

APPENDIX A: 2021-22 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Interdistrict School for Arts and Communication (ISAAC)	1997
Street Address:	City/Zip Code:
190 Governor Winthrop Blvd.	New London, CT 06320
School Director:	School Director Contact Information:
Dr. Nicholas J. Spera	nspera@isaacschool.org /860-447-1003
Grades Authorized to Serve in 2021-2022:	Charter Term:
6-8	2020-2024 (1-year COVID-19 Extension)
1. School Performance Best Practices: In 250 words or less, describe the practice or practices in use at the school that have resulted in strong student outcomes and a positive school climate during the 2021-2022 school year. Explain the rationale for establishing the practice(s) and the issue(s) it was intended to address. Describe impact of the practice(s) on the school outcomes referencing evidence of effectiveness (i.e. quantitative, qualitative data). Provide evidence of collaboration with local school districts in this area as appropriate. Interdistrict School for Arts and Communication (ISAAC) is an independent charter school that was founded in 1997. ISAAC serves students in grades six through eight and is the sole charter middle school in New London and southeastern Connecticut. ISAAC provides a safe, nurturing, and diverse middle school that delivers a highly rigorous curriculum that promotes effort through a positive mindset. ISAAC is focused on the motto “all students can succeed with hard work and grit.” The staff has written curriculum in a new common format and additional programs to identify learning gaps and social disparities to cultivate success for every student. ISAAC is committed to establishing equity for all students in terms of access to technology and transportation and providing engaging after-school programs that reflect cultural and athletic interests. ISAAC enjoys partnerships with local organizations such as the Mystic Seaport, Ivoryton Playhouse, United States Coast Guard Academy, Mitchell College, Project Oceanology, and Mystic Aquarium, to name a few. Furthermore, ISAAC has partnered with the Ant-Defamation League (ADL) to become a “No Place for Hate” school through its existing advisory program. ISAAC engaged in a dynamic, collaborative, and inclusive process informed by current research and best practices to identify and commit to its core values and beliefs about learning, and vision of the graduate. The ISAAC core values, beliefs about learning, and the vision of the graduate states that, upon eighth grade graduation, all students will possess a variety of academic, civic, and social competencies that will translate toward success at the high school level. These transferable skills and competencies are paramount to achieve the ultimate goal of ensuring all students will be prepared for secondary education at any comprehensive, magnet, private, or technical high school they attend following graduation. To ensure student academic, social, and civic success, ISAAC has identified action steps for a variety of strategic actions that will be supported by teachers’ student learning objectives (SLOs) which are aligned to SBAC-styled summative assessments. In collaboration with the State Department of Education, ISAAC has embedded the use of Interim Assessment Blocks (IABs) within its curriculum as a tool to expose students to SBAC style assessments and to inform instruction. Moreover, the creation of SRBI classes in ELA and mathematics for all 6th and 7th grade students was designed to close the pre-pandemic achievement gap that existed prior to the pandemic that has continued to widen following COVID years prior. ISAAC has created a school development improvement plan for all areas of improvement related to academic and social-emotional goals, along with a professional development plan.	

PART 2: SCHOOL PERFORMANCE

1. 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.

Core Values, Beliefs about Learning & Vision of the Graduate:

ISAAC is a safe, nurturing, and diverse middle school in which arts and communication act as the heartbeat. Our professional learning community, comprised of passionate educators, are committed to the delivery of a rigorous curriculum that promotes effort through a growth mindset. We believe that all students can succeed with hard work and grit. Our stakeholders support the development of each student's journey in becoming lifelong learners by developing the academic, civic, and social skills needed to be difference makers as active citizens in our communities. Learning at ISAAC prepares our students to become empathetic and courageous leaders through authentic tasks and experiences that promote creativity, critical thinking, and excellence.

Vision of the Graduate

The ISAAC Vision of the Graduate is that all graduates are proficient in the following competencies:

- Write effectively for various purposes
- Speak to diverse audiences in an accountable manner
- Develop the behaviors needed to interact and contribute with others on a team
- Analyze and solve problems independently and collaboratively
- Be responsible, creative, and empathetic members of the community

Goal Statement:	Evidence of Progress Toward Target Goals:
GOAL 1: To prepare all students with the competencies needed to demonstrate success in mathematics, reading, and writing	In the 2021-22 school year, ISAAC increased their SBAC scores on both the SBAC Mathematics and Language Arts. In addition, ISAAC scored higher in each subject area and grade than the other New London public middle schools.
GOAL 2: To ensure that all graduates are high school ready upon graduation	In the 2021-22 school year, 100% of 8 th graders graduated in June 2022 and had a plan for secondary education.
GOAL 3: To provide a safe, respectful, and nurturing learning environment that supports the personal, academic, and high school goals of every student GOAL 4: To ensure that the school and its parents have a collective understanding of a student's success through a system of periodic and reactive communication. GOAL 5: To establish clear school-wide expectations, classroom to classroom, that are known, understood, and respected by students, teachers, and families	All students completed a Student Success Plan that includes academic, social, and emotional goals that were reviewed and revised throughout the school year in Advisory. Moreover, each Advisory teacher had direct communication with every student's family each quarter to discuss academic and social-emotional goals.
GOAL 6: To collaborate within ISAAC and outside of ISAAC with available resources that enhance the rigor and relevance of our instruction through professional learning communities.	ISAAC continued its professional development cycle with fidelity as it stressed Academically Productive Talk and Accountable Talk in all classrooms. Scheduled trainings and professional development with inside and outside sources throughout the school year along with continued department and interdisciplinary PLC time before, during and after-school occurred in 2021-22.
GOAL 7: To support and grow our certified staff in all domains as prescribed through the evaluation process through effective feedback, accountability, and supervision.	All certified staff were evaluated with fidelity according to the new ISAAC Educator Development and Performance Plan

2. Student Achievement: Data summarizing school performance and academic achievement from the last three years is provided below. Please review data evidencing student growth and progress toward closing achievement gaps.

Performance Metric		2018-2019	2019-2020	2020-2021
1.1. Academic Achievement				
a. ELA Performance Index – All Students		57.3	N/A	57.5
b. ELA Performance Index – High Needs Students		54.6	N/A	54.4
c. Math Performance Index – All Students		46.8	N/A	48.1
d. Math Performance Index – High Needs Students		44.5	N/A	44.5
e. Science Performance Index – All Students		52.2	N/A	51.6
f. Science Performance Index – High Needs Students		49.2	N/A	47.8
1.2. Academic Growth				
a. ELA Academic Growth – All Students		50.4%	N/A	N/A
b. ELA Academic Growth – High Needs Students		50.6%	N/A	N/A
c. Math Academic Growth – All Students		43.6%	N/A	N/A
d. Math Academic Growth – High Needs Students		47.2%	N/A	N/A
e. Progress Toward English Language Proficiency – Literacy		58.0%	68.4%	N/A
f. Progress Toward English Language Proficiency - Oral		67.5%	57.7%	N/A
1.3. Participation Rates (a. All Students, b. High Needs)				
1.4. Chronic Absenteeism	a. All Students	10.2%	9.6%	10.9%
	b. High Needs	13.5%	*	*
1.5. Preparation for College and Career Readiness-% Taking Courses		N/A	N/A	N/A
1.6. Preparation for College and Career Readiness-% Passing Exams		N/A	N/A	N/A
1.7. On-track to High School Graduation		93.2%	93.5%	94.9%
1.8. 4-year Graduation—All Students 2017-18 2018-19 2019-20 Cohort		N/A	N/A	N/A
1.9. 6-year Graduation—High Needs 2015-16 2016-17 2017-18 Cohort		N/A	N/A	N/A
1.10. Postsecondary Entrance—2017-18 2018-19 2019-20 Cohort		N/A	N/A	N/A
1.11. Physical Fitness		30.1%	N/A	N/A
1.12. Arts Access		N/A	N/A	N/A
School Category:		3	N/A	N/A
Charter School Accountability Index:		60.0	N/A	N/A

*Source: CSDE analysis based on district submitted and certified data.

3. Legal Compliance Best Practices: In 250 words or less, detail how specific practices employed at the school result in ensuring that the school operates in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners/Multilingual learners, employee and student rights) overtime. 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.

ISAAC has strong student support structures including a co-teaching model where subject area teachers in mathematics and language arts collaborate with special education teachers to instruct students with special needs along with non-special education peers. Structured opportunities exist for special education students where they focus on specific IEP goals and objectives as well as support with the core curriculum in resource styled classes. As per the October 1, 2022 numbers, 15.7% of our students have IEP plans. For the 2022-2023 school year, ISAAC has created an Assistant Executive Director of Special Education & Curriculum position to oversee and support the 504 and special education programs including the new systems and emphasis on ensuring that all of the recommendations from the recent charter renewal visit and candidate self-assessment application to NEASC are met. In addition, we have hired a Director of Student Supports in 2020-2021 who oversees and supervises the special education staff, and the newly developed Wilson Reading program. These two professionals will work together with ISAAC administrators to ensure that ISAAC is following all special education laws and ensuring that IEPs will be about the individual student needs in the least restrictive environment.

For the 2020-2021 school year, ISAAC became a Bilingual Program due the number of students who speak one specific language, Spanish. As per the guidelines of the Bilingual Program, our current TESOL teacher oversees the program along with two newly hired bilingual support assistants who push into the core classes to assist our EL students throughout the school day. The Bilingual Program is focused on improving the speaking and literacy skills for all EL students with a focus on curriculum related vocabulary. Students work daily on speaking, listening, reading, and writing skills with the Bilingual Program staff. Moreover, to ensure compliance and support best practice, ISAAC worked with LEARN and SDE to support and develop a strong EL Program for years to come. Our goal is to ensure that our EL Program provides our students with the necessary opportunities to grow as learners at ISAAC and beyond.

In addition to the above-mentioned compliance with our special populations, ISAAC submitted a newly written evaluation plan to the state department of education. This document included the evaluation plan for all certified staff and administrators employed at ISAAC. Moreover, all required policies and procedures have been updated as per the recommendations of our board attorney from Shipman and Goodwin and posted on our school website.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

1. 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 2020-2021 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 2021-2022 budget; and (4) provide a FY 2022-2023 board-approved budget.

2. Financial Condition: Provide the following financial data for FY 2021-2022

Total margin (net income/total revenue):	0.04
Debt to asset ratio (total liabilities/total assets):	0.20
Debt service coverage ratio (net income + depreciation + interest expense)/ (principal + interest payments):	12.02
Current asset ratio (current assets/current liabilities):	1.83
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	98.97
Cash flow (change in cash balance):	\$27,982

3. Governing Board: Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the information below for all governing board members. The governing board should include teachers, parents, 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. The chairperson 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 superintendent's designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Barbara Crouch	Senior Director of Marketing and Development, TVCCA	Board Secretary Committee: Executive 2nd term, 3 rd year	bcrouch @isaacschool.org	☒ Yes ☐ No
Melanie Paterson	Teacher at ISAAC	Teacher Director Committee: Curriculum 1-Year Position	mpaterson @isaacschool.org	☒ Yes ☐ No
Michael Spellman	Retired Chief of Police for the City of Groton	Board Vice-Chairperson Committee: Executive 1st term, 3 rd year	mspellman @isaacschool.org	☒ Yes ☐ No
Dr. David Brailey	Director of Center for Teaching and Learning, Mitchell College	Curriculum Chair Committee: Curriculum 2nd term, 2 nd year	dbrailey @isaacschool.org	☒ Yes ☐ No
Dr. Richard Sanders	Retired Dean of Science, USCGA	1st term, 1 st year	rsanders @isaacschool.org	☒ Yes ☐ No
Kevin Booker Jr.	Professor at Mitchell College	Committee: Governance 2 nd term, 2 nd year	kbooker @isaacschool.org	☒ Yes ☐ No
Elizabeth Bumgardner	Director of Elementary Education, Windham Public Schools	Committee: Curriculum 1st term, 3 rd year	ebumgardner @isaacschool.org	☒ Yes ☐ No
Leota Muller	Consultant for CVS/Former New London BOD	Board Treasurer Committees: Executive & Finance 2nd term, 3 rd year	lmuller @isaacschool.org	☒ Yes ☐ No
Richard Muckle	Retired Buyer Specialist, Electric Boat	Board Chairperson Committee: Finance, Executive 2nd term, 2 nd year	rmuckle @isaacschool.org	☒ Yes ☐ No
Dr. Lawrence Fenn	Retired Superintendent for Franklin and Lisbon Schools	1st term, 2 nd year	lfenn @isaacschool.org	☒ Yes ☐ No
Christina Schiano	Teacher at ISAAC, Parent	Parent Director. Committee: Curriculum 1-Year Position	cschiano @isaacschool.org	☒ Yes ☐ No

4. 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:
1.1 Academic Achievement	In 2020, ISAAC's corrective action plan to improve student academic achievement was approved by the CSDE. The school should continue efforts to improve student outcomes in literacy and math.	• We are committed to extensive professional development on curriculum development for Math and ELA and summative assessments aligned to the Smarter Balanced test. • We created a schedule of professional development opportunities in the areas of analyzing assessment data, curriculum revisions and instructional strategies. • We continue to revise our curriculum for every mathematics and ELA course in a common format that includes: essential questions, enduring understandings with unit goals, standards according to the subject area, content overview, Vision of the Graduate expectations, daily learning objectives, instructional strategies, assessments, unit task, and materials. • We created SBAC style summative assessments through the use of Edulastic and AIMS Web data and restructured the use of IABs within the mathematics and ELA curricula. • We committed one block period per week to PLC time and the development of mathematics and ELA curricula, assessment data, and instructional practice. • We created rigorous, authentic unit tasks that are assessed with schoolwide analytic rubrics that allow students to utilize the skills and knowledge gained in the classroom and beyond. • We created SRBI Mathematics and SRBI ELA courses for all 6th, 7th, and selected 8th graders that supports the curricula for each grade level and reduces the gaps that exists from the AIMS Web data.
3.5 School Culture and Climate	In 2020, ISAAC's corrective action plan to improve its suspension rate was approved by the CSDE. The school's suspension rate for the 2019-20 school year was 11.1%, whereas the state average was 4.9%. The school's rate in 2020-21 was N/A, whereas the state average was 1.4%. N/A is displayed in EdSight when a category is not applicable for a district or school. The school should continue efforts to improve	ISAAC submitted a Corrective Action Plan to the CSDE to address the targeted focus area of the suspension rate. The SMART goal to address this area included improving and establishing an SRBI Team, the SRBI process, clear student behavioral expectations, and aligning our advisory curriculum and instruction with Social Emotional Learning components and the best practices associated with the ISAAC Core Values and Beliefs about Learning. In doing so, ISAAC's suspension rates would decrease from 14.4% in 2018-2019 to 6.4% in 2022-2023. For the 2021-22 school year, ISAAC hopes to achieve a 10% or lower suspension rate. The progress we have made to address our targeted area of suspension rate includes the following: • We have an SRBI Team and created a meeting schedule of key stakeholders in the school. • We have reviewed and disaggregated behavioral data from current and previous years to identify trends. • We have researched, identified, and implemented Tier

	outcomes in climate and culture.	II and III interventions for behaviors. • We have established a block of time in the master schedule dedicated to the delivery of the Advisory Curriculum that is aligned with CASEL SEL framework. • We have revised our student/parent handbook with clear expectations for student behaviors according to the school's Core Values and Beliefs about Learning statement and the results of the NEASC survey. • We have committed two 40-minute Advisory periods per week to deliver the Advisory SEL Curriculum to all students across all grade levels • We communicate with families regularly regarding our policies and procedures. • We ensure that the school remains safe through the ideals of relationships and accountability for all people who work, learn, and grow at ISAAC.
--	----------------------------------	--

5. Stewardship, Governance, and Management Best Practices: In 250 words or less, summarize practices/processes established in the areas of stewardship, governance, and management (e.g., financial management, reporting compliance, sustaining financial viability, and school operations) that ensure the school is financially viable, organizationally healthy, strong, and held accountable to establish goals. Explain the rationale for establishing and/or continuing the practice(s). Explain the impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area as appropriate.

As a small independent public middle school with 281 students, ISAAC continues the tradition of over 20 years to welcome and engage families and community members as partners in education. These meaningful relationships are important and aligns with the school's core values, beliefs about learning, and vision of the graduate.

ISAAC's strength has been the engagement of the professional and diverse Board of Directors. ISAAC's Board has been intimately involved in the process of improving the school academically, emotionally, and physically. The Board continually engages in trainings with Shipman and Goodwin Law Firm to ensure that the Board of Directors is current in their policies and procedures as a whole. In addition, in response to the needed improvements academically at ISAAC, the Board of Directors ensured that there is a written curriculum in every course and when necessary, will approve new curriculum through the subcommittee of the Board of Directors.

The restructure of the organizational chart included a restructure of leadership and support staff as well as the expansion of the arts, instructional support for the school, and operations of the school. In the first year following an interrupted school year due to the pandemic, the school made additional changes in the structure of the school with the inclusion of a Director of Student Supports, SRBI Coordinator, Mathematics Interventionist, Bilingual Teacher, Director of Food Services, and a Director of Facilities. Furthermore, a Director of Instruction, Programming, and Athletics was created with the acquisition of the 5-year 21st Century Community Learning Centers Grant and ARP 21CCLC Expansion Grant totaling over \$1.1 million in federal and state funding, our school now offers enhanced afterschool programming for our students and families \$1.1 million 21st Century.

ISAAC maintains a transparent budget process with its annual Budget Workshop that is open to the public. The workshop includes detailed information presented by the Executive Director for the reasoning behind the numbers. The budget process includes a formalized process for faculty members to submit proposals for equipment and supplies prior to the finalized budget process in early spring for the next school year. This process aligns with NEASC best practice and involves the key stakeholders in the process. ISAAC remains conservative with the budget with hopes of increased per pupil funding to accommodate regular education student needs and rising costs in supplies, insurance, and personnel.

PART 4: STUDENT POPULATION

1. Enrollment and Demographic Data: Provide 2021-2022 student demographic and enrollment information.

Grades Served:	6, 7, 8	American Indian or Alaska Native:	0.36%
Student Enrollment:	279	Asian:	1.8%
		Black/African American:	15.8%
Percent of Free/Reduced-Price Meals:	71%	Hispanic/Latino:	65.6%
		Native Hawaiian or Pacific Islander:	0%
Percent of Special Education Students:	18.6%	Two or More Races:	2.2%
		White:	14.3%

2021-2022 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							93	95	91					

2. Enrollment Efforts: Summarize the school's efforts to attract, enroll and retain a diverse student population, representative of students of color, low-income students, English learners/Multilingual learners, and students with disabilities.

ISAAC's 2020-2023 Strategic Plan includes reaching out to our community in an effort to promote diversity and enhance positive connections at an individual and community level. In addition to our enhanced communication among school, families, and the community, our branding and messaging remains purposeful. ISAAC seeks to develop trust within our community as a premier choice middle school for all students seeking a unique educational opportunity. The ISAAC brand relates to the exceptional opportunities found in our small and diverse school that is focused on a renewed academic approach with a theme of arts and communication. Our branding comes in an online presence through the newly developed website and social media platforms. Moreover, the website and several documents are available in multiple languages for our multilingual populations. Without any intentional marketing or advertisements for the recruitment of students this past year, our marketing for the 2022-2023 school year came solely on the "word-of-mouth" within the community. We believe that parents, students, and community leaders who have positive experiences with ISAAC provide the most fruitful marketing for schools.

Our in-house enhancements with newly developed curriculum, a new Bilingual Program, enhanced special education department, a new Literacy Program, and the news of our upcoming expansion, allowed for our numbers to continue to rise for applicants. In addition, during the 2020-2021 school year, ISAAC was the recipient of the 5-year 21st Century Community Learning Centers Grant and ARP 21CCLC Expansion Grant totaling over \$1.1 million in federal and state funding, our school now offers enhanced afterschool programming for our students and families.

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

2021-2022 Waitlist:	2022-2023 Waitlist:
125	166

4. Student Population Best Practice: In 250 words or less, summarize practice(s)/system(s) 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. Explain the rationale for establishing and/or continuing the practice(s). Include a brief narrative on the school's unique model and describe the practice(s) and its impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area as appropriate.

ISAAC always makes a concerted effort to involve all stakeholders in the majority of our processes. A committee of administrators, staff, board members, and parents developed a strategic plan that includes specific goals to increase student improvement. The ISAAC strategic plan embeds the core values, beliefs about learning, and the vision of the graduate within the goals. Students, parents, staff, and the board of directors regularly share evidence of academic progress, discuss instructional/assessment practices, and update programs and provided services to inform decision-making in the school. Moreover, the Reopening Guide was developed through a series of meetings and workshops that involved all stakeholders.

All ISAAC curriculum is located on our website so that parents, board members, members of the community can access the curriculum and know what students are working on at any time. The curriculum is revised in collaboration with subject area teachers after every unit completed to ensure that the best quality of instruction is being implemented to students.

ISAAC encourages parents to become involved through the ISAAC PTO which provides opportunities for communication with the school, fund raising opportunities and school-wide development events that draws individuals from multiple surrounding towns. Parents are invited to a monthly meeting to discuss current events happening within the walls of ISAAC.

A weekly newsletter, Dragon Tales, is emailed home to all families. The newsletter highlights important events at ISAAC, such as introduction of new staff, spotlight students of the month, visit from a renowned author, deputy governor, etc. ISAAC has been in partnership with the many community organizations such as the Eugene O'Neill Theatre. ISAAC hired a theater/dance teacher, additional music teacher and a Spanish tutor to ensure arts, communication, and diversity stay as an identifying factor.

APPENDIX B: 2024-2025 PRELIMINARY ENROLLMENT

Directions: In the space below, please provide the school's preliminary 2024-2025 enrollment request.

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:	2024-2025 Enrollment Request:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2024-2025								92	92	92					276
2. Provide a rationale for the enrollment request, including a synopsis of all relevant assumptions.															
N/A															
3. Summarize the school's plans to successfully expand and accommodate the needs of the students served (e.g., programming, staffing, facilities, and class size).															
N/A															

APPENDIX C: 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:

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?

Performance Standards:

Performance Indicators:

1. School Performance	1.1. Academic Achievement a. ELA Performance Index–All Students b. ELA Performance Index–High Needs Students c. Math Performance Index–All Students d. Math Performance Index–High Needs Students e. Science Performance Index–All Students f. Science Performance Index–High Needs Students 1.2. Academic Growth a. ELA Academic Growth–All Students b. ELA Academic Growth–High Needs Students c. Math Academic Growth–All Students d. Math Academic Growth–High Needs Students e. Progress toward English Language Proficiency–Literacy f. Progress toward English Language Proficiency–Oral 1.3. Participation Rates (a. All Students, b. High Needs) 1.4. Chronic Absenteeism (a. All Students, b. High Needs) 1.5. Preparation for College and Career Readiness-% Taking Courses 1.6. Preparation for College and Career Readiness-% Passing Exams 1.7. On-track to High School Graduation 1.8. 4-year Adjusted Cohort Graduation 1.9. 6-year Adjusted Cohort Graduation 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

APPENDIX D: 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 **Interdistrict School for Arts and Communication**, 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 record check 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 **Interdistrict School for Arts and Communication** and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, **Interdistrict School for Arts and Communication** 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 **Interdistrict School for Arts and Communication** serves on the board of another charter school or CMO.
7. All public funds received by **Interdistrict School for Arts and Communication** 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 **Interdistrict School for Arts and Communication** 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. **Interdistrict School for Arts and Communication** 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.
10. **Interdistrict School for Arts and Communication** does not operate any school location outside the scope of its approved charter or subsequent State Board of Education approval.

By signing this Statement of Assurances on behalf of the Governing Board of **Interdistrict School for Arts and Communication**, 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 **Interdistrict School for Arts and Communication** may be subject to random audit by the CSDE to verify these statements.

Signature:



Richard F. Muckle

Name of Board Chairperson:

October 18, 2022

Date:
