Performance Measures
Cornville Regional Charter School

Indicator and Measure	Target	Documentation to be Provided by School
Student Academic Proficiency: State Assessments Measure 1: Proficiency on State Assessments in reading.	Percent of grade 3-8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.	Percent of students at each grade level scoring proficient on the ELA portion of the Maine State Assessment (SBAC) on a yearly basis.
Student Academic Proficiency: State Assessments Measure 2: Proficiency on State Assessments in math.	Percent of grade 3-8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.	Percent of students at each grade level scoring proficient on the math portion of the Maine State Assessment (SBAC) on a yearly basis.
Student Academic Proficiency: School Selected Assessments Measure 1: Growth on school selected standardized test in reading. (NWEA)	Percent of students who meet their individual growth targets with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. 2012 - 2013 unable to establish a baseline due to only having a winter to spring window 2013 - 2014 target: Establish baseline (63% of students met their growth target in 2013 - 2014 Fall to Spring) 2014 - 2015 target: 70% of students will meet their individual growth target in reading. 2015 - 2016 target: 75% of students will meet their individual growth target in reading. 2016 and all successive years: 80% of students will meet their individual growth target in reading.	Percent of students who meet their goal for NWEA growth in reading
Student Academic Proficiency: School Selected Assessments Measure 2: Growth on school selected standardized test in math. (NWEA)	Percent of students who meet their individual growth targets with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 unable to establish a baseline due to only having a winter to spring window Year 2 target: Establish baseline (44% of students met their growth target in 2013-2014 Fall to Spring)	Percent of students who meet their goal for NWEA growth in math

Draft 4/1/15

	Year 3 target: 60% of students will meet their individual growth target in math. Year 4 target: 65% of students will meet their individual growth target in math Year 5 and all successive years: 70% of students will meet their individual growth target in math.	
Student Academic Proficiency: School Selected Assessments Measure 3: Proficiency on school designed assessment program measuring Common Core (PLP)	Year 1 & 2: 80% of students will meet their PLP goals (narrative format) Year 3: Pilot Empower (MCCL curriculum) Year 4: Fall - Establish baseline for student's PLP Spring - 80% of students will meet their PLP goals Year 5 and all successive years: 80% of students will meet their PLP goals	Percent of students who meet their PLP goals
Student Academic Proficiency: School Selected Assessments Measure 4: Proficiency on school selected standardized test in reading. (NWEA)	Percent of students who meet or exceed proficiency with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 target:Establish baseline (55% of students met or exceeded proficiency in reading from winter to spring 2012-2013) Year 2 target: 60% of students will meet or exceed proficiency on NWEA in reading Year 3 target: 65% of students will meet or exceed proficiency on NWEA in reading Year 4 target: 70% of students will meet or exceed proficiency on NWEA in reading Year 5 and all successive years target: 75% of students will meet or exceed proficiency on NWEA in reading	Percent of students who met or exceeded proficiency on NWEA in reading.
Student Academic Proficiency: School Selected Assessments Measure 5: Proficiency on school selected standardized test in math. (NWEA)	Percent of students who meet or exceed proficiency with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 target: Establish baseline (46% of students met or exceeded proficiency in math from winter to spring 2012-2013) Year 2 target: 45% of students will meet or exceed proficiency on NWEA in math Year 3 target: 50% of students will meet or exceed proficiency on NWEA in math Year 4 target: 55% of students will meet or exceed proficiency on NWEA in math Year 5 and all successive years target: 60% of students will meet or exceed proficiency on NWEA in math	Percent of students who met or exceeded proficiency on NWEA in math.
Student Academic Proficiency: School Selected Assessments Measure 6: Proficiency on school designed assessment program measuring reading growth (DRA)	Percent of students who made one level of growth with the fall administration of the DRA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 - 3 target: 80% of students will make a minimum of 1 level of growth on their DRA Year 4 and all successive years target: 80% of students will make a minimum of 1 level of growth on their F&P assessment	Percent of students who met the target.

Student Academic Growth: State Assessments Measure 1: Same cohort growth on State Assessment in ELA	Percent of same cohort students who reach proficiency from each grades 3 - 8 in ELA. Year 3: Establish baseline. Years 4 & 5: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 8th graders.) Percentage of students who are continuously enrolled.
Student Academic Growth: State Assessments Measure 2: Same cohort growth on State Assessment in math	Percent of same cohort students who reach proficiency from each grades 3 - 8 in math. Year 3: Establish baseline. Years 4 & 5: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 8th graders.) Percentage of students who are continuously enrolled.
Student Academic Growth: State Assessments Measure 3: Successive cohort growth on State Assessment in ELA	Percent of successive cohort students who reach proficiency from each grades 3 - 8 in ELA. Year 3: Establish baseline. Years 4 & 5: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 7th graders.)
Student Academic Growth: State Assessments Measure 4: Successive cohort growth on State Assessment in math	Percent of successive cohort students who reach proficiency from each grades 3 - 8 in math. Year 3: Establish baseline. Years 4 & 5: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 7th graders.
Achievement Gaps Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.	Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 8 in reading. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 8 in math. Year 3: Establish baseline Year 4 & 5: At the end of year three, the school and Commission will establish targets for the remainder of the contract.	Report of overall proficiency of students belonging to each subgroup in the school in reading and math. All grade levels will be put together if the numbers in

		each subgroup are below the minimum number required by the MDOE.
Achievement Gaps Measure 2: Gaps in proficiency and growth between major student subgroups on NWEA.	Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades K - 8 in reading. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades K - 8 in math. Years 3 - 5: At the end of year three, the school and Commission will establish targets for the remainder of the contract.	Percent of students in subgroups meeting their individual goals on the NWEA in reading and math.
Achievement Gaps Measure 3: Gaps in proficiency and growth between major student subgroups meeting Individual Growth Targets on their PLP's.	Year 3: Pilot Empower (MCCL curriculum) Year 4: Fall - Establish baseline for student's PLP Spring - Percent of students in identified subgroups meeting their individual goals as measured by their PLPs Year 5 and all successive years: 80% of students will meet their PLP goals	Percent of students in subgroups meeting their Individual Growth Targets outlined in their PLP's.
Student Attendance Measure 1: Average Daily Attendance Rate	Yearly Target: The Average attendance rate as reported in the MEDMS data system for CRCS will be at or above 94%.	ADA for each grade level on a yearly basis.
Student Enrollment Measure 1: Maintaining student enrollment throughout the year.	Yearly Target: 90% of students enrolled on state "count day" who are still enrolled on the last day of school	Report on percent of students enrolled on state "count day" who are still enrolled on last day of school.
Student Enrollment Measure 2: Student re-enrollment from one year to the next	Yearly Target: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.	Enrollment Records Family enrollment data as needed.
Student Enrollment Measure 3: Student enrolled continuously for multiple years	75% of students enrolled continuously for multiple years	Enrollment Records Graph/data table indicating longevity of students enrolled.
Financial Performance and Sustainability Measure 1: Budget versus actual revenue and expenditures	School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item. When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.	Quarterly financial reports must be made available to the authorizer. Annual financial audit by a qualified, certified public

4/1/15
4

		accountant or public accountant certified by the board of accountancy must be submitted to the Maine State charter School Committee.
Governance Board Performance & Stewardship Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations	Yearly Goal One: Board will meet one time per month at a minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes. Yearly Goal Two: 100% of Governing Board agendas and minutes are made available to the public.	Agendas and minutes may be posted on the school's website and/or posted at the school in a public place.
Adequacy of Facilities Maintenance in Support of Program Measure 1: Facility meets State standards	Yearly Goal: Facility will meet all applicable state expectations for public schools.	Annual review of maintenance for facility Observation during authorizer visits Facility records, policies, and procedures available on request. Capital Improvement Plan
Transportation & Food Service Measure 1: Record of costs and student utilization	2 routes for pick-up by a certified bussing company which will not exceed our budgeted amount.	Contract for transportation Record of costs
Transportation & Food Service Measure 2: Record of costs and student utilization	Catered lunch that meets federal and state guidelines for food service will not exceed our budgeted amount.	Contract for food service Record of costs and student utilization Survey students and parents annually regarding satisfaction food (quality and cost).
School Social and Academic Climate Measure 1: Instances of bullying, harassment, or other abusive practices.	Yearly Goal: School will report the number of behavioral incidents using the state and federal reporting requirements.	Record of reports submitted to state and federal Action plans taken by the

		school to improve the school climate
School Social and Academic Climate Measure 2: Confidential survey of parents, staff, and students.	School will gather and respond to family, student, and staff perceptions of the quality of the school's social and academic climate. Year 1 & 2: Surveys administered to students and distributed to parents Year 3 and each successive year: Each year the school will survey parents/staff/students and from the results identify a specific area to improve and show improvement in those areas. 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.	Results of completed surveys of families. Action plans taken by the school to improve the school climate
Parent and Community Engagement Measure 1: Student participation in activities.	100% of students will participate in student interest groups	Record of offerings for students and student rosters indicating the percentage of students involved
Parent and Community Engagement Measure 2: Parent Communication	100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable. 80% of returned parent surveys will indicate satisfaction with level of parent communication.	Percentage of parents who subscribe to the newsletter/Facebook pages electronically and hard copy. Survey parents
Parent and Community Engagement Measure 3: Parent participation in the operation of the school	Goal is to have all families involved in the school community in ways that are meaningful to parents. 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year. (Includes field trip chaperones, student interest group facilitator, volunteering, PTF sponsored events, PTF meetings, classroom and school wide events, board meetings, etc)	A log of parents attending events. List of possible involvement opportunities noted in the school handbooks and on other school publications for parents and students. Students, Parents, and Staff will have the opportunity to add activities for student interest groups or other clubs, etc.
Parent and Community Engagement Measure 4: Parent participation in their children's education	Year 1 & 2 target: 100% participation from parents in PLP meetings Year 3 and all successive years target: 100% participation from students and 90% (to increase by 2% each year) participation from parents in PLP meetings and goal setting on PLPs.	Percentage of PLP meetings that have parent attendance via in person, phone, or home visits

Note: Pending Approval of CRCS Board 4/15/15.