

IX.B.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:

June 3, 2020

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Booker T. Washington Academy from July 1, 2020, through June 30, 2023, subject to the Commissioner's June 3, 2020, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this third day of June, Two Thousand Twenty.

Signed: _____
Dr. Miguel A. Cardona, Secretary
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: June 3, 2020

SUBJECT: Renewal of State Charter – Booker T. Washington Academy, New Haven

Executive Summary

Introduction

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of the following performance standards:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence, and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence 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

Booker T. Washington Academy (BTWA) opened in the fall of 2014 and is completing its sixth year in operation. The latest CSDE audited student enrollment data from 2019-20 reported 420 students in Grades K-6 with 83.1 percent residing in New Haven (the host district), 7.4 percent residing in Hamden, 4.1 residing in West Haven, and the remaining 5.4 percent from 9 area towns. BTWA has a maximum approved student enrollment of 480 seats serving Grades K-7 in fiscal year 2020-21. Table 1, on page 11, of the attached Charter Renewal Report provides 2019-20 student enrollment and demographic data. Seventy-nine point five percent of BTWA students qualify for free or reduced price meals and 6.9 percent of the students receive special education services. The mission of BTWA is to “provide a safe, nurturing, and challenging learning environment with the aim of producing responsible and productive citizens prepared to compete successfully in the global marketplace.”

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of BTWA’s charter on September 6, 2019. 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. BTWA 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 (ELs), school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary.

Renewal Site Visit: On December 5, 2019, the CSDE renewal team conducted an on-site visit at BTWA. The purpose of the on-site visit was to observe BTWA’s programs, policies, practices, and procedures to assess their efficacy and fidelity to the school’s charter and aligned operating systems. Evidence was collected through the 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 BTWA from the Superintendent of New Haven Public Schools and from contiguous school districts: East Haven, Hamden, North Haven, Orange, West Haven, and Woodbridge. The CSDE received a letter from Mr. Robert F. Gilbert, Superintendent, Woodbridge School District (see Attachment A), which provided no reason or comment that reflects poorly on the school. The CSDE received letters of support from State Senator George S. Logan and from Dr. Reginald Mayo, New Haven Public Schools Superintendent (Emeritus), (see Attachment B-C). The CSDE received no letters against the renewal of the school’s charter.

Public Hearing: Erin D. Benham, member of the SBE, and CSDE staff held a public hearing on January 14, 2020, in the City of New Haven, and heard from individuals on the potential charter renewal of BTWA and the impact it is having on the community. Public hearing participants included members of the BTWA community, family members, students, school staff and community members. Over 140 individuals attended the public hearing, and 18 individuals offered testimony supporting the school's efforts and the renewal of its charter. No one spoke against the renewal of the school's charter.

Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report (beginning on page 5) indicates BTWA's performance according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths Include:

- The school demonstrates strong community support as evidenced by testimony provided by individuals at the public hearing and interviews with parents during the site visit.
- BTWA's website and Governing Board documents demonstrate that the Governing Board meetings are open and accessible to the public.
- BTWA's 2018-19 school culture and climate data (Table 2) reports a chronic absenteeism rate of 12.1 percent, 1.8 percentage points above the state rate of 10.4 percent and 7.7 percentage points below New Haven's 18.8 percent, the host district. Its average daily attendance rate of 94.7 percent over the last two years is in keeping with the CSDE's goal of 95 percent. BTWA student suspension rate of 1.9 percent is well below the state rate of 6.7 percent and below New Haven's rate of 7.3 percent.
- The school has exceeded the state testing participation rate of 95 percent with 100 percent of students tested in English Language Arts (ELA), Mathematics, and Science, when applicable, over the last three testing periods.
- The 2018-19 Smarter Balanced percentage of BTWA students achieving at or above proficiency (level 3 and 4) in Mathematics for all students, (Table 4), is 46.6 percent, 24.1 percentage points above New Haven's 22.5 percent and just 1.5 percentage points below the state's 48.1 percent.
- The 2018-19 Smarter Balanced percentage of BTWA students achieving at or above proficiency (level 3 and 4) in Mathematics for students in Grade 3, (Table 4), is 54.4 percent, 23.8 percentage points above New Haven's 30.6 percent and just 0.6 percentage points below the state's 55.0 percent.

Areas of Concern:

- BTWA's 2018-19 Accountability Index of 61.8 percent is below New Haven's average of 64.7 percent and the state's 74.2 percent.
- The 2018-19 Smarter Balanced percentage of BTWA students achieving at or above proficiency (level 3 and 4) in ELA for all students, (Table 4), is 50.4 percent, a 13.5 percentage point decrease from 63.9 percent in 2017-18.
- The 2018-19 Smarter Balanced percentage of BTWA students achieving at or above proficiency (level 3 and 4) in Mathematics for Grade 5, (Table 4), is 28.0 percent, 18.5 percentage points below the state's 46.5 percent.
- The 2018-19 Smarter Balanced average percentage of growth target achieved in ELA for all BTWA students is 42.3 percent, below New Haven's 55.2 percent and the state's 59.9 percent.

- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved in Mathematics for all BTWA students is 41.7 percent, below New Haven's 53.6 percent and the state's 62.5 percent.
- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved in Grade 4 for all BTWA students is 36.6 percent in ELA, below New Haven's 56.7 percent and the state's 64.9 percent, and is 45.1 percent in Mathematics, below New Haven's 57.3 percent and the state's 71.3 percent.
- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved in Grade 5 for all BTWA students is 51.3 percent in ELA, below New Haven's 57.4 percent and the state's 63.6 percent, and is 36.4 percent in Mathematics, below New Haven's 59.7 percent and the state's 65.1 percent.

Charter Renewal Recommendation

BTWA's average daily attendance rate of 94.7 percent has remained consistent over the last two years and is in keeping with the CSDE's goal of 95 percent. Suspension rates have remained below the state average for the last three years. BTWA has exceeded the state testing participation rates of 95 percent with 100 percent of all students, including high needs students tested in all required areas each of the last three testing periods. While BTWA's 2018-19 Smarter Balanced Assessment percentage of students achieving at or above proficiency (level 3 and 4) in Mathematics for all students are very near the state averages, there was a decrease of 13.5 percentage points in ELA when comparing 2017-18 to 2018-19. Also of concern are the 2018-19 Smarter Balanced percentages of growth targets achieved in Grades 4 and 5 in ELA and Mathematics, which lag behind both New Haven and state averages. Lastly, while BTWA is very close to being fully compliant with teacher certification and anticipates being compliant by the end of the school year, they are presently not in compliance. Acknowledging BTWA's performance indicators are not without weakness, the CSDE recommends that the SBE renew the school's charter for a period of three years, subject to the following condition:

1. By July 6, 2020, BTWA shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include measures to improve student academic achievement. Additionally, BTWA shall submit to the CSDE, on a bi-monthly basis, beginning October 2020, a report monitoring its year-to-date progress of improving student academic achievement. The plan shall be developed in consultation with the CSDE's Turnaround Office. BTWA shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

The CSDE will notify BTWA of action taken by the SBE following its meeting on June 3, 2020. The school will be advised to take advantage of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure that Booker T. Washington Academy address the issues raised in this memorandum.

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

Reviewed by: Lisa Lamenza, Division Director
Turnaround Office

Approved by: Desi D. Nesmith, Deputy Commissioner
Academics and Innovation

CHARTER RENEWAL REPORT | 2020

Charter School Information:			
Charter School Name:	Booker T. Washington Academy		
School Director:	John Taylor		
School Board Chairperson:	Kelcy Steele		
Location (City/Town):	New Haven		
Rating Key:			
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.		
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.		
Does Not Meet	The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.		
Standard 1: School Performance Indicators		Points/Max	% Points Earned
Accountability Index:		525.1/850	61.8
Notes and Evidence:			
The 2018-19 Booker T. Washington Academy Accountability Index of 61.8 percent is below average when compared to the state school Accountability Index of 74.2. Schools that meet Standard 1: are schools earning an accountability index from 85 to 100 (Category 1), schools earning an accountability index from 70 to 84.9, (Category 2) and schools earning an accountability index of 69.9 or lower and have not been identified as a Turnaround or Focus School (Category 3). BTWA’s Accountability Index score of 61.8 places its performance in Category 3, which earns a Pending Action for Standard 1 . BTWA’s 2018-19 Next Generation Accountability Report shown in detail on the next page.			

Next Generation Accountability, 2018-19
Booker T. Washington Academy (Grades: K-5)
School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	66.6	75	44.4	50	88.8	90.2
1b. ELA Performance Index - High Needs Students	64.7	75	43.1	50	86.3	77.5
1c. Math Performance Index - All Students	64.1	75	42.7	50	85.4	84.1
1d. Math Performance Index - High Needs Students	62.4	75	41.6	50	83.2	70.2
1e. Science Performance Index - All Students	61.3	75	40.9	50	81.8	85.0
1f. Science Performance Index - High Needs Students	59.6	75	39.7	50	79.5	72.2
2a. ELA Academic Growth - All Students	42.3%	100%	42.3	100	42.3	59.9
2b. ELA Academic Growth - High Needs Students	42.9%	100%	42.9	100	42.9	55.1
2c. Math Academic Growth - All Students	41.7%	100%	41.7	100	41.7	62.5
2d. Math Academic Growth - High Needs Students	40.8%	100%	40.8	100	40.8	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	12.2%	<=5%	35.6	50	71.2	78.3
4b. Chronic Absenteeism - High Needs Students	14.8%	<=5%	30.4	50	60.8	55.7
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	56.7
7. On-track to High School Graduation	.	94%	.	.	.	93.6
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = 100.0%)	58.5%	75%	39.0	50	78.0	70.6
12. Arts Access	.	60%	.	.	.	86.5
Accountability Index	.	.	525.1	850	61.8	74.2

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.

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	.	64.7	.	15.3	
Math Performance Index Gap	.	62.4	.	17.4	
Science Performance Index Gap	.	59.6	.	16.3	
Graduation Rate Gap (2016 Cohort)	

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 type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> Indicator 2.1: CSDE site visit staff reviewed BTWA's last three certified financial audits and uncovered no material findings or internal control weakness in the 2017 and 2018 audit reports. The 2019 audit report noted that revenues and accounts receivable were overstated. A review of the special education posting compared to the actual billing was not performed at year-end. School administration has prepared a corrective action to remedy the issue by ensuring appropriate staff review recordings of the transactions in the general ledger and compare that to the billing as part of the year-end closing process. The CSDE awaits receipt of the certified financial audit for the year ending June 30, 2020 to determine its effectiveness. Indicator 2.2: The CSDE site visit staff reviewed BTWA's last three certified financial audit, Accounting Policies and Procedures Manual (APPM) and budgets, and interviewed the school principals, Director of Operations and governing board members. Staff from the CSDE's Office of Internal Audit determined the APPM contains the standard sections of an APPM. However, the APPM requires some minor policy amendments in the areas of authorized signatories of bank accounts and salary advances. The school will need to take appropriate steps to identify and outline expectations for appropriate signatories on accounts. BTWA's Governing Board have specific roles and responsibilities for financial oversight of the school that are formally documented in a Board Policies and Procedures Manual (BPPM). The reviewers determined BTWA completed on-time submission of certified audits and annual budgets. Indicator 2.3: Staff from CSDE's Office of Internal Audit reviewed BTWA's latest certified financial audit and determined BTWA's total margin (net income / total revenue), debt to asset ratio (total liabilities / total assets), current asset ratio (current assets / current liabilities), days of unrestricted cash (unrestricted cash / ((total expenditures – depreciation) / 365)) and cash flow meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. Indicator 2.4: A review of BTWA's school policies regarding anti-nepotism and conflict of interest were found to be in compliance with the CSDE administrative oversight guidelines. BTWA'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. Board meeting minutes while posted on the school website need to consistently include the individual presenting each agenda item, initiating and seconding Board motions, and vote results. Meeting minutes of all Board subcommittees must be posted on the school website. These findings are supported by a review of background checks, board training records, school website, and governing board meeting minutes. Indicator 2.5: As evidenced during the site visit, BTWA has a safe and well-maintained school facility to support teaching and learning. The facility has been approved by the Fire Marshal and Building Department. The school has 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 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
Notes and Evidence:	
<ul style="list-style-type: none"> Indicator 3.1: The latest CSDE audited student enrollment data from 2019-20 reported 420 students in Grades K-6 with 83.1 percent residing in New Haven (the host district), 7.4 percent residing in Hamden, 4.1 residing in West Haven and the remaining 5.4 percent from 9 area towns. A review of the school's student enrollment policy, and interviews with school staff, board members, and parents determined all students are admitted through a blind lottery conducted by New Haven Public Schools and sibling preference. Indicator 3.2: A review of BTWA's waitlist information in Table 3 determined it maintains a waitlist of families beyond the available number of seats. In 2019-20, 200 students were on the waitlist. The school has experienced steady growing waitlist numbers since the school opened in 2014. Indicator 3.3: A review of BTWA's 2019-20 Public School Information System (PSIS) data reports students of color represent 98.5 percent of BTWA's student population and 79.5 percent of the students qualify for free and reduced-price meals. The percentage of special education students at BTWA is 6.9 percent. BTWA's EL population is 6.2 percent. Overall, the student body reflects the demographics of the surrounding community. Indicator 3.4: BTWA demonstrates strong community support, as evidenced by parent interviews conducted by the CSDE renewal team. Parent focus groups described the communication between the school and families as strong and teacher responses are timely. Parents expressed support for what they perceive is a rigorous educational model that addresses their child's needs. Parents indicated they were satisfied with the school's commitment to serving students with diverse needs. Parents and students testified during the public hearing that they are happy with the educational choice option the school provides and emphasized the importance of students being respectful to each other. Over 140 individuals attended the public hearing, and 18 individuals offered testimony supporting the school's efforts. No one spoke against the renewal of the school's charter. Indicator 3.5: School culture and climate policies reviewed by CSDE site visit staff were clear and concise. Classroom observations revealed consistent implementation of behavior management model. A review of BTWA's 2018-19 school culture and climate data reports a chronic absenteeism rate of 12.2 percent, which has remained steady over the last two reporting periods and has decreased from 15.3 percent in 2016-17. This is 1.8 percentage points above the state rate of 10.4 percent and 7.1 percentage points below New Haven's 19.3 percent. Its average daily attendance rate of 94.7 percent over the last two years is in keeping with the CSDE's goal of 95 percent. BTWA's 2018-19 student suspension rate of 1.9 percent is well below the state rate of 6.7 percent and below New Haven's rate of 7.3 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 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 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: The school website and Governing Board documents demonstrate that Governing Board meetings are open and accessible to the public. The Governing Board meeting schedule for the year and meeting agendas are posted on the school's website. Education records and testing data are secured in locked file cabinets in the school director's office. • Indicator 4.2: A review of BTWA's 2019-20 Public School Information System (PSIS) data reports the percentage of special education students at the school as 6.9 percent. BTWA provides special education supports and services within the least restrictive environment continuum as determined by the identified student's Individualized Education Plan (IEP). To address student needs, BTWA has a special education coordinator, a certified special education teacher, a special education paraeducator and a 1:1 special education paraeducator. When applicable, paraeducator support is provided to classrooms through general education under the direction of the certified special education teacher. Other instructional models include push-in and small group instruction within the class. The school makes available speech and language, occupational and physical therapies, and social work services to meet student needs. BTWA verifies related services through a sign-in system and monitors it to ensure that all missed services are scheduled to be made up. <p>Planning and Placement Team (PPT) meetings are conducted by the School District in which the student resides and the majority of meetings take place at BTWA. This allows for more robust participation of the school's staff. Parents/Guardians, students (as appropriate) required PPT members from the host district, and BTWA staff are invited to participate in the meeting. The PPT develops, reviews, and revises the IEP based upon the student's individualized needs.</p> <p>BTWA has scheduled training in the provision of high level special education techniques in the general education classroom with the State Education Resource Center (SERC), facilitated by the CSDE Bureau of Special Education.</p> <p>Student education files are kept in locked file cabinets and there were access logs in each file.</p>	

- **Indicator 4.3:** Through an analysis of the renewal materials and meeting with stakeholder groups, it is evident that BTWA is working to support the success of English Learners (ELs) at the school. The school has developed an EL service model, employing a bilingual staff person that is certified and serving the students of families that have opted to receive bilingual support. A review of the school's bilingual identification policy determined that it requires some updates. The school has been directed to amend its Home Language Survey per the CSDE guidelines.
- **Indicator 4.4:** BTWA 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:** A review of BTWA's staff file of April 30, 2020, reports 100 percent of staff in compliance with certification. It is the responsibility of the school to take steps to ensure that 100 percent of the staff holds appropriate certificates, permits, or authorizations for their positions. Current legislation requires that at least 50 percent of educators serving in a charter school must hold a valid certificate (Initial, Provisional, or Professional Certificate) and the remaining 50 percent may hold other interim certificates, permits or authorizations. Of the 33 staff members requiring certification, 28 staff or 84.8 percent hold a valid certificate, 5 staff or 15.2 percent hold other permits or authorizations.

Of the 50 percent allowed to serve under other certificates, permits or authorizations, legislation also allows for the issuance of a Charter School Educator Permit (CSEP) for no more than 30 percent of the educators serving in a charter school. Other options to bring staff into compliance for certification, pending they met criteria for each option, include a Long-Term Substitute Certificate, a Durational Shortage Area permit (DSAP), a Temporary 90-Day Certificate, an Interim Educator Certificate or a Resident Educator Permit.

BTWA is in compliance with Teacher Education and Mentoring (TEAM) Program. However, based on the number of beginning teachers at the school, it is recommended that the school train additional mentors and at least two Reflection Paper Reviewers.

BTWA is in compliance with the Educator Evaluation and Support Plan (EESP).

- **Indicator 4.6:** A review of legal actions brought against BTWA determined that no government agency alleged the violation of any law by the school, or undertaken any investigation of any violation of law by the school.

Prepared by:	Reviewed by:	Approved by:
Robert Kelly Charter School Program Manager	Lisa Lamenzo Turnaround Office, Division Director	Desi D. Nesmith Deputy Commissioner of Academics and Innovation

BOOKER T. WASHINGTON ACADEMY DATA

Table 1: 2019-20 Student Enrollment and Demographic Information (latest audited student data)

Grades served:	K-6
Total enrollment:	420
Percentage of students qualifying for free or reduced price meals:	79.5
Percentage of special education students:	6.9
Percentage of students with limited English proficiency:	6.2
Percentage American Indian or Alaska Native:	N/A
Percentage of Asian students:	*
Percentage of Black students:	84.3
Percentage of Hispanic students:	13.1
Percentage of Two or More Races:	*
Percentage of Caucasian students:	*

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

Table 2: School Culture and Climate Data

Performance Metric:	School 2016-17:	School 2017-18:	School 2018-19:	State 2018-19:
Average daily attendance rate:	93.5%	94.7%	94.7%	
Chronic absenteeism rate:	15.3%	12.2%	12.2%	10.4%
Number of in-school suspensions:	24	*	*	
Number of out-of-school suspensions:	9	*	*	
Suspension rate (% students with 1+ suspension):	5.9%	*	1.9%	6.7%
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

Table 3: Student Waitlist and Mobility Information

Performance Metric:	2017-18:	2018-19:	2019-20:
Waitlist number:	25	100	200
Number of enrolled students who left during the school year, or who did not re-enroll the next school year and did not complete the highest grade at the school:	30	43	N/A

BOOKER T. WASHINGTON ACADEMY STATE TEST DATA

Table 4: Grades 3-8

Smarter Balanced Assessment - Percentage of students at level 3 and 4 (met/exceeded)

	ELA				MATH			
GRADE	School 2017-18	School 2018-19	District 2018-19	State 2018-19	School 2017-18	School 2018-19	District 2018-19	State 2018-19
All Grades Combined	63.9	50.4	34.4	55.7	*	46.6	22.5	48.1
3	62.8	47.1	30.1	54.3	*	54.4	30.6	55.0
4	65.5	*	32.3	54.6	55.2	*	21.6	52.5
5	N/A	*	35.5	58.1	N/A	28.0	19.6	46.5

Booker T. Washington Academy Next Generation Science Standards Assessment Data

Table 5: Next Generation Science Standards (NGSS)

Assessment-Percentage of students at level 3 and 4 (met/exceeded)

GRADE	School 2018-19	District 2018-19	State 2018-19
All Grades Combined	*	26.6	51.2
5	*	31.2	53.6

*The data are suppressed to ensure confidentiality.



WOODBIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Robert F. Gilbert – Superintendent

Cheryl Mammen – Special Services Director | Alfred Pullo, Jr. – Director of Business Services/Operations

September 27, 2019

Mr. Robert Kelly
Charter School Program Manager
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06106

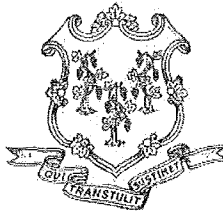
Dear Mr. Kelly:

I am responding to the request from Lisa Lamenzo soliciting comments on the renewal of Booker T. Washington Academy in New Haven. I know of no reason nor can I provide any comments, which reflect poorly on the Booker T. Washington Academy. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Robert F. Gilbert
Superintendent

RFG/med



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State of Connecticut
SENATE

ASSISTANT SENATE REPUBLICAN LEADER

RANKING MEMBER
HUMAN SERVICES COMMITTEE
VETERANS' AFFAIRS COMMITTEE

MEMBER
FINANCE, REVENUE & BONDING COMMITTEE
REGULATION REVIEW COMMITTEE

January 14, 2020

Connecticut State Board of Education
165 Capitol Avenue
Hartford, CT 06016-1630

Dear Chairman Taylor and Members of the State Board of Education:

I am State Senator George Logan, and I represent several towns in Greater New Haven, including Hamden.

I am here today to speak in support of the renewal of Booker T. Washington Academy's charter.

I urge state education officials to approve the renewal, because I have seen firsthand the positive difference BTWA is making in students' lives.

I have visited the school for different events over the years, most recently, the middle school open house at the new second location on Circular Avenue in Hamden.

The learning environment is positive, diverse, rigorous, respectful and inclusive.

And as a result, parents have sought out the school as a place to send their children. That success has led to growth, and that's a good thing.

Today, I urge the board to help that success and that growth continue.

We are proud of Booker T. Washington Academy.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Sen. S. Logan".

George S. Logan
State Senator- 17th District

Dr. Reginald Mayo

435 Stevenson Road
New Haven, CT 06515

January 14, 2020

Connecticut State Department
Of Education
Charter Schools
450 Columbus Blvd
Hartford, CT 06103

To Whom It May Concern,

I am Dr. Reginald Mayo, Superintendent of New Haven Public Schools (emeritus) and I am writing in support of the charter renewal for Highville Charter School.

As a life-long educator in the city of New Haven, I am keenly aware of the necessity to offer our children and parents a choice in their child's education. Just as each child is different, so are their learning needs. I served in the capacity of consultant to the leadership of Highville as they initiated and actualized the move from Hamden to New Haven. I've been privy to their central ideology of addressing multiple intelligences and exposing students to the global society for which they will become contributing members.

I have another dimension to my connection with Highville Charter School. Janet Brown-Clayton, the new Executive Director is my former student when I was in the classroom, a teacher and an administrator of mine while I was Superintendent. I know her skill set, work ethic and commitment to the students in this community. I know of her collaborative work with the teachers and staff of Lincoln Bassett Community School that caused it to grow from 98% of students testing at basic and below to being celebrated for scoring the second highest in the state for schools of similar demographics, with 68% of students scoring basic, meets and exceeds state standards.

I am confident that Highville will continue to flourish and fully support the renewal of their charter, for the fullest extent possible, to impact the lives of students in New Haven and surrounding communities.

Respectfully Submitted,


Dr. Reginald Mayo
NHPS Superintendent (Emeritus)