

V.A.

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

March 7, 2018

**RESOLVED**, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Brass City Charter School from July 1, 2018, through June 30, 2022, subject to the Commissioner's March 7, 2018, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_, this seventh day of March, Two Thousand Eighteen.

Signed: \_\_\_\_\_  
Dr. Dianna R. Wentzell, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

**TO:** State Board of Education

**FROM:** Dr. Dianna R. Wentzell, Commissioner of Education

**DATE:** March 7, 2018

**SUBJECT:** Renewal of State Charter – Brass City Charter School, Waterbury

**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, and correspondence and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed, upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

## **History/Background**

Brass City Charter School (BCCS) opened in the fall of 2013 and is completing its first five years of operation. The school serves 253 students in Grades PK-5: 100 percent reside in the City of Waterbury (the host district). Table 1, page 12, of the attached Charter Renewal Report provides 2016-17 student enrollment and demographic data. BCCS's mission states, in part, "to provide a rigorous academic and holistic social-emotional learning program that will eliminate the achievement gap for underserved students. BCCS enables students to soar academically, develop as people of character, and lead meaningful and productive lives for themselves and for the community."

## **Charter Renewal Process**

*Application for Renewal of Charter:* The CSDE accepted an application for the renewal of BCCS's charter on October 20, 2017. The application detailed the charter school's progress, operations, and achievement in relation to the CSDE's charter school performance standards: (a) school performance; (b) stewardship, governance and management; (c) student population; and (d) legal compliance. BCCS submitted data and evidence to substantiate the charter school's written responses.

A renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, English learners, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary. Overall, the team determined that the application responded effectively to the areas required and provided sufficient supporting evidence.

*Renewal Site Visit:* On November 2, 2017, the CSDE renewal team conducted an on-site visit at BCCS. The purpose of the renewal on-site visit was to observe BCCS'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 on-site visit observations, document reviews, interviews and focus groups. The team spoke with board members, administrators, staff, parents and community members. The team used this process to ensure that the school is functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

*Invitation for Written Comment:* The CSDE solicited written comments on the renewal of BCCS from the Superintendent of Waterbury and from contiguous school districts: Cheshire, Naugatuck, Plymouth, Regional School District 15, Regional School District 16, Thomaston, and Watertown. The CSDE received a letter supporting the renewal of BCCS's charter from Dr. Kathleen M. Ouellette, Superintendent, Waterbury Public Schools (see Attachment A). A letter supporting the renewal of the school's charter was received from the Honorable, Neil M. O'Leary, Mayor of the City of Waterbury (see Attachment B).

*Public Hearing:* Dr. Estela López, Co-Chairperson of the SBE, and CSDE staff held a public hearing on October 17, 2017, in Waterbury, and heard from 36 individuals on the potential charter renewal of BCCS and the impact it is having on the community. Public hearing participants included members of the BCCS community, including family members, students, school staff and community members including state Senator Joan Hartley. Over 220 people attended the public hearing. No one spoke out against the renewal of the school's charter.

### **Site Visit Findings**

The most recent available data and information contained in the Charter Renewal Report and Next Generation Accountability Report 2016-17 (see attached) speak to BCCS's performance and success according to the four performance standards. The report highlights school strengths and areas for continued growth.

### **Strengths include:**

- BCCS's performance index score of 79.3 in English Language Arts (ELA) for all students exceeded the state average index score of 67.1 by 12.2, while also exceeding the Waterbury school district average index score of 53.4 by 25.9.
- BCCS's performance index score of 76.9 in ELA for high needs students exceeded the state average index score of 55.9 by 21.0, while also exceeding the Waterbury school district average index score of 51.5 by 25.4.
- BCCS's performance index score of 69.7 in Mathematics for all students exceeded the state average index score of 62.2 by 7.5, while also exceeding the Waterbury school district average index score of 46.9 by 22.8.
- BCCS's performance index score of 67.3 in Mathematics for high needs students exceeded the state average index score of 50.5 by 16.8, while also exceeding the Waterbury school district average index score of 45.1 by 22.2.
- BCCS's school culture and climate data reports an overall student suspension rate that is below 2.0 percent, while the overall state suspension rate is 6.7 percent.
- BCCS's culture and climate data reports an overall student chronic absenteeism rate of 7.3 percent, which is below the overall state chronic absenteeism rate of 9.9 percent.
- BCCS's culture and climate data reports a 95.3 percent daily student attendance rate, which is above the CSDE daily student attendance goal of 95.0 percent.
- No significant findings, conditions, or internal weaknesses were uncovered in BCCS's last three certified audits.

**Areas of concern include:**

- While student achievement results at BCCS on the 2017 Smarter Balanced Assessment Consortium (SBAC) in English Language Arts (ELA) and Mathematics are above the host district and state average, there was a considerable drop in achievement results from 2015-16 to 2016-17: In ELA for 2015-16, 82.1 percent of the students met proficiency and in 2016-17, 69.7 percent, a drop of 12.4 percent. In Mathematics for 2015-16, 82.1 percent of the students met proficiency and in 2016-17, 50.2 percent, a drop of 22.8 percent.
- BCCS's average percentage growth target achieved of 47.4 in ELA for all students is below the state average index score of 55.4 by 8.0.
- BCCS's average percentage growth target achieved of 35.5 in ELA for high needs students is below the state average index score of 49.8 by 14.3.
- BCCS's average percentage growth target achieved of 19.0 in Mathematics for all students is below the state average index score of 61.7 by 42.7.
- BCCS's average percentage growth target achieved of 15.5 in Mathematics for high needs students is below the state average index score of 53.7 by 38.2.
- A review of BCCS's Accounting Policies and Procedures Manual (APPM) by staff from CSDE's Office of Internal Audit determined the APPM lacks some of the standard sections of an APPM. The missing items include purchasing, bidding and bank reconciliations.
- A review of BCCS's English learner (EL) policies and procedures determined it lacks components necessary to fully align to federal and state guidelines.
- A review of BCCS's state certified staff file and the school's employee roster determined three staff are not properly certified. The school has issued a plan to attain certification for the staff by end of 2017-18 school year.

**Charter Renewal Recommendation**

Brass City Charter School is providing its students, families and community with a viable public school choice option. The school is financially and organizationally healthy. The average daily attendance rate exceeded the state goal of 95 percent and its chronic absenteeism and suspension rates were below the state average. The performance index score of BCCS high needs students outperformed the host district Waterbury and state in English Language Arts and Mathematics. The percentage of BCCS students meeting or exceeding the achievement standard in ELA and Mathematics on the 2017 SBAC exceeded the host district Waterbury and state average. A review of the percentage of BCCS students Grades 3 and 4 (Table 4) meeting or exceeding the achievement standard in ELA and Mathematics on the SBAC 2015-16 in comparison to 2016-17 show a significant drop in achievement. A 12.4 percent reduction in ELA and a 22.9 percent in Mathematics are of concern. Acknowledging that BCCS's performance indicators are not without weakness, the CSDE recommends that the SBE renew the school's charter for a period of four years subject to the following condition:

1. By April 6, 2018, BCCS shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include measures to improve student academic achievement in ELA and Mathematics. The plan shall be developed in consultation with CSDE's Turnaround Office. BCCS shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

The CSDE will notify Brass City Charter School of action taken by the SBE following its meeting on March 7, 2018. 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 that Brass City Charter School has addressed the issues raised in this memorandum.

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

Approved by: Desi D. Nesmith, Chief Turnaround Officer  
Turnaround Office

## CHARTER RENEWAL REPORT | SPRING 2016

Charter School Information:		
Charter School Name:	Brass City Charter School	
School Director:	Dr. Barbara Ruggiero	
School Board Chairperson:	Andrew Sternlieb	
Location (City/Town):	Waterbury	
Rating Key:		
<b>Meets</b>	The school demonstrates effective policies and practices, resulting in positive outcomes.	
<b>Pending Action</b>	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.	
<b>Does Not Meet</b>	The school 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:	401.9/750	53.6
Notes and Evidence:		
<p>The 2016-17 BCCS Accountability Index score of 53.6 is below average when compared to the state school Accountability Index score of 73.1. Schools that meet Standard 1: School Performance Indicators are schools earning an accountability index score that is in the state's top three quartiles. BCCS's accountability score of 53.6 places its performance in the bottom quartile which does not meet Standard 1. Brass City's 2016-17 Next Generation Accountability Report is shown in detail on the next page.</p>		



# Next Generation Accountability Report: 2016-17 - DISTRICT PREVIEW

Choose a District

Brass City Charter School District

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	79.3	75	50.0	50	100.0%	67.1
1b.	ELA Performance Index – High Needs Students	76.9	75	50.0	50	100.0%	55.9
1c.	Math Performance Index – All Students	69.7	75	46.5	50	93.0%	62.2
1d.	Math Performance Index – High Needs Students	67.3	75	44.9	50	89.8%	50.5
1e.	Science Performance Index – All Students		75	0.0	0		55.3
1f.	Science Performance Index – High Needs Students		75	0.0	0		45.2
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	47.4%	100	47.4	100	47.4%	55.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	35.5%	100	35.5	100	35.5%	49.8%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	19.0%	100	19.0	100	19.0%	61.7%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	15.5%	100	15.5	100	15.5%	53.7%
4a.	Chronic Absenteeism – All Students	7.3%	<=5%	45.5	50	90.9%	9.9%
4b.	Chronic Absenteeism – High Needs Students	10.6%	<=5%	38.9	50	77.7%	15.8%
5	Preparation for CCR – % taking courses		75%	0.0	0		70.7%
6	Preparation for CCR – % passing exams		75%	0.0	0		43.0%
7	On-track to High School Graduation		94%	0.0	0		87.8%
8	4-year Graduation All Students (2016 Cohort)		94%	0.0	0		87.4%
9	6-year Graduation - High Needs Students (2014 Cohort)		94%	0.0	0		82.0%
10	Postsecondary Entrance (Class of 2016)		75%	0.0	0		72.0%
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0%	13.2%	75%	8.8	50	17.5%
12	Arts Access		60%	0.0	0		51.6%
	<b>Accountability Index</b>			<b>401.9</b>	<b>750</b>	<b>53.6%</b>	

These statistics represent the results from the third year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator, including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled [Using Accountability Results to Guide Improvement](#).

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

Gap Indicators	Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	76.9	-1.9	16.7	
Math Performance Index Gap	75.0	67.3	7.7	18.7	
Science Performance Index Gap				16.6	
Six-Year Graduation Rate Gap (2014 Cohort)					N

Participation Rate	Rate
ELA – All Students	100.0%
ELA – High Needs Students	100.0%
Math – All Students	100.0%
Math – High Needs Students	100.0%
Science – All Students	N/A
Science – High Needs Students	N/A

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



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> CSDE site visit staff reviewed BCCS’s last three certified financial audits and uncovered no significant findings, conditions or internal control weakness.</li> <li>• <b>Indicator 2.2:</b> CSDE site visit staff reviewed BCCS’s last three certified financial audits, accounting policies and procedures manual (APPM) and budgets, interviewed the school business manager, school director and governing board members. The reviewers determined BCCS completed on-time submission of certified audits and annual budgets. Staff from CSDE’s Office of Internal Audit determined the APPM lacks some of the standard sections of an APPM. The missing items include purchasing, bidding, and bank reconciliations. The CSDE has received and is currently reviewing BCCS’s corrective action plan and draft revisions to its APPM and expects it to be completed by March 2018.</li> <li>• <b>Indicator 2.3:</b> Staff from CSDE’s Office of Internal Audit reviewed BCCS’s last three certified financial audits and determined BCCS’s debt to asset ratio (total liabilities/total assets), current asset ratio (current assets/current liabilities), total margin (net income/revenue), days of unrestricted cash (unrestricted cash /((total expenditures – depreciation)/365)), and cash flow (change in cash balance) 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> CSDE site visit staff reviewed school policies regarding anti-nepotism and conflict of interest were found in compliance with CSDE administrative oversight guidelines. BCCS’s policies and procedures regarding background checks of staff and board members, open board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulation. This finding was supported by a review of background check and board training records and the review of the schools website and governing board meeting minutes.</li> <li>• <b>Indicator 2.5:</b> As evidenced by the site visit, BCCS has a safe and well-maintained school facility to support quality teaching and learning. Evidence included proof of property insurance, an approved Waterbury Fire Marshal inspection and approved certificate of occupancy issued by the Waterbury Building Department for the facility.</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> BCCS currently serves 254 students all from the City of Waterbury, the host district, in Pre-Kindergarten through Grade 5. 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 BCCS’s waitlist information (Table 3 page 12) determined it maintains a sizable waitlist of families beyond the available number of seats. In 2017-18, 285 students were on the waiting list. The waitlist has included over 215 students each year for the past three years. The October 2017 student enrollment (254) is one seat over the 2017-18 projected student enrollment.</li> <li>• <b>Indicator 3.3:</b> A review of BCCS’s 2016-17 Public School Information System (PSIS) data reports students from minority groups represent 89.9 percent of BCCS’s student population and 66.2 percent of students qualify for free and reduced-price meals. The English learner (EL) population is zero, although with the EL screening changes (detailed in Section 4.3 below) being incorporated for next year this number is expected to increase in the 2018-19 school year. The percentage of special education students at BCCS is 6.8 percent. To better reflect the demographics of the surrounding community, the school must seek to enroll more EL students.</li> <li>• <b>Indicator 3.4:</b> BCCS demonstrates strong community support as evidenced by letters of support for the school from Dr. Kathleen M. Ouellette, Superintendent, Waterbury Public Schools and the Honorable, Neil M. O’Leary, Mayor, City of Waterbury and oral testimony provided during the public hearing by state Senator, Joan Hartley. During the site visit, CSDE staff interviewed parents of students attending the school. All described the communication between the school and families as strong. All expressed support for what they perceive to be rigorous curriculum and the school’s dedication to ensuring each child’s needs are met. Over 220 individuals attended the October 17, 2017, renewal public hearing, and 36 individuals offered testimony supporting the school’s efforts and the renewal of its charter.</li> <li>• <b>Indicator 3.5:</b> School culture and climate policies reviewed by CSDE site visit staff were clear and concise. Classroom observations revealed consistent implementation of behavior intervention monitoring. A review of BCCS’s 2016-17 school culture and climate data reports a student suspension rate that is below 2.0 percent, a chronic absenteeism rate of 7.3 percent, and an average daily attendance rate of 95.3 percent.</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 type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.4. Rights of Students	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.5. Teacher/Staff Credentials	<input 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> <p><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 agenda are posted on the school’s website. Education records and testing data are secured in locked file cabinets in the main office.</p> </li> <li> <p><b>Indicator 4.2:</b> A review of BCCS 2016-17 Public School Information System (PSIS) data reports the percentage of special education students at BCCS was 6.8 percent. During the renewal site visit the CSDE Special Education Consultant reviewed five randomly selected special education student files for review, interviewed the Waterbury Public School (WPS) special education supervisor assigned to BCCS and the special education teacher providing education services to students attending the school regarding how the charter school was meeting the needs of students receiving special education and related services pursuant to the Individuals with Disabilities Education Act (IDEA). The Education Consultant participated in group meetings with BCCS parents, including parents of children with disabilities receiving services under IDEA, teachers, and administration.</p> <p>One certified special education teacher employed by WPS and assigned to the charter school serve the 21 students receiving special education services. WPS provides a social worker and speech and language pathologist who are at the charter school one day a week to provide related services to students in order to provide the services that are included in student’s individualized education programs (IEPs) and provide supports to students so that the students are able to access the general education curriculum as appropriate.</p> <p>As evidenced by interviews BCCS and WPS understand and carry out respective obligations to locate and identify children who are in need of special education and related services and work together to schedule students’ planning and placement team meetings as needed.</p> <p>Student education files are kept in locked file cabinets. All files reviewed had individual sign-in access sheets. The reviewed files were well organized and maintained.</p> <p>File reviews and staff interviews indicate the special education students attending the Charter school are receiving specialized instruction and related services as set forth in their IEPs. As evident in the review of student files the school monitors student progress toward short-term IEP objectives and annual goals.</p> </li> </ul>	

- **Indicator 4.3:** At the start of the 2016-17 school year, BCCS did not have a method to identify English Learners (ELs). The school has begun to develop and implement procedures, and the school is now serving 16 students. A review of BCCS’s English learner (EL) policies and procedures determined amendments were required in order to fully align with federal and state guidelines. BCCS has drafted and submitted to the CSDE amendments of its EL policies and procedures, which are currently under review and expects it to be completed by April 2018.
- **Indicator 4.4:** BCCS student rights policies and procedures include admissions, handling of student information, due process protections and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.
- **Indicator 4.5:** Staff from the CSDE Bureau of Educator Standards and Certification reviewed the state certified staff file and the school’s employee roster and found 27 certified staff and three staff members that were not properly certified. The school has submitted a corrective action to bring each employee into certification compliance. CSDE is monitoring the process to ensure each staff member is properly certified by the end of the 2017-18 school year.
- **Indicator 4.6:** A review of BCCS employment policies and procedures and an interview with the school director determined the school’s hiring and employment practices ensure protections under the Family Medical Leave Act, Americans with Disabilities Act and the Civil Rights Act of 1964.

<b>Prepared by:</b>	<b>Approved by:</b>
Robert Kelly, Charter School Program Manager	Desi D. Nesmith, Chief Turnaround Officer

## Brass City Charter School

Table 1: 2016 17 Student Enrollment and Demographic Information	
Grades served:	PK-4
Total enrollment:	219
Percentage of students qualifying for free or reduced price meals:	66.21
Percentage of special education students:	6.85
Percentage of students with limited English proficiency:	0
Percentage of minority students:	89.96
Percentage of Asian students:	*
Percentage of Black students:	31.05
Percentage of Hispanic students:	47.48
Percentage of Caucasian students:	10.04

\*N<=5. Suppressed to protect student confidentiality.

Table 2: School Culture and Climate Data				
Performance Metric:	2014-15:	2015-16:	2016-17:	State:
Average daily attendance rate:	95.1%	95.3%	95.3%	
Chronic absenteeism rate:	10.5%	7.4%	7.3%	9.6%
Number of in-school suspensions:	*	*	*	*
Number of out-of-school suspensions:	16	*	*	*
Suspension rate (percentage of students with 1+ suspension):	4.7%	4.3%	*	7.0%
Number of expulsions:	0	0	0	*
Cohort graduation rate (if applicable):	N/A	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	N/A

Source: CSDE analysis based on district submitted and certified data

\*N<=5. The data are suppressed to ensure confidentiality

Table 3: Student Waitlist and Mobility Information			
Performance Metric:	2014-15:	2015-16:	2016-17:
Waitlist number:	117	243	220
Number of enrolled students who left during the school year:	7	8	8
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	8	9	10

**BRASS CITY CHARTER SCHOOL SMARTER BALANCED ASSESSMENT**

<b>Table 4: Smarter Balanced Assessment Percentage of students at level 3 and 4 (met/exceeded)</b>				
<b>Grades 3-4</b>	<b>**2015-16</b>	<b>2016-17</b>	<b>District-2016-17</b>	<b>State-2016-17</b>
<b>ELA</b>	<b>82.1</b>	<b>69.7</b>	<b>26.1</b>	<b>54.2</b>
<b>MATH</b>	<b>82.1</b>	<b>59.2</b>	<b>17.6</b>	<b>45.6</b>

<b>Grades 3 4 Smarter Balanced Assessment Percentage of students at level 3 and 4 (met/exceeded)</b>								
<b>GRADE</b>	<b>ELA 2015-16</b>	<b>ELA 2016-17</b>	<b>DISTRICT 2016-17</b>	<b>STATE 2016-17</b>	<b>MATH 2015-16</b>	<b>MATH 2016-17</b>	<b>DISTRICT 2016-17</b>	<b>STATE 2016-17</b>
<b>3</b>	<b>82.1</b>	<b>76.3</b>	<b>26.6</b>	<b>51.8</b>	<b>82.1</b>	<b>*</b>	<b>26.6</b>	<b>53.1</b>
<b>4</b>	<b>**</b>	<b>*</b>	<b>28.3</b>	<b>54.1</b>	<b>**</b>	<b>*</b>	<b>28.3</b>	<b>50.0</b>

\*The data are suppressed to ensure confidentiality.

\*\*Brass City did not offer Grade 4 in 2015-16 school year.

**Table 5: 2016 17 Reading Performance****i Ready**

Grade	Total Sample	Fall 2016 # Students at Proficiency	Total Sample	Winter 2017 # Students at Proficiency	Total Sample	Spring 2017 # Students at Proficiency	Fall - Spring Growth
K	N/A	N/A	34	24 (70.6%)	32	29 (90.6%)	N/A
1	34	7 (20.6%)	34	23 (67.6%)	34	29 (85.3%)	64.7%
2	37	13 (35.1%)	38	23 (60.5%)	36	28 (77.8%)	42.7%
3	39	18 (46.2%)	39	30 (76.9%)	38	32 (84.2%)	38.0%
4	39	16 (41.0%)	39	18 (46.1%)	38	16 (42.1%)	1.1%

**Table 6: 2016 17 Math Performance****i Ready**

Grade	Total Sample	Fall 2016 # Students at Proficiency	Total Sample	Winter 2017 # Students at Proficiency	Total Sample	Spring 2017 # Students at Proficiency	Fall - Spring Growth
K	N/A	N/A	34	10 (29.4%)	32	23 (71.9%)	N/A
1	34	3 (8.8%)	34	17 (50.0%)	34	27 (79.4%)	70.6%
2	37	4 (10.8%)	38	17 (44.7%)	36	26 (72.2%)	61.4%
3	39	7 (17.9%)	39	15 (38.5%)	38	28 (73.7%)	55.8%
4	39	12 (30.8%)	39	14 (35.9%)	38	18 (47.4%)	16.6%

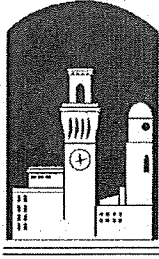
**Table 7: 2017 18 Reading Performance**

<b>i Ready</b>							
<b>Grade</b>	<b>Total Sample</b>	<b>Fall 2017 # Students at Proficiency</b>	<b>Total Sample</b>	<b>Winter 2018 # Students at Proficiency</b>	<b>Total Sample</b>	<b>Spring 2018 # Students at Proficiency</b>	<b>Interim Growth</b>
<b>K</b>	N/A	N/A	34	9 (26.5%)			N/A
<b>1</b>	36	7 (19.4%)	37	18 (48.6%)			29.2%
<b>2</b>	34	10 (29.4%)	34	17 (50.0%)			20.6%
<b>3</b>	40	19 (47.5%)	39	25 (64.2%)			16.6%
<b>4</b>	36	14 (38.9%)	36	22 (61.1%)			22.2%
<b>5</b>	39	11 (28.2%)	39	17 (43.6%)			15.4%

**Table 8: 2017 18 Math Performance**

<b>i Ready</b>							
<b>Grade</b>	<b>Total Sample</b>	<b>Fall 2017 # Students at Proficiency</b>	<b>Total Sample</b>	<b>Winter 2018 # Students at Proficiency</b>	<b>Total Sample</b>	<b>Spring 2017 # Students at Proficiency</b>	<b>Interim Growth</b>
<b>K</b>	N/A	N/A	34	5 (14.7%)			N/A
<b>1</b>	36	2 (5.6%)	37	14 (37.8%)			32.2%
<b>2</b>	34	5 (14.7%)	34	13 (38.2%)			23.5%
<b>3</b>	40	4 (10.0%)	39	14 (35.9%)			25.9%
<b>4</b>	36	10 (27.8%)	36	17 (47.2%)			19.4%
<b>5</b>	39	10 (25.6%)	39	15 (38.5%)			12.9%





**WATERBURY**  
Public Schools

*Today's Students, Tomorrow's Leaders*

*Dr. Kathleen M. Ouellette*  
*Superintendent*  
*Waterbury Public Schools*

September 11, 2017

Mr. Desi Nesmith  
Chief Turnaround Officer  
CT State Department of Education  
Box 2219  
Hartford, CT 06145

Dear Mr. Nesmith,

I am writing to you in support of the renewal of the charter for the Brass City Charter School, in Waterbury. As Superintendent of Schools for the Waterbury School District, I am cognizant of the large student population in Waterbury, and the desire of some parents in the community to have a variety of school options for their children. Brass City Charter School provides one such option. Charter School administrators have been willing partners, with whom the district enjoys a positive relationship.

Further, I understand that the Brass City Charter School, comprised entirely of Waterbury students, has a low chronic absenteeism rate (7.4%), and low student suspension rates. The charter school uses sound interim assessments and teaching strategies; and over eighty-two percent (82.1%) of Brass City Charter School students met or exceeded goal on SBAC.

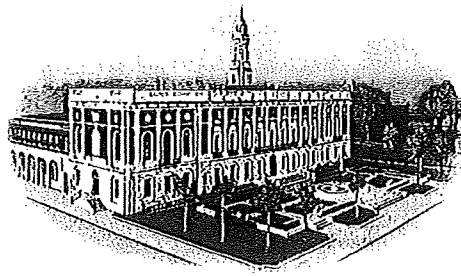
Plans by the Brass City Charter School to purchase the St. Margaret's Church, school, parish hall and convent buildings, indicate the intention of the Brass City Charter School to become a permanent fixture in the Willow Street community around the school. This commitment to Waterbury benefits the Brass City Charter School students and their families.

I support the renewal of the charter for Brass City Charter School. Thank you for this opportunity to contribute to the charter school renewal process.

Sincerely,

Dr. Kathleen M. Ouellette  
Superintendent of Schools

NEIL M. O'LEARY  
MAYOR



JOSEPH A. GEARY  
DIRECTOR OF OPERATIONS

OFFICE OF THE MAYOR  
**THE CITY OF WATERBURY**  
CONNECTICUT

October 12, 2017

To Members of the State Board of Education:

When the founders of Brass City Charter first introduced me to their plans to bring a charter school to Waterbury, I was immediately supportive. I believed in the overall goal of charters to serve as “centers for innovation and educational leadership to improve student performance and as a vehicle to reduce racial, ethnic and economic isolation”. We are proud to have BCCS, which was named a “school of distinction,” last year, in Waterbury providing a rigorous and holistic academic program to our city children.

BCCS has created some unique programs: an inquiry based science curriculum that was developed in collaboration with the CT Science Center, a daily music program where children learn to play string instruments as well as develop creative expression, self-efficacy, collaborative learning, and social responsibility. And a social-emotional focus supported by Yale’s Center for Emotional Intelligence RULER that helps children develop the emotional resiliency that is necessary for school success. These signature programs are part of BCCS’ attempt to improve student performance for urban children and it is doing just that!

Brass City Charter School represents the diversity and strength of Waterbury where parents care deeply for their children and wish for them a future that is bright and where they have the education that is necessary for success in an increasingly complex world.

It has been a pleasure to see how Waterbury has benefited from the existence of the school. It has enriched the options available with its unique panoply of

programs and commitment to excellence and provided not just a true alternative for parents and families but a unique opportunity to test new ways of teaching and alternative foci for developing children. But this experiment and opportunity is incomplete. Starting with grade pre K through grade 1, it has grown by a grade a year. Now with its fifth grade in place it is still three years from its initial vision of offering a comprehensive pre K to 8 school. I as Mayor stand solidly behind making that not only possible but a reality and support the renewal of Brass City Charter School's charter.

Respectfully,

A handwritten signature in black ink, appearing to read "Neil M. O'Leary". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Neil M. O'Leary

Mayor, Waterbury CT