

Community Regional Charter School

Year 4 Performance Report



June 2021



MISSION

The mission of the Maine Charter School Commission is to authorize, monitor and develop unique public charter schools that provide a dynamic, superlative education for every student

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Charter Renewal Process

According to §2411 Charter Term and Renewal a charter may be renewed for successive terms of 5 years, although an authorizer may grant a renewal for a term not to exceed 15 years based on the performance, demonstrated capacities and circumstances of each public charter school. An authorizer may grant renewal with specific conditions for necessary improvements to a public charter school.

No later than June 30th of a public charter school's 4th year of operation under each 5-year term of a charter contract, the authorizer shall issue a public charter school performance report. If the charter of the public charter school is expiring, the authorizer shall offer charter renewal application guidance to the school. The performance report required in this subsection must summarize the public charter school's performance record to date, based on the data required by this chapter and the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer concerning the school that may jeopardize its position in seeking renewal if not timely rectified. The school must be given the opportunity to respond to the performance report and submit any corrections or clarifications for the report. The renewal application guidance required must include or refer explicitly to the criteria and standards that will guide the authorizer's renewal decisions, which must be based on the performance framework under §2409. The renewal application guidance must, at a minimum, require and provide an opportunity for the public charter school to:

- (1) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
- (2) Describe improvements undertaken or planned for the school; and
- (3) Detail the school's plans for the next charter term.

No later than September 30th of a public charter school's 5th year of operation under a term of a charter contract, or September 30th of a public charter school's final authorized year of operation under a term of a charter contract, the governing board of a public charter school seeking renewal shall submit a renewal application to the Maine Charter School Commission pursuant to any renewal application guidance offered by the Maine Charter School Commission.

The Maine Charter School Commission shall rule by resolution on a renewal application under this section no later than 45 days after the filing of the renewal application. In making charter renewal decisions, every authorizer shall:

- A. Ground its decisions in evidence of the public charter school's performance over the term of the charter in accordance with the performance framework under §2409;

- B. Ensure that data used in making renewal decisions are available to the public charter school and the public; and
- C. Provide a public report summarizing the evidence basis for each decision.

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.

If an authorizer revokes or does not renew a charter, the authorizer shall clearly state, in a resolution of its governing entity, the reasons for the revocation or nonrenewal. The authorizer shall include in the charter contract a description of the standards and processes under which the authorizer may pursue revocation of the charter contract. The processes must comply with §2410, subsection 2 and provide an opportunity for the public charter school to be heard prior to a decision on revocation.

The following public charter school performance report shall be issued no later than June 30th, 2021, Community Regional Charter School's 9th year of operation under its second 5-year charter contract. The performance report summarizes Community Regional Charter School's performance record during the second charter term and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. Community Regional Charter School will be given the opportunity to respond to this report and submit any corrections or clarifications.

Performance Framework

	2017-2018			2018-2019				2019-2020				2020-2021				
	Meets	Partially Meets	Does Not Meet	Exceeds	Meets	Partially Meets	Does Not Meet	Exceeds	Meets	Partially Meets	Does Not Meet	Exceeds	Meets	Partially Meets	Does Not Meet	
Student Academic Proficiency		X					X X	No data due to COVID-19				Data not yet released by MDOE				
Student Academic Growth	X			X X	X	X X	X X	No data due to COVID-19				X X X X	X	X	X	X X X
Achievement Gaps in proficiency ¹ and growth between major student subgroups		X			X X			No data due to COVID-19					X			
Student Attendance		X				X	X X		X X	X X X			X X		X	
Enrollment		X		X	X			X	X			X X				
Post-Secondary Readiness	Not applicable			X				Not applicable				Not applicable				
Governance Board Performance and Stewardship	X			X				X		X		X	X			
Financial Performance and Sustainability	X				X X X				X X X			Pending Financial Audit				
Adequacy of Facilities Maintenance in Support of Program	X				X X				X X				X X			
Parent and Community Engagement ² School Social and Academic Climate	X	X		X	X X X				X X				X X		X	

¹ Proficiency data not yet released by MDOE

² School Climate Survey not administered in 2020 due to COVID-19

Student Academic Proficiency

In school year 2017-2018 the school Partially Met its academic proficiency targets. In 2018-2019 it did not meet its academic proficiency targets.

Proficiency data were not collected in school year 2019-2020 due to the COVID-19 pandemic and 2020-2021 data have not yet been reported by the Maine Department of Education.

4-Year Summary

Student Academic Proficiency	2017-18	2018-19	2019-20	2020-21
	Partially Met Target	Did Not Meet Targets	No data due to COVID-19	Not Yet Reported

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. The 2020 -2021 section below will be updated when the Maine Department of Education releases proficiency data.

Measure	Target	Results	
<i>Proficiency on State Assessments in reading</i>	The school will collect baseline data on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed.	Results: Pending Release	Meets Expectation <i>School collected baseline data on the NWEA MAP test for ELA and provided school wide results as well as results at each grade level</i> Does Not Meet Expectation <i>School did not collect baseline data on the NWEA MAP test for ELA and did not provide school wide results as well as results at each grade level</i>
<i>Proficiency on State Assessments in math</i>	The school will collect baseline data on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed.	Results: Pending Release	Meets Expectation <i>School collected baseline data on the NWEA MAP test for math and provided school wide results as well as results at each grade level</i> Does Not Meet Expectation <i>School did not collect baseline data on the NWEA MAP test for math and did not provide school wide results as well as results at each grade level</i>
<i>Proficiency on school selected PreK standardized test (Brigance)</i>	85% of PreK students will score at or above the cut off score for their age bracket on spring testing	Results: Pending Release	Exceeds Expectation <i>90% or more</i> Meets Expectation <i>80% - 89.9%</i> Partially Meets Expectation <i>70% - 79.9%</i> Does Not Meet Expectation <i>Below 70%</i>

Student Academic Growth

Over the past four years, student academic growth targets have been met or exceeded at a slightly higher rate than having been partially met or not met.

4-Year Summary

	2017-18	2018-19	2019-20	2020-21
Student Academic Growth	Met Target	<ul style="list-style-type: none"> • 2 Exceeded target • 1 Met Target • 2 Partially Met Target • 2 Did Not Meet Target 	No data due to COVID-19	<ul style="list-style-type: none"> • 4 Exceeded Target • 2 Met Target • 2 Partially Met Target • 4 Did Not Meet Target

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Growth on school selected test in reading (Phonological Awareness Literacy Screening)</i>	85% of PreK learners will show progress in identifying uppercase letters from fall to spring.	Results: 100%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% Does Not Meet Expectation Below 70%
	85% of PreK learners will show progress in identifying lowercase letters from fall to spring.	Results: 100%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% Does Not Meet Expectation Below 70%
	85% of PreK learners will show progress in identifying letter-sound identification from fall to spring.	Results: 89%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% Does Not Meet Expectation Below 70%
<i>Growth on school selected test in math (Elementary Mathematics Diagnostic Interview)</i>	85% of learners will show progress on the EMDI PreK math assessment	Results: No results. The EMDI was administered for the first time in the Fall of 2020, however, it was not administered in the Spring due to a school-based error.	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% Does Not Meet Expectation Below 70%

<i>Growth on school selected assessment for math (TSG-PreK)</i>	85% of PreK learners will show progress in their learning through growth in their math TSG scores from fall to spring.	Results: 100%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% Does Not Meet Expectation Below 70%
<i>Growth on school selected assessment for ELA reading and language arts (TSG-PreK)</i>	85% of PreK learners will show progress in their learning through growth in their ELA reading and language TSG scores from fall to spring.	Results: 100%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% Does Not Meet Expectation Below 70%
<i>Students will show progress in their learning through growth in their NWEA RIT scores in ELA reading and language from fall to spring of each school year.</i>	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each year.	Results: 63%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% Does Not Meet Expectation Below 70%
<i>Students will show progress in their learning through growth in their NWEA RIT scores in math from fall to spring of each school year.</i>	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	Results: 82%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% Does Not Meet Expectation Below 70%
<i>Growth on NWEA as measured by projected growth on MAP assessment: the time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.</i>	School will meet goal of 70% of eligible students meeting their projected growth on NWEA ELA reading by the end of school year 2022-23. Grades K-7: 2019-20=55% 2020-21=60% 2021-22=65% 2022-23=70%	Results: 38%	Exceeds Expectation 70% or more Meets Expectation <i>School meets annual target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target but has increased rate from previous year by at least 3%.</i> Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year.
<i>Growth on NWEA as measured by projected growth on MAP assessment: the time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.</i>	School will meet goal of 70% of eligible students meeting their projected growth on NWEA ELA reading by the end of school year 2022-23. Grades 8-12: 2019-20=40% 2020-21=58% 2021-22=65% 2022-23=70%	Results: 41%	Exceeds Expectation 70% or more Meets Expectation <i>School meets annual target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%</i> Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year
<i>Growth on NWEA as measured by projected growth on MAP assessment: the time allowed to reach these</i>	School will meet goal of 70% of eligible students meeting their projected growth on NWEA math by	Results: 54%	Exceeds Expectation 70% or more Meets Expectation <i>Meets annual target</i> Partially Meets Expectation

<p><i>targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.</i></p>	<p>the end of school year 2022-23. Grades K-7: 2019-20=50% 2020-21=58% 2021-22=65% 2022-23=70%</p>		<p><i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%</i> Does Not Meet Expectation <i>2% or more below target, with increase of less than 3% from previous year</i></p>
<p><i>Growth on NWEA as measured by projected growth on MAP assessment: the time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.</i></p>	<p>School will meet goal of 70% of eligible students meeting their projected growth on NWEA math by the end of school year 2022-23. Grades 8-12: 2019-20=60% 2020-21=65% 2021-22=70% 2022-23=70%</p>	<p>Results: 51%</p>	<p>Exceeds Expectation 70% or more Meets Expectation Meets annual target Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%</i> Does Not Meet Expectation <i>2% or more below target, with increase of less than 3% from previous year</i></p>

Achievement Gaps

In the last three out of four years, Community Regional Charter School has either met or partially met targets for academic achievement gaps between subgroups. There are no data for school year 2019-2020 due to the COVID-19 pandemic.

4-Year Summary

Achievement Gaps	2017-18	2018-19	2019-20	2020-21
	Partially Met Targets	Met Targets	No data due to COVID-19	Met Targets

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<p><i>Achievement gaps in proficiency between major subgroups on the Maine State Assessments.</i></p> <p><i>Subgroups must have at least 10 students to be reported.</i></p> <p><i>Subgroups may not be combined to create a "super-subgroup."</i></p>	<p>The school will provide evidence of closing identified achievements gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).</p>	<p>Results: 2020-2021 data are not yet available. This section will be updated when the Maine Department of Education releases proficiency data.</p>	<p>Meets Expectation <i>Subgroups are performing similarly to comparison groups</i></p> <p>Partially Meets Expectation <i>Subgroups are performing below comparison groups, some gaps have closed since the previous year</i></p> <p>Does Not Meet Expectation <i>Subgroups are performing below comparison groups, and have not improved since the previous year</i></p>
<p><i>Achievement gaps in growth between major subgroups on the NWEA.</i></p> <p><i>Subgroups must have at least 10 students to be reported.</i></p> <p><i>Subgroups may not be combined to create a "super-subgroup."</i></p>	<p>The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).</p>	<p>Results: Overall, subgroups with n sizes large enough to be compared are performing similarly to the comparison group.</p>	<p>Meets Expectation <i>Subgroups are performing similarly to comparison groups</i></p> <p>Partially Meets Expectation <i>Subgroups are performing below comparison groups, some gaps have closed since the previous year</i></p> <p>Does Not Meet Expectation <i>Subgroups are performing below comparison groups, and have not improved since the previous year</i></p>

Student Attendance

Over the past few years, the school has not met the targets for percentage of chronic absenteeism. It has met targets for average daily attendance.

4-Year Summary

	2017-18	2018-19	2019-20	2020-21
Student Attendance	Partially Met Target	<ul style="list-style-type: none"> • 1 Partially Met Target • 2 Did not Meet Targets 	<ul style="list-style-type: none"> • 2 Met Targets • 3 Did Not Meet Targets 	<ul style="list-style-type: none"> • 2 Met Targets • 1 Did Not Meet Target

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Chronic absenteeism rate</i>	Schools will have 10% or fewer students classified as chronically absent on the last day of school.	Results: 25%	Exceeds Expectation <i>Fewer than 7%</i> Meets Expectation <i>7% - 10%</i> Partially Meets Expectation <i>10.1% - 13% or is more than 13%, but has decreased rate from previous year by at least 5%</i> Does Not Meet Expectation <i>Greater than 13%</i>
<i>Average Daily Attendance Rate</i>	Schools will have an average daily attendance rate in grades PreK-8 of 93% or higher.	Results: 93% based on school SIS data	Exceeds Expectation <i>97% or higher</i> Meets Expectation 83% - 96.9% Partially Meets Expectation <i>90% - 92.9%</i> Does Not Meet Expectation <i>Below 90%</i>
	Schools will have an average daily attendance rate in grades 9-12 of 91% or higher.	Results: 92% based on school SIS data	Exceeds Expectation <i>95% or higher</i> Meets Expectation 91% - 94.9% Partially Meets Expectation <i>88% - 90.9%</i> Does Not Meet Expectation <i>Below 88%</i>

Student Enrollment

Community Regional Charter School has met or exceeded continuous and reenrollment targets for the past four years.

4-Year Summary

	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
Student Enrollment	Met Target	<ul style="list-style-type: none"> • 1 Exceeded Target • 1 Met Target 	<ul style="list-style-type: none"> • 1 Exceeded Target • 1 Met Target 	2 Exceeded Target

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Enrollment throughout the school year</i>	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student County Day.	Results: 90%	Exceeds Expectation 90% or more Meets Expectation <i>85% - 89.9%</i> Partially Meets Expectation <i>75% - 84.9%</i> Does Not Meet Expectation <i>Fewer than 75%</i>
<i>Recurrent enrollment from one year to the next</i>	85% or more of eligible students enrolled on the <u>last day</u> of school will have completed an Intent to Reenroll Form for the next year.	Results: 96%	Exceeds Expectation 90% or more Meets Expectation <i>85% - 89.9%</i> Partially Meets Expectation <i>75% - 84.9%</i> Does Not Meet Expectation <i>Fewer than 75%</i>

Post-Secondary Readiness

2020-2021 was the first year CRCS had a graduating class.

4-Year Summary

	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
Post-Secondary Readiness	Not Applicable	Not Applicable	Not Applicable	Due to a small graduating class, the n size for this data set is unreliable.

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

While MDOE has not yet released graduation data, the school has reported that 87% of its 2020-2021 seniors are expected to graduate.

The charter holder reported that two students did not graduate this school year. Of the two students that did not graduate this year, one student will be returning for an additional year, and the other was credit deficient at the time of enrollment.

CRCS celebrated its inaugural graduating class in the spring of 2021. Due to cohort size and considerations for student privacy, more specific data for post-secondary readiness activities are unreliable and will not be publicly reported.

The school reported less involvement in post-secondary courses this year because of remote learning due to COVID-19.

Measure	Target	Results	
<i>4-year high school graduation rate (current cohort)</i>	Schools will meet Maine DOE annual goals: 2021 - 87.74%	Results: 2020-2021 data are not yet available. This section will be updated when the Maine Department of Education releases data.	Exceeds Expectation <i>Exceeds 90%</i> Meets Expectation <i>Met state target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2%</i> Does Not Meet Expectation <i>2% or more below target</i>
<i>5 and 6-year average high school graduation rate (previous years' cohorts averaged)</i>	Schools will meet Maine DOE annual goals: 2021 - 89.74%	Results: 2020-2021 data are not yet available. This section will be updated when the Maine Department of Education releases data.	Exceeds Expectation <i>Exceeds 92%</i> Meets Expectation <i>Met state target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2%</i>
<i>Of students in their graduating year, percent participation in</i>	At the end of their graduating year, 70% of each schools' eligible	Results: Due to a small graduating class, the n	Exceeds Expectation <i>80% or more</i>

<i>post-secondary readiness opportunities</i>	students will have participated in at least one post-secondary activity such as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, or internship.	size for this data set is unreliable.	Meets Expectation 70% - 79.9% Partially Meets Expectation 60% -69.9% Does Not Meet Expectation Fewer than 60% Not Applicable
<i>Success rate of students participating in post-secondary readiness opportunities</i>	70% of the school's students <u>who participated in at least one post-secondary activity</u> such as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, or internship will complete it successfully.	Results: Due to a small graduating class, the n size for this data set is unreliable.	Exceeds Expectation 80% or more Meets Expectation 70% - 79.9% Partially Meets Expectation 60% -69.9% Does Not Meet Expectation Fewer than 60% Not Applicable

Governance Board Performance and Stewardship

Over the past four years, the CRCS governing board has met targets for conducting board meetings that are available for public attendance and shared materials with the public prior to meetings.

The governing board has been in violation of its bylaws because of a lack of board membership and participation. They have failed to retain a minimum number of board members. One board member did not attend a board meeting over the span of ten months.

As of the writing of this report, the CRCS board has recruited new members and is currently operating within its bylaws.

4-Year Summary

Governance Board Performance and Stewardship	2017-18	2018-19	2019-20	2020-21
	Met Target	Met Target	<ul style="list-style-type: none"> • 1 Exceeded Target • 1 Partially Met Target 	<ul style="list-style-type: none"> • 1 Exceeded Target • 1 Met Target

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Public Accountability: Transparent, responsive, and legally compliant Board operation.</i>	The Governing Board will hold a minimum of 6 meetings per school year.	Results: 11	Exceeds Expectation 11 or more meetings Meets Expectation <i>6-10 meetings</i> Does Not Meet Expectation <i>5 or fewer meetings</i>
	Timely publication of Board meeting agenda and minutes upon approval.	Results: Board meeting agenda and minutes were posted as required.	Meets Expectation All minutes and agenda posted timely Partially Meets Expectation <i>1-2 items not posted timely</i> Does Not Meet Expectation <i>3 or more not posted timely</i>

Financial Performance and Stability

The school's results were within the Financial Performance Measures Program acceptable range in FY19 and 20; FY21 results are outstanding pending the audit. (The Financial Performance Measures Program began in FY19.)

The school was required by the Maine DOE to complete a corrective action program based on their review of the CRCS FY20 auditor's report including the reconciliation to reported results and management letter. The program, which was completed in FY21, resulted in changes to financial procedures and policies and to the chart of accounts.

(As FY18 was prior to the current Financial Performance Measures Program, the financial results in that year are compared to the Program standards for background only. In FY18, the CRCS audited results show that the Current Ratio, Unrestricted Days Cash on Hand and Total Margin would have been below the acceptable range.)

4-Year Summary

Financial Performance and Stability	2017-18	2018-19	2019-20	2020-21
	Met Targets	Met Targets	Met Targets	Pending Financial Audit

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Financial Performance and Stability</i>	Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	Results: Pending Financial Audit	Near Term Measures are healthy. Near Term Measures require monitoring. Near Term Measures require immediate action.
	Sustainability Measures a) Total Margin b) Debt to asset ratio	Results: Pending Financial Audit	Sustainability Measures are healthy. Sustainability Measures require monitoring. Sustainability Measures require immediate action.
<i>Clean Audit</i>	The school has an annual financial audit conducted. Audit and management letter are submitted to the commission. Audit has no material findings or misstatements.	Results: Pending Financial Audit	Meets Expectation <i>Clean audit submitted</i> Partially Meets Expectation <i>Audit submitted, may have 1 material misstatement</i> Does Not Meet Expectation <i>Audit not submitted or not "clean"</i>

Adequacy of Facilities Management

CRCS has met the facilities targets for the past four years.

4-Year Summary

Adequacy of Facilities Management	2017-18	2018-19	2019-20	2020-21
	Met Target	2 Met Target	2 Met Target	2 Met Target

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Meet Local and State requirements</i>	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	Results: Certified as required	Meets Expectation <i>Certified as required</i> Does Not Meet Expectation <i>Not certified as required</i>
<i>Capital Improvement Plan</i>	The school has a current capital improvement plan approved by its governing board.	Results: Capital improvement plan approved by its governing board.	Meets Expectation: <i>Current Capital Improvement Plan approved by board</i> Does Not Meet Expectation <i>Capital Improvement Plan not current or not approved by board.</i>

Parent and Community Engagement & School Social and Academic Climate

The school has provided the Panorama School Climate Surveys to families, students, staff, and teachers for several years. Participation has typically met the expectations and a plan has been developed and reviewed annually.

4-Year Summary

	2017-18	2018-19	2019-20	2020-21
Parent and Community Engagement & School Social and Academic Climate	<ul style="list-style-type: none"> • 1 Met Target • 1 Partially Met Target 	<ul style="list-style-type: none"> • 1 Exceeded Target • 3 Met Target 	No data due to COVID-19	<ul style="list-style-type: none"> • 3 Met Target • 1 Did Not Meet Target • 1 pending • 1 not applicable

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Reporting of behavior incidents</i>	The school will follow the Maine DOE required reporting for incidents of behavior.	Results: Pending certification of June 30 report for MDOE	Meets Expectation <i>Reports as required</i> Does Not Meet Expectation <i>Does not report as required</i>
<i>Panorama Survey-Family Participation</i>	40% of families will participate in the Panorama Survey.	Results: 26%	Exceeds Expectation <i>50% or more</i> Meets Expectation <i>40% - 49.9%</i> Partially Meets Expectation <i>30% - 39.9%</i> Does Not Meet Expectation <i>Less than 30%</i>
<i>Panorama Survey-Student Participation</i>	65% of eligible students will participate in the Panorama Survey	Results: 74%	Exceeds Expectation <i>75% or more</i> Meets Expectation <i>65% - 74.9%</i> Partially Meets Expectation <i>55% - 64.9%</i> Does Not Meet Expectation <i>Less than 55%</i>
<i>Panorama Survey-Teacher/Staff Participation</i>	70% of teachers/staff will participate in the Panorama Survey.	Results: 76%	Exceeds Expectation <i>80% or more</i> Meets Expectation <i>70% - 79.9%</i> Partially Meets Expectation <i>60% - 69.9%</i> Does Not Meet Expectation <i>Less than 60%</i>
<i>Panorama Survey</i>	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued	Results: Not Applicable. Plan not developed. Survey was not conducted in 2020 due to COVID-19 pandemic.	Meets Expectation <i>School develops and implements plan</i> Partially Meets Expectation <i>School develops and partially implements plan</i>

	improvement. Plan and outcome will be submitted to the Commission.		Does Not Meet Expectation <i>School does not develop or does not implement plan</i> Not Applicable <i>Survey not administered due to COVID-19</i>
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Effectiveness of Leadership

Going into the 2020-2021 school year, CRCS made changes to its administrative team structure. The charter management organization has an Executive Director, two building level principals, a special education director, and a Technology Director/Director of Innovation and Special Projects.

The administrative team meets on a weekly basis to problem solve and work to strengthen operations and academic achievement. A district leadership team comprised of classroom facilitators and leaders, meets monthly to inform larger organizational decisions.

The building principals are responsible for the supervision and evaluation of the teachers at each of the three school buildings. Professional development is ongoing through outside professionals and school facilitators.

Instructional Quality

Facilitators worked to meet the needs of both in-person and remote learners during the global health crisis of 2021. CRCS facilitators worked to provide safe, multimodal activities. Lessons were aligned to learner needs regardless of whether they attended school in-person or remotely. CRCS leveraged technological tools for learning. Leaders and facilitators relied on dialogue with families to determine what was working, what was not working, and how to adjust.

CRCS places an emphasis on grouping learners in various compositions based on need. COVID-19 restrictions made it impossible to maintain this programming for much of the school year. CRCS reported that a positive shift in learner morale and academic performance once students were able to engage in the regrouping aspect of the school's programming again.

School leaders reported that professional development supported facilitators' capacity to meet the social-emotional needs of learners during the pandemic. The organization provides optional learning opportunities for facilitators and were well attended.

Facilitators and Staff rated Professional Learning as a strength at CRCS on the Panorama Education School Survey (85th percentile as compared to like schools nationally). Teachers reported Feedback and Coaching as another strength (75th percentile as compared to like schools nationally).

Mission and Vision Implementation Evidence

During the 2020-2021 school year, Community Regional Charter School added synchronous online learning to its programming. Remote learners were joining in real time with their peers who were attending school in person.

The school reported that facilitators provided equitable learning opportunities for students whether they were working remotely or in person. Facilitators sent home personalized practice for learners based on need while honoring Habits of Mind and Complex Reasoning. For the youngest learners at Creative Children's Academy, facilitators provided at home supplies for activities such as snow painting, gingerbread houses, pumpkin carving, and weekly science/stem activities. At Dimensions Academy, remote learners received materials such as art materials, STEM kits, and materials to make a pizza box solar oven. At Overman Academy, materials were sent home for learners to build their own guitars, work on art projects, and conduct science experiments.

Compliance with Terms of the Charter Contract

In February 2020, the Maine Charter School Commission placed Community Regional Charter School on a Level 1 Intervention requiring a Corrective Action Plan. The Corrective Action Plan was to include the initiatives and timeline for implementation for increasing student academic achievement and proficiency. A Corrective Action Plan and timeline were received by the Commission by the due date required in the Intervention Letter.

In October 2020, the Maine Charter School Commission placed Community Regional Charter School on a Level 2 Intervention requiring a Corrective Action Plan. The Corrective Action Plan was to include the initiatives and timeline for implementation and completion for increasing board membership to comply with CRCS' bylaws. The Corrective Action Plan and timeline were received by the Commission after a reminder was sent to CRCS two days after the date required in the Intervention Letter.

Commendations and Considerations for Renewal

Commendations

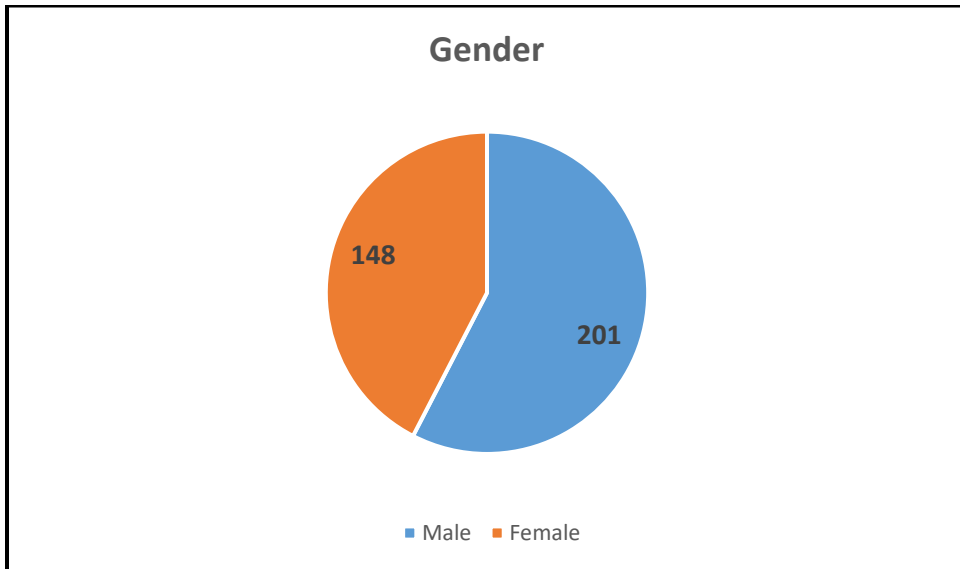
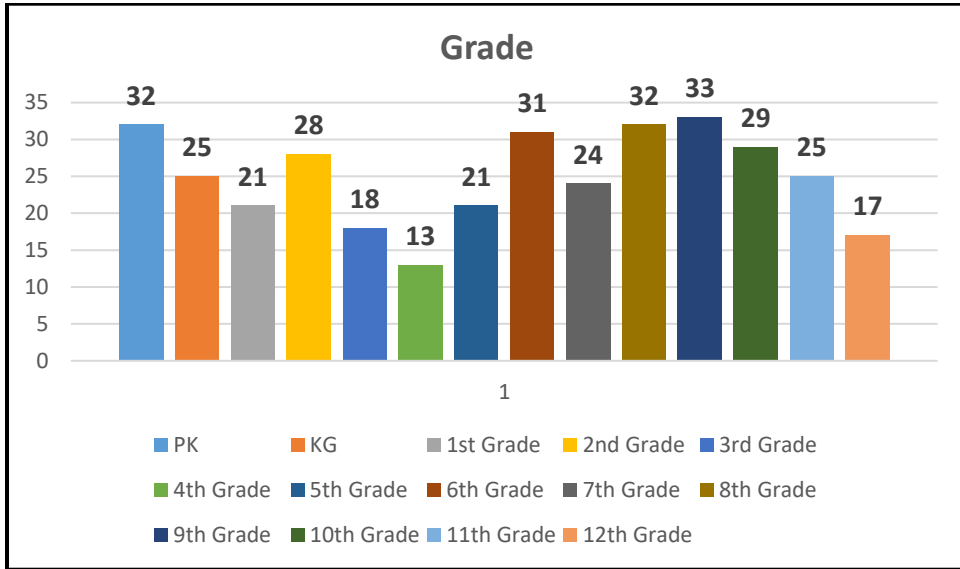
- School leaders prepared a presentation addressing each question listed in the MCSC Monitoring Site Visit Manual for the Leadership Team and School Leader, including student and teacher performance data and other relevant information.
- The new administrative structure has improved communications between the Dimensions campus and Overman Academy leading to clarified student expectations. Student growth is tracked using NWEA Map Skills, NWEA RIT Scores IXL Targets, and Student Profile goal setting. Teacher development occurs regularly through ongoing professional development, action plans, formal evaluations and consistent classroom observations.
- The school utilizes teacher expertise as the primary source for student intervention, remediation and acceleration. Teachers, known as facilitators, are using data to inform instruction.
- Learners need to achieve a level 3 proficiency on 80% of learning goals in each course to count toward graduation. This progress is being tracked by facilitators and learners in EmPower.
- The Board of Directors recently appointed three new members to the board, giving them an almost full complement of board members for the first time in months. The board is hoping that these new members will bring additional skill sets and expertise to the oversight and management of the organization.

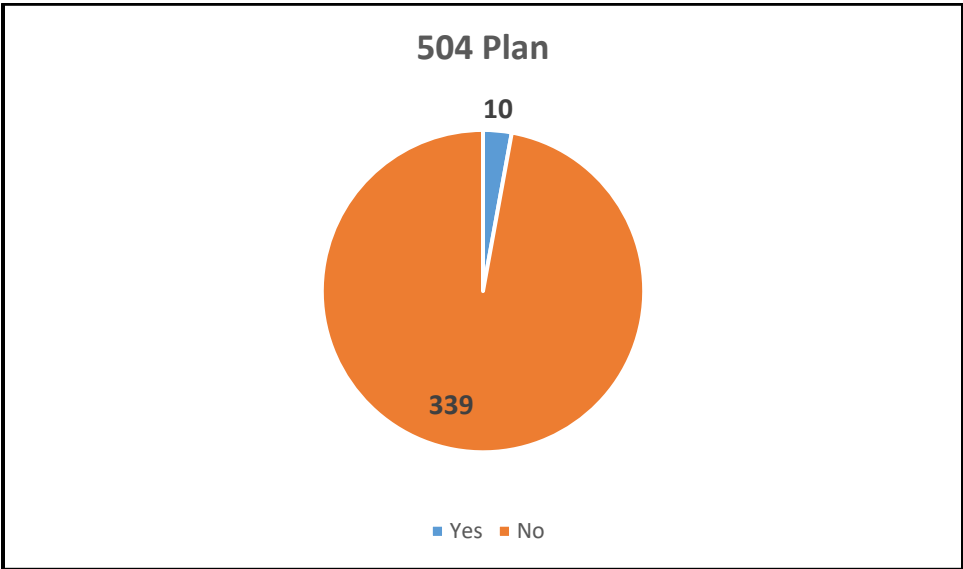
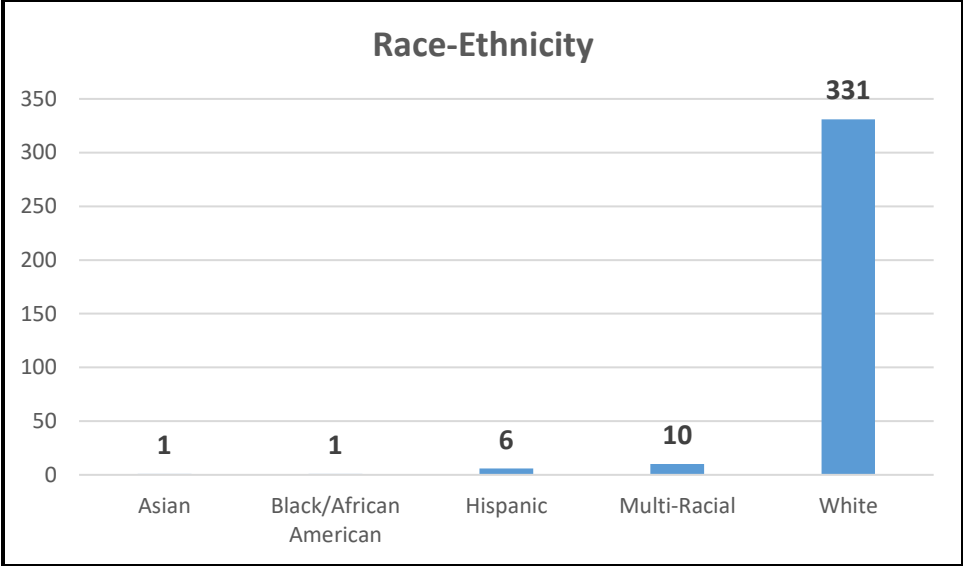
Considerations

- **INCREASING STUDENT ACHIEVEMENT** - Improving student growth and achievement at Overman Academy seems to be less formal. A more rigorous and adaptive Rtl or MTSS process can ensure that students have structured plans with specific targets, strategies and time bound indicators.
- **INCREASING STUDENT ACHIEVEMENT** - So-called "performance traits" such as critical thinking, problem solving, communication and grit can enhance student achievement when they are built into rubrics and classroom/school routines and procedures. More information can be found on these in Maine's Guiding Principles and in 21st Century Learning Skills documents.
- **RECRUIT, RETAIN AND DEVELOP A FULL BOARD** - While the addition of new board members is commendable, the number of board members continues to fall below a full complement of 7 board members. With 7 board members, the board of directors increases their capacity to manage the organization while adding additional expertise.

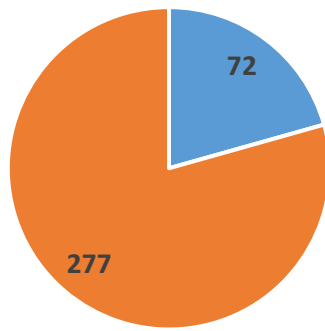
- Conduct orientation for all new board members within two months of their appointments
- Review the FY20 Corrective Action Program issued by the Charter Commission and take steps to remedy gaps and implement new practices that allow the organization to be more effective
- Conduct a review of financial reports on a quarterly basis, starting with the finance subcommittee and reporting out to the full board
- **CONTINUOUS IMPROVEMENT** - Conduct an annual, written, formal evaluation for the Board and School Leaders that provide performance feedback and sets goals for students' academic achievement and for the efficient operation of CRCS.
- **FINANCIAL HEALTH AND SUSTAINABILITY** - Annual audits should be prioritized and completed within the expected timeframe to ensure that CRCS meets all reporting obligations. Additionally, a multi-year financial model should be completed to ensure the long-term sustainability of the organization.

2020-21 Student Demographic Data



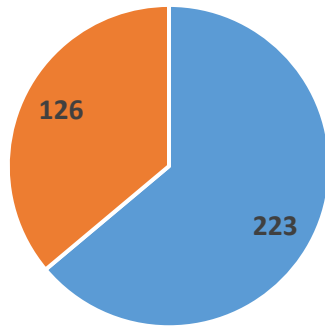


Special Education



■ Yes ■ No

Economically Disadvantaged



■ Yes ■ No