

# VI.B.

## 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 New Beginnings Family Academy from July 1, 2022, through June 30, 2025, 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 – 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, 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**

New Beginnings Family Academy (NBFA) opened in the fall of 2002. The latest CSDE audited student enrollment data from 2020-21 reported 502 students in Grades PK-8 with 96.8 percent residing in Bridgeport (the host district), and the remaining 3.2 percent of students coming from 7 area towns. Table 1, on page 14, of the attached Charter Renewal Report provides 2020-21 student enrollment and demographic data. Eighty point five percent of New Beginning Family Academy's students qualify for free or reduced-price meals and 9.2 percent of the students receive special education services. On July 31, 2021, NBFA administrative staff and Board Chairperson appeared before the State Board Accountability and Support Committee. On September 23, 2021, State Board of Education Member, Erin Benham and Division Director Lisa Lamenzo visited NBFA to observe and discuss the school's corrective action plan, progress implementation, and student outcome improvement. On October 6, 2021, the State Board of Education approved NBFA's charter amendment proposal. The approval allows the school to reconfigure from a Grade PK-8 to a Grade PK-6 model, focused on students' foundational years, while maintaining its approved enrollment of 499 students. This will occur by (A) phasing out middle school Grades 7-8 in June 2023, and (B) designing and implementing a 12- month, Early Childhood Center, to open in school year (SY) 2022-23. The mission of NBFA is to "provide its 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."

## **Charter Renewal Process**

Application for Renewal of Charter: The CSDE accepted an application for the renewal of New Beginnings Family Academy'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. NBFA 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 14, 2021, the CSDE renewal team conducted an onsite visit at NBFA. The purpose of the onsite 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 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 New Beginnings Family Academy from the Superintendent of Bridgeport Public Schools and from contiguous school districts: Fairfield, Stratford, and Trumbull. The CSDE did not receive any responses to the solicitation.

*Public Hearing:* Robert Trefry, member of the SBE, and the CSDE staff held a public hearing on December 15, 2021, in the city of Bridgeport, and heard from 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 46 people attended the public hearing. Eighteen 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 8), indicates NBFA’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 NBFA about 64 percent of students in Grades 3-8 learned in a hybrid format during 2020-21; the remaining 36 percent of students learned remotely.
- In most cases, only those scores from students who tested in-person were included.

**Strengths Include**

- No significant findings, conditions, or internal weaknesses were uncovered in NBFA's last three certified financial audits.
- 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.
- 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.
- NBFA'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.

**Areas for Continued Growth**

- Among NBFA hybrid students in Grades 5-8 who had a prior ELA score in 2018-19 (N=102), their ELA proficiency rate decreased from 30.4 percent in 2018-19 to 20.6 percent in 2020-21. Among matched remote students (N=65), proficiency rates also declined from 43.1 percent in 2018-19 to 26.2 percent in 2020-21. By contrast, prior to the pandemic, a similar matched student analysis from 2016-17 and 2018-19 (N=142) revealed that the ELA proficiency rate increased from 18.8 percent in 2016-17 to 35.9 percent in 2018-19.
- Among NBFA hybrid students in Grades 5-8 who had a prior Math score in 2018-19 (N=101), their Math proficiency rate decreased from 14.9 percent in 2018-19 to 4.0 percent in 2020-21. Among matched remote students (N=64), the proficiency rate decreased from 23.4 percent in 2018-19 to 6.3 percent in 2020-21. By contrast, prior to the pandemic, a similar matched student analysis from 2016-17 and 2018-19 (N=142) revealed that the proficiency rate increased from 10.5 percent in 2016-17 to 18.3 percent in 2018-19.
- A review of NBFA's Accounting Policies and Procedures Manual (APPM) determined the APPM requires a policy amendment concerning inventory, check signatories and check signing thresholds. School administration in cooperation with its Governing Board is preparing the required policy amendments.
- A review of school policy determined nepotism and supervisory relationship policies need to be established following the CSDE guidance. School administration, in cooperation with its Governing Board, are working to develop nepotism and supervisory relationship policies following the CSDE guidance.
- A review of the school's chronic absenteeism in 2018-19 of 12.2 percent and 2019-20 of 14.6 percent, while trending up slightly over the two-year period, outperform the host district and are in-keeping with the state averages. In 2020-21, during the midst of the COVID-19 pandemic, the school experienced a spike in chronic absenteeism, increasing to 54.3 percent, which is close to double host district rate of 28.9 percent and near three times the state rate of 19.0 percent.

- A review of the school's special education program determined it does not meet the requirements of Least Restrictive Environment (LRE). School administration is working with the districts of residence to ensure the requirements of LRE are being met.
- A review of NBFA's Multilingual learners/English learners (MLs/ELs) policies and procedures determined policy amendments concerning English language screening and family notifications are necessary.
- NBFA had 11 educators leave their positions just before the start of the 2021-22 school year. The school is commended for finding replacements, on short notice, for the staff that left. On January 31, 2022, staff from the CSDE, Bureau of Educator Standards and Certification reviewed the state certified staff file and the school's employee roster. The review determines that 33 out of the school's 42 staff members, 78.6 percent are in compliance with certification. Nine staff members, 21.4 percent are out of certification compliance. To comply, staff are applying for long-term or temporary emergency authorizations. NBFA is in partial compliance with the Teacher Education and Mentoring (TEAM) Program. School administration is working with the CSDE, Bureau of Educator Standards and Certification to develop plans to ensure compliance with teacher certification and TEAM. The school is in compliance with Educator Evaluation and Support Plan (EESP).

### **Charter Renewal Recommendation**

NBFA provides a public PK, elementary, and middle school choice option to Bridgeport and surrounding towns. The school's suspension rates are below the host district and state averages and have remained so over the three-year period (2018-19 through 2020-21). NBFA'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 below the host district and just above the state over the 2018-19 and 2019-20 school years. During the midst of the COVID-19 pandemic in 2020-21, NBFA experienced a significant increase in chronic absenteeism, exceeding the host district and state. In ELA, NBFA experienced substantial declines in achievement that exceed the declines evidenced at the state level. This is in stark contrast to the pre-pandemic period when ELA performance increased substantially over the two-year period. In math, the amount of NBFA's declines seem comparable to those observed at the state level though the very low achievement in 2020-21 (4-6 percent proficiency in Grades 5-8) is extremely concerning. The 2020-21 math performance is in contrast to the pre-pandemic period when math performance increased over the two-year period. Acknowledging that NBFA's performance indicators are not without weakness, the CSDE recommends that the SBE renew the school's charter for a period of three years, subject to the following conditions:

1. By April 5, 2022, NBFA shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include strategies and action steps to improve student academic achievement. Additionally, NBFA must utilize the CSDE Acceleration Cycle as a framework for developing and implementing an improvement plan to address learning acceleration, learning recovery and student enrichment, as a result of the pandemic. The school must convene a team to develop and monitor the implementation of a plan that intentionally addresses unfinished learning while focusing on the teaching of prioritized, essential content, and maintaining a high level of rigor for all learners. NBFA shall submit to the CSDE, on a bi-monthly basis, beginning in October 2022, a report monitoring its year-to-date progress of improving student academic achievement. The plan shall be developed in consultation with the CSDE's Turnaround Office. NBFA shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

2. By April 5, 2022, NBFA shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must target and address chronic absenteeism by: (a) isolating the root causes of chronic absenteeism; (b) identifying interventions to target root causes; and (c) monitoring interventions and applying midcourse corrections, as necessary. The plan shall be developed in consultation with the CSDE's Turnaround Office. NBFA shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan. The CSDE will review NBFA's year-to-date number of student chronic absenteeism on EdSight at the year-end of June 30, 2022. Additionally, the CSDE will develop with NBFA, a bi-monthly review of the school's chronic absenteeism rate beginning in October 2022.

The CSDE will notify NBFA 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 NBFA 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:	New Beginnings Family Academy		
School Director:	Ronelle Swagerty		
School Board Chairperson:	Donald Foley		
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:		604.9/900	67.2
Notes and Evidence:			
New Beginnings Family Academy’s (NBFA’s) 2018-19 Accountability Index of 67.2, is 7 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> ). NBFA’s Accountability Index score of 67.2 percent places its performance in Category 3, <b>which earns a does not meet for Standard 1.</b> NBFA’s 2018-19 Next Generation Accountability Report is shown in detail on the next page.			



**Next Generation Accountability, 2018-19 - New Beginnings Family Academy (Grades: PK-8)**  
**School Category 3**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	59.3	75	39.6	50	79.1	90.2
1b. ELA Performance Index - High Needs Students	58.8	75	39.2	50	78.4	77.5
1c. Math Performance Index - All Students	51.1	75	34.1	50	68.2	84.1
1d. Math Performance Index - High Needs Students	50.6	75	33.7	50	67.5	70.2
1e. Science Performance Index - All Students	55.3	75	36.8	50	73.7	85.0
1f. Science Performance Index - High Needs Students	54.3	75	36.2	50	72.4	72.2
2a. ELA Academic Growth - All Students	62.8%	100%	62.8	100	62.8	59.9
2b. ELA Academic Growth - High Needs Students	62.3%	100%	62.3	100	62.3	55.1
2c. Math Academic Growth - All Students	72.5%	100%	72.5	100	72.5	62.5
2d. Math Academic Growth - High Needs Students	72.3%	100%	72.3	100	72.3	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	12.2%	<=5%	35.5	50	71.1	78.3
4b. Chronic Absenteeism - High Needs Students	13.4%	<=5%	33.1	50	66.2	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	88.0%	94%	46.8	50	93.6	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 = 0.0% )	.	75%	0.0	50	0.0	70.6
12. Arts Access	.	60%	.	.	.	86.5
<b>Accountability Index</b>	.	.	604.9	900	67.2	74.2

**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	63.6	58.8	4.8	15.3	N
Math Performance Index Gap	55.5	50.6	4.9	17.4	N
Science Performance Index Gap	.	54.3	.	16.3	
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	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

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 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
<b>Notes and Evidence:</b>	
<ul style="list-style-type: none"> <li>• <b>Indicator 2.1:</b> The CSDE site visit staff reviewed NBFA's last three certified financial audits and uncovered no significant findings, conditions, or internal control weakness.</li> <li>• <b>Indicator 2.2:</b> The CSDE site visit staff reviewed NBFA's last certified financial audit, 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 contains the standard sections of such documents. However, the APPM requires some amendments including school inventory, check signatories, and check signing thresholds. The reviewers determined NBFA completed on-time submission of certified audits and annual budgets. School administration, in cooperation with its Governing Board, are preparing the required policy amendments.</li> <li>• <b>Indicator 2.3:</b> Staff from the CSDE's Office of Internal Audit reviewed NBFA's latest certified financial audit and determined NBFA'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)) and total margin (net income/ total revenue) 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 NBFA's school policies regarding conflict of interest were found to be in compliance with the CSDE administrative oversight guidelines. The school's nepotism and supervisory relationship policies need to be established following the CSDE guidance. NSFA'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 NBFA's Bylaws found them to comply with state and federal laws, rules, and regulations. School administration, in cooperation with its Governing Board, are working together to develop nepotism and supervisory relationship policies following the CSDE guidance.</li> <li>• <b>Indicator 2.5:</b> As evidenced during the site visit, NBFA 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.</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 type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
3.4. Family and Community Support	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.5. School Culture and Climate	<input type="checkbox"/> M <input checked="" 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 502 students in Grades PK-8 with 96.2 percent residing in Bridgeport (the host district) and the remaining 3.8 percent residing in seven 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 NBFA's waitlist information (Table 5, page 15) determined it maintains a waitlist of families beyond the available number of seats. In 2021-22, 388 students were on the waiting list. The waitlist has included more than 209 students each year for the past three years. </li> <li> <b>Indicator 3.3:</b> A review of NBFA's 2020-21 Public School Information System (PSIS) data reports 80.5 percent of students qualify for free and reduced-price meals. The percentage of special education students at NBFA is 9.2 percent. NBFA's English Learner (EL) population is 1.6 percent. To better reflect the demographics of the surrounding community, the school must seek to enroll more students who are English learners. </li> <li> <b>Indicator 3.4:</b> NBFA 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, and written communication including translations in second languages when necessary. Currently, parents report receiving regular reports from the school that detail student academics and behavior. Parents expressed support for what they perceive is a rigorous 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 testified during the public hearing and student interviews conducted by the CSDE renewal team on the day of the site visit that they are happy with the educational choice opportunity the school provides. Over 46 individuals attended the December 15, 2021, renewal public hearing, and 18 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> A review of NBFA's student suspension rates over the last three years 2018-19 through 2020-21 have remained low. The school's 2018-19 through 2020-21 Discipline Tier 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. A review of the school's chronic absenteeism in 2018-19 of 12.2 percent and 2019-20 of 14.6 percent, while trending up slightly over the two-year period, outperform the host district and are in-keeping with the state averages. In 2020-21, during the midst of the COVID-19 pandemic, the school experienced a large spike in chronic absenteeism, increasing to 54.3 percent, which is close to double the host district rate of 28.9 percent and near three times the state rate of 19.0 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 must further refine and develop systems and resources to identify and address barriers that negatively affect 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 type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.3. English Learners	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.4. Rights of Students	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.5. Teacher/Staff Credentials, 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 NBFA 2020-21 Public School Information System (PSIS) data reports the percentage of special education students at the school is 9.2 percent. NBFA directly employs two special education teachers for PK-8. The majority of Individualized Education Plans (IEPs) reviewed noted that students receive academic support in the general education classroom. All related services are pull-out due to scheduling limitations. This does not meet the requirements of Least Restrictive Environment (LRE) as determined by the student's Individualized Education Plan (IEP).</li> </ul> <p>LRE should be planned individually by the Planning Placement Team (PPT) for each student. It is not appropriate to have a model that is based on a related service provision approach (i.e., all pull-out model). The PPT should always consider what supports and services a student requires to access the general education curriculum and these services should be provided in the regular education classroom whenever appropriate for the individual child. Scheduling issues should not drive the model of service provision. The school administration is working with the districts of residence and school staff to ensure that the requirements of LRE are being met for each student.</p> <p>The related services including speech and language, physical and occupational therapy and social work services are sent from the district of residence as required. There was a lapse in speech and language services earlier in the school year. The provision of the speech and language services has been established. The school and district of residence are working to provide compensatory services to ensure that any missed sessions are provided.</p> <p>Student education files are kept in locked file cabinets in a secure room. The school is ensuring that all files have individual sign-in access sheets. The reviewed files were well organized and maintained. PPT meetings are scheduled and held by the school district in which the student resides. NBFA sends invitations to Parents/Guardians, students (as appropriate) and required PPT members to participate in the meetings.</p> <p>The CSDE has suggested school administration arrange for the provision of professional development and technical assistance to support increased provision of specialized instruction and related services within the general education classroom (including scheduling and effective staffing) will help to support improvements in practices related to LRE.</p>	

- **Indicator 4.3:** A review of NBFA’s 2020-21 PSIS data reports the percentage of students identified as ELs at the school is 1.6 percent. Through an analysis of the renewal materials and meetings with stakeholder groups, it became evident that NBFA is committed to ensuring the success of Multilingual learners/English learners (MLs/ELs) at the school. The school has taken some actions that affirm this commitment to MLs/ELs by demonstrating the integration of ML/EL supports in the core curriculum and by developing policies and procedures that pertain to ML/EL identification, testing and instruction. The school is commended for taking these actions and providing the ML/EL forms, procedures, and assessments in its Charter Renewal Application materials.

The following information must be included is school policy and procedures:

- ensure that all potential MLs/ELs that enter at the beginning of the school year are screened to determine English language proficiency within 30 calendar days;
  - ensure that all potential MLs/ELs that enter during the school year are screened to determine EL, proficiency within 15 calendar days;
  - ensure that parents/families/guardians are informed about a student’s identification as an ML/EL and given the right to select language supports or decline services upon the student’s identification as an ML/EL; and
  - ensure that all MLs/ELs are annually administered the LAS Links English Language Proficiency Assessment.
- **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:** NBFA had 11 educators leave their positions just before the start of the 2021-22 school year. The school is commended for finding replacements, on short notice, for the staff that left. On January 31, 2022, staff from the CSDE, Bureau of Educator Standards and Certification reviewed the state certified staff file and the school’s employee roster. The review determines that 33 out of the school’s 42 staff members, 78.6 percent are in compliance with certification. Nine staff members, 21.4 percent are out of certification compliance. To comply, staff are applying for long-term or temporary emergency authorizations. NBFA is in partial compliance with the Teacher Education and Mentoring (TEAM) Program. School administration is working with the CSDE, Bureau of Educator Standards and Certification to develop plans to ensure compliance with teacher certification and TEAM. The school is in compliance with Educator Evaluation and Support Plan (EESP).
- **Indicator 4.6:** A review of legal actions brought against NBFA 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

## NEW BEGINNINGS FAMILY ACADEMY DATA

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

Grades served:	PK-8
Total enrollment:	502
Percentage of students qualifying for free or reduced-price meals:	80.5
Percentage of special education students:	9.2
Percentage of students with limited English proficiency:	1.6
Percentage of American Indian or Alaska Native students:	1.2
Percentage of Asian students:	*
Percentage of Black students:	59.4
Percentage of Hispanic students:	36.3
Percentage of Two or More Races:	*
Percentage of Caucasian students:	2.0

\*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>	55.3	59.3	73.2	55.0	62.4	74.9	67.2	61.2	74.2
<b>ELA-All Students</b>									
<b>Performance Index</b> (Target 75)	56.8	51.5	67.1	55.1	54.3	67.6	59.3	54.3	67.7
<b>Academic Growth</b> Average Percentage of Target Achieved (Target 100%)	47.6	48.8	55.4	52.9	59.8	60.7	62.8	53.4	59.9
<b>Math-All Students</b>									
<b>Performance Index</b> (Target 75)	47.4	44.8	62.2	45.0	46.1	62.7	51.1	46.4	63.1
<b>Academic Growth</b> Average Percentage of Target Achieved (Target 100%)	37.5	55.8	61.7	46.1	53.7	61.9	72.5	52.6	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)	56.4	47.5	55.9	54.8	52.2	57.5	58.8	52.3	58.1
<b>Academic Growth</b> Average Percentage of Target Achieved (Target 100%)	47.1	47.1	49.8	52.8	58.8	55.6	62.3	52.4	55.1
<b>Math-High Needs Students</b>									
<b>Performance Index</b> (Target 75)	47.0	41.1	50.5	44.6	44.2	52.0	50.6	44.6	52.7
<b>Academic Growth</b> Average Percentage of Target Achieved (Target 100%)	36.6	53.4	53.7	45.7	53.3	55.4	72.3	51.8	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>	12.2%	18.8%	10.4%	14.6%	19.7%	12.2%	54.3%	28.9%	19.0%
<b>Suspension Rate</b>	*	12.0%	6.7%	1.2%	9.4%	4.9%	N/A	1.3%	1.4%
<b>Discipline Tier</b>	1	4	3	1	2	3	1	2	1

Table 5: Student Waitlist and Mobility Information			
Performance Metric:	2019-2020	2020-2021	2021-2022
Waitlist number:	328	210	388
Number of enrolled students who left during the school year:	52	40	22
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	1	40	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.