

VII.B.

Connecticut State Board of Education Hartford

To Be Proposed:
May 7, 2025

Resolved, That the State Board of Education, pursuant to Section 10-66bb of the Connecticut General Statutes, renews the charter of The Bridge Academy from July 1, 2025, through June 30, 2029, subject to the conditions and recommendations set forth in the Commissioner's May 7, 2025, 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 May, Two Thousand Twenty-Five.

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: May 7, 2025

Subject: Renewal of State Charter: The Bridge Academy, Bridgeport

Executive Summary

Introduction

Section (§)10-66bb(g) of the Connecticut General Statutes (C.G.S.) provides that upon the submission of an application for renewal, charters may be renewed for a period of up to five years in accordance with the same procedures that govern the granting of new charters under Section 10-66bb. In determining the appropriateness of potential charter renewals, the State Board of Education (SBE) considers 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. Consequently, and 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

The Bridge Academy (The Bridge) opened in the fall of 1997 and is now in its twenty-seventh year of operation. The mission of The Bridge is to create “a small, caring public charter school with a rigorous learning environment. All members of The Bridge community listen to and communicate with each other, are able to respond to diverse needs, and give the consistent effort necessary for personal and academic growth.” With a maximum approved enrollment of 281 students in Grades 7-12, 98.0 percent reside in Bridgeport (the host district) while the remaining students come from two other sending districts. Among the student population, 85.4 percent qualify for free or reduced-price meals, and 17.4 percent receive special education services.

Table 1: 2024-25 Student Enrollment and Demographic Information on page 11 of the attached *Charter Renewal Report* provides the most recent audited enrollment and demographic data for the 2024-25 school year.

On April 6, 2022, The Bridge received a three-year charter renewal, contingent upon the development of a corrective action plan. This plan required the school to outline specific strategies and action steps aimed at improving student academic achievement.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of The Bridge’s charter on September 13, 2024. The application detailed the charter school’s progress, operations, and achievement in relation to the CSDE’s previously noted charter school performance standards: (a) school performance; (b) stewardship, governance and management; (c) student population; and (d) legal compliance. The Bridge 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/Multilingual learners (ELs/MLs), school management, finance, and school governance reviewed the renewal application and requested documents, seeking clarification and additional information where necessary.

Renewal Site Visit: On October 16, 2024, the CSDE renewal team conducted an on-site visit at The Bridge. The purpose of the visit was to observe The Bridge’s programs, policies, practices, and procedures to determine their effectiveness and alignment with the school’s charter and operating systems. The assessment was conducted through on-site observations, document reviews, interviews, and focus groups. The team engaged with board members, administrators, staff, parents, and community members to gather insights. This process ensured the school’s compliance with legal requirements and its mission. Additionally, the team verified the accuracy of the renewal application’s responses concerning legal compliance and alignment with the CSDE’s performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of The Bridge from the Acting Superintendent of Bridgeport Public Schools and from the superintendents of contiguous school districts: Fairfield, Stratford, and Trumbull. The CSDE received no letters against the renewal of the school’s charter.

Public Hearing: On November 19, 2024, in Bridgeport, SBE member Bonnie Burr, along with CSDE staff, held a public hearing to discuss the potential charter renewal of The Bridge and its impact on the community. The hearing included input from various members of The Bridge community, such as families, students, alumni, school staff, and residents. More than 150 people attended, 41 of whom testified in support of the school’s efforts and charter renewal. No one expressed any opposition to renewing The Bridge’s charter.

Review of Documents and Site Visit Findings

The charter school performance framework ensures accountability by evaluating charter schools across four key standards: school performance; stewardship, governance, and management; student population; and legal compliance.

School Performance: The Bridge Academy's 2023-24 Next Generation Accountability Index surpasses both state and host district averages. The charter school demonstrated higher performance compared to state standards across multiple accountability indicators, including ninth grade on-track graduation rates, dual enrollment participation, four-year graduation rates, postsecondary entrance statistics, and physical education metrics. Despite notable growth in mathematics achievement for seventh and eighth-grade students during the 2023-24 academic year, The Bridge’s overall student performance in English language arts, mathematics, and science remains considerably below state averages, indicating areas requiring targeted improvement strategies. A detailed analysis of the latest student data can be found in the *Charter Renewal Report* starting on page 5.

Stewardship, Governance, and Management: The Bridge satisfies four of the five indicators for effective policies and practices; however, the charter school’s financial stability requires ongoing monitoring. With only 18 days of unrestricted cash reserves—well below the National Association of Charter School Authorizers' (NACSA) minimum threshold of 60 days—and a low total margin (net income/total revenue), the school currently operates within significant budgetary constraints. To ensure long-term sustainability, the charter school must implement measures to strengthen its overall financial position. Evidence supporting these ratings for The Bridge can be found on page 7.

Student Population: The Bridge meets four of the five student population indicators. The Bridge's 2023-24 school culture and climate data showed a chronic absenteeism rate of 18.7 percent, 1 percentage point higher than the state average of 17.7 percent. The demographic composition of the student body generally mirrors that of the surrounding community; however, ELs/MLs represent only 5.0 percent of the school's population, significantly below the host district's 31.1 percent EL/ML representation. To address this area of under-enrollment, The Bridge has implemented strategic recruitment initiatives aimed at improving demographic representation across all student populations. Supporting evidence for these ratings for The Bridge can be found on page 8.

Legal Compliance: The Bridge meets five out of six legal compliance indicators. Students receiving special education services have equitable access to Tier 1 classroom instruction through both their general education teachers and specialized support from special education staff. To ensure comprehensive legal compliance with the implementation of the special education program, The Bridge must implement an Individualized Education Program (IEP) record access process to ensure documents are secure, participate in IEP Quality Training, and establish a Crisis Intervention Team and provide training to the team. The Bridge must also provide annual training in restraint and seclusion protocols. Evidence supporting these ratings for The Bridge can be found on pages 9 and 10.

Charter Renewal Recommendation

In general, The Bridge provides students, families, and the community with a high-quality public-school option, delivering its mission and equipping students with the knowledge and skills necessary for success beyond high school. The charter school's strong community support is evident through public hearing testimonies and parent interviews conducted during the site visit.

As discussed, however, there remain areas in which The Bridge must demonstrate continued improvements. Consequently, based on The Bridge's performance and the CSDE's evaluation of its charter, the CSDE recommends that the SBE renew the school's charter for a four-year term, effective from July 1, 2025, through June 30, 2029, subject to the following conditions:

1. By August 7, 2025, The Bridge Academy shall submit a comprehensive corrective action plan addressing both academic underperformance and chronic absenteeism. This plan must utilize the CSDE Cycle for Continuous Improvement framework to increase student achievement across Grades 7-12 and to reduce chronic absenteeism. Implementation requires The Bridge Academy to form a dedicated team tasked with conducting a thorough needs assessment using EdSight Early Indicator Tool (EIT) data alongside other relevant metrics to identify performance gaps, determine root causes, develop targeted strategies with specific action steps, and implement robust data-monitoring protocols—all while maintaining rigorous expectations for student success.

Starting October 2025, The Bridge Academy must submit progress reports to the CSDE at a minimum three times annually. Throughout the four-year renewal period, The Bridge Academy may be required to present improvement updates directly to the SBE Accountability and Support Committee. The corrective action plan must be developed in partnership with the CSDE's Turnaround Office, with all prescribed interventions implemented within thirty days of receiving approval from the Commissioner of Education.

2. By September 30, 2025, The Bridge will establish a crisis intervention team and provide annual training in restraint and seclusion protocols and will submit written documentation confirming completion of this training along with a comprehensive list of all staff participants to the CSDE within 30 days of the training date.
3. By November 30, 2025, The Bridge will participate in IEP Quality Training to assist with establishing measurable IEP goals and objectives for students. The Bridge will complete this training and will submit to the CSDE written documentation confirming completion of the training along with a comprehensive list of all staff participants within 30 days of the training date.
4. The Bridge will report, through submission of its annual report, on the school's financial viability and recruitment efforts for multilingual learners.

Prepared by: Felicia Canty
Charter School Liaison, Turnaround Office

Reviewed by: Melissa Jenkins, Ed. D.
Chief Turnaround Officer, Turnaround Office

Approved by: Charles E. Hewes, Ed.D.
Deputy Commissioner for Academics & Innovation

CHARTER RENEWAL REPORT | 2025

Charter School Information		
Charter School Name:	The Bridge Academy (The Bridge)	
School Director/ Principal:	Tyrone Elliot	
School Board Chairperson:	Celeste Markle	
Location (City/Town):	Bridgeport	
Rating Key		
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.	
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.	
Does Not Meet	The school falls below performance expectations with significant concerns noted, which require immediate attention and intervention.	
Standard 1: School Performance Indicators	Points/Max	% Points Earned
Accountability Index:	978.3/1,350	72.5
Notes and Evidence:		
<p>The Bridge's 2023-24 Accountability Index exceeds that of the State and host district:</p> <ul style="list-style-type: none"> • The Bridge's Accountability Index: 72.5 • State Accountability Index: 70.8 • Host District Accountability Index: 58.7 <p>The Bridge's Accountability Index of 72.0 classifies the school as Category 2. Category 2 schools (70.0-84.9):</p> <ul style="list-style-type: none"> ○ are mid-range performing schools; ○ may require monitoring or minor interventions; and ○ may be subject to pending actions for improvement. <p>The Bridge demonstrates minimal performance disparities between its overall student population and high-needs student group in both English language arts and mathematics. The school serves a predominantly economically disadvantaged community, with 85.4 percent of students qualifying for free or reduced-price lunch programs.</p> <p>Between school years 2022-23 and 2023-24, The Bridge has increased its Accountability Index from 63.4 to 72.5.</p> <p>The Bridge's full Next Generation Accountability Report is shown in detail on page 6 of the <i>Charter School Report</i>.</p>		

Next Generation Accountability, 2023-24 – The Bridge Academy (Grades: 7-12)
School Category: 2

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	52.0	75	34.7	50	69.3	85.2
1b. ELA Performance Index - High Needs Students	49.8	75	33.2	50	66.4	72.1
1c. Math Performance Index - All Students	51.7	75	34.5	50	69.0	80.2
1d. Math Performance Index - High Needs Students	49.1	75	32.7	50	65.4	66.1
1e. Science Performance Index - All Students	46.2	75	30.8	50	61.7	82.4
1f. Science Performance Index - High Needs Students	45.0	75	30.0	50	60.0	68.5
2a. ELA Academic Growth - All Students	54.7%	100%	54.7	100	54.7	58.7
2b. ELA Academic Growth - High Needs Students	53.7%	100%	53.7	100	53.7	54.2
2c. Math Academic Growth - All Students	78.8%	100%	78.8	100	78.8	61.4
2d. Math Academic Growth - High Needs Students	73.9%	100%	73.9	100	73.9	55.1
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	58.9
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	55.2
4a. Chronic Absenteeism - All Students	18.7%	<=5%	22.7	50	45.4	49.3
4b. Chronic Absenteeism - High Needs Students	20.7%	<=5%	18.6	50	37.3	17.9
5. Preparation for CCR - Percent Taking Courses	89.6%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	53.2%	75%	35.5	50	71.0	59.1
7. On-track to High School Graduation	94.9%	94%	50.0	50	100.0	89.9
8. 4-year Graduation: All Students (2023 Cohort)	97.2%	94%	100.0	100	100.0	94.0
9. 6-year Graduation: High Needs Students (2021 Cohort)	87.9%	94%	93.5	100	93.5	92.1
10. Postsecondary Entrance (Graduating Class 2023)	73.0%	75%	97.3	100	97.3	91.2
11. Physical Fitness (estimated participation rate = 98.9%)	53.8%	75%	35.9	50	71.8	63.0
12. Arts Access	21.3%	60%	17.7	50	35.4	91.7
Accountability Index	.	.	978.3	1,350	72.5	70.8

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Standard Deviation	Is Gap an Outlier?
ELA Performance Index Gap	.	49.8	.	16.9	
Math Performance Index Gap	.	49.1	.	18.2	
Science Performance Index Gap	.	45.0	.	17.9	
Graduation Rate Gap (2021 Cohort)	.	87.9	.	9.9	

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 checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> • Indicator 2.1: The CSDE site visit staff reviewed The Bridge’s last three certified financial audits, and the school materially complies with applicable state and federal laws, rules and regulations relating to financial management and oversight expectations as evidenced by annual independent audits. • Indicator 2.2: During the CSDE site visit, staff reviewed The Bridge’s last certified financial audit, Accounting Policies and Procedures Manual (APPM), Board Policies and Procedures Manual (BPPM), and budgets. They also interviewed the school’s Executive Director, Principals, Business Office Manager, and governing board members. The CSDE’s Office of Internal Audit determined that while the APPM and BPPM contain standard sections, the APPM requires amendments to bidding process, establishing and maintaining assets purchased with federal funds, the special education billing process, and an annual review of the APPM. The Bridge responded with revisions that include accounting and consulting services to the bidding process to strengthen internal control. The school also created a specific inventory requirement for assets purchased with federal grant funds, special education bill process and procedures for determining charges updated in APPM to ensure consistency, and an annual review and approval process to ensure new and revised policies have been included and updated. Additionally, The Bridge’s Director of Operations is planning to retire. The CSDE recommended the development of a succession plan to address the transition of responsibilities such as budget development, state expenditure reporting, and presentation of financial matters to the Board and Finance Committee. The charter school designed a succession plan to assist in the transition. • Indicator 2.3: Staff from the CSDE’s Office of Internal Audit reviewed The Bridge’s latest certified financial audit and determined The Bridge’s debt to asset ratio (total liabilities/total assets), and debt service coverage ratio (net income + depreciation + interest expense) / (principal + interest payments) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. The school’s days of unrestricted cash (18 days) are below NACSA minimum threshold of 60 days, and a low total margin (net income/total revenue) indicates that the charter school operates on a tight budget. It is important that the charter school take steps to secure additional revenues going forward. • Indicator 2.4: A review of The Bridge’s school policies regarding conflict of interest and nepotism were found to be in compliance with the CSDE administrative oversight guidelines. The Bridge’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 policies and procedures, background checks, board training records and school website. A review of the school website determined the governing board meeting minutes are posted including meeting minutes for subcommittees. • Indicator 2.5: During the site visit, The Bridge’s school facility was found to be safe, well-maintained, and supportive of teaching and learning. The facility has been approved by the Bridgeport Fire Marshal and Building Department, and the school maintains proof of property insurance. 	

Standard 3: Student Population Indicators	Rating
3.1. Recruitment and Enrollment Process	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.2. Waitlist and Enrollment Data	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.3. Demographic Representation	<input 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 checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> Indicator 3.1: The latest CSDE-audited student enrollment data for the 2024-25 school year reported 281 students in Grades 7-12, with 98.0 percent residing in Bridgeport (the host district) and the remainder coming from surrounding towns. A review of the school’s enrollment policy along with interviews with staff, board members, and parents, confirmed that all students are admitted through a blind lottery. Indicator 3.2: A review of The Bridge’s waitlist data (Table 5, page 12) confirms that the school consistently maintains an average waitlist of approximately 300 students. For the 2024-25 school year, the waitlist included 326 students. Indicator 3.3: A review of The Bridge’s 2024-25 Public School Information System (PSIS) data shows that 85.4 percent of students qualify for free and reduced-price meals, 5.0 percent are ELs/MLs, and 17.4 percent receive special education services. While the majority of the student body reflects the demographics of the community it serves, only 5.0 percent of the school’s student body are ELs/MLs, and the host district EL/ML population is 31.1 percent. The Bridge is implementing effective measures to promptly address and improve demographic representation. Indicator 3.4: The Bridge is a close-knit learning community dedicated to building strong relationships among students, staff, and families. With small class sizes and individualized attention, The Bridge fosters a supportive environment where every student is expected to thrive. Recognizing that family-school connections are key to success, The Bridge provides comprehensive support to prepare students for college and careers. Guidance includes assistance with college admissions, tuition planning, financial aid, and the Free Application for Federal Student Aid (FAFSA). To give students a head start on higher education, The Bridge offers a dual enrollment program. All 12th-grade students take Personal Finance through Connecticut State Community College at Housatonic. Additionally, students who maintain a 3.0 GPA or higher can enroll in an online college course every eight weeks—up to four classes per year—at no cost. This opportunity allows students to experience college-level coursework, build independence, and earn free credits they can apply toward their future degrees. <p>At the November 19, 2024, renewal public hearing, more than 150 individuals attended, with 41 offering testimony in support of the school's achievements and the renewal of its charter. Current and former students emphasized the invaluable teacher-student relationships, highlighting the academic, social, and emotional guidance they receive. The CSDE renewal team’s teacher and parent focus groups further reinforced The Bridge’s strong community support. Participants praised the charter school’s nurturing environment, robust resources, and dedication to preparing students with the knowledge and skills needed for success beyond high school. No one spoke in opposition to the charter renewal.</p> Indicator 3.5: The CSDE staff found The Bridge’s culture and climate policies to be clear and concise during their site visit. Classroom observations confirmed the consistent implementation of the behavior management model. A review of The Bridge’s 2023-24 school culture and climate data showed a chronic absenteeism rate of 18.7 percent—1 percentage point higher than the state average of 17.7 percent, but 10.4 percentage points lower than the host district’s 29.1 percent. The charter school’s 2023-24 average daily attendance rate of 93.4 percent aligns with the state average and exceeds the host district’s 91.2 percent. Additionally, the charter school's student suspension rate of 7.0 percent matches the state average and remains below the host district’s 7.9 percent. 	

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 checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.4. Rights of Students	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.5. Teacher/Staff Credentials, TEAM and EESP	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.6. Employee Rights	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> Indicator 4.1 Open Meetings/Information Management: The charter 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. A review of The Bridge’s website determined the governing board meeting minutes and subcommittee minutes are posted. Education records and testing data are kept in locked file cabinets in a secure room. Indicator 4.2 Students with Disabilities: A review of The Bridge’s 2024-25 Public School Information System (PSIS) data reports the percentage of special education students at the school is 17.4 percent. This is below the state’s average of 18.5 percent, and the host district at 20.7 percent for the same year. <p>The charter school employs three special education teachers, one middle school social worker, one social-emotional learning coordinator, one high school social worker, and one guidance counselor who provides transition counseling. The school uses a co-teaching model, and the school also provides specialized academic services outside the classroom as outlined in the IEPs.</p> <p>The Bridge reported that general education teachers meet every two to three weeks with the special education teachers to discuss student progress on IEP goals and objectives. School-based social work services are provided by the charter school’s social workers in accordance with the students’ IEPs. Transition services are provided by the school counselor in accordance with the students’ IEPs. Speech and language services are provided by the sending districts. Related service providers from the sending districts sign in and out of the building.</p> <p>Planning and Placement Team (PPT) meetings are scheduled by the sending district in collaboration with the Bridge. The Bridge will call parents and check to ensure they can attend the PPT meetings. The school staff attend all PPT meetings. The school staff reported that they were aware of their Child Find responsibilities.</p> <p>Student IEPs were stored in a locked filing cabinet. Several special education files were randomly selected and reviewed. Some of the files included a sign out sheet. The CSDE informed the Bridge that it must ensure that all special education files have a record access page at the beginning of each special education file to track who accesses the files. The school reported it has implemented access sheets for all new and existing IEP files since the site visit. Since some students’ IEP goals and objectives were missing evaluation criteria and dates, the CSDE staff recommended The Bridge access IEP Quality Training to assist with establishing measurable IEP goals and objectives for students. The Bridge will notify the CSDE once training has occurred.</p> <p>Concerning student discipline, The Bridge has a behavior intervention team which consists of the social workers and principals as well as some other administrators. The CSDE informed the charter school that it must establish a crisis intervention team, and those team members must be trained in seclusion and restraint. Since the site visit, the charter school reported that it has created a crisis intervention team, and there are plans to provide the team with annual training in restraint and seclusion protocols. The Bridge is required to notify the CSDE once the training has been provided.</p> 	

- **Indicator 4.3:** An analysis of the renewal materials and discussions with stakeholder groups indicate that The Bridge is actively working to support the success of its ELs/MLs. The charter school has demonstrated its commitment by supporting the Spanish teacher’s enrollment in a bilingual certification program at the University of Connecticut. Additionally, The Bridge has consistently applied for Title III grant funds for which it is eligible. While the school is not subject to bilingual education mandates, it continues to address the instructional and linguistic needs of its growing EL/ML population through targeted staffing, professional development, educator collaboration, and family engagement initiatives.

The school administrator expressed a strong interest in additional professional learning opportunities focused on ELs/MLs. In response, CSDE staff recommended that the school explore membership in the Connecticut Administrators of Programs for English Language Learners (CAPELL), as well as participate in offerings such as Cooperative Educational Services (CES) roundtables and related resources.

To further strengthen its support for EL/ML families, The Bridge must ensure that it has a clear plan in place to provide translation and/or interpretation services for parents who require them—this may include vendors, applications, or other appropriate resources.

- **Indicator 4.4 Rights of Students:** The CSDE review of the student handbook and student records confirm that the Bridge materially complies with applicable state and federal laws, rules and regulations relating to the rights of students, including but not limited to: Due process protections, privacy, civil rights, administration of student discipline, and state nondiscrimination laws.
- **Indicator 4.5 Teacher and Staff Credentials, TEAM and EESP:** On March 6, 2025, staff from the CSDE, Bureau of Educator Standards and Certification, reviewed The Bridge’s certified staff files and employee roster. The review confirmed that 100 percent of the teaching staff are in full compliance with state certification requirements. Additionally, the site visit verified that The Bridge is in compliance with both the Educator Evaluation and Support Plan (EESP) and the Teacher Education and Mentoring (TEAM) program.
- **Indicator 4.6 Employee Rights:** The CSDE review of the staff handbook and meetings with teacher focus groups reveal that the school materially complies with applicable state and federal laws, rules and regulations, relating to employment considerations, including but not limited to the Americans with Disabilities Act, employment contracts, Title VII of the Civil Rights Act of 1964, and other applicable laws.

Prepared by:	Reviewed by:
<p style="text-align: center;">Felicia Canty Charter School Liaison</p>	<p style="text-align: center;">Dr. Melissa Jenkins Chief Turnaround Officer</p>

THE BRIDGE ACADEMY DATA TABLES

Table 1: 2024-25 Student Enrollment and Demographic Information

Grades served:	7-12
Total enrollment:	281
Percentage of students eligible for free or reduced-price meals:	85.4
Percentage of students with disabilities:	17.4
Percentage of students identified as Multilingual learners/English learners:	5.0
Percentage of American Indian or Alaska Native students:	N/A
Native Hawaiian or Other Pacific Islander	*
Percentage of Asian students:	*
Percentage of Black or African American students:	49.8
Percentage of Hispanic or Latino students:	45.2
Percentage of Two or More Races:	2.5
Percentage of White students:	*

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

Table 2: School Performance: All Students

Indicator	2021-22			2022-23			2023-24		
	School	Host District	State	School	Host District	State	School	Host District	State
Accountability Index	67.8	59.8	69.7	63.4	56.7	69.3	72.5	58.7	70.8
ELA-All Students									
Performance Index (Target 75)	48.5	50.1	64.2	50.0	49.5	63.9	52.0	49.0	63.9
Academic Growth Average Percentage of Target Achieved (Target 100%)	55.4	60.5	60.4	53.8	49.5	57.2	54.7	51.3	58.7
Math-All Students									
Performance Index (Target 75)	44.0	42.1	58.6	45.7	41.8	59.7	51.7	43.0	60.2
Academic Growth Average Percentage of Target Achieved (Target 100%)	58.3	56.6	65.2	49.4	50.3	61.8	78.8	55.2	61.4
Graduation-All Students									
Four-Year Adjusted Cohort Graduation Rate (Target 94%)	81.1	74.2	88.9	97.2	74.0	88.4	N/A	N/A	N/A

In the 2020-21 school year, Connecticut secured a waiver from the USDOE, exempting schools and districts from implementing the Next Generation Accountability System. While districts made their best efforts to assess as many students as possible, the 95 percent testing requirement was not enforced as in previous years. Additionally, school learning models fluctuated throughout the year, with students experiencing varying levels of remote instruction due to factors beyond educators' control. Some students also participated in remote testing, introducing a new assessment format. Given these circumstances, testing data from 2020-21 is not included in this analysis.

Table 3: School Performance-High Needs Students									
	2021-22			2022-23			2023-24		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
ELA-High Needs Students									
Performance Index (Target 75)	48.7	48.2	54.2	47.5	48.0	54.1	49.8	47.8	54.1
Math-High Needs Students									
Performance Index (Target 75)	43.9	40.4	47.7	43.3	40.6	48.9	49.1	41.9	49.5
Graduation-High Needs Students									
Six-Year Adjusted Cohort Graduation Rate (Target 94%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

In the 2020-21 school year, Connecticut secured a waiver from the USDOE, exempting schools and districts from implementing the Next Generation Accountability System. While districts made their best efforts to assess as many students as possible, the 95 percent testing requirement was not enforced as in previous years. Additionally, school learning models fluctuated throughout the year, with students experiencing varying levels of remote instruction due to factors beyond educators' control. Some students also participated in remote testing, introducing a new assessment format. Given these circumstances, testing data from 2020-21 is not included in this analysis.

Table 4: School Culture and Climate									
	2021-2022			2022-2023			2023-2024		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
Chronic Absenteeism Rate (%)	14.9	27.8	23.7	21.0	28.6	20.0	18.7	29.1	17.7
Suspension Rate (%)	2.1	7.0	6.5	7.6	7.2	7.0	7.0	7.9	7.0
Discipline Tier	1	2	1	1	1	3	1	1	3

Table 5: SCSE Student Wait List and Mobility Information			
Performance Metric:	2022-2023	2023-2024	2024-2025
Waiting number:	273	289	326
Number of enrolled students who left during the school year:	10	13	12
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	23	26	32