procedures into the APPM and ensure it encompasses the standard sections of such document.</li> <li>• <b>Indicator 2.3:</b> Staff from the CSDE's Office of Internal Audit reviewed IDCS's latest certified financial audit and determined IDCS's debt to asset ratio (total liabilities/total assets), current asset ratio (current assets/current liabilities), unrestricted days of cash (unrestricted cash divided by ((total expenses minus depreciation expenses)/365 days)), total margin (net income/total revenue) and debt service coverage ratio (net income + depreciation + interest expense)/(principal + interest payments) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health.</li> <li>• <b>Indicator 2.4:</b> A review of IDCS's school policies regarding anti-nepotism and conflict of interest were found to be in compliance with the CSDE administrative oversight guidelines. IDCS'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 regulations. This finding is supported by a review of background checks, board training records, school website, and governing board meeting minutes. A review of IDCS's Bylaws found them to comply with state and federal laws, rules, and regulations.</li> <li>• <b>Indicator 2.5:</b> As evidenced during the site visit, IDCS has safe and well-maintained school facilities to support teaching and learning. The facility has been approved by the Norwich Fire Marshal and Building Department. The school has proof of property insurance.</li> </ul>	

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
<b>Notes and Evidence:</b>	
<ul style="list-style-type: none"> <li>• <b>Indicator 3.1:</b> The latest CSDE audited student enrollment data from 2020-21 reported 353 students in Grades PK-8 with 88.4 percent residing in Norwich (the host district), 11.6 percent residing in 15 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.</li> <li>• <b>Indicator 3.2:</b> A review of IDCS's waitlist information (Table 5, page 14) determined it maintains a waitlist of families beyond the available number of seats. The waitlist has included more than 539 students each year for the past three years.</li> <li>• <b>Indicator 3.3:</b> A review of IDCS's 2020-21 Public School Information System (PSIS) data reports 41.1 percent of students qualify for free and reduced-price meals. The English learner (EL) population is 7.1 percent. The percentage of special education students at IDCS is 9.1 percent. Overall, the student body reflects the demographics of the surrounding community.</li> <li>• <b>Indicator 3.4:</b> IDCS demonstrates strong community support, as evidenced by parent focus group interviews conducted by the CSDE's renewal team. Parent focus groups described the communication between the school and families as excellent. The student focus group communicated that the school felt like a family and everyone had a voice. All expressed support for what they perceive is a strong curriculum and the school's dedication to ensuring that each child's needs are met. Students testified during the public hearing and interviews conducted by the CSDE's renewal team that they are happy with the educational choice opportunity that the school provides. Over 95 individuals attended the November 16, 2021, renewal public hearing, and 40 individuals offered testimony supporting the school's efforts and the renewal of its charter. No one spoke out against the renewal of the school's charter.</li> <li>• <b>Indicator 3.5:</b> School culture and climate policies reviewed by the CSDE's site visit staff were clear and concise. Classroom observations revealed consistent implementation of behavior management model. IDCS's chronic absenteeism rate of 4 percent in 2018-19, and 6.3 percent in 2019-20 were below the host district and state. In 2020-21, during the midst of the COVID-19 pandemic, the school experienced an increase to 12.9 percent, which remained below the state rate of 19.0 percent, and the host district 18.4 percent. In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. The school monitors student attendance data daily. The social worker contacts the families of students that are not in attendance to identify issues barring the student from attending school and discuss the provisions of supports and resources necessary to improve student attendance.</li> </ul>	

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
<b>Notes and Evidence:</b>	
<ul style="list-style-type: none"> <li>• <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 agendas are posted on the school's website. Education records and testing data are kept in locked file cabinets in a secure room.</li> <li>• <b>Indicator 4.2:</b> A review of IDCS 2020-21 Public School Information System (PSIS) data reports the percentage of special education students at the school is 9.1 percent. To address student needs, IDCS employs three certified special education staff, which provide instruction and individualized services to identified students and five 1:1 paraeducators. Also, to meet special education student needs, the school employs a speech and language pathologist, a speech and language assistant, and a social worker. IDCS provides special education supports and services within the least restrictive environment continuum as determined by the identified student's Individualized Education Plan (IEP). Related services including occupational therapy and physical therapy are provided through the district of residence staff as required.  Student education files are kept in locked file cabinets in a secure room. All files reviewed had individual sign-in access sheets. The reviewed files were well organized and maintained. Planning and Placement Team (PPT) meetings are held by the school district in which the student resides. Parents/Guardians, students (as appropriate) and required PPT members from IDCS are invited to participate in the meeting. The PPT develops, reviews, and revises the IEP based upon the student's individualized needs. The CSDE is offering special education professional development and technical assistance. The CSDE, Bureau of Special Education and State Education Resource Center (SERC) are offering the staff special education professional development and technical assistance.</li> <li>• <b>Indicator 4.3:</b> A review of IDCS's 2020-21 PSIS data reports the percentage of students identified as English learners (ELs) at the school is 7.1 percent. Through an analysis of the renewal materials and meeting with stakeholder groups, it became evident that IDCS is highly committed to ensuring the success of Multilingual learners/English learners (MLs/ELs) at the school. The school has taken actions that affirm this commitment to MLs/ELs by employing a teacher that provides targeted, supplemental supports for ELs and by demonstrating the integration of ML/EL supports in the core curriculum. 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.</li> <li>• <b>Indicator 4.4:</b> IDCS 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> </ul>	

- **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 IDCS's staff file determines 29 staff members out of the school's 31 staff members, 93.5 percent are in compliance with certification and are appropriately certified with full certificates (Initial, Provisional, Professional). Two staff members, 6.5 percent are not certified in their specified areas. One staff member is a certified educator, but not for the role of Library Media Specialist. She is currently completing a program in this area and will apply for a Long-Term Substitute (LTS) for Library Media Specialist until she is eligible for Certification. One staff member is in the process of applying for a LTS for Spanish. School administration is working with the CSDE, Bureau of Educator Standards and Certification to ensure that staff members that are not in compliance develop a plan to fully comply with teacher certification requirements. IDCS 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 IDCS determined that no government agency alleged the violation of any law by the school or undertaken any investigation of any violation of law by the school.

Prepared by:	Reviewed by:	Approved by:
Robert Kelly, Charter School Program Manager	Lisa Lamenzo, Division Director Turnaround Office	Desi Nesmith, Deputy Commissioner

## INTEGRATED DAY CHARTER SCHOOL DATA

**Table 1: 2020-21 Student Enrollment and Demographic Information**

Grades served:	PK-8
Total enrollment:	353
Percentage of students qualifying for free or reduced-price meals:	41.1
Percentage of special education students:	9.1
Percentage of students with limited English proficiency:	7.1
Percentage of American Indian or Alaska Native students:	*
Percentage of Asian students:	13.9
Percentage of Black students:	11.3
Percentage of Hispanic students:	17.6
Percentage of Two or More Races:	*
Percentage of Caucasian students:	45.9

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

**Table 2: School Performance: All Students**

	2016-2017			2017-2018			2018-2019		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
<b>Accountability Index</b>	73.0	58.1	73.2	69.4	54.7	74.9	73.4	59.3	74.2
<b>ELA-All Students</b>									
<b>Performance Index</b> (Target 75)	68.2	58.1	67.1	67.1	57.7	67.6	67.4	58.3	67.7
<b>Academic Growth</b> Average Percentage of Target Achieved (Target 100%)	64.8	54.7	55.4	56.7	47.3	60.7	52.6	48.1	59.9
<b>Math-All Students</b>									
<b>Performance Index</b> (Target 75)	60.2	52.9	62.2	58.3	52.3	62.7	60.6	53.1	63.1
<b>Academic Growth</b> Average Percentage of Target Achieved (Target 100%)	58.2	56.7	61.7	48.5	47.8	61.9	66.3	47.6	62.5

Table 3: School Performance-High Needs Students									
	2016-2017			2017-2018			2018-2019		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
<b>ELA-High Needs Students</b>									
<b>Performance Index</b> (Target 75)	64.8	55.4	55.9	62.7	55.0	57.5	62.0	55.1	58.1
<b>Academic Growth</b> Average Percentage of Target Achieved (Target 100%)	62.2	52.8	49.8	55.5	45.6	55.6	50.4	47.7	55.1
<b>Math-High Needs Students</b>									
<b>Performance Index</b> (Target 75)	57.3	50.1	50.5	55.5	49.5	52.0	56.6	50.1	52.7
<b>Academic Growth</b> Average Percentage of Target Achieved (Target 100%)	57.4	55.3	53.7	45.8	46.9	55.4	67.5	47.6	55.2

Table 4: School Culture and Climate							*Data are suppressed to ensure confidentiality		
	2018-2019			2019-2020 <sup>1</sup>			2020-2021 <sup>2</sup>		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
<b>Chronic Absenteeism Rate</b>	4.0%	12.0%	10.4%	6.3%	13.4%	12.2%	12.9%	18.4%	19.0%
<b>Suspension Rate</b>	3.5%	9.1%	6.7%	2.0%	5.0%	4.9%	*	2.7%	1.4%
<b>Discipline Tier</b>	1	1	3	1	1	3	1	1	1

Table 5: Student Waitlist and Mobility Information			
Performance Metric:	2019-2020	2020-2021	2021-2022
Waitlist number:	540	579	572
Number of enrolled students who left during the school year:	4	5	2
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	11	16	0

<sup>1</sup> 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.

<sup>2</sup> In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year.



SALLY KEATING  
*Superintendent*

CYNTHIA SCHOFIELD  
*Business Manager*

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SCOTT TREPANIER  
*Director of Special Education/  
Early Childhood Coordinator*

BRIAN APPERSON  
*Principal*

October 18, 2021

State of Connecticut  
State Department of Education  
Box 2219  
Hartford, CT 06145

Dear Ms. Lamenzo:

I do not know any pertinent information regarding the Integrated Day Charter School; therefore, I am unable to make any substantive comments at this time regarding the potential renewal of its charter. Thank you for your inquiry.

Sincerely,

Sally Keating

cc: Robert Kelly, Charter School Program Manager  
Felicia Canty, Charter School Office Liaison