

VI.F.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

May 6, 2015

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Stamford Academy from July 1, 2015, through June 30, 2018, subject to the conditions noted in the Commissioner's May 6, 2015, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this sixth day of May, Two Thousand Fifteen.

Signed: _____
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 Designate

DATE: May 6, 2015

SUBJECT: Renewal of State Charter – Stamford Academy, Stamford

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:

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 SBE carefully evaluate qualitative and quantitative evidence and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence, and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed, upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

Based on an evaluation of Stamford Academy (SA), the CSDE seeks the SBE's approval to renew SA's charter for a period of three years. SA provides educational options for students, particularly at-risk populations, in Stamford and surrounding communities; however, the school has not adequately demonstrated student progress. In 2013, SA achieved a School Performance Index (SPI) of 34.2,

whereas Stamford’s District Performance Index (DPI) was 68.8. It is important to note Stamford Public Schools do not have an alternative school setting. As such, SA has an opportunity to customize educational opportunities for students in the district. SA’s students represent an over-age, under-credited population with only 20% of students entering the school on track to graduate within four years. SA must strengthen academic programming and governance in order to advance student academic achievement. SA demonstrated insufficient progress through its three-year participation in the federal School Improvement Grant (SIG) 1003(g) program. For these reasons, the Commissioner is placing SA on probation for one year based on C.G.S. 10-66bb(h) detailed later in this report.

History/Background

SA opened in 2004 in the City of Stamford. SA currently serves 142 students in Grade 9 through 12. Table 1 provides 2014-15 student enrollment and demographic data. The majority of students (94 students) reside in Stamford, and the remaining students come from four area towns. SA’s mission is to “reengage and guide students in acknowledging and developing their educational strengths while acquiring the skills to contribute positively to themselves and their community.” Accordingly, SA provides students and families with access to wraparound and family advocacy services. The school employs a case management approach, providing individualized supports for students. SA places a strong emphasis on foundational literacy skills. Importantly, SA maintains strong support from its families, host district administrators, and community stakeholders.

Table 1. 2014-15 Student Enrollment and Demographic Information	
Grades served:	9-12
Total enrollment:	142
Percentage of students qualifying for free or reduced price meals:	98%
Percentage of special education students:	22%
Percentage of students with limited English proficiency:	0%
Percentage of minority students:	95%
Percentage of Black students:	59%
Percentage of Hispanic students:	36%
Percentage of Caucasian students:	5%
Percentage of Other students:	0%

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of SA on November 21, 2014. 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. SA submitted data and evidence to substantiate the charter school’s written responses.

A state-appointed renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, school management, finance, and school governance reviewed the renewal application and asked for clarification and additional information, where necessary.

Renewal Site Visit: On January 13, 2015, the CSDE renewal team conducted an on-site visit at SA. The purpose of the renewal site visit was to observe charter school programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through site visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, and parents and community members. The team used this process to ensure 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 SA from the Superintendent of Stamford and from contiguous school districts: Greenwich, Darien, and New Canaan. The Superintendent of Stamford submitted a response in support of SA's renewal, noting SA "has allowed our community to create a safety net that gives students a second chance to succeed." Additionally, SA "provides the necessary social and emotional support many students need as they make their way to high school graduation."

Public Hearing: Robert Trefry, member of the SBE, and CSDE staff held a public hearing on February 26, 2015, in Stamford and heard from 38 individuals on the potential renewal of SA and the impact it is having on the community. Public hearing participants included members of the SA community, including family members, students, school staff, and community members. In total, over 95 people attended the public hearing. The responses generated during the public hearing were overwhelmingly positive, both in terms of the impact the charter school has had on the community and support for SA in the context of school choice.

Renewal Site Visit Findings and Follow-Up Activities

As required by law, the CSDE's renewal review focused on the following areas: (a) school performance; (b) stewardship, governance, and management; (c) student population; and (d) legal compliance. Data and information contained in this section speak to SA's performance in these four areas. The following section and Charter Renewal Report highlight school strengths and areas for continued growth. SA has begun to remedy issues identified by the CSDE during its January 13, 2015, site visit.

School Performance: The CSDE reviewed SA's student achievement and school climate data, as well as progress toward mission-specific goals to determine its track record in improving student performance. First, the CSDE looked at student achievement, including overall school performance, performance trends over time, performance by content area, and performance by subgroup. Also, the CSDE examined performance relative to the host district. Table 2 provides a summary of student achievement data. SA has not demonstrated sufficient student progress, thus supporting a three-year renewal and probationary status. SA's 2013 SPI was 34.2. In 2013, Stamford's overall DPI was 68.8. SA is currently classified as a "Turnaround" school. In Connecticut, there are relatively few alternative high school programs with unique school codes allowing for direct comparisons. Stevens Alternative

High School in East Hartford (a demographically comparable school) and Walter Cady High School in Middletown (an all-boys Connecticut Juvenile Training School) allow for more direct comparisons in school performance. While SA's 2013 overall SPI was 34.2, Stevens' 2013 overall SPI was 18.5, and Cady's 2013 overall SPI was 27.2.

SA's 2014 graduation rate was 25%, and its holding power rate was 81%. Stamford Public Schools' 2014 graduation rate was 89%, and the district's holding power rate was 95%. Cady's 2014 graduation rate was 28%. SA serves a unique population, requiring a more nuanced analysis of progress toward school-specific goals beyond SPI. SA's math program lacks structured interventions for students below grade level who struggle with specific content and skills. SA's literacy program incorporates interventions. SA provided self-reported benchmark assessment data, indicating that within two years at Stamford Academy, students grow 3.08 grade levels cumulatively in mathematics and 2.3 grade levels in reading. However, the school lacks sufficient data and goals using alternative assessments to support an adequate demonstration of student progress over time to inform curriculum and instruction, and potentially raise student achievement.

Table 2: School Achievement Data			
Performance Metric:	2010-11:	2011-12:	2012-13:
Overall SPI:	N/A	21.0	34.2
Overall host district DPI:	69.9	66.7	68.8
Math SPI:	N/A	15.0	23.9
Math host district DPI:	64.4	62.8	66.7
Reading SPI:	N/A	24.6	32.3
Reading host district DPI:	69.7	65.5	66.8
Writing SPI:	N/A	N/A	46.2
Writing host district DPI:	80.4	78.7	79.1
Black/African American SPI:	N/A	N/A	N/A
Black/African American host district DPI:	55.5	49.5	49.6
Hispanic/Latino SPI:	N/A	N/A	N/A
Hispanic/Latino host district DPI:	58.9	57.3	62.5
EL SPI:	N/A	N/A	N/A
EL host district DPI:	31.8	27.4	36.5
FRL SPI:	N/A	22.1	34.2
FRL host district DPI:	56.3	53.3	57.4
Special education SPI:	N/A	N/A	N/A
Special education host district DPI:	45.3	37.0	40.1

N/A: N<20 students.

Second, the CSDE looked at school culture and climate data, including student attendance, student chronic absenteeism, behavioral incidents, and graduation rates at the high school level. Table 3 provides a summary of school climate data. SA's 2013-14 self-reported average daily student

attendance rate was 74.8% and the student chronic absenteeism rate was self-reported at 45%. In 2013-14, Stamford’s average daily attendance rate was 95%, the district had a chronic absenteeism rate of 10%, and the statewide chronic absenteeism rate was 10.7%. In 2013-14, 36.1% of SA’s students received at least one in- or out-of-school suspension, compared to 3.1% in Stamford and 7.5% statewide. Importantly, during that same time period, SA did not expel any students. SA has submitted a plan to improve school climate, strengthen behavior policies and procedures, and establish targets for the reduction of suspensions. SA uses a combination of approaches to address behavior management. Through Positive Behavioral Interventions and Support (PBIS), the Sanctuary Model and restorative justice models, teachers are trained to better mediate and address behavioral problems before they escalate and provide incentives to students for good behavior. PBIS has reduced incident frequency and overall numbers of behavior issues at the school. Currently, as reported by the school, 20% of students have received at least one suspension compared to 36.1% last year. SA anticipates this positive downward trend in behavioral issues will continue through the end of the school year and into the future.

Table 3: School Climate Data				
Performance Metric:	2010-11:	2011-12:	2012-13:	2013-14:
Average daily attendance rate:	84.9%	94.0%	83.5%	74.8%
Chronic absenteeism rate:	N/A	4%	97.3%	45%
Number of in-school suspensions:	0	0	8	58
Number of out-of-school suspensions:	30	*	54	41
Suspension rate (% students with 1+ suspension):	16.8%	2.9%	26.1%	36.1%
Number of expulsions:	0	0	0	0
Cohort graduation rate:	36.4%	44.4%	27.0%	24.6%
Holding power rate:	78.2%	77.8%	83.8%	80.7%

*N<5 students; N/A: The CSDE did not collect chronic absenteeism data in 2010-11.

Stewardship, Governance, and Management: SA’s certified financial audit uncovered no significant deficiencies. SA required greater delineation of financial policies and procedures, including check signing, purchasing procedures and thresholds, petty cash, and processes for reviewing, approving, and reconciling bank and credit card statements. The financial relationship between SA and its charter management organization (CMO), Domus, is set forth in a memorandum of understanding (MOU). The MOU is in the process of being revised, being specific about all services provided and the calculation of all fees charged to the school. SA would benefit from Board processes to periodically review school data and progress in the areas of academic achievement and school climate.

Student Population: In 2012, the General Assembly amended C.G.S. § 10-66bb(g) to require charter schools to make efforts to effectively attract, enroll and retain a diverse student population. SA students are selected through a blind lottery process. According to October 2014 demographic data, students from minority groups represent 95% percent of SA’s population, compared to 67% of Stamford’s population, which represents the majority sending district; 98% of SA’s students are eligible for free/reduced-priced meals, compared to 52% in Stamford; 22% of students were identified as needing special education services, compared to 10% in Stamford; and zero students were identified as English learners (ELLs), compared to 13% in Stamford. SA works in close collaboration with Stamford Public Schools and its middle and high schools to identify at-risk students who might benefit from SA’s

mission. Additionally, SA and Domus work with community partners to identify and attract students at-risk or having difficulty in a traditional education setting. Table 4 summarizes student waitlist and mobility information.

Table 4: Student Waitlist and Mobility Information			
Performance Metric:	2011-12:	2012-13:	2013-14:
Waitlist number:	10	16	8
Number of enrolled students who left during the school year:	23	21	29 (5 returned in SY 2015)
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	11	14	12

Pending annual SBE approval and legislative appropriations, SA proposes the following enrollment, which remains stable and is consistent with the current approved enrollment (see Table 5). The number of students served will be determined based on available funding and school performance.

Table 5. Preliminary Growth Projections															
SY	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-2016											25	40	50	40	150
2016-2017											25	40	50	40	150
2017-2018											25	40	50	40	150

Legal Compliance: It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families. SA is in the process of updating policies to comply with new CSDE administrative oversight guidelines (i.e., anti-nepotism, conflict of interest, background checks). Based on the renewal application, site visit, and interviews, it appears SA is in compliance with all current applicable laws and regulations.

Notification of Probation

While SA provides educational options for students, particularly at-risk populations, the school has not adequately demonstrated student progress. In 2012, the SBE renewed the charter of SA for three years recognizing the unique niche of students the school serves (40% adjudicated youth reported by SA) while providing a measure of accountability for challenges with student achievement. It is also noteworthy that students, as reported by SA, have an average fifth-grade reading level. However, CSDE staff review found insufficient evidence that the school has established school-wide academic achievement goals or a system to track academic progress. Individual student success plans, which are used for nonacademic goal setting fail to account for academic performance. In addition, while some teachers are effectively using individual student and aggregate classroom data to drive and differentiate instruction, no school-wide protocols were observed for the analysis and use of data to inform

instruction. SA would benefit from enhanced Board review of the school's data and progress on an ongoing basis. SA also demonstrated insufficient progress through its three-year participation in the federal School Improvement Grant (SIG) 1003(g) program.

For these reasons, effective May 6, 2015, the Commissioner is placing SA on probation for the period of one year. C.G.S. 10-66bb (h) provides that the "Commissioner of Education may at any time place a charter school on probation if (1) the school has failed to (A) adequately demonstrate student progress, as determined by the Commissioner" among other provisions. To be clear, a three-year renewal accompanied by probation recognizes the need for the CSDE to maintain close oversight of SA while allowing the school to make structural program improvements over a three-year period. Given the unique population of students SA serves, significant and increased resource supports will need to be implemented to address school performance. SA has worked hard to address school performance in the last three years; however, CSDE staff review, as referenced in this report, indicates continued shortfalls in the academic program.

While the Commissioner recommends the renewal of SA from July 1, 2015, through June 30, 2018, the Commissioner's letter of probation, separate from this action, will include the following provisions:

1. By May 11, 2015, as defined by C.G.S. § 10-66bb(h), the Commissioner shall provide written notice to SA of the reasons for probation.
2. By June 15, 2015, SA shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include elements consistent with the CSDE's charter school performance framework, including strategies and measurable goals in the area of school performance, behavior, and chronic absenteeism. The corrective action plan must create a comprehensive plan to improve student achievement and school performance. SA shall implement the corrective action thirty days following the Commissioner's acceptance of the plan.
3. As required by C.G.S. § 10-66bb(h), the Commissioner shall notify parents and guardians of students attending the school of the probationary status and the reasons for such status.
4. By December 31, 2015, SA shall submit a winter 2015 interim report and participate in a progress monitoring site visit facilitated by the CSDE. SA shall submit an interim report and progress data using a format determined by the CSDE.
5. By March 31, 2016, SA shall submit a spring 2016 interim report and participate in a progress monitoring site visit facilitated by the CSDE. SA shall submit an interim report and progress data using a format determined by the CSDE.
6. By May 5, 2016, the Commissioner shall make a recommendation to the SBE regarding the status of SA's renewal and probation.
7. SA must participate in relevant technical assistance organized by the CSDE.

Recommendations with Conditions

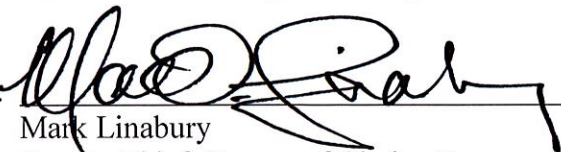
Based on the record of student achievement of SA and the CSDE's evaluation of the charter, the CSDE recommends that the SBE renew the school's charter for a period of three years subject to the following conditions:


1. By September 30, 2015, SA shall implement a plan to minimize behavioral incidents resulting in suspensions and expulsions by: (a) isolating the root causes of behavioral issues; (b) identifying interventions to target root causes; (c) strengthening school discipline policies and procedures; and (d) monitoring interventions and applying midcourse corrections, as necessary. Additionally, SA shall submit its year-to-date number of suspensions and expulsions, and the concentration of students with one or more suspension or expulsion to the CSDE twice annually, once in September via the annual reporting process and again at the midyear in January.
2. By September 30, 2015, SA shall submit a plan to 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. Additionally, SA shall submit its year-to-date chronic absenteeism rate to the CSDE twice annually, once in September via the annual reporting process and again at the midyear in January.

The CSDE will work with SA to establish reasonable growth targets, and SA must participate in relevant technical assistance organized by the CSDE.

If approved in the 2015-16 school year, SA will provide 150 students an educational experience in Grades 9 through 12.

Prepared by: 
Robert E. Kelly
Charter School Program Manager

Reviewed by: 
Mark Linabury
Bureau Chief, Bureau of Choice Programs

Approved by: 
Charlene Russell-Tucker
Chief Operating Officer



CHARTER RENEWAL REPORT | SPRING 2015

Charter School Information:						
Charter School Name:	Stamford Academy					
School Director:	David William					
School Board Chairperson:	Noah LaPine					
Location (City/Town):	Stamford, CT					
Rating Key:						
Meets/Exceeds (M/E): The school meets or exceeds performance expectations with minor, if any, concerns noted; the school can remedy any concerns.						
Approaches (A): The school approaches performance expectations; the school review generates moderate concerns with actions required by the school.						
Falls Below (FB): The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.						
Standard 1: School Performance Indicators			FB	A	M/E	Points / Max
1.1. Student Achievement, Growth, and Gap Closure			✓			0 / 4
1.2. Mission-Specific Goals				✓		2 / 4
1.3. School Culture and Climate			✓			0 / 4
1.4. Instruction				✓		2 / 4
1.5. Academic Program				✓		2 / 4
1.6. Supports for Special Populations					✓	4 / 4
Notes and Evidence:						
<ul style="list-style-type: none"> Indicator 1.1: Based on the most recent Connecticut Academic Performance Test (CAPT) administration in 2013, Stamford Academy achieved an overall School/District Performance Index (SPI/DPI) of 34.2. In 2013, Stamford’s overall DPI was 68.8. This is an imperfect point of comparison, given that Stamford Academy’s mission is to provide an alternate educational setting for students who have been unsuccessful in a traditional public school setting, including 40% adjudicated youth. Stamford Academy’s students represent an over-age, under-credited population with only 20% of students entering on track to graduate on time. In Connecticut, there are relatively few alternative high school programs with unique school codes allowing for direct comparisons. Stevens Alternative High School in East Hartford and Walter Cady High School in Middletown (an all-boys Connecticut Juvenile Training School) allow for more direct comparisons in school performance. While SA’s 2013 overall SPI was 34.2, Stevens’ 2013 overall SPI was 18.5, and Cady’s 2013 overall SPI was 27.2. <p>In light of the transition to new Smarter Balanced Assessments (i.e., test to replace the CAPT), Stamford Academy self-reported benchmark assessment data, indicating that within two years at Stamford Academy, students grow 3.08 grade levels cumulatively in mathematics and 2.3 grade levels in reading. This is particularly significant, given that students at Stamford Academy have an average fifth-grade reading level. Stamford Academy is currently classified as a “Turnaround” school. Stamford Academy’s 2014 graduation rate was 25%, and its holding power rate was 81%. Stamford Public Schools’ 2014 graduation rate was 89%, and the district’s holding power rate was 95%. Cady’s 2014 graduation rate was 28%.</p>						

- Indicator 1.2:** Stamford Academy’s mission is to reengage and guide students in acknowledging and developing their educational strengths while acquiring the skills to contribute positively to themselves and their community. As noted, Stamford Academy serves a unique population, requiring a more nuanced analysis of progress toward school-specific goals beyond CAPT and SPI. Stamford Academy continues to track progress toward nonacademic goals; however, it is unclear whether the school has established schoolwide academic achievement goals or a system to track academic progress. Individual student success plans, which are used for nonacademic goal-setting, fail to account for academic performance and could be used for that purpose.
- Indicator 1.3:** SA’s self-reported 2013-14 average daily student attendance rate was 74.8%, and the student chronic absenteeism rate was self-reported at 45%. In 2013-14, Stamford’s average daily attendance rate was 95%, the district had a chronic absenteeism rate of 10%, and the statewide chronic absenteeism rate was 10.7%. In 2013-14, 36.1% of SA’s students received at least one in- or out-of-school suspension, compared to 3.1% in Stamford and 7.5% statewide. Importantly, during that same time period, no students at Stamford Academy received an expulsion. Stamford Academy implements a consistent approach to behavior management through the Sanctuary Model, restorative justice, and Positive Behavioral Interventions and Support (PBIS).
- Indicator 1.4:** Instructional practice at Stamford Academy is emerging in many areas. For example, some teachers are effectively using individual student and aggregate classroom data to drive and differentiate instruction. There are, however, no school-wide protocols for the analysis and use of data to inform instruction.
- Indicator 1.5:** Stamford Academy’s academic program necessarily focuses on meeting students’ unique learning needs. The school has increased its focus on foundational literacy and provides structured interventions through its Foundations program. Students not enrolled in Foundations are enrolled in APEX, an online program that allows students to earn credit in enriched areas of study, such as: Advanced Placement (AP), foreign languages, and credit recovery courses. Stamford Academy’s math program lacks structured interventions for students below grade level and struggling with specific content and skills; however, the school is investigating new approaches, such as mastery-based learning.
- Indicator 1.6:** Currently, 22% of students receive special education services under IDEA. The majority of these students are making satisfactory progress on short-term IEP objectives and annual goals. Where students do not meet expected goals, IEPs are appropriately revised to add necessary supports. Stamford Academy’s special education staff supports a large caseload; the school has posted for an additional special education teacher, and will work with the sending districts to fund the additional position.

Standard 2: Stewardship, Governance, and Management Indicators	FB	A	M/E	Points / Max
2.1. Fiscal Viability			✓	2 / 2
2.2. Financial Management		✓		1 / 2
2.3. Governance and Management		✓		1 / 2
2.4. Organizational Capacity		✓		1 / 2
2.5. Accountability Measures		✓		1 / 2
2.6. School Facility			✓	2 / 2

Notes and Evidence:

- Indicator 2.1:** Stamford Academy’s certified financial audit uncovered no significant deficiencies. Stamford Academy’s current asset ratio, days of unrestricted cash, total margin (net income/total revenue), and debt-to-asset ratio (total liabilities/total assets) meet or exceed ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. Stamford Academy has no debt financing. Stamford Academy did experience a negative cash flow in FY 14; however, cash flow was positive in the two prior years.
- Indicator 2.2:** Stamford Academy required greater delineation of financial policies and procedures, including check signing; purchasing thresholds; petty cash; and processes for reviewing, approving, and reconciling bank and credit card statements. The MOU is in the process of being revised, being specific about all services provided and the calculation of all fees charged to the school.
- Indicator 2.3:** Stamford Academy is in the process of updating policies to comply with new CSDE administrative oversight guidelines (e.g., anti-nepotism, conflict of interest, background checks). The Board must ensure that its meeting schedule is publically accessible. The opportunity for compensation of Board members, as stated in bylaws, must be more clearly defined.
- Indicator 2.4:** Stamford Academy maintains adequate staffing levels to support student needs; however, as noted under Indicator 1.6, Stamford Academy would benefit from an additional special education staff member. Stamford Academy would benefit from clarifying Domus’ scope of services and associated fee structure.
- Indicator 2.5:** As noted under Indicator 1.3, Stamford Academy would benefit from adopting mission-specific goals to better evaluate school and student progress. Stamford Academy would benefit from Board processes to periodically review the school’s data and progress (e.g., attendance, behavior, academics).
- Indicator 2.6:** Stamford Academy has a safe and well-maintained school facility to support high-quality teaching and learning.

Standard 3: Student Population Indicators	FB	A	M/E	Points / Max
3.1. Recruitment and Enrollment Process			✓	2 / 2
3.2. Waitlist and Enrollment Data		✓		1 / 2
3.3. Demographic Representation			✓	2 / 2
3.4. Transfer/Retention Rates		✓		1 / 2
3.5. Parental and Community Support			✓	2 / 2

Notes and Evidence:

- Indicator 3.1:** Stamford Academy currently serves 142 students in Grade 9-12. Given the school’s unique mission, Stamford Academy works in close collaboration with Stamford Public Schools and its middle and high schools to identify at-risk students who would benefit from Stamford Academy’s unique approach. Additionally, Stamford Academy and Domus work with community partners to identify and attract dropouts. According to Stamford Public Schools’ Superintendent, Stamford Academy “has allowed our community to create a safety net that gives students a second chance to succeed.” Stamford Academy embraces students that have been unsuccessful in traditional public schools.



- **Indicator 3.2:** Stamford Academy consistently approaches its enrollment projections and approved seat allocations. There were no students on the Stamford Academy waitlist in 2014-15. Therefore, Stamford Academy did not maintain a waitlist during that year.
- **Indicator 3.3:** Students from minority subgroups represent 95% of Stamford Academy’s student population, and 98% of students qualify for free or reduced-price meals. The percentage of English learners is zero.
- **Indicator 3.4:** During the 2013-14 school year, 29 students transferred out of the school during the course of the school year, and five of those students returned for the 2014-15 school year. Twelve students chose not to re-enroll for next grade level offered at the school. Stamford Academy may benefit from targeted strategies to retain and graduate higher percentages of students.
- **Indicator 3.5:** Stamford Academy demonstrates strong community support, as evidenced by attendance and testimony at the recent renewal hearing, family involvement at the school, and parent satisfaction. 95 individuals attended the February 26, 2015, renewal public hearing, and 38 individuals offered testimony supporting the school’s efforts and the renewal of its charter.

Standard 4: Legal Compliance Indicators		Assurances:
4.1. Signed Statement of Assurances		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2. Open Public Meetings		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recommendation:		Total Pts / Max Pts:
Three-year renewal with probationary status		26 / 46
Prepared by:	Approved by:	
Robert Kelly		



STAMFORD ACADEMY DATA

Table 1. 2014-15 Student Enrollment and Demographic Information:	
Grades served:	9-12
Total enrollment:	142
Percentage of students qualifying for free or reduced price meals:	98%
Percentage of special education students:	22%
Percentage of students with limited English proficiency:	0%
Percentage of minority students:	95%
Percentage of Black students:	59%
Percentage of Hispanic students:	36%
Percentage of Caucasian students:	5%

Table 2: School Achievement Data			
Performance Metric:	2010-11:	2011-12:	2012-13:
Overall SPI:	N/A	21.0	34.2
Overall host District Performance Index (DPI):	69.9	66.7	68.8
Math SPI:	N/A	15.0	23.9
Math host district SPI:	64.4	62.8	66.7
Reading SPI:	N/A	24.6	32.3
Reading host district SPI:	69.7	65.5	66.8
Writing SPI:	N/A	N/A	46.2
Writing host district SPI:	80.4	78.7	79.1
Black/African American SPI:	N/A	N/A	N/A
Black/African American host district DPI:	55.5	49.5	49.6
Hispanic/Latino SPI:	N/A	N/A	N/A
Hispanic/Latino host district DPI:	58.9	57.3	62.5
EL SPI:	N/A	N/A	N/A
EL host district DPI:	31.8	27.4	36.5
FRL SPI:	N/A	22.1	34.2
FRL host district DPI:	56.3	53.3	57.4
Special education SPI:	N/A	N/A	N/A
Special education host district DPI:	45.3	37.0	40.1

N/A: N < 20 students.



Table 3: School Climate Data				
Performance Metric:	2010-11:	2011-12:	2012-13:	2013-14:
Average daily attendance rate:	84.9%	94.0%	83.5%	74.8%
Chronic absenteeism rate:	N/A	4.0%	97.3%	45%
Number of in-school suspensions:	0	0	8	58
Number of out-of-school suspensions:	30	*	54	41
Suspension rate (% students with 1+ suspension):	16.8%	2.9%	26.1%	36.1%
Number of expulsions:	0	0	0	0
Cohort graduation rate:	36.4%	44.4%	27.0%	24.6%
Holding power rate:	78.2%	77.8%	83.8%	80.7%

*N<5 students; N/A: The CSDE did not collect chronic absenteeism data in 2010-11.

Table 4: Student Waitlist and Mobility Information			
Performance Metric:	2011-12:	2012-13:	2013-14:
Waitlist number:	10	16	8
Number of enrolled students who left during the school year:	23	21	29 (5 returned in SY 2015)
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	11	14	12