

## CHARTER SCHOOL ANNUAL REPORTING TOOLKIT



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### I. OVERVIEW:

In accordance with Section 10-66cc(b) of the Connecticut General Statutes (C.G.S.), charter schools must submit annual reports to the Connecticut State Department of Education (CSDE), providing updates aligned to the CSDE's charter school performance framework (see Appendix C) and standards outlined below:

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 purpose of this toolkit is to provide guidance regarding:

- **Annual Reports:** Charter schools provide annual updates, including quantitative and qualitative data, illustrating school progress, performance, and viability aligned to the CSDE's performance framework.
- **Annual Enrollment Requests:** Charter schools provide annual enrollment information, growth projections, and seat requests, and may seek enrollment waivers. The annual report must substantiate such requests, particularly around school performance and capacity to expand.
- **Best Practices Report:** Following the collection of each school's annual report, the CSDE prepares a Best Practices Report summarizing performance within and across Connecticut's charter school sector, as well as a sampling of best practices submitted by charter schools aligned to the CSDE's performance standards.

## II. ANNUAL REPORTING PROCESS:

The annual report (see Appendix A) serves as a charter school’s annual performance report, preliminary enrollment request, and best practices. Every year, all charter schools engage in the following process:

Annual Reporting Cycle:	Description:
<b>1. Annual Report Deadline</b> September 29, 2017	By 4:00 p.m., the charter school submits an annual report and preliminary enrollment request for the following school year.
<b>2. Release of Best Practices Report</b> Winter 2018	The CSDE issues a report on Connecticut’s charter school sector, including school performance and overarching best practices.
<b>3. Enrollment Request Update</b> April 2018	The charter school confirms requests for additional seats and enrollment waivers (if applicable) for the following academic year.
<b>4. SBE Seat Allocations</b> Spring/Summer 2018	The SBE apportions available seats and approves enrollment waivers (if applicable).

## III. SUBMISSION INSTRUCTIONS:

By 4:00 p.m. on Friday, September 29, 2017, charter schools must submit:

1. An annual report (see Appendix A);
2. 2018-19 Preliminary Enrollment Request (see Appendix B); and
3. Signed Statement of Assurances (see Appendix C).

Submissions must include the requisite signatures and be submitted in Word and PDF format to: [felicia.canty@ct.gov](mailto:felicia.canty@ct.gov). Annual reports should not exceed 15 pages, using the template provided in Appendix A. The text should be 11-point font.

If you have any questions about the annual report, please contact Felicia at 860-713-6573.

## APPENDIX A: 2016-17 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Brass City Charter School	2013
Street Address:	City/Zip Code:
212 Chestnut Avenue	Waterbury, CT 06710
School Director:	School Director Contact Information:
Dr. Barbara Ruggiero	<a href="mailto:bruggiero@brasscitycharter.org">bruggiero@brasscitycharter.org</a> /203-527-5942
Grades Authorized to Serve in 2016-17:	Charter Term:
PK-4	2013-2018
<p>1. <b>School Performance Best Practices:</b> In 250 words or less, summarize a successful school model resulting in strong student outcomes and a positive school climate during the 2016-17 school year. Describe the strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.</p>	
<p>In spring of 2017, Brass City Charter School was named a School of Distinction by the State.</p> <p>The state’s performance demands and the school’s mission (to eliminate the achievement gap between our students and their more affluent peers) compel BCCS to explore all avenues in order to give our students the best possible, holistic education. How do we do this? We provide robust professional development including on-going coaching for our faculty. We periodically assess our students using iReady and DRA 2 to track academic progress and to develop an appropriate focus of instruction from the obtained data. Our students need access to high-quality literature, so we have developed rich classroom libraries that support our literacy program, Core Knowledge program, social-emotional program, and our science and social studies programs. All students have access to Chromebooks so that they can develop computer skills that allow for the broad use of technology in the classroom and at home. We provide a longer school day and year so that our children are immersed in a high-quality learning environment. We have partnered with the Connecticut Science Center to create and maintain an inquiry based science program that is transitioning to NGSS standards. In addition, we know that cognitive skills alone do not guarantee long term success and that supporting students’ social-emotional development is critical to obtaining positive outcomes for students. Therefore, partnering this year with Yale Center for Emotional Intelligence, RULER program, teachers work hard every day to help students learn to <b>Recognize</b> emotions in themselves and others, <b>Understand</b> the causes and consequences of emotions, <b>Label</b> emotions appropriately, <b>Express</b> emotions approximately, and <b>Regulate</b> emotions effectively. Our signature el Sistema based music program (MAC) with a mission to develop the next generation of engaged citizens through rigorous music and arts education that fosters creative expression, self-efficacy, collaborative learning, and social responsibility provides daily instrumental instruction for students. And as part of the physical education program, students participate in First Tee, a golf program that provides basic information on learning the game of golf as a lifelong health and fitness activity while each lesson emphasizes skills, concepts and one of The First Tee® Nine Core Values: <i>honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy and judgment.</i></p> <p>We maintain a low student-teacher ratio to maximize individual student engagement. We teach character strengths as part of our curriculum because we know that these qualities are as important as academic achievement, and sometimes even more so. Parents and families are invited to participate in the life of the school in support of their children’s education. Finally, we demand rigor in everything we do as administrators, teachers, and students, holding everyone to the highest possible standards.</p>	

## PART 2: SCHOOL PERFORMANCE

2. **School Goals:** State the school’s mission statement. Provide the school’s mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows, as necessary.

**Mission Statement:**

Brass City Charter School provides a rigorous academic and holistic social-emotional learning program that will eliminate the achievement gap for underserved students. BCCS enables students to soar academically, develop as people of character, and lead meaningful and productive lives for themselves and for their community.

**Goal Statement:**

**Evidence of Progress toward Goal:**

To surpass local District scores for ELA and Math on standardized assessments.

We use iReady for interim assessments and report “standard scores” which includes students performing early, mid, or late in their current grade level. iReady scores have proven predictive of SBAC results. For grades that take SBAC’s, we are reporting those scores.

We do not have district iReady scores for comparison.

Reading: K 91%, 1<sup>st</sup> 85%, 2<sup>nd</sup> 78%  
 Math: K 72%, 1<sup>st</sup> 79%, 2<sup>nd</sup> 72%

BCCS SBAC: Grades 3&4: ELA 69.7, Math 59.2  
 Waterbury SBAC: ELA 26.9, Math 17.6

Brass City Charter students will attend school at least 95% of the time.

Goal met; average daily attendance is 95.3%.

Brass City Charter School parents will support their child’s education.

Each year, BCCS holds 4 parent/teacher/student conferences which always come close to 100% participation each time. This year we implemented monthly parent education evenings which were well attended. BCCS Parent-Teacher Organization meets monthly and has helped plan and execute school events.

3. **Student Achievement:** Provide data summarizing school performance and academic achievement. Using the blank space provided, include data evidencing student growth and progress toward closing achievement gaps, including an analysis of normed benchmark assessment data.

Performance Metric	*2014-15:	*2015-16:	*2016-17:
ELA Performance Index – All Students	N/A	82.9	69.7
ELA Performance Index – High Needs Students	N/A	81.5	66
Math Performance Index – All Students	N/A	78.8	59.2

\*Source: CSDE analysis based on district submitted and certified data.  
 \*\*N<= 5. Suppressed to protect student confidentiality.



Math Performance Index – High Needs Students	N/A	77.0	56.6
Science Performance Index – All Students	N/A	N/A	N/A
Science Performance Index – High Needs Students	N/A	N/A	N/A
ELA Avg. Percentage of Growth Target Achieved – All Students	N/A	N/A	47.4%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	N/A	35.5%
Math Avg. Percentage of Growth Target Achieved – All Students	N/A	N/A	19.0%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	N/A	15.5%
Average daily attendance rate:	95.1%	95.3%	95.3%
Chronic absenteeism rate:	10.5%	7.4%	7.26%
Overall suspension rate: (% of students with 1+ suspension/ expulsion)	4.7%	4.3%	1.8%
Number of in-school suspensions:	**	7	4
Number of out-of-school suspensions:	16	9	2
Number of expulsions:	0	0	0
Four Year Cohort Graduation Rate (if applicable):	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable)	N/A	N/A	N/A
Accountability Index charter school:	67.4%	97.5%	
Accountability Index state:	76.1	73.1%	

4. **Legal compliance Best Practices:** In 250 words or less, summarize methods illustrating that the school is acting in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners, employee and student rights). Describe the areas of operation including policies and procedures that ensure compliance with applicable laws and regulations. Include quantitative and qualitative information associated with compliance. Provide evidence of collaboration with local school districts in this area, as appropriate.

Special Education:

- BCCS does not discriminate in the enrollment process and conducts a blind lottery for admissions. Current SPED rate: approximately 10%.
- The City of Waterbury provides BCCS with special education services. We have worked closely with the city's team to provide our students with appropriate services.
- BCCS has a robust intervention (SRBI) program. Interventionists are full-time, certified teachers who push into classrooms for support during morning Reading and Math blocks and then meet with small groups during the Extended Learning Time (ELT) in the afternoon. ELT is a special time that is set aside for interventions so that students receiving support do not lose classroom instructional time; that is, they have full access to the school's academic program. Two teachers are Wilson trained. Interventionists collect data that is used to support referral to the PPT process when appropriate. BCCS administration and teachers participate with district special education staff to convene and hold a PPT when appropriate to consider the student's need for special education.
- All IEP's are implemented by the district. Students with IEP's are provided services in the least restrictive environment and are appropriately included in the school's academic program and assessments (with accommodations as deemed necessary).
- For students with disabilities who do not require specialized instruction but need the assurance that they will receive equal access to public education and services, a 504 plan is created to outline their specific accessibility requirements.
- BCCS reports annually on the use of physical restraint and/or seclusion.
- Waterbury has allowed us to participate in their training for the Crisis Team and support certification.
- Discipline:
 

We believe many disciplinary policies completely neglect what is at the core of many behavioral issues: emotion and lack of emotional intelligence.

Rather than a strict discipline approach, we work with students to enable them to recognize and understand how their behavior is disruptive, to articulate and label what they are feeling, to express their feelings in a more constructive manner, and finally to give them skills to be able to regulate their behavior at moments of stress (RULER).

We see inappropriate behavior as a learning opportunity rather than the basis for assessing punishment - punishment or sanctions don't address the underlying stresses that manifest in misbehavior and may only reinforce inappropriate behavior and increase chronic absenteeism.

That being stated as the philosophy that drives our practice, special education students are afforded due process, manifestation determinations, and behavioral intervention plans.



### PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

5. **Financial Documents:** As required by C.G.S. § 10-66cc(b)(2) and 10-66pp, the charter school and if applicable, the charter school management organization of the state or local charter school, (1) shall submit FY 2015-16 certified audit statements, including the statement of activities (showing all revenues from public and private sources, expenditures, and net operating gain/loss), balance sheet and statement of cash flows. (2) The charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, other than Schedule B of such form. (3) Provide the FY 2016-17 budget. (4) Provide a FY 2017-18 board-approved budget.

6. **Financial Condition:** Provide the following financial data for FY 2017.

Total margin (net income/total revenue):	<b>.08</b>
Debt to asset ratio (total liabilities/total assets):	<b>.32</b>
Debt service coverage ratio (net income+depreciation+interest expense)/ (principal+interest payments):	<b>N/A</b>
Current asset ratio (current assets/current liabilities):	<b>1.5</b>
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	<b>58 days</b>
Cash flow (change in cash balance):	<b>\$55,569</b>

7. **Governing Board:** Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the following information for all governing board members. The governing board should include teachers and parents and guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendents designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Andrew Sternlieb	Real Estate/Finance	Chair – 2016-2019	andy@salemrealtycapital.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
O. J. Bizzozero	Physician	Vice-chair - 2016-2019	obizzozero@alliancemedicalgroup.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Paul Whyte	Instructional Leadership Director, Waterbury Public Schools	Secretary – 2017-2019	pwhyte@waterbury.ctk12.ct.us	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Charles Heaven	Accountant	Treasurer- 2016-2019	cheaven@charlesheaven.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Christina Cruz	Teacher	Ends 2020	ccruz@brasscitycharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Courtney Bauknecht	Teacher	Ends 2019	cbauknecht@brasscitycharter.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Nazia Rashid	Parent	Ends 2019	Hamna05@yahoo.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Annie Scott	Director of Technology	Ends 2020	Amscott622@aol.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
M. Catherine Smith	Community Leader	Ends 2019	Tranquility356@aol.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Don Thompson	President/Staywell Health	Ends 2018	dthompson@staywellhealth.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No



8. **Renewal Terms and Other Issues:** Provide a progress update on terms established in the charter school’s most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school’s last renewal resolution or issues identified by the CSDE.

Standard/Indicator:	Term or Condition:	Progress Update:
1.4. Chronic Absenteeism	The school's chronic absenteeism rate for 2015-16 was 7.4%, which shows improvement.	Chronic absenteeism for 2016-17 was 7.26%. We continue to emphasize the importance of attendance during school conferences, home visits, and parent meetings. Our Student/Parent/ Support Coordinator keeps in close contact with families who have attendance issues.

9. **Stewardship, Governance, and Management Best Practices:** In 250 words or less, summarize processes established in the areas of **stewardship, governance, and management** (e.g., financial management, reporting compliance, sustaining financial viability, and school operations), to ensure the school is financially viable and organizationally healthy and strong. Describe the strategy and its impact on the school referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

Brass City Charter School’s audit for 2015-16 did not identify any weaknesses in internal control that were considered material weaknesses or significant deficiencies. No compliance issues were identified.

During the 2016-17 school year, we continued to carefully monitor operating expenditures to keep in line with our annual budget and programming goals. Through careful stewardship over the past four years, we have been able to meet budgetary goals as well as to put aside some reserve funds with an eye to future building needs.

With the assistance of a \$19,149 equipment grant from the National School Lunch Program, we purchased several new pieces of equipment for our cafeteria. Near the end of the school year, we engaged a nutrition consultant to work with our chef to both redesign the cafeteria layout and develop an improved menu to be implemented in fall 2017. The new menu, in addition to increasing daily choices, features ethnic recipes which reflect student culture and preferences.

## PART 4: STUDENT POPULATION

**10. Enrollment and Demographic Data:** Provide 2016-17 student demographic and enrollment information.

Grades Served:	PK - 4	Student Enrollment:	219
% Free/Reduced-Price Lunch:	66.2%	% Black:	31.1%
% Special Education:	6.8%	% Hispanic:	47.5%
% Limited English Proficiency:	0%	% Caucasian:	10.0%

2016-17 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
33	35	34	39	39	39	0	0	0	0	0	0	0	0	<b>219</b>

**11. Enrollment Efforts:** Summarize the school’s efforts to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, English learners, and students with disabilities.

Brass City Charter school is open to any child who resides in Waterbury. Particular effort is made to attract a diverse student body through

- Posts on our website
- Flyers that are distributed to local churches, health clinics, pediatrician offices, etc.
- Emails to current families
- Information sessions at school

**12. Waitlist Data:** Provide waitlist totals below, illustrating demand and community support for the school.

2016-17 Waitlist:	2017-18 Waitlist:
220	285

**13. Student Population Best Practice:** In 250 words or less, summarize systems used in the area of student population (e.g., family and community engagement, recruitment processes, retention strategies), to ensure the school promotes equity by effectively attracting, enrolling and retaining students particularly among targeted populations. Include a brief narrative on the school’s unique model and describe the strategy and its impact on the school referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

The BCCS model is predicated on a culture that supports students’ cognitive as well as social-emotional growth. We believe that it is essential to teach children skills that enhance their ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. These skills foster the kind of healthy emotional school climate essential for academic learning. Over the past year we engaged Yale Center for Emotional Intelligence and implemented their RULER program. Teachers participated in a RULER workshop in August 2016 as well as periodically during the school year and again in August 2017. Parents also received RULER training so that home and school could work together to enhance children’s social emotional growth. BCCS has been named a Flagship School for RULER and we are proud that we are part of the effort to make CT an emotionally intelligent state! Our very low suspension/expulsion rates are testimony to the success of our model.

BCCS employs a Student Parent Support Coordinator who heads up all family and community engagement. She makes home visits to all new students to welcome them to the school and to begin the process of creating strong working relationships with our families. She designs monthly parent education workshops which have

included topics such as issues in child development, how to read to your child, child nutrition, etc. She also is the staff support to the PTO.

BCCS demographics parallel those of the city and we celebrate our diverse student body. Student retention is high and the families that have left BCCS are predominantly families that move out of the city.

## APPENDIX B: 2018-19 PRELIMINARY ENROLLMENT REQUEST

**Directions:** On an annual basis, charter schools must submit an enrollment request for the following school year. Consistent with C.G.S. § 10-66bb(c), the State Board of Education considers enrollment requests in the context of each school’s charter and record of student achievement.

C.G.S. § 10-66bb(c)(2) places an enrollment cap on the number of students that a state charter school may enroll. However, charter schools with a demonstrated record of achievement may seek a waiver. If the submitted 2018-19 enrollment request requires an enrollment waiver, please specify that below.

1. Complete the table below providing the school’s enrollment and growth history. Submit an enrollment request and growth projections for the upcoming school year.															
School Year:	Actual Enrollment:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	34	35	38	40	39										186
2016-17	33	35	34	39	39	39									219
2017-18	34	35	36	34	36	39	39								253
School Year:	2017-18 Enrollment Request:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-19	34	34	35	36	34	36	39	39							287
2. Based on the request entered above, is the school seeking a waiver to the enrollment cap described in C.G.S. § 10-66bb(c)(2), no state charter school shall enroll more than two hundred fifty students, or in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less.													<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
3. Provide a rationale for the enrollment request, including a synopsis of all relevant assumptions.															
<p>Currently BCCS is a PK through grade 5 school and essentially the PK puts us over the cap. BCCS’ original charter was approved as a PK through grade 8 school with an enrollment of 350 students.</p>															
4. Summarize the school’s plans to successfully expand and accommodate the needs of the students served (e.g., programming, staffing, facilities, and class size).															
Plans for expansion and accommodating the needs of students served:															
<ul style="list-style-type: none"> <li>• Adding grades – expanding to middle school to become a full PK through grade 8 school</li> <li>• Developing curriculum for expanded grades</li> <li>• Identifying and providing appropriate programming for “gifted” students</li> <li>• Hiring staff to accommodate new grades</li> <li>• Acquisition and renovation plans for the current leased facility to meet the need of an increased school population</li> </ul>															

## APPENDIX C: STATEMENT OF ASSURANCES

It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Brass City Charter School**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal records checks and a record check of the Department of Children and Families child abuse and neglect registry.
2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks described above, are on file at **Brass City Charter School** and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, **Brass City Charter School** Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.
6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of **Brass City Charter School** serves on the board of another charter school or CMO.
7. All public funds received by **Brass City Charter School** have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that **Brass City Charter School** has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. **Brass City Charter School** does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

By signing this Statement of Assurances on behalf of the Governing Board of **Brass City Charter School**, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that **Brass City Charter School** may be subject to random audit by the CSDE to verify these statements.

**Signature:**

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**Name of Board Chairperson:**

**Andrew Sternlieb**

**Date:**

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## APPENDIX D: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers, as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:	
<p><b>1. School Performance:</b> Is the school a successful model resulting in strong student outcomes and a positive school climate?</p> <p><b>2. Stewardship, Governance, and Management:</b> Is the school financially and organizationally healthy and viable?</p> <p><b>3. Student Population:</b> Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?</p> <p><b>4. Legal Compliance:</b> Is the school acting in compliance with applicable laws and regulations?</p>	
Performance Standards:	Performance Indicators:
1. School Performance	1.1. Academic Achievement <ul style="list-style-type: none"> <li>a. ELA Performance Index – All Students</li> <li>b. ELA Performance Index – High Needs Students</li> <li>c. Math Performance Index – All Students</li> <li>d. Math Performance Index – High Needs Students</li> <li>e. Science Performance Index – All Students</li> <li>f. Science Performance Index – High Needs Students</li> </ul> 1.2. Academic Growth (Longitudinal) (a. All Students, b. High Needs)           1.3. Participation Rates (a. All Students, b. High Needs)           1.4. Chronic Absenteeism (a. All Students, b. High Needs)           1.5. Preparation for Postsecondary and Career Readiness - % Taking Courses           1.6. Preparation for Postsecondary and Career Readiness - % Passing Exams           1.7. Graduation – On – Track in 9 <sup>th</sup> Grade           1.8. Four Year Graduation - All Students           1.9. Six Year Graduation - High Needs Students           1.10. Postsecondary Entrance Rate (All Students)           1.11. Physical Fitness           1.12. Arts Access
2. Stewardship, Governance, and Management	2.1. Financial Management           2.2. Financial Reporting           2.3. Financial Viability           2.4. Governance and Management           2.5. Facility
3. Student Population	3.1. Recruitment and Enrollment Process           3.2. Waitlist and Enrollment Data           3.3. Demographic Representation           3.4. Family and Community Support           3.5. School Culture and Climate
4. Legal Compliance	4.1. Open Meetings and Information Management           4.2. Students with Disabilities           4.3. English Learners           4.4. Rights of Students           4.5. Teacher/Staff Credentials           4.6. Employee Rights