

VII.E.

Connecticut State Board of Education Hartford

To Be Proposed:

June 5, 2024

Resolved, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Interdistrict School for Arts and Communication from July 1, 2024, through June 30, 2027, subject to the conditions and recommendations set forth in the Commissioner's June 5, 2024, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this fifth day of June, Two Thousand Twenty-Four.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: June 5, 2024

Subject: Renewal of State Charter – Interdistrict School for Arts and Communication, New London

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, data submissions, 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

Interdistrict School for Arts and Communication (ISAAC) opened in the fall of 1997. ISAAC has the maximum approved student enrollment of 276 seats. The latest CSDE audited student enrollment data from 2023-24 reports 279 students in Grades 6-8 with 75.3 percent residing in New London (the host district) and the remaining 24.7 percent residing in 10 area towns. Of those students, 71.0 percent qualify for free or reduced-price meals, 17.9 percent receive special education services, and 17.2 percent have been identified as English Learners/Multilingual Learners (ELs/MLs). Table 1 on page 19 of the attached Charter Renewal Report provides the latest available audited 2023-24 student enrollment and demographic data. The mission of ISAAC is “fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.”

On June 3, 2020, ISAAC received a three-year charter renewal with conditions. Conditions stated in the 2020 renewal required ISAAC to develop two corrective action plans; 1) to improve student achievement; and 2) to minimize behavioral incidents resulting in suspensions and by adopting a restorative discipline model for the school. Due to implications of the pandemic, the SBE approved a one-year extension on July 14, 2020. The school’s charter will expire June 30, 2024.

On May 24, 2021, ISAAC was placed on probation pursuant to Section 10-66bb(h) of the Connecticut General Statutes. This action was taken due to ISAAC’s inability to demonstrate that it was operating in compliance with applicable laws, and the governing council’s demonstrated inability to provide effective leadership to oversee the operation of the school. It followed extensive investigations conducted by the Connecticut State Department of Education’s Turnaround Office and the Office of Internal Audit revealing concerns in the following areas:

1. Special Education Billing;
2. Disposal of Computers and other Information Technology Equipment;
3. Board Governance; and
4. Policies and Procedures.

On May 26, 2022, pursuant to Section 10-66bb(h) of the Connecticut General Statutes, ISAAC’s probation was extended until at least such time as ISAAC: 1) developed special education billing policies and procedures and subsequently updated their Accounting Policies and Procedures Manual (APPM); and 2) shared its special education billing methodology for the 2023-24 school year for the CSDE’s review and approval prior to sharing it with sending districts.

As conditions of the initial probation and probation extension, ISAAC developed a Corrective Action Plan (CAP). The CAP was reviewed and approved by the CSDE effective September 14, 2021, for the disposal of computers and other information technology equipment, for the implementation of Board Governance and Policies and Procedures, and, effective September 22, 2021, for Special Education billing. The CSDE provided technical assistance to ISAAC as the school sought to implement the CAP and develop a methodology to determine the hourly billing rate for special education services provided by ISAAC for the 2021-22, 2022-23, and 2023-24 school years. The CSDE conducted onsite monitoring visits to the school on June 9, 2021, and May 18, 2022, to review the corrective action plan implementation and progress. Additionally, ISAAC came before the State Board of Education's (SBE) Accountability and Support Committee on July 13, 2021, September 22, 2021, and October 19, 2022, to provide progress updates.

On February 9, 2023, the CSDE conducted an additional onsite monitoring visit to ensure ISAAC's continued implementation of the CAP, current and 2023-24 school year special education billing and methodology, and APPM update. The result of the review determined ISAAC had successfully satisfied its probationary requirements. Therefore, on March 2, 2023, ISAAC's probationary status was lifted.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of ISAAC's charter on September 8, 2023. 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. ISAAC submitted data and evidence to substantiate the charter school's written responses.

A renewal team, comprised of the CSDE staff with expertise in curriculum, assessments, special education, ELs/MLs, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information where necessary.

On April 14, 2023, the CSDE received a media inquiry regarding ISAAC Charter School withdrawing its candidacy for New England Association of Schools and Colleges (NEASC) Accreditation. The Charter Office contacted the President/CEO of NEASC to gather information regarding the withdrawal. It was reported that NEASC received complaints regarding the climate and culture of ISAAC Charter School. Upon NEASC's investigation it was determined that ISAAC Charter School violated the NEASC standards and notified Dr. Spera in writing that NEASC would recommend to the NEASC Commission to terminate their candidacy. ISAAC Charter School then sent a letter to NEASC withdrawing their candidacy. It is important to note that accreditation for a middle school is not a requirement in Connecticut. This is an optional process determined by the school or district.

On August 7, 2023, the CSDE received communications from two former employees of Dr. Spera, expressing concerns related to the leadership of ISAAC and its impact on the climate and culture of the school and recruitment practices. In preparation for the site visit, the CSDE designed focus group questions related to the concerns.

Renewal Site Visit: On October 11, 2023, the CSDE renewal team conducted an onsite visit at ISAAC. The purpose of the onsite visit was to observe ISAAC 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 onsite visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, students, parents, and community members. The team used this process to ensure that the school was 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 ISAAC from the Superintendent of New London Public Schools (NLPS) and from contiguous school districts: Groton and Waterford. The CSDE received a letter supporting the renewal of ISAAC's charter from Susan L. Austin, Superintendent of Groton Public Schools (see Attachment A).

Public Hearing: Mr. Elwood Exley, Jr., member of the SBE, and the CSDE staff held a public hearing on December 14, 2023, in the City of New London, and heard from individuals on the potential charter renewal of ISAAC and the impact it is having on the community. Forty-one people attended the public hearing. Thirty-two individuals (28 staff, one parent who is not an employee of the school, and three board members) offered testimony supporting the school's efforts and the renewal of the charter. No one spoke out against the renewal of the school's charter.

It is typical for charter school public hearings to include the testimony of past or present students, graduates of a school, school community members, or members of the greater community who are not members of the board. CSDE staff in attendance at the ISAAC public hearing noticed and documented that there were no such members of the greater New London community present at the public hearing to offer testimony.

In response to concerns submitted by the public, the raised concerns from NEASC, and the lack of participation at the hearing by members of the broader community, the CSDE determined the need to collect additional evidence related to Standard 3.5: School Culture and Climate. On January 19, 2024, Dr. Spera was notified of the concerns, and that, as a result, the CSDE would be planning an expanded renewal process.

After announcing the expanded charter renewal process, the CSDE received two additional reports of concern about school climate from both current and former employees.

Expanded Renewal Process:

On February 26, 2024, Dr. Spera was notified that the expanded renewal process would include an unannounced site visit by the CSDE team, and that the CSDE would be administering anonymous surveys to ISAAC staff and families. After announcing the expanded charter renewal process, the CSDE received six additional reports of concern about the school climate from former school employees of Dr. Spera and one report from a current school employee.

On April 8, 2024, the CSDE developed a distribution list from the CSDE Certification Office database of ISAAC teachers. An email was sent directly to the 32 ISAAC teachers asking them to complete a survey about the climate at ISAAC. The CSDE also developed a distribution list from the CSDE Performance Office and sent, via mail to 297 ISAAC families, a request to complete a similar climate survey. Surveys were developed from existing CSDE Turnaround Office surveys used to gather evidence on school climate in Alliance District schools. Due to the nature of concerns shared by the public, and to ensure respondents could respond to survey items without reservation, the surveys were anonymous. There were 30 respondents to the teacher survey and 32 respondents to the family survey. Ten letters were returned as undeliverable.

On April 17, 2024, the administration was informed by CSDE that the site visit would take place the following day. A visiting team, consisting of one CSDE staff member who attended the October 11, 2023, ISAAC visit and two CSDE staff members with expertise in school climate and school improvement, conducted a site visit on April 18, 2024. The site visit included a school tour, classroom observations, two faculty focus groups, and one student focus group. Focus group participants were determined by the CSDE staff and included a diverse representation of staff and students. Staff focus group participants represented all grades 6-8, the content areas for math, art, English and social studies, and male and female staff members. Student focus group participants represented all grades 6-8 at varying performance levels, and who identified as ELs/MLs, chronically absent, male, female or nonbinary. Focus group questions were adapted from the Charter School site visit focus group protocol to gather information specific to school culture and climate.

Key findings from the staff survey indicate the teachers have a strong sense of care for the students, that the school provides time for teacher collaboration and there is a schoolwide behavior management system in place. Respondents also indicated that there is a climate and culture of where some teachers feel a sense of reserve and not able to openly share their thinking due to “fear of repercussions.” Respondents also requested that the human resources practices related to hiring, non-renewal, firing, resignations be examined. Specific instances with dates and staff roles were shared as examples for further review. Finally, respondents requested that the ISAAC leadership team work to build a “stronger sense of community and appreciation for all staff” in order to create an inclusive and positive climate and culture.

Key findings from the parent and family survey indicate that while the greatest strength of ISAAC are the teachers, there is a judicial approach to managing the school related to discipline and a singular focus on test scores. Respondents also requested increased cultural competence and diversity among the staff and increased academic support for students especially those with special needs.

Review of Collected Evidence and Findings

The most recent available data and information contained in the Charter Renewal Report and the state student data (beginning on page 11) illustrates ISAAC’s performance according to the four performance standards. The report highlights the school’s strengths and areas for continued growth.

Areas of Strengths Include:

- ISAAC's 2022-23 Accountability Index score of 65.5 outperformed the host district score of 57.1 by 8.4 points and is within 3.8 points of the state average score of 69.3 percent. ISAAC's Accountability Index score increased 10.3 points from a score of 55.2 in 2021-22.
- ISAAC's English Language Arts (ELA) Performance Index – All Students has exceeded that of the host district for the three reporting periods (2018-19, 2021-22 and 2022-23), and increased 0.2 index points, from an index of 57.3 in 2018-19 to an index of 57.5 in 2021-22, and 1.9 index points to an index of 59.4 in 2022-23 and within 4.5 index points of the state's index of 63.9.
- ISAAC's Mathematics Performance Index – All Students has exceeded the host district over the two reporting periods (2021-22 and 2022-23), and increased 1.3 index points, from an index of 46.8 in 2018-19 to and an index of 48.1 in 2021-22, and 4.4 index points to an index of 52.5 in 2022-23.
- ISAAC's ELA Academic Growth – All Students has trended up over the three reporting periods (50.4 percent in 2018-19, 58.5 percent in 2021-22, and 59.5 percent in 2022-23) exceeding the host district and state in 2022-23.
- ISAAC's Mathematics Academic Growth – All Students has trended up over the three reporting periods (43.6 percent in 2018-19, 62.2 percent in 2021-22, and 69.7 percent in 2022-23), exceeding the host district and state in 2022-23.
- ISAAC's ELA Performance Index – High Needs Students has exceeded the host district and the state over the last two reporting periods (2021-22 and 2022-23) and has increased 2.2 percentage points from 54.6 percent in 2018-19 to 56.8 percent in 2022-23.
- ISAAC's Mathematics Performance Index – High Needs Students has grown 5.0 index points from an index of 44.5 in 2018-19 to an index of 49.5 in 2022-23, and has exceeded the host district and state in 2022-23.
- ISAAC's ELA Academic Growth – High Needs Students has trended up over the three reporting periods (50.6 percent in 2018-19, 57.7 percent in 2021-22, and 59.7 percent in 2022-23) exceeding the host district and state in 2021-22 and 2022-23.
- ISAAC's Mathematics Academic Growth – High Needs Students has trended up over the three reporting periods (47.2 percent in 2018-19, 57.5 percent in 2021-22, and 69.1 percent in 2022-23) exceeding the host district and state in 2022-23.
- A review of ISAAC's chronic absenteeism rate of 9.6 percent in 2019-20, showed they were below the host district and state averages. In 2021-22, during the midst of the pandemic, the school's chronic absenteeism rate experienced an increase of 15.4 percentage points to 25.0 percent, 9.8 percentage points below the host district of 34.8 percent and 1.3 percentage points above the state average of 23.7 percent. In 2022-23, the school achieved a 0.4 percentage point reduction to 24.6 percent, 8.3 percentage points below the host district average of 32.9 percent and 4.6 percentage points above the state average of 20.0 percent. A review of the school's chronic absenteeism from EdSight through March 2024, is 18.5 percent, 0.4 percentage points below the state average of 18.9 percent.
- Staff from the CSDE, Bureau of Educator Standards and Certification on May 2, 2024, reviewed the state certified staff file and the school's employee roster. A review of ISAAC's staff file determines 100 percent of staff are in certification compliance.
- ISAAC is in compliance with the Teacher Education and Mentoring (TEAM) Program and the Educator Evaluation and Support Plan (EESP).

- Seventy-six percent (n = 30) of teachers surveyed indicate they agree or strongly agree that ISAAC charter school leadership effectively communicates a clear mission, vision, and set schoolwide priorities. Survey comments indicate a strong sense of care for students, that the school provides time for teacher collaboration, and there is a schoolwide behavioral management system in place.
- Student and staff focus group themes indicate a feeling of connectedness to the school and community, and that there exists a clear and consistent approach to communicating established expectations by the administration.
- No significant findings, conditions, or internal weaknesses were uncovered in ISAAC's three most recent certified financial audits.
- A review of ISAAC's Accounting Policies and Procedures Manual (APPM) by staff from the CSDE's Office of Internal Audit determined it contained the standard sections of an APPM.
- ISAAC's website and governing board documents demonstrate that the governing board meetings are open and accessible to the public.
- The ISAAC governing board and its Finance and Audit Committee have formally documented specific roles and responsibilities for oversight of school operations, including financial management, management team, and CMO.
- The reviewers determined ISAAC completed on-time submission of certified audits and annual budgets.
- A review of the school's finances found it to be financially viable.

Areas for Continued Growth Include:

- ISAAC's Mathematics Performance Index – All Students has performed below the state average over each of the three reporting periods (2018-19, 2021-22 and 2022-23) to 7.2 index points below the state's index of 63.9 in 2022-23.
- ISAAC's suspension rates of 11.1 percent in 2019-20 increased 7.6 percentage points during the midst of the pandemic to 18.7 percent in 2021-22, and then decreased 7.6 percentage points to 11.1 percent in 2022-23. ISAAC's 2022-23 rate was 2.9 percentage points above the host district's 8.2 percent and 4.1 percentage points above the state average of 7.0 percent.
- ISAAC's 2022-23 Discipline Tier Based on Suspension/Expulsion Data was Tier 4. A Tier 4 designates a school with Consistently High Suspension Rates (may also have high disproportionality): Overall, Black, or Hispanic suspension rate ≥ 15 percent. ISAAC had a high suspension rate in 2021-22 and high suspension disproportionality for Black and Hispanic students in 2021-22, and Black students in 2022-23. These data indicate a need to review the effectiveness of implemented strategies, specific structures, and systems at the school to ensure a more positive environment. These data also comport with parent or family member survey comments indicating there is a judicial approach to managing the school related to discipline, and a desire for an increase in cultural competence and diversity among the staff.
- Fifty-six percent (n=32) of parents or family members surveyed agree or strongly agree that the school leadership effectively communicates a clear mission, vision, and set of schoolwide priorities, and survey comments indicate a need for stronger communication.
- Thirty-six percent (n = 32) of parent or family members surveyed agree or strongly agree that the school provides multiple opportunities for family involvement. Survey comments indicate a need for increased cultural competence and diversity among the staff, increased family events at the school beyond musical performances in order to create a more positive environment.

- Twenty percent (n=30) of teachers surveyed disagree or strongly disagree that there is a positive climate at ISAAC. Survey comments indicate that teachers may not be able to openly share their concerns due to a “fear of repercussions,” there needs to be a “stronger sense of community and appreciation for all staff” in order to create an inclusive and positive climate and culture, and that human resource management practices need review.
- Whereas ISAAC has clear guidelines and procedures required under state and federal law for managing complaints of discrimination and harassment based upon sex, there is no accessible policy, process, or procedure for employees to report and resolve complaints related to conflict between personnel or workplace harassment. Furthermore, ISAAC’s organizational structure reveals a potential conflict of interest with the associate principal serving in a dual capacity of supervisor and human resources director.

Conclusion

Interdistrict School for Arts and Communication is providing its students, families, and community with a viable public school choice option, achieving its mission, and making strides in closing the achievement gap.

ISAAC’s Academic Growth ELA and Mathematics – All Students and High Needs Students scores have increased over the three reporting periods (2018-19, 2021-22, and 2022-23) exceeding the host district and the state averages in 2022-23. The school’s ELA and Mathematics Performance Index – High Needs Students have remained nearly level or at level from 2018-19 to 2021-22 and experienced increases in 2022-23, exceeding the host district and state averages. ISAAC’s ELA Performance Index – All Students has increased in each year reported to an index of 59.4 in 2022-23, to within 4.5 percentage points of the state average of 63.9. While the school’s Mathematics Performance Index – All Students has increased 5.7 index points from an index of 46.8 in 2018-19 to 52.5 in 2022-23, its performance has remained below the state average in each of the three reporting periods.

The school’s chronic absenteeism rate was below the host district and state average in 2019-20, during the pandemic in 2021-22, the school experienced an increase which was below that of the host district and near that of the state average. ISAAC experienced a small decrease in chronic absenteeism in 2022-23, remaining below the host district and 4.6 percentage points above the state average, indicating students are actively attending school.

A review of the school’s suspension rate shows that while students experienced an increase in the suspension rate during the midst of the pandemic to 18.7 percent in 2021-22, it reduced 7.6 percentage points to 11.1 percent in 2022-23. As a condition of its last renewal, ISAAC was required to develop a corrective action plan to address student discipline. The data show that while the school has not yet lowered its rates to levels below the host district and state, there is evidence that its efforts to improve student behavior are being impactful. The suspension disproportionality among Hispanic students between 2021-22 and 2022-23, was reduced and then eliminated. While the disproportionality of Black student suspensions was reduced between 2021-22 and 2022-23, the disproportionality remains an issue as evidenced by the school’s Tier 4 designation. It is important that the strategies the school has implemented to improve student behavior continue with an emphasis on reviewing its discipline policies and processes to ensure that they increase alternatives to exclusionary discipline.

Whereas there is evidence that a positive school climate exists at ISAAC between staff and students, a strengthening of human resources policies and practices will provide opportunities for individual staff concerns to be resolved in an appropriate manner and further strengthen the professional community.

Charter Renewal Recommendation

Acknowledging that ISAAC's performance indicators are not without weakness, and ISAAC must continue its work to improve its response to student behavior to ensure that they increase alternatives to exclusionary discipline, and take appropriate steps to improve school climate and culture, 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 8, 2024 ISAAC shall submit a revised corrective action plan to improve student academic achievement acceptable to the Commissioner of Education. ISAAC shall engage in a root cause analysis utilizing the CSDE Needs Assessment Toolkit (ct.gov). The corrective action plan must include revisions to the identified strategies and action steps found in the 2020 corrective action plan to improve student academic achievement and engage students and families in the educational process. Additionally, the school must convene a team to develop and monitor the implementation of the revised plan that intentionally addresses high quality instruction and maintain a high level of rigor for all learners, and create opportunities that engage and encourage the involvement of students and families in the educational process. ISAAC shall submit to the CSDE, on a bi-monthly basis beginning October 2024, a report monitoring its year-to-date progress of improving student academic achievement. The plan shall be developed in consultation with the CSDE Turnaround Office. ISAAC shall implement the corrective actions within thirty days following the Commissioner of Education's acceptance of the plan.
2. By July 8, 2024, ISAAC shall submit a plan for the CSDE to review and approve that is focused on improving school climate and minimizing behavioral incidents resulting in suspensions and the adoption of a restorative discipline model for the school including:
 - (a) pre-teaching and re-teaching expected behaviors;
 - (b) isolating the root causes of behavioral issues;
 - (c) identifying interventions to target root causes;
 - (d) strengthening school discipline policies and procedures to ensure ISAAC increases alternatives to exclusionary discipline;
 - (e) monitoring interventions and applying midcourse corrections, as necessary;
 - (f) establishing suspension targets to ensure dramatic improvement;
 - (g) formulating detailed plans to engage school stakeholders, particularly parents, students, teachers and administrators in developing a corrective action that is effective and ensures they increase alternatives to exclusionary discipline; and
 - (h) strategies to improve school climate resulting in an inclusive, responsive, and more connected community.The CSDE will review the school's discipline data through its data collections on or about December 1, March 6, and July 10. The plan shall be developed in consultation with the CSDE's Turnaround Office. ISAAC shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.
3. By July 8, 2024, the ISAAC Governing Board shall begin engagement with an external entity that has expertise and experience in supporting schools with human resources management to:
 - (a) conduct a needs assessment of human resources policies and procedures,
 - (b) to revise and develop improved policies and procedures, and
 - (c) support in the development of a plan for implementing such policies and practices.The needs assessment should include, but not be limited to, a review of policies and practices related to organizational supervisory charts, employee engagement and retention, and employee relations and conflict resolution. ISAAC shall implement the plan prior to the start of the 2024-25 school year and within thirty days following the Commissioner's acceptance of the plan.

In October 2024, ISAAC's administrative staff will meet with the Accountability and Support Committee of the SBE and provide a status update of its corrective action plan to address student academic achievement, student discipline and human resource management. At that time the Accountability and Support Committee members and department staff will analyze the student performance and student discipline data to determine if the prioritized strategies in the corrective action plans are making a positive impact on student outcomes. Dependent upon the status of the issues discussed, ISAAC's administrative staff may be called back to meet with the Accountability and Support Committee to provide a second update in the spring of 2025 and bring forth an analysis of performance data and other metrics specific to each corrective action plan. Recognizing that ISAAC must adequately address student academic achievement and student discipline through corrective actions, pursuant to Section 10-66bb(h) of the C.G.S., the Commissioner of Education may, at any time, place a charter school on probation if the school has failed to adequately demonstrate student progress or comply with applicable laws and regulations.

The CSDE will notify ISAAC of action taken by the SBE following its meeting on June 5, 2024. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure ISAAC is addressing the issues raised in this memorandum.

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

Reviewed by: Irene E. Parisi, M.Ed.
Chief Academic Officer

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

CHARTER RENEWAL REPORT | 2022 - 2023

Charter School Information		
Charter School Name:	Interdistrict School for Arts and Communication (ISAAC)	
School Director/ Principal:	Dr. Nicholas J. Spera	
School Board Chairperson:	Mr. Richard F. Muckle	
Location (City/Town):	New London	
Rating Key		
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.	
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.	
Does Not Meet	The school falls below performance expectations with significant concerns noted, which require immediate attention and intervention.	
Standard 1: School Performance Indicators	Points/Max	% Points Earned
Accountability Index:	655.2/1000	65.5
Notes and Evidence:		
<p>Interdistrict School for Arts and Communication (ISAAC) 2022-23 Accountability Index of 65.5 percent is 3.8 percentage points below the state’s Accountability Index of 69.3 percent. Schools that meet Standard 1: are schools earning an accountability index score from 85 to 100 (Category 1), schools earning an accountability index score from 70 to 84.9 percent (Category 2), and schools earning an accountability index score of 69.9 percent or lower and have not been identified as a Turnaround or Focus School (Category 3). ISAAC’s Accountability Index score of 65.5 percent places its performance in Category 3, which earns a does not meet for Standard 1. ISAAC’s 2022-23 Next Generation Accountability Report is shown in detail on the next page.</p>		

**Insert Next Generation Accountability, 2022-23 – Interdistrict School for Arts and Communication
(Grades: 6-8)
School Category: 3**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	59.4	75	39.6	50	79.2	85.2
1b. ELA Performance Index - High Needs Students	56.8	75	37.9	50	75.8	72.1
1c. Math Performance Index - All Students	52.5	75	35.0	50	69.9	79.6
1d. Math Performance Index - High Needs Students	49.5	75	33.0	50	66.0	65.2
1e. Science Performance Index - All Students	54.5	75	36.3	50	72.7	82.1
1f. Science Performance Index - High Needs Students	51.8	75	34.6	50	69.1	68.2
2a. ELA Academic Growth - All Students	59.5%	100%	59.5	100	59.5	57.2
2b. ELA Academic Growth - High Needs Students	59.7%	100%	59.7	100	59.7	52.5
2c. Math Academic Growth - All Students	69.7%	100%	69.7	100	69.7	61.8
2d. Math Academic Growth - High Needs Students	69.1%	100%	69.1	100	69.1	55.5
2e. Progress Toward English Proficiency - Literacy	76.5%	100%	38.3	50	76.5	55.3
2f. Progress Toward English Proficiency - Oral	80.5%	100%	40.2	50	80.5	56.1
4a. Chronic Absenteeism - All Students	24.6%	<=5%	10.7	50	21.5	39.8
4b. Chronic Absenteeism - High Needs Students	26.1%	<=5%	7.9	50	15.7	6.0
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.0
7. On-track to High School Graduation	94.3%	94%	50.0	50	100.0	87.7
8. 4-year Graduation: All Students (2022 Cohort)	.	94%	.	.	.	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	.	94%	.	.	.	91.1
10. Postsecondary Entrance (Graduating Class 2022)	.	75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = 95.2%)	50.6%	75%	33.7	50	67.4	60.6
12. Arts Access	.	60%	.	.	.	90.9
Accountability Index	.		655.2	1000	65.5	69.3

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	71.1	56.8	14.3	17.0	N
Math Performance Index Gap	66.0	49.5	16.5	18.6	N
Science Performance Index Gap	.	51.8	.	18.6	
Graduation Rate Gap (2020 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	98.5
ELA - High Needs Students	98.6
Math - All Students	97.0
Math - High Needs Students	96.8
Science - All Students	97.7
Science - High Needs Students	97.1

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 checked="" type="checkbox"/> M <input 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: The CSDE site visit staff reviewed ISAAC’s last three certified financial audits and uncovered no significant findings, conditions, or internal control weakness. Indicator 2.2: The CSDE site visit staff reviewed ISAAC’s last three certified financial audits, Accounting Policies and Procedures Manual (APPM), Board Policies and Procedures Manual (BPPM), budgets, and interviewed the school’s teachers, executive director, principal, director of operations, and governing board members. Staff from the CSDE’s Office of Internal Audit determined the APPM and BPPM contained the standard sections. The ISAAC governing board and its Finance and Audit Committee have formally documented specific roles and responsibilities for oversight of school operations, including financial management, the management team, and CMO. The reviewers determined ISAAC completed on-time submissions of certified audits and annual budgets. Indicator 2.3: Staff from the CSDE’s Office of Internal Audit reviewed ISAAC’s latest certified financial audit and determined its debt-to-asset ratio (total liabilities total assets), total margin (net income/total revenue), current asset ratio (current assets/current liabilities), days of unrestricted cash (unrestricted cash/((total expenditures – depreciation)/365)) and debt service coverage ratio (net income + depreciation + interest expense)/(principal + interest payments) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. Indicator 2.4: A review of ISAAC’s school policies regarding conflict of interest and nepotism at the time if the initial site visit were found to comply with the CSDE administrative oversight guidelines. ISAAC’s policies and procedures regarding background checks of staff and board members, open board meetings, board membership, and membership training were reviewed and found to comply with state and federal laws, rules, and regulations. This finding is supported by a review of school policies and procedures, background checks, board training records, and the school’s website including board meeting minutes. A review of ISAAC’s bylaws found them to comply with state and federal laws, rules, and regulations. During the expanded renewal process, the CSDE received written comments from staff reporting concerns that the associate principal also serves as the human resources director. The CSDE conducted further review of ISAAC’s organizational structure and Faculty-Staff Handbook and confirmed that the associate principal is serving in a dual capacity of supervisor and human resources director. Indicator 2.5: As evidenced during the site visit, ISAAC has safe and well-maintained school facilities to support teaching and learning. The facility has been approved by the New London 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 type="checkbox"/> M <input type="checkbox"/> PA <input checked="" type="checkbox"/> DNM
3.5. School Culture and Climate	<input type="checkbox"/> M <input type="checkbox"/> PA <input checked="" type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> Indicator 3.1: The latest CSDE audited student enrollment data from 2023-24 reports 279 students in Grades 6-8 with 75.3 percent residing in New London (the host district) and the remaining 24.7 percent residing in 10 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 ISAAC’s waiting list information (Table 5, page 20) determined that the school maintains a waiting list of families beyond the available number of seats. In 2023-24, 220 students were on the waiting list. The waiting list has included more than 125 students each year for the past three years. Indicator 3.3: A review of ISAAC’s latest CSDE audited Public School Information System (PSIS) data from 2023-24 reported 71.0 percent of students qualify for free or reduced-price meals. The percentage of special education students is 17.9 percent. ISAAC’s English Learner/Multilingual Learners (EL/ML) population is 17.2 percent. Indicator 3.4: On October 11, 2023, CSDE renewal team conducted its initial onsite visit at ISAAC and interviewed parents and students. The parent interview group described various communication methods between the school and families, including texts, phone calls, emails, and written communication including translations in second languages, when necessary. Parents and families reported during the expanded renewal a need for stronger communication, and to include increased family events at the school beyond musical performances to create a more positive environment. Parents expressed support for what they perceive is a good educational model that prepares their children for high school and beyond. Parents indicated they were satisfied with the school’s commitment to serving students with diverse needs while providing a safe and nurturing environment. Student interviews conducted by the CSDE renewal team on the day of each site visit reported they were generally happy with the school and choice opportunity that the school provides. Forty-one people attended the public hearing. Thirty-two individuals (28 staff, one parent not an employee of the school, and three board members) offered testimony supporting the school’s efforts and the renewal of the charter. CSDE staff in attendance at the public hearing, documented that no past or present students or graduates, only one non-employee parent and no community members offered testimony regarding support for the school and the renewal of the charter. In the absence of not having significant segments of the school community provide testimony regarding support for the school in the community and the renewal of the school, the school does not meet the requirements of this indicator. Indicator 3.5: School culture and climate policies reviewed by the CSDE’s initial site visit staff were clear and concise. Classroom observations revealed consistent implementation of the school’s behavior management model. During the April 18, 2024, Expanded Renewal Site Visit, students shared that they feel connected to staff members and advisory teachers. ISAAC’s suspension rates of 11.1 percent in 2019-20 increased 7.6 percentage points during the midst of the pandemic to 	

18.7 percent in 2021-22, and then decreased 7.6 percentage points to 11.1 percent in 2022-23, ISAAC's 2022-23 rate was 2.9 percentage points above the host district's 8.2 percent and 4.1 percentage points above the state average of 7.0 percent. ISAAC must continue its efforts to reduce its suspension rate going forward. It is important that the school continue to develop its restorative approach to minimize student behavioral incidents resulting in suspensions and review its discipline policies and processes to ensure that they increase alternatives to exclusionary discipline.

- A review of ISAAC's chronic absenteeism rate of 9.6 percent in 2018-19 showed they were below the host district and state averages. In 2021-22, during the midst of the pandemic, the school's chronic absenteeism rate experienced an increase to 25.0 percent, below the host district of 34.8 percent and 1.3 percentage points above the state average of 23.7 percent. In 2022-23, the school achieved a 0.4 percentage point reduction to 24.6 percent, below the host district average of 32.9 percent and 4.6 percentage points above the state average of 20.0 percent. A review of the school's chronic absenteeism from EdSight through March 2024, is 18.5 percent, 0.4 percentage points below the state average of 18.9 percent. The school must continue to refine and develop systems and resources to identify and address barriers that negatively affect student attendance.
- ISAAC's 2022-23 Discipline Tier Based on Suspension/Expulsion Data was Tier 4. Tier 4 designates a school with Consistently High Suspension Rates (may also have high disproportionality): Overall, Black, or Hispanic suspension rate ≥ 15 percent. It is important that the school continues to develop its restorative approach to minimize student behavioral incidents resulting in suspensions and review its discipline policies and processes to ensure that they increase alternatives to exclusionary discipline.

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, TEAM and EESP	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.6. Employee Rights	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 4.1:** The school’s website and governing board documents demonstrated that the governing board meetings are open and accessible to the public. The governing board’s meeting schedule for the year and meeting agendas are posted on the school’s website. Education records and testing data are kept in locked file cabinets in a secure room.
- Indicator 4.2:** A review of ISAAC’s latest audited 2023-24 Public School Information System (PSIS) data reported the percentage of special education students at the school is 17.9 percent. At the time of the site visit there were 50 students from seven different sending districts with Individualized Education Plans (IEPs) attending ISAAC. It was noted that there were additional students involved in the referral process. A majority of the 50 students with IEPs reside in New London. To meet the needs of identified students, ISAAC employs a school social worker, a school counselor, and a director of student supports who was previously a social worker at the school and director of special education, school-based counseling and social work services are provided in accordance with the students’ IEPs. Speech and language, occupational therapy, and physical therapy (related services) are all provided by the sending districts. The related service providers from the sending districts sign in and out of the building and complete an electronic service log to track services provided. The director of special education monitors the electronic service log to validate services provided and forwards monthly reports to the Executive Director. If services have not been provided, the Executive Director notifies the district of the services that will need to be rendered. There are no paraeducators working with students at ISAAC presently. There are no students reported with paraeducator support in their IEPs.

ISAAC employs five certified special education teachers. One of the special education teachers is trained in the Wilson Reading System. Special education staff are using CSR (Collaborative Strategic Reading) to help build strong readers. Instruction was noted to be differentiated in the general education classroom through modifications. Instructional coaches meet with teachers during their Professional Learning Community (PLC) meetings to support instruction. ISAAC employs a co-teaching model for students requiring push-in classroom specialized instruction and support in accordance with their IEP. These classrooms were observed during the site visit by this reviewer. In these classrooms, the special education teacher was observed to be working with the regular education teacher to deliver the lesson, support students individually and in small groups, and extend their thinking through questioning and conferencing. Students were observed in the resource classroom setting receiving pull-out specialized instruction and support.

The IEPs were stored in two locked cabinets in a locked closet within the main office. The files were neatly organized and contained all pertinent information. Several special education files were randomly selected and reviewed. The files represented students in all three grade levels at the school. There was a sign out sheet in the front of each file that was randomly reviewed. There was also a team sign out sheet indicating that everyone that worked with the particular student had reviewed their file at the start of the school year. Regular education teachers are provided with a copy of each student's IEP electronically through "IEPs at a glance." This includes a review of accommodations and modifications for each identified student. The special education teachers follow-up with the general education teachers to provide support, answer questions, and ensure accommodations and modifications are being implemented per the student's IEP.

Planning and Placement Team (PPTs) are scheduled in collaboration with the secretary at ISAAC and the sending district. ISAAC utilizes the CT-SEDS system. ISAAC staff attend all PPT meetings. The director of special education attends the PPTs as well as the student's regular education teacher, special education teacher, and the school social worker. In the director of special education's absence, the director of student supports at ISAAC will attend in her place. Staff from the sending districts who attend PPTs include the liaison or special education administrator and any applicable related service providers for the student.

ISAAC's special education staff enter information in the student's draft IEP including present levels of performance, draft goals and objectives, and accommodations and modifications. The sending district finalizes the IEP which is then available in the parent portal. ISAAC will send parents/guardians a paper copy if they request it.

Professional development was offered at the beginning of the school year and will continue throughout the year on scheduled professional development days focusing on decoding, comprehension, and listening to students read. The director of special education shared that she had two new special education teachers this year, and she provided them with tracking sheets and progress monitoring sheets to track their instruction and student progress. The director of special education holds a weekly Case Manager Academy (CMA) meeting with all of the special education teachers at ISAAC.

The school is aware of their Child Find responsibilities, if there are concerns, a student will receive tiered intervention with progress monitoring through or be referred to special education to consider/plan an initial evaluation. The school will reach out to the sending district to make a referral to special education if/when needed. Parents also may refer a student by contacting ISAAC or the sending district directly.

- Indicator 4.3:** A review of ISAAC’s latest audited 2023-24 PSIS data reports indicated that the percentage of students identified as English Learner/ Multilingual Learners (ELs/MLs) at the school is 17.2 percent. Through an analysis of the renewal materials and meeting with stakeholder groups, it became evident that the ISAAC is committed to ensuring the success of ELs/MLs at the school. The school has taken actions that affirm this commitment to ELs/MLs by employing a qualified bilingual/TESOL teacher (formally Teachers of English to Speakers of Other Languages) that is providing the EL/ML students with support along with two bilingual support staff members. The school’s population of EL/ML students is growing, and the school has worked to develop scheduling for the teachers and bilingual tutors to enable the students to receive robust language instruction in addition to core instruction. They are doing this through push-in and pull-out support through their Language Academy. Additionally, the school is committed to providing training to teachers to enable them to integrate EL/ML supports in the core curriculum. The school has applied for both the Title III grant funds and bilingual grant funds for which it is eligible, as it has done in preceding years. The bilingual/TESOL teacher stays current with state and federal requirements, and she relays this information to the school administration and staff. There is clear evidence of structured and intentional work to better understand each EL’s/ML’s language needs across domains and to provide targeted support to address them. While the language instruction staff have found ways to collaborate as needed, it seems that they would benefit from more formalized regular opportunities to engage in planning and collaboration.
- Indicator 4.4:** ISAAC student rights policies and procedures include admissions, handling of student information, due process protections, and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.
- Indicator 4.5:** Staff from the CSDE, Bureau of Educator Standards and Certification on May 2, 2024, 2023, reviewed the state certified staff file and the school’s employee roster. A review of ISAAC’s staff file determined 100 percent, or 32 full-time equivalent staff (FTE) were in certification compliance.

ISAAC is in compliance with the Teacher Education and Mentoring (TEAM) Program and the Educator Evaluation and Support Plan (EESP).
- Indicator 4.6:** A review of legal actions brought against ISAAC 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:
Robert E. Kelly Charter School Program Manager	Irene E. Parisi Chief Academic Officer

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION CHARTER SCHOOL DATA TABLES

Table 1: 2023-24 Student Enrollment and Demographic Information

Grades served:	6-8
Total enrollment:	279
Percentage of students eligible for free or reduced-price meals:	71.0.8
Percentage of students with disabilities:	17.9
Percentage of students identified as English Learners:	17.2
Percentage of American Indian or Alaska Native students:	*
Percentage of Asian students:	*
Percentage of Black or African American students:	15.8
Percentage of Hispanic or Latino students:	61.6
Percentage of Two or More Races:	7.9
Percentage of White students:	12.9

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

Table 2: School Performance: All Students

Indicator	2018-19			2021-22			2022-23		
	School	Host District	State	School	Host District	State	School	Host District	State
Accountability Index	60.0	63.2	74.2	55.2	57.3	69.7	65.5	57.1	69.3
ELA-All Students									
Performance Index (Target 75)	57.3	55.7	67.7	57.5	49.0	64.2	59.4	49.1	63.9
Academic Growth Average Percentage of Target Achieved (Target 100%)	50.4	52.1	59.9	58.5	47.7	60.4	59.5	49.4	57.2
Math-All Students									
Performance Index (Target 75)	46.8	49.7	63.1	48.1	41.1	58.6	52.5	42.2	59.7
Academic Growth Average Percentage of Target Achieved (Target 100%)	43.6	49.3	62.5	62.2	52.8	65.2	69.7	49.7	61.8

In 2019-20, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from administering state academic assessments and holding schools and districts accountable using the Next Generation Accountability System.

In 2020-21, Connecticut secured a waiver from the USDOE to be exempted from implementing the Next Generation Accountability System for schools and districts; and while districts made their best effort to assess as many students as possible, there was not a requirement to test at least 95 percent of students as in past years. Additionally, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control. Also, some students tested remotely, which was a new construct. As such, 2020-21 testing data is not being used as part of this analysis.

Table 3: School Performance-High Needs Students									
Indicator	2018-19			2021-22			2022-23		
	School	Host District	State	School	Host District	State	School	Host District	State
ELA-High Needs Students									
Performance Index (Target 75)	54.6	53.4	58.1	54.4	47.1	54.2	56.8	47.1	54.1
Academic Growth Average Percentage of Target Achieved (Target 100%)	50.6	51.4	55.1	57.7	46.6	56.2	59.7	48.0	52.5
Math-High Needs Students									
Performance Index (Target 75)	44.5	47.5	52.7	44.5	39.3	47.7	49.5	40.3	48.9
Academic Growth Average Percentage of Target Achieved (Target 100%)	47.2	47.7	55.2	57.5	52.8	59.1	69.1	49.4	55.5

In 2019-20, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from administering state academic assessments and holding schools and districts accountable using the Next Generation Accountability System.

In 2020-21, Connecticut secured a waiver from the USDOE to be exempted from implementing the Next Generation Accountability System for schools and districts; and while districts made their best effort to assess as many students as possible, there was not a requirement to test at least 95 percent of students as in past years. Additionally, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control. Also, some students tested remotely, which was a new construct. As such, 2020-21 testing data is not being used as part of this analysis.

Table 4: School Culture and Climate							*Data are suppressed to ensure confidentiality		
Indicator	2019-2020 ¹			2021-2022			2022-2023		
	School	Host District	State	School	Host District	State	School	Host District	State
Chronic Absenteeism Rate (%)	9.6	15.4	12.2	25.0	34.8	23.7	24.6	32.9	20.0
Suspension Rate (%)	11.1	7.5	4.9	18.7	9.1	6.5	11.1	8.2	7.0
Discipline Tier	1	3	3	1	1	1	4	2	3

¹ For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the Report Notes for additional information.

Table 5: ISAAC Student Wait List and Mobility Information			
Performance Metric:	2021-2022	2022-2023	2023-2024
Waiting number:	126	166	220
Number of enrolled students who left during the school year:	18	12	N/A
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	10	10	N/A



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

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November 27, 2023

Ms. Irene Parisi
State of Connecticut
State Department of Education
Box 2219
Hartford, CT 06145

Dear Ms. Parisi:

Thank you for soliciting my input regarding Interdistrict School for Arts and Communication (ISAAC) in New London, Connecticut. The school provides a welcome choice option for parents in Southeastern, Connecticut, and I would encourage the State Department of Education to renew its charter. Groton has seven students attending ISAAC, and we hope the school will continue to serve our students.

Sincerely,

Susan L. Austin
Superintendent of Schools

SLA/jem