

IX.D.

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 Capital Preparatory Harbor School 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 – Capital Preparatory Harbor School, Bridgeport

Executive Summary

Introduction

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

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

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

Capital Preparatory Harbor School (CPHS) opened in the fall of 2015 and is completing its fifth year in operation. The latest CSDE audited student enrollment data from 2019-20 reported 760 students in Grades K-12 with 91.6 percent residing in Bridgeport (the host district), 3.2 percent residing in Stratford, and the remaining 5.2 percent from 15 area towns. CPHS has a maximum approved student enrollment of 778 seats. Table 1, on page 14, of the attached Charter Renewal Report provides 2019-20 student enrollment and demographic data. Seventy-seven point four percent of CPHS students qualify for free or reduced price meals and 10.1 percent of the students receive special education services. The mission of CPHS is to “provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice.”

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of CPHS’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. CPHS 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 November 21, 2019, the CSDE renewal team conducted an on-site visit at CPHS. The purpose of the on-site visit was to observe CPHS’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 CPHS from the Superintendent of Bridgeport Public Schools and from contiguous school districts: Fairfield, Stratford and Trumbull. The CSDE received multiple letters of support found in the attachment from State Representatives, Andre Baker, Antonio Felipe, Quentin Phipps and Charlie L. Stallworth, State Senate Representative Douglas McCrory and Bridgeport Board of Education members, Chairman John R. Weldon, Hernan Illingworth, Jessica Martinez and Chris Taylor (see Attachments A-I). The CSDE received no letters against the renewal of the school’s charter.

Public Hearing: Robert Trefry, member of the SBE, and the CSDE staff held a public hearing on December 18, 2019, in the City of Bridgeport, and heard from individuals on the potential charter renewal of CPHS and the impact it is having on the community. Public hearing participants included members of the CPHS community, family members, students, school staff and community members. Over 150 individuals attended the public hearing. Forty-one 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 7), indicates CPHS'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.
- CPHS's website and Governing Board documents demonstrate that the Governing Board meetings are open and accessible to the public.
- CPHS's 2018-19 school culture and climate data reports a chronic absenteeism rate of 11.1 percent which is 0.7 percentage points above the state rate of 10.4 percent, and 7.7 percentage points below Bridgeport's 18.8 percent. The school's 2018-19 average daily attendance rate of 95.2 percent is above the CSDE's goal of 95 percent.
- The school has exceeded the state testing participation rate of 95 percent in all areas tested for all students and high needs students over the last three testing periods.
- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved in Mathematics for all students in Grade 4 is 81.9 percent, exceeding the state's 71.3 percent by 10.6 percentage points.
- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved in Mathematics for all students in Grade 8 is 65.7 percent, exceeding the state's 57.7 percent by 8.0 percentage points.
- CPHS's college entrance (graduating class 2018) of 76 percent is above the state average of 70.9 percent.

Areas of Concern:

- CPHS's 2018-19 Accountability Index of 60.9 percent is below the state average of 74.2 percent.
- CPHS's suspension rate has trended downward over the last three years from 26.1 percent in 2016-17 to 10.8 percent in 2018-19. However, it is above the state rate of 6.7 percent and below Bridgeport's rate of 12 percent.
- CPHS's 2018-19 Scholastic Aptitude Test (SAT) average scale score of 470 in English Language Arts (ELA), (Table 4), is below the state average of 514 and the minimum College and Career Readiness Benchmark of 480. A scale score of 470 indicates that students are performing on average at Level 2, (420-470). CPHS's scale score in 2018-19, shows growth of seven average scale score points when compared to 2017-18.

- CPHS's 2018-19 Scholastic Aptitude Test (SAT) average scale score in Mathematics (Table 4) is 440, which is below the state average of 500 and substantially below the minimum College and Career Readiness Benchmark of 530. A scale score of 440 indicates that students are on average performing at the lower end of Level 2, (420-520). CPHS's scale score in 2018-19 is nine points lower than the scale score of 449 in 2017-18.
- The 2018-19 Smarter Balanced Assessment percentage of CPHS students achieving at or above proficiency (level 3 and 4) in ELA for Grades 5 and 7 (Table 4), is 22.4 percent and 23.3 percent below Bridgeport's 29.4 percent and 27.6 percent.
- The 2018-19 Smarter Balanced Assessment percentage of CPHS students achieving at or above proficiency (level 3 and 4) in Mathematics for Grade 3 (Table 4), is 20.0 percent, below Bridgeport's 22.2 percent.
- The 2018-19 Smarter Balanced average percentage of growth target achieved for all CPHS students in Grade 5 is 49 percent in ELA, 14.6 percentage points below the state's 63.6 percent, and in math 55.4 percent, 9.7 percentage points below the state's 65.1 percent.
- The 2018-19 Smarter Balanced average percentage of growth target achieved in ELA for all students in Grade 7 is 34.9 percent, below the state's 59.5 percent by 24.6 percentage points.
- CPHS's 4-year Graduation – All Students (2018 Cohort) rate of 56.3 percent is below the state average of 88.3 percent.
- CPHS is not in compliance with the teacher certification statute. A report as of April 23, 2020, shows 82.1 percent of staff to be 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 56 staff requiring certification, 33 staff members or 58.9 percent hold a valid certificate, 13 or 23.2 percent hold other permits or authorizations, and 10 staff are not in compliance.
- CPHS is not in compliance with TEAM. CPHS is required to implement the Teacher Education and Mentoring (TEAM) Program with fidelity to the statutory requirements by ensuring 100 percent of beginning teachers complete the TEAM program by their completion deadline date (within three years of hire) to be eligible to advance their certificate. Beginning teachers must be assigned a mentor within 30 days of hire, receive and log a minimum of 20 hours of mentoring and complete two modules per year. Mentors may be assigned no more than two beginning teachers unless granted prior permission by the CSDE.

CPHS has 10 Beginning Teachers (BTs), each set up a User Account and has been matched with a mentor. Two of the four mentors currently support three BTs each. District Facilitators are required to request CSDE approval to work with more than two BTs, however, there have been very few mentoring hours logged. As of March 2020, four BT's have zero mentoring hours for the year, and the rest are between 1.25 and 4.75 hours, which is lower than expected at this point of the school-year. Each mentor is expected to work with his/her BT approximately 10 hours per module; there are five modules to complete over two years. Five of the 10 BTs have been matched with an administrator, an administrator must sign off on the BT's Professional Growth Action Plan (PGAP) for each TEAM Module. Without the sign-off, the teacher will not be able to submit their modules. CPHS has only one reflection paper reviewer, however, this person's training has expired. CPHS should have four to five reviewers based on the number of BTs who will be submitting reflection papers. CPHS is not in compliance with TEAM.

Charter Renewal Recommendation

CPHS's average daily attendance rate exceeded the state goal of 95 percent and its chronic absenteeism rate is below the state average. The school's suspension rates are above the state average by 4.1 percentage points in 2018-19, but have trended downward each of the last three years from 26.1 percent in 2016-17. The school has exceeded the state testing participation rates of 95 percent each of the last three years. CPHS's 2018-19 Smarter Balanced average percentage of growth target achieved in Mathematics for all students in Grade 4 and Grade 8 exceeds the state by 10.6 percentage points and 8 percentage points respectively, however, this performance was not consistent across all grades. Also of concern, are the 2018-19 Smarter Balanced performance of CPHS students at or above proficiency in Grades 5 and 7, which shifted below Bridgeport in ELA and Grade 3 in Mathematics. CPHS's 2018-19 SAT average scale score of 470 in ELA is below the minimum College and Career Readiness Benchmark of 480 and its average scale score of 440 in Mathematics is significantly below the minimum College and Career Readiness Benchmark of 530. The school's four-year graduation rate of 56.3 percent is well below the state average of 88.3 percent. Lastly, CPHS is not in compliance with teacher certification legislation and TEAM. Acknowledging that CPHS's performance indicators are not without weakness, the CSDE recommends that the SBE renew the school's charter for a period of three years, subject to the following conditions:

1. By July 6, 2020, CPHS shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include measures to improve student academic achievement. Additionally, CPHS 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. CPHS shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.
2. By July 6, 2020, CPHS shall submit a plan for the CSDE review and approval to bring its staff into certification compliance by October 31, 2020, by: (a) ensuring staff responsible for hiring clearly understand the certification requirements of each position; (b) providing a clear pathway and support to certification with established milestones and timelines; (c) including monitoring and interventions for non-compliance; and (d) reporting of non-compliant staff including certification targets, schedules, action steps, including responsible school staff on August 3, 2020, to ensure compliance. The plan shall be developed in consultation with the CSDE's Talent Office. CPHS shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.
3. By July 6, 2020, CPHS shall submit a plan for the CSDE review and approval to implement the TEAM Program with fidelity to the statutory requirements by ensuring 100 percent of beginning teachers complete the TEAM program by their completion deadline date (within three years of hire) to be eligible to advance their certificate by October 31, 2020, by: (a) ensuring 100 percent of new beginning teachers are assigned a mentor within 30 days of hire; (b) matching no more than two beginning teachers to each mentor; and (c) requiring beginning teachers to complete two modules each year and log a minimum of 20 mentor hours.

The CSDE will notify CPHS 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 Capital Preparatory Harbor School addressed the issues raised in this memorandum.

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

Reviewed by: Lisa Lamenzo, Division Director
Turnaround Office

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

CHARTER RENEWAL REPORT | 2020

	Charter School Information:	
Charter School Name:	Capital Preparatory Harbor School	
School Director:	Richard Beganski, Jr.	
School Board Chairperson:	Richardo Griffith	
Location (City/Town):	Bridgeport	
	Rating Key:	
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.	
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.	
Does Not Meet	The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.	
Standard 1: School Performance Indicators		% Points Earned
Accountability Index:		761.5/1250 60.9
Notes and Evidence:		
<p>The 2018-19 Capital Preparatory Harbor School Accountability Index of 60.9 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). CPHS's Accountability Index score of 60.9 places its performance in Category 3, which earns a Pending Action for Standard 1. CPHS's 2018-19 Next Generation Accountability Report shown in detail on the next page.</p>		

Next Generation Accountability, 2018-19
Capital Preparatory Harbor School (Grades: K-12)
School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	57.1	75	38.1	50	76.2	90.2
1b. ELA Performance Index - High Needs Students	56.3	75	37.5	50	75.1	77.5
1c. Math Performance Index - All Students	51.7	75	34.4	50	68.9	84.1
1d. Math Performance Index - High Needs Students	50.9	75	34.0	50	67.9	70.2
1e. Science Performance Index - All Students	53.2	75	35.5	50	70.9	85.0
1f. Science Performance Index - High Needs Students	52.0	75	34.7	50	69.3	72.2
2a. ELA Academic Growth - All Students	51.3%	100%	51.3	100	51.3	59.9
2b. ELA Academic Growth - High Needs Students	51.9%	100%	51.9	100	51.9	55.1
2c. Math Academic Growth - All Students	64.5%	100%	64.5	100	64.5	62.5
2d. Math Academic Growth - High Needs Students	64.1%	100%	64.1	100	64.1	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	11.1%	<=5%	37.7	50	75.4	78.3
4b. Chronic Absenteeism - High Needs Students	12.5%	<=5%	35.1	50	70.1	55.7
5. Preparation for CCR - Percent Taking Courses	16.9%	75%	11.3	50	22.5	100.0
6. Preparation for CCR - Percent Passing Exams	14.1%	75%	9.4	50	18.8	56.7
7. On-track to High School Graduation	91.2%	94%	48.5	50	97.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	56.3%	94%	59.8	100	59.8	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	76.0%	75%	100.0	100	100.0	94.5
11. Physical Fitness (estimated participation rate = 89.4%)	40.1%	75%	13.4	50	26.7	70.6
12. Arts Access	0.6%	60%	0.5	50	1.0	86.5
Accountability Index	.	.	761.5	1250	60.9	74.2

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	60.9	56.3	4.6	15.3	N
Math Performance Index Gap	55.0	50.9	4.1	17.4	N
Science Performance Index Gap	57.7	52.0	5.7	16.3	N
Graduation Rate Gap (2016 Cohort)

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

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	99.3
Science - High Needs Students	99.1

Minimum participation standard is 95%.

Standard 2: Stewardship, Governance and Management Indicators:	Rating
2.1. Fiscal Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input 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: CSDE site visit staff reviewed CPHS last three certified financial audits and uncovered no material findings or internal control weakness. • Indicator 2.2: CSDE site visit staff reviewed CPHS'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. The CPHS Board of Directors have specific roles and responsibilities for financial oversight of the school. However, the roles and responsibilities are not formally documented in a Board Policies and Procedures Manual (BPPM) to ensure consistency and continuity. The missing items include the monthly credit card review, annual review of school policy by governing board, charter school management organization (CMO) evaluation in compliance with the CMO contract and response to audit findings. The Board has not established a Finance and Audit subcommittee that reviews financial matters and provides recommendations to the Board. The Board should establish a Finance and Audit subcommittee and define its roles and responsibilities in the BPPM to ensure consistency and continuity. The reviewers determined CPHS completed on-time submission of certified audits and annual budgets. The school is in the process of developing the BPPM and Finance Committee. • Indicator 2.3: Staff from CSDE's Office of Internal Audit reviewed CPHS's latest certified financial audit and determined CPHS's debt to asset ratio (total liabilities/total assets), current asset ratio (current assets / current liabilities), 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 CPHS's school policies regarding anti-nepotism and conflict of interest were found to be in compliance with the CSDE administrative oversight guidelines. CPHS's policies and procedures regarding background checks of staff and board members, open board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulations. This finding is supported by a review of background checks, board training records, school website, and governing board meeting minutes. • Indicator 2.5: As evidenced during the site visit, CPHS has a safe and well-maintained school facilities to support teaching and learning. The facility has been approved by the Bridgeport Fire Marshal and Building Department. The school has proof of property insurance. 	

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 type="checkbox"/> M <input checked="" 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 760 students in Grades K-12 with 91.6 percent residing in Bridgeport (the host district), 3.2 percent residing in Stratford and the remaining 5.2 percent from 15 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. Indicator 3.2: A review of CPHS's waitlist information in Table 3 determined it maintains a waitlist of families beyond the available number of seats. In 2019-20, 890 students were on the waitlist. The waitlist has included more than 858 students each year for the past three years. Indicator 3.3: A review of CPHS's 2019-20 Public School Information System (PSIS) data reports students of color represent 98.5 percent of CPHS's student population and 77.4 percent of the students qualify for free and reduced-price meals. The percentage of special education students at CPHS is 10.1 percent. CPHS's EL population is 6.6. Indicator 3.4: CPHS 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. Parents expressed support for what they perceive is a rigorous educational model that addresses their child's educational needs. The school provides an extended-day and extended-year program. Parents expressed their support for Student Advisory. This daily advisory block matches each student with a teacher. At each meeting, the advisor and student develops and monitors social emotional and academic goals while fostering a student teacher relationship and positive school climate. Parents indicated they were satisfied with the school's commitment to serving students with diverse needs. Students testified during the public hearing that they are happy with the educational choice opportunity the school provides and its emphasis on ensuring that each graduating senior achieve acceptance into four-year colleges. Over 150 individuals attended the public hearing, and 41 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. 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 CPHS's 2018-19 school culture and climate data reports a chronic absenteeism rate of 11.1 percent, which is slightly above the state rate of 10.4 percent, and an average daily attendance rate of 95.2 percent, which is above the CSDE's goal of 95 percent. CPHS's 2018-19 student suspension rate of 10.8 percent is above the state rate of 6.7 percent and below Bridgeport's rate of 12 percent. The suspension rate is trending downward from the 2016-17 suspension rate of 26.1 percent. CPHS should continue to refine efforts to improve the suspension rate. 	

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 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	<input type="checkbox"/> M <input type="checkbox"/> PA <input checked="" 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 CPHS's 2019-20 Public School Information System (PSIS) data reports the percentage of special education students at the school as 10.1 percent. CPHS provides special education supports and services within the least restrictive environment continuum as determined by the identified student's Individualized Education Plan (IEP). Most identified students receive the bulk of their instruction in general education and receive pullout services, as needed. To address student needs, CPHS uses a co-teaching model in all grades. When applicable, paraeducator support is provided through general education. Other instructional models include push-in and small group instruction within the class. The school makes available speech, language, occupational therapy, physical therapy, and social work services to meet student needs. CPHS verifies related services through a sign-in system and monitors it to ensure services that are missed are rescheduled and made up to ensure compliance. <p>Planning and Placement Team (PPT) meetings are conducted by the School District in which the student resides and take place at CPHS. This allows for more robust participation of the school's staff. Parents/Guardians, students (as appropriate) and required PPT members from the host district and CPHS are invited to participate in the meeting. The PPT develops, reviews, and revises the IEP based upon the student's individualized needs.</p> <p>In an effort to have the school take a more active role in the IEP process, the CSDE Special Education Consultant suggested that CPHS's staff receive training in IEP development. While it's the responsibility of the district of residence to develop the IEP, it is necessary for the school to ensure that the IEPs are designed to reasonably calculate a student's progress. The school is currently in the process of arranging training in these areas 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. On the day of the visit, the CSDE Special Education Consultant noted that there were no access logs in the folders. The staff was advised to create access logs for all students and add them to the files.</p>	

- **Indicator 4.3:** Through an analysis of the renewal materials and meeting with stakeholder groups, it became evident that Capital Prep Harbor is working to ensuring the success of English Learners (ELs) at the school. The school has developed an EL service model, employing a TESOL teacher, and demonstrating the integration of EL supports in the core curriculum. The school is commended for taking these actions and providing a comprehensive collection of the EL forms, procedures and assessments in its Charter Renewal Application materials.
- **Indicator 4.4:** CPHS 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 CPHS's staff file of April 23, 2020, reports 82.1 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 56 staff members requiring certification, 33 staff or 58.9 percent hold a valid certificate, and 13 staff or 23.2 percent hold other permits or authorizations. Of the 10 staff out of compliance, one staff member assignment does not match valid endorsement, nine staff members have no active certification/permit on file.

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. CPHS currently has three staff members or 5.45 percent holding a CSEPs. 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.

During the site visit, CPHS personnel shared individual plans for each staff member who is not currently in compliance. Each plan is detailed and tracks what the staff member needs to do to qualify for certification or a permit (testing, coursework, etc.). CPHS is supporting these staff members in attaining certification during this school-year. The school's administrator made it clear that individuals that do not attain proper certification will not be re-hired for the 2020 – 21 school-year.

CPHS is required to implement the Teacher Education and Mentoring (TEAM) Program with fidelity to the statutory requirements by ensuring 100 percent of beginning teachers complete the TEAM program by their completion deadline date (within three years of hire) to be eligible to advance their certificate. Beginning teachers must be assigned a mentor within 30 days of hire, receive and log a minimum of 20 hours of mentoring, and complete two modules per year. Mentors may be assigned no more than two beginning teachers unless granted prior permission by the CSDE.

Five of the 10 BTs have been matched with an administrator, an administrator must sign off on the BT's Professional Growth Action Plan (PGAP) for each TEAM Module. Without the sign-off, the teacher will not be able to submit their modules.

CPHS has only one reflection paper reviewer, however, this person's training has expired. CPHS should have four to five reviewers based on the number of BTs who will be submitting reflection papers. CPHS is not in compliance with TEAM.

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

- **Indicator 4.6:** A review of legal actions brought against CPHS 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

CAPITAL PREPARATORY HARBOR SCHOOL DATA

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

Grades served:	K-12
Total enrollment:	760
Percentage of students qualifying for free or reduced price meals:	77.4
Percentage of special education students:	10.1
Percentage of students with limited English proficiency:	6.6
Percentage American Indian or Alaska Native:	N/A
Percentage of Asian students:	N/A
Percentage of Black students:	70.9%
Percentage of Hispanic students:	27.8%
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:	95.3%	96.1%	95.2%	
Chronic absenteeism rate:	9.2%	6.4%	11.1%	10.4%
Number of in-school suspensions:	0	0	0	
Number of out-of-school suspensions:	142	107	114	
Suspension rate (% students with 1+ suspension):	26.1%	15.5%	10.8%	6.7%
Number of expulsions:	0	*	0	
Cohort graduation rate (if applicable):	*	56.3%	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:	859	863	890
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:	90	119	N/A

CAPTIAL PREPARATORY HARBOR SCHOOL STATE TEST DATA

Table 4:

Scholastic Aptitude Test (SAT) - Percentage of students at level 3 and 4 (met/exceeded)

	School 2017-18	School Average Score	School 2018-19	School Average Score	District 2018-19	District Average Score	State 2018-19	State Average Score
ELA	37.9	463	*	470	30.1	435	61.6	514
MATH	20.7	449	*	440	12.6	413	40.6	500

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	42.2	30.9	27.4	55.7	21.5	25.3	15.7	48.1
3	*	37.8	26.6	54.3	*	20.0	22.2	55.0
4	*	*	23.4	54.6	*	22.7	16.5	52.5
5	*	22.4	29.4	58.1	*	16.3	12.1	46.5
6	*	32.7	28.2	55.3	*	23.5	16.0	45.4
7	41.2	23.3	27.6	56.1	20.6	*	14.1	46.1
8	*	37.8	29.8	55.8	22.2	*	13.0	43.5

Capital Preparatory Harbor School 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	28.5	20.3	51.2
5	22.4	22.8	53.6
8	*	20.1	52.2
11	*	17.1	47.7

*The data are suppressed to ensure confidentiality.



State of Connecticut

HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE ANDRE BAKER
124TH ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 4037
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E-MAIL: Andre.Baker@cga.ct.gov

DEPUTY MAJORITY WHIP AT LARGE

VICE-CHAIR
PLANNING AND DEVELOPMENT

MEMBER
APPROPRIATIONS COMMITTEE
BANKING COMMITTEE

November 13, 2019

To Whom It May Concern:

I am writing to express my support for the application renewal of the Capital Preparatory Harbor Charter School, located in Bridgeport, CT.

Since 2015, Capital Prep Harbor has served hundreds of children in the Bridgeport community, providing K-12 scholars with a year-round, college preparatory education. I support the educational mission of Capital Preparatory Schools as they look to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens.

Capital Prep Harbor will continue to follow the educational model of Capital Prep Magnet School, located in Hartford, CT and founded by Dr. Steve Perry in 2005. It is my hope that students who enter Capital Prep will be provided educational opportunities that may not otherwise be available in their traditional district schools. In this distinctive environment, many of these students will have a better chance to achieve academic success and a promise of a future that will include post-secondary education. It should be noted that many Capital Prep students are primarily minorities from low income families and often first-generation high school graduates that apply and are accepted to four-year colleges. College readiness is key to helping many of these students in my district to realize promising futures.

With a strong commitment to the education of our children, I support this renewal application for Capital Preparatory Harbor Charter School. I look forward to working with you on the renewal process of this charter school and continuing to provide students with access to quality education.

Regards,

A handwritten signature in black ink, appearing to read "Andre Baker".

Andre Baker
State Representative, 124th District



State of Connecticut
HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE ANTONIO FELIPE
130TH ASSEMBLY DISTRICT

MEMBER
APPROPRIATIONS COMMITTEE

LEGISLATIVE OFFICE BUILDING, ROOM 2405
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TOLL FREE: (800) 842-8267
FAX: (860) 240-0206
E-MAIL: Antonio.Felipe@cga.ct.gov

November 1, 2019

To Whom It May Concern:

I am writing to express my support for the full five-year renewal of the Capital Preparatory Harbor Charter School, located in Bridgeport, CT.

Since 2015, Capital Prep Harbor has served hundreds of children in the Bridgeport community, providing K-12 scholars with a year-round, college preparatory education. Rooted in a model that develops the "whole child", Capital Preparatory Schools' mission is to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice. The students are more than textbook scholars; they are learning to be agents of change in their communities and beyond.

Capital Prep continues to follow the successful model of Capital Prep Magnet School, founded by Dr. Steve Perry in 2005 and located in Hartford, CT. Students who enter Capital Prep have largely been failed by their previous schools, which left them with little hope to rise above their circumstances. Upon entering Capital Prep Harbor, students have an immediate change in the trajectory of their academic career, a boosted self-esteem, and a promise of a future that includes higher learning.

Capital Prep's unique approach has delivered incredible results, with 100% of its low-income, minority, and often first-generation high school graduates being accepted to four-year colleges every year since its first class graduated in 2006.

An institution with this type of commitment to our community should be celebrated and supported. We look forward to working with you on the full five-year renewal of this charter school and continuing to provide all students with access to quality education.

Regards,

A handwritten signature in blue ink, appearing to read "A Felipe".

Antonio Felipe
State Representative – 130th Assembly District



State of Connecticut

HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE QUENTIN "Q" PHIPPS
100TH ASSEMBLY DISTRICT

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VICE CHAIR
EXECUTIVE AND LEGISLATIVE NOMINATIONS COMMITTEE

MEMBER
FINANCE, REVENUE, AND BONDING COMMITTEE
GOVERNMENT ADMINISTRATION AND ELECTIONS COMMITTEE

October 30th, 2019

To Whom It May Concern:

I am writing to express my support for the full five-year renewal of the Capital Preparatory Harbor Charter School, located in Bridgeport, CT.

Since 2015, Capital Prep Harbor has served hundreds of children in the Bridgeport community, providing K-12 scholars with a year-round, college preparatory education. Rooted in a model that develops the "whole child", Capital Preparatory Schools' mission is to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice. The students are more than textbook scholars, they are learning to be agents of change in their communities and beyond.

Capital Prep continues to follow the successful model of Capital Prep Magnet School, founded by Dr. Steve Perry in 2005 and located in Hartford, CT. Upon entering Capital Prep Harbor, students have an immediate change in the trajectory of their academic career, a boosted self-esteem, and a promise of a future that includes higher learning.

Capital Prep's unique approach has delivered incredible results, with low-income, minority, and often first-generation high school graduates being accepted to four-year colleges every year since its first class graduated in 2006.

An institution with this type of commitment to our community should be celebrated and supported. We look forward to working with you on the full five-year renewal of this charter school and continuing to provide all students with access to quality education.

Sincerely,

State Representative Quentin Phipps

September 2019

Commissioner and State Board of Education,

It is with great pleasure that I write my recommendation for the full five year renewal of the Capital Preparatory Harbor Charter School, located in Bridgeport, CT. I serve as the State Representative for the City of Bridgeport, and have had the honor of watching this institution grow over the past several years.

As a legislator who has chosen a life of service, I am particularly drawn to the commitment Capital Prep Harbor has to teaching their students to use their voices to effect change. From the Kindergarten class through to the 12th grade veterans, each child is challenged to identify inequities in their community and develop plans to raise awareness about how to best serve the mission.

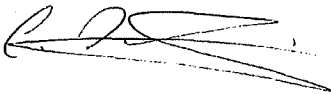
This focus on Social Justice not only reinforces a personal connection to serving our immediate Bridgeport community, but opens the doors to career paths of government, law, and activism. These scholars may not have otherwise considered these opportunities if not for the school.

This approach to education has brought a welcomed alternative in Bridgeport, serving hundreds of children since 2015. They follow the successful model of Capital Prep Magnet School founded by Dr. Steve Perry in 2005, located in Hartford, CT. Students who enter Capital Prep have largely been failed by their previous schools, which leave them with little hope to rise above their circumstances. Upon entering Capital Prep Harbor, students have an immediate change in the trajectory of their academic career, a boosted self-esteem, and a promise of a future that includes higher learning. A promise, where 100% of its low-income, minority, and often, first-generation high school graduates, have been accepted to four-year colleges every year since its first class graduated in 2006.

We must continue to cultivate and support organizations that provide a path to success for our children.

We look forward to working with you on the full five year renewal of this charter school and continuing to provide all students with access to quality education.

Regards,

A handwritten signature in black ink, appearing to read 'Charlie L. Stallworth', with a stylized, sweeping flourish at the end.

Charlie L. Stallworth

SENATOR DOUGLAS McCrORY
DEPUTY PRESIDENT PRO TEMPORE

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State of Connecticut
SENATE
SECOND DISTRICT

Chairman
Education Committee
Vice Chairman
Housing Committee
Ranking Member
Internship Committee
Member
Banking Committee
Finance, Revenue & Bonding Committee
General Law Committee
Judiciary Committee

September 2019

To Whom It May Concern:

It is with great admiration that I write my recommendation for the full five year renewal of the Capital Preparatory Harbor Charter School, located in Bridgeport, CT.

As an advocate for school choice, Capital Preparatory Harbor Charter School has brought a welcomed alternative to the Bridgeport education system. They follow the successful model of Capital Prep Magnet School founded by Dr. Steve Perry in 2005, located in Hartford, CT. Students who enter Capital Prep have largely been failed by their previous schools, which leave them with little hope to rise above their circumstances. Upon entering Capital Prep Harbor, students have an immediate change in the trajectory of their academic career, a boosted self-esteem, and a promise of a future that includes higher learning.

Since 2015, Capital Prep Harbor has served hundreds of children in the Bridgeport community, providing K-12 scholars with a year-round, college preparatory education. Rooted in a model that develops the "whole child", Capital Preparatory Schools' mission is to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice. The students are more than textbook scholars, they are learning to be agents of change in their communities and beyond.

Capital Prep's unique approach has delivered incredible results, with 100% of its low-income, minority, and often, first-generation high school graduates being accepted to four-year colleges every year since its first class graduated in 2006.

We must continue to cultivate and support organizations that provide a path to success for our children. I look forward to working with you on the full five-year renewal of this charter school and continuing to provide all students with access to quality education.

Sincerely,

Douglas McCrory
State Senator – 2nd District

John R. Weldon
164 Seaside Ave.
Bridgeport, CT 06605

September 3, 2019

To Whom It May Concern:

I serve as the Chairman of the Bridgeport Board of Education. I am writing to support Capital Prep Harbor receiving a full five year renewal of its charter for its Bridgeport school(s).

Since 2015, Capital Prep Harbor has served hundreds of children in the Bridgeport community, providing K-12 children with a year-round, college preparatory education. Rooted in a model that develops the "whole child", Capital Prep's mission is to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice. Their students are more than textbook scholars, they are learning to be agents of change in their communities and beyond.

Capital Prep continues to follow the successful model of Capital Prep Magnet School, founded by Dr. Steve Perry in 2005 in Hartford, CT. Upon entering Capital Prep Harbor, students have an immediate change in the trajectory of their academic career, a boosted self-esteem, and a promise of a future that includes higher learning.

Capital Prep's unique approach has delivered incredible results, with 100% of its low-income, minority, and often first-generation high school graduates, being accepted to four-year colleges every year since its first class graduated in 2006.

An institution with this type of commitment to our community should be celebrated and supported. I hope that you will provide this unique school the full five year renewal so they can continue to provide their students with access to quality education.

Very truly yours,



John R. Weldon

**Hernan Illingworth
Bridgeport Board of Education**

August 20, 2019

To the State Board of Education:

I am writing to express my support for the full five year renewal of the Capital Preparatory Harbor Charter School, located in Bridgeport, CT. I am a member of the Bridgeport Board of Education and have seen the positive impact that this school has made for students in my community.

Capital Prep's unique approach has delivered incredible results, with 100% of its low-income, minority, and often, first-generation high school graduates, being accepted to four-year colleges every year since its first class graduated in 2006. This school is serving students from Bridgeport and providing opportunities that our children deserve.

An institution with this type of commitment to our community should be celebrated and supported. I hope that you will provide this unique school the full five year renewal so they can continue to provide all students with access to quality education.

Regards,



Hernan Illingworth

Jessica Martinez

August 20, 2019

To the Commissioner of Education and the State Board of Education:

As the Bridgeport Board of Education's designee sitting on the Capital Preparatory Harbor School Board, I have the privilege of seeing up close, the strategies and impact that Capital Prep has on its students. Not only is the model one that has produced incredible results, including getting 100% of its students accepted to four year colleges every year, but I have witnessed the individual attention and commitment to excellence that is responsible for those very results.

I am able to talk to parents and students and engage with staff and leaders about the work that is happening at the school and the opportunities that Capital Prep has extended to Bridgeport's children. The school encourages agency in students that I appreciate as someone who believes in social justice. The social justice thread is present not only in the capstone project for senior but throughout the student's educational career.

It is for these reasons and many more that I am writing to express my full support for the five year renewal of the Capital Preparatory Harbor School, located in Bridgeport, CT.

A school with this type of dedication to our community must be not only supported but replicated. I hope that you will provide this unique school the full five year renewal so they can continue to provide all students with access to quality education and parents with choices.

Regards,



Jessica Martinez

Chris Taylor
Bridgeport Board of Education Member

September 5, 2019

To the Commissioner of Education and the State Board of Education:

As a member of the Bridgeport Board of Education, I have seen the impact of the school on the community. I have repeatedly sought opportunities to increase the access the students I serve have to Capital Prep. I have expressed to Dr. Perry my desire to support not only the school as an option for the community but an expansion of the school's influence whether through expansion, growth, or partnership. I have been impressed with the students as I see them downtown in uniform; they comport themselves with pride and poise. The most common request I receive from my constituents is from families who would like to have their children attend and want to know how they can get in. In my observation, the school serves students well and provides opportunities to Bridgeport's children that they are not receiving in other schools.

I am writing to express my full support for the five year renewal of the Capital Preparatory Harbor School. I would also support any opportunities to grow the school to be able to serve more students.

I urge you to grant this great school the full five year renewal, so our students can access a high quality school option.

Regards,

Christopher Taylor

Chris Taylor