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**Community Regional Charter School**

***Formerly Cornville Regional Charter School***

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**ANNUAL MONITORING REPORT 2018-2019**

***The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.***

**February 2020**

On June 10 and August 13, 2019, announced on-site visits were made to Community Regional Charter School’s Skowhegan locations. The review team held interviews with teachers, students, parents, school leadership, and the school’s Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met its contracted performance targets. This report addresses the school’s performance relative to the performance framework. Attachment A is the site visit report, which includes observation and discussion notes from the site visit.

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| MCSC Executive Director | Bob Kautz |
| MCSC Director of Program Management | Gina Post |
| MCSC Review Team Liaison | Shelley Reed |
| MCSC Review Team | Dr. J. Michael Wilhelm |
| Consultant | Joe Drago, CPA |
| Consultant | Dr. Joe Mattos |
| MDOE Special Services | Dr. Roberta Lucas |
| MDOE Special Services | Leora Byras |

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| School’s Mission | *To create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.* |
| School’s Vision | *To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.* |

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| School Information |

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| School Name | Community Regional Charter School |
| Address | 48 South Factory Street Skowhegan, Maine |

Governing Board

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| Board Chair | Danielle Denis |
| Board Member | Kelly LaCasse |
| Board Member | Derek Rossignol |

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| Executive Director | Travis Works |
| Principal | Susan Martin |
| Principal | Crystal Priest |
| Special Education Director and Building Administrator | Nicole Reinholt |

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| Year Opened | 2012 |
| Years in Operation | 8 |
| Number of Sending Districts | 16 |
| Grades Served | PreK-11 |
| Current Enrollment | 309\* |
| Students on Waiting List | 25\* |

\*As of October 1, 2019, certified enrollment date

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| Section 1: Indicator Summary Table |

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| **Indicator** | **Exceeds** | **Meets** | **Partially Meets** | **Does Not Meet** | **Other** |
| **Student Academic Proficiency** | | | | | |
| Target 1 |  |  |  | **X** |  |
| Target 2 |  |  |  | **X** |  |
| **Student Academic Growth** | | | | | |
| Target 1 | **X** |  |  |  |  |
| Target 2 | **X** |  |  |  |  |
| Target 3 |  |  | **X** |  |  |
| Target 4 |  |  | **X** |  |  |
| Target 5 |  | **X** |  |  |  |
| Target 6 |  |  |  | **X** |  |
| Target 7 |  |  |  | **X** |  |
| **Achievement Gaps** | | | | | |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Student Attendance** | | | | | |
| Target 1 |  |  |  | **X** |  |
| Target 2 |  |  |  | **X** |  |
| Target 3 |  |  | **X** |  |  |
| **Student Enrollment** | | | | | |
| Target 1 |  | **X** |  |  |  |
| Target 2 | **X** |  |  |  |  |
| **Post-Secondary Readiness** | | | | | |
| Target 1 |  |  |  |  | Not applicable |
| Target 2 |  |  |  |  | Not applicable |
| Target 3 |  |  |  |  | Not applicable |
| Target 4 | **X** |  |  |  |  |
| **Financial Performance and Stability** | | | | | |
| Target 1 |  | **Healthy** |  |  |  |
| Target 2 |  | **Healthy** |  |  |  |
| Target 3 |  | **X** |  |  |  |
| **Governance Board Performance and Stewardship** | | | | | |
| Target 1 | **X** |  |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Adequacy of Facilities** | | | | | |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Parent & Community Engagement and School Climate** | | | | | |
| Target 1 |  | **X** |  |  |  |
| Target 2 | **X** |  |  |  |  |
| Target 3 |  | **X** |  |  |  |
| Target 4 |  | **X** |  |  |  |
| Target 5 |  |  |  |  | Not applicable |

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| Section 2: Demographics |

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| Section 3: Academic Proficiency |

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| **Measure** | **Target** | **Results** | **Met/Did Not Meet** |
| Proficiency on State Assessments in reading | The percent of tested learners scoring proficient on the reading portion of the Maine State Assessment will meet or exceed the state average. | 33% percent of learners met or exceeded the state average.  State = 56% | Did not meet |
| Proficiency on State Assessments in math | The percent of tested learners scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average. | 11% percent of learners met or exceeded the state average.  State = 36% | Did not meet |

**Discussion**

The school did not meet the academic proficiency targets in ELA and math.

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| Section 4: Academic Growth |

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| **Measure** | **Target** | **Results** |  |
| Pre-K Students will show progress in their learning through growth on their Phonological Awareness Literacy Screening (PALS). | Pre-K Students will show progress in Uppercase Letter Identification on the Phonological Awareness Literacy Screening from Fall to Spring of each school year. | 92.5% showed progress in identifying Uppercase Letters from Fall to Spring. | Exceeded |
| Pre-K Students will show progress in their learning through growth on their Phonological Awareness Literacy Screening (PALS). | Pre-K Students will show progress in Lowercase Letter Identification on the Phonological Awareness Literacy Screening from Fall to Spring of each school year. | 92.5% showed progress in Lowercase Letter Identification from Fall to Spring. | Exceeded |
| Pre-K Students will show progress in their learning through growth on their Phonological Awareness Literacy Screening (PALS). | Pre-K Students will show progress in Letter Sound Identification on the Phonological Awareness Literacy Screening from Fall to Spring of each school year. | 78% showed progress in Letter Sound Identification from fall to spring. | Partially Met |
| Students will show progress in their learning through growth in their NWEA scores in ELA reading and language from fall to spring of each school year. | Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year. | 75% of students showed growth on NWEA scores from fall to spring. | Partially Met |
| Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year. | Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year. | 80% of students showed growth on NWEA scores from fall to spring. | Met |
| Growth on NWEA as measured by projected growth on MAP assessment | School will meet goal of 70% of eligible students meeting their projected growth on NWEA ELA reading and language by the end of the school year 2021–2022.    2018-19 target = 55% | 43% of eligible students met their projected growth on NWEA ELA reading and language from fall to spring. | Did Not Meet |
| Growth on NWEA as measured by projected growth on MAP assessment | School will meet goal of 70% of eligible students will meet their projected growth on NWEA math by the end of the school year 2021-2022.  2018-19 target = 55% | 39% of eligible students met their projected growth on NWEA math from fall to spring. | Did Not Meet |

**Discussion**

At the pre-K level, more than 92% of students made growth on the Phonological Awareness Literacy Screening for uppercase and lowercase letter identification. Nearly 80% showed progress the Phonological Awareness Literacy Screening for letter-sound identification.

On the NWEA 75% of students showed growth in ELA and 80% showed growth in math.

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| Section 5: Achievement Gaps |

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| **Measure** | **Target** | **Results** |  |
| Achievement gaps in proficiency between major subgroups on the Maine state assessment | The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities). | Gap in achievement present by gender in ELA, with females outperforming males by about 16%. Baseline established. | Met |
| Achievement gaps in growth between major subgroups on the NWEA | The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities). | Gap in achievement present between students with an IEP and general education students.  Baseline established. | Met |

**Discussion**

The school has determined that achievement gaps are present in achievement on the MEA within gender in ELA and in growth on NWEA between students with and without an IEP. Using these data as a baseline, data will be reviewed and reported on annually to determine the closing of achievement gaps.

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| Section 6: Attendance |

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| **Measure** | **Target** | **Results** |  |
| Chronic absenteeism | Schools will have 10% or fewer students classified as chronically absent on the last day of school. | 40% chronically absent rate | Did Not Meet |
| Average Daily Attendance | Schools will have an average daily attendance rate in grades pre-k – 8 of 93% or higher. | 89% average daily attendance rate | Did Not Meet |
| Average Daily Attendance | Schools will have an average daily attendance rate in grades 9–12 of 91% or higher. | 90% average daily attendance rate | Partially Met |

**Discussion**

CRCS experienced a high rate of chronic absenteeism in the 2018-19 school year. The school saw a decline in student attendance on days of inclement weather. Because of this, the school opted for closing school (to make up later) versus having a delayed opening once this pattern was identified.

The school also reported having better attendance at the high school level than the lower grades.

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| Section 7: Enrollment |

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| **Measure** | **Target** | **Results** |  |
| Enrollment throughout the school year | 85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on state student count day[[1]](#footnote-2) | 86% of eligible students enrolled on the last day of school were the same students who were enrolled on state student count day. | Met |
| Recurrent enrollment from one year to the next | 85% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the next school year. | 95% of eligible students enrolled on the last day of school completed an Intent to Reenroll for for the next school year. | Exceeded |

**Discussion**

CRCS maintained 85.5% enrollment during the school year. Students who left the school cited long travel times, preference of homeschool, preference of larger class sizes and peer groups, and programming.

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| Section 8: Post-Secondary Readiness |

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| **Measure** | **Target** | **Result** |  |
| 4 year high school graduation rate (current cohort) | Schools will meet MDOE annual goal:  2018 – 87.28% | School did not have 12th grade in 2018–19. | Not Applicable |
| 5 and 6 year average high school graduation rate (previous 2 years’ cohorts averaged) | Schools will meet MDOE annual goal:  2018 – 89.28% | School did not have 12th grade in 2018–19. | Not Applicable |
| Of students in their graduating year, percent participation in post-secondary readiness opportunities | At the end of their graduating year, 70% of the school’s eligible students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship. | School did not have 12th grade in 2018–19. | Not Applicable |
| Success rate of students participating in post-secondary readiness opportunities | 70% of the school’s students ​who participated in at least one post-secondary activity​ such as (and not limited to​) college course, Advanced Placement course, certificate program, or internship will complete it successfully. | During the 2018–19 school year 80% of students taking a college course successfully complete the course. | Exceeded |

**Discussion**

CRCS did not have a graduating cohort in the 2018-19 school year, thus the first three targets in the post-secondary readiness indicator were not applicable.

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| Section 9: Financial Performance and Stability |

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| **Measure** | **Target** | **Result** |  |
| Near Term Measures  a) Current Ratio  b) Unrestricted Days Cash on Hand | School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission. | Information provided and evaluated | Healthy |
| Sustainability Measures  a) Total Margin  b) Debt to asset ratio | School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission. | Information provided and evaluated | Healthy |
| The school has an annual financial audit conducted. audit and management letter are submitted to the commission. audit has no material findings or misstatements. | Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor’s report on financial statements or in the auditor’s report on internal control over financial reporting and on compliance and other matters. | Clean audit provided | Met |

**Discussion**

Required data were provided and evaluated. Both near term and sustainability measure are healthy. A clean audit was submitted.

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| Section 10: Governance Board Performance and Stewardship |

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| **Measure** | **Target** | **Results** |  |
| Public Accountability: Transparent, responsive, and legally compliant Board operation. | The Governing Board will hold a minimum of 6 meetings per school year. | The Governing Board held 12 meetings during the school year. | Exceeded |
| Public Accountability: Transparent, responsive, and legally compliant Board operation. | Timely publication of Board meeting agendas and minutes upon approval. | All Board meeting agendas and minutes were posted in a timely manner. | Met |

**Discussion**

The CRCS board had membership turnover during the 2018–19 school year, including the board chairperson. Despite turnover, the board met regularly and onboarded new members. All meeting notifications were posted, and meeting minutes were posted to the school’s website after approval.

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| Section 11: Adequacy of Facilities |

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| **Measure** | **Target** | **Results** |  |
| Meet Local and State requirements | The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities. | The school certified its or facilities meet all local and state requirements. | Met |
| Capital Improvement Plan | The school has a current capital improvement plan approved by its governing board. | The school has a current capital improvement plan approved by its governing board. | Met |

**Discussion**

CRCS owns and operates 3 facilities. The early childhood facility in Skowhegan has grades pre-K and Kindergarten. The Cornville School in Cornville has grades K-7. Overman Academy in downtown Skowhegan had grades 8-10 in 2018-19 and will add a grade each year for the next two years, to include 8th grade through 12th grade in school year 2020-21.

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| Section 12: School Climate |

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| **Measure** | **Target** | **Results** |  |
| Reporting of behavior incidents | The school will follow the Maine DOE required reporting for incidents of behavior. | Reporting completed as required. | Met |
| Panorama Survey- Family Participation | 40% of families will participate in the Panorama survey. | 51% of families participated in the Panorama survey. | Exceeded |
| Panorama Survey- Student Participation | 65% of eligible students will Participate in the Panorama survey. | 67.7% of eligible students participated in the Panorama survey. | Met |
| Panorama Survey- Teacher/Staff Participation | 70% of teachers/staff will participate in the Panorama survey. | 78.3% of teachers/staff participated in the Panorama survey. | Met |
| Panorama Survey | Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission. | Not applicable – plan was not required during the last school year. | Not applicable — not required in 2018-19 |

**Discussion**

CRCS reported behavior incidents to MDOE as required. The annual Panorama Education school climate survey was administered to all respondent groups. The school has created an action plan for the 2019-20 school year to address grit and school safety.

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| Section 13: Mission and Vision Implementation Evidence and Results |

*(See Page 2 for School’s Mission and Vision)*

In order to address the school’s mission and vision customizing learning for each learner, the Cornville Campus’ daily schedule is created so each teacher will be teaching the same subject at the same time. This allows the teachers the ability to assign students to the classroom that is working on the specific targets they need. Classes are flexible so learners can move in and out as needed for academics as well as for learning community (social/emotional homeroom setting). The school also provide learners a variety of instructional and co-curricular opportunities.

At the Early Childhood Campus there is a balanced approach of play-based and academic focus. The program is being developed to meet the school’s original goal of tying the school’s three facilities together and creating a seamless transition for learners as they progress. Elements from the Cornville Campus program are being implemented at the Early Childhood Campus as time goes on.

At Overman Academy the school offers a variety of electives for learners to choose from as well as an independent 3 circles project option where they can follow their interests to show their learning in a way that best fits them. Groups are mixed in academic classes so learners can work on the learning targets that they need in a way that meets the student where they are. The school provides transportation to a local community college for learners who are ready to take college classes. The school offers academic classes in integrated formats so they can cross over content areas and learn in a more hands on way.

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| Section 14: Site Visit Report |

**Maine Charter School Commission**

**Monitoring Site Visit Report October 28, 2019**

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| REPORT DATE | October 29, 2019 |
| SCHOOL NAME: | Community Regional Charter School |
| ADDRESS: | 48 South Factory Street (Business Office) |
| GRADES SERVED: | PreK - 12 |
| ENROLLMENT: | 283 |
| YEAR OPENED: | September 2012 |

Monitoring Site Visit Purpose

The primary purpose of site visits is to inform authorizer decisions, both imminent, such as assessing a school’s readiness to open, and longitudinal, when a visit is undertaken mid-term as part of routine monitoring.

The purpose of monitoring visits is to gauge the overall progress a school is making toward the goals outlined in its charter. In most cases, the authorizer will already possess some quantitative data about that progress – test scores, attendance rates, and other annual outcomes, so a monitoring visit can help explain the context behind that data and explore the school’s fidelity to its approved program.

Site visits are a mechanism for collecting additional evidence regarding a school’s performance against the expectations memorialized in its contract and contribute to the body of data authorizers utilize to ultimately make renewal recommendations. They also provide staff with the opportunity to review and analyze documentation that may be better understood on-site, such as factors impacting attendance, or rates of academic growth across subgroups. Site visits can also provide a basis for authorizer judgment or intervention where there is limited state assessment data yet available.

Monitoring Site Visit Process

Monitoring Site Visits are based on both the criteria set forth in the school’s performance framework and the school’s alignment with its mission. The categories in the performance framework are student achievement, school climate and family engagement, governance, and finance.

The following participants were involved with monitoring site visits on June and/or August:

* Bob Kautz, Executive Director
* Gina Post, Director of Program Management
* Shelly Reed, Maine Charter School Commission
* Mike Wilhem, Maine Charter School Commission
* Roberta Lucas, MDOE
* Leora Byras, MDOE
* Joe Mattos, Consultant

The monitoring site visits were conducted on June 10 and August 13 at the Early Childhood Center and Overman Academy at the Skowhegan downtown campus. Team members used the Site Visit Manual to plan for and conduct the visits. Prior to the site visit, team members reviewed documents and other information related to the school’s mission and performance framework.

Key documents and other information reviewed by the team prior to and at the time of visiting included (as applicable):

* School calendar
* Current enrollment and demographics
* Staff roster
* Current organizational chart
* Board meeting minutes
* Board member meeting attendance
* School’s strategic plan
* Current Education Service Provider contract
* Professional Development calendar and agendas
* Staff evaluation tool
* Administrator evaluation tool used by governing board
* Panorama school climate survey results
* School’s self-assessment
* Previous year’s monitoring report
* School’s performance framework
* Copies of current recruitment materials
* Student enrollment application

Focus group interviews were held with groups at the school. Groups were asked a standard set of questions as well as school specific questions created for this visit.

Focus group interviews held by the team:

* Governing Board:
  + Danielle Dennis
  + Kelly Lacasse
* School Leaders/Administrators:
  + Ashlee Savage, Administrative Assistant at Cornville Campus
  + Susan Martin, Building Administrator at Cornville Campus
  + Nikki Reinholt, Building Administrator at Early Childhood Campus
  + Crystal Priest, Building Administrator at Overman Academy at Skowhegan downtown campus
  + Travis Works, Executive Director
* Parents:
  + Parent Focus Groups - Three parents attended a focus group session at the Early Childhood Center and two parents attended the focus group session at the Overman Academy campus
* Teachers:
  + Staff/Teacher Focus Groups – Three teachers attended the focus group session at the Early Childhood Center and three teachers and one Ed Tech attended the focus group session at Overman Academy.
* Students:
  + Student Focus Group – Six students from grades 7, 9 and 10 attended the focus group at Overman Academy.

Classroom and school observations were conducted with the purpose of collecting evidence and observing school-wide trends, not to evaluate individual teaching or teachers. Classroom observations were conducted with a school leader. The Site Visit Team spent approximately 20 minutes in each observation.

Observations conducted by the team:

* Classroom observations were conducted at Early Childhood Center in PK and K classrooms during general instruction.
* Walk-thru observations and conversations with students and teachers were conducted at the Overman Academy campus.

Monitoring Site Visit Findings

1. Mission Alignment
   * There is shared agreement (Board, school leadership, teachers and staff) regarding the school’s mission to provide students with an educational program which addresses the academic, social and emotional needs of students. Observations and conversations provide evidence that CRCS program is student-centered, providing students with opportunities to express their “voice and choice” and to customize their own learning experiences via real-life projects, participation in self-selected interest groups, community projects, etc.
2. Student Achievement

* Specific information about students were performing or making progress in achieving CRCS learning targets was discussed and the school’s administration mentioned a need and desire to triangulate data.
  + There was an absence of student performance information in respect to students’ overall growth in the areas of creativity, critical thinking, communication, and developing students’ work habits and social skills. These areas of expected student outcomes are stated in CRCS’s Mission/Philosophy/Goals/Values.

1. School Climate and Family Engagement
   * The Spring 2019 Panorama Survey revealed the following “favorability”) perceptions of parents, students staff and teachers (national comparison % are in parentheses):
     + School Climate:
       - Parent favorability 74% (52%),
       - Student (3-5) favorability 55% (28%)
       - Student (6-12 favorability 58% (28%)
       - Staff favorability 67% (76%)
       - Teacher favorability 81% (99%)
     + Staff and Family Relationships:
       - Staff favorability 62% (52%)
       - Teacher favorability 71% (76%)
     + Family Engagement
       - Parent favorability 22% (28%)
     + School Safety:
       - Parent favorability 75% (28%)
       - Student favorability (3-5) 54% (28%).
       - Student favorability (6-12) 68% (99%)
     + Teacher-Student Relationships:
       - Student (3-5) favorability 76% (99%)
       - Student (6-12) favorability 63% (52%)
   * Student Focus Group – Feedback from student focus group at Overman Academy was very positive in respect to students enjoying their learning experiences, having a “positive energy” at Overman Academy, and believing their school was a safe place with very limited bullying.
   * Parent Focus Group – Comments from parents were positive in respect to communication between school and parent, teachers’ understanding and support in addressing students’ academic and social needs, and the school being a safe environment for students to learn.
   * Teacher Focus Groups – Teachers during both sessions expressed positive enthusiasm working at CRCS and their involvement in helping achieve CRCS’s Mission/Philosophy/Goals and Guiding Values. Support for improving teacher practice and professional development was evident and progressing.
2. Governance
   * CRCS has experienced a significant challenge in attracting new board members and in creating a Board of Directors that represents diversity of Board members backgrounds in the areas of business, finance and legal expertise. The Board is currently comprised of only four members, two of which are new.
   * The Board is aware of its challenges which include reviewing progress on past initiatives and issues (facilities, teacher retention, teacher compensation, etc.) and creating a strategic plan in moving forward to insure the future success of CRCS.
   * One version of CRCS’s Organizational Chart does not mention or include the Board of Directors in the oversight of CRCS, though the school reports the intention is to have the board as a circle around the entire chart.
3. School Leadership
   * Over the past year the CRCS Leadership Team has focused its efforts on working collaboratively in an open and trusting manner to make decisions that are aligned with CRCS’s mission and vision. The Leadership Team meets regularly to discuss and take action on individual school campus issues, as well as system-wide matters of concern.
   * Over the past year the CRCS Leadership Team worked collaboratively to provide teachers with systems and resources for improving student learning. A Learning specialist position has been created to provide teachers with coaching and feedback for improving classroom instruction.
   * The Executive Director believes the CRCS Leadership Team is a critical component in making decisions for insuring the future success of CRCS. Elements that foster the success of how the Leadership Team functions include open and honest communications, establishing school and individual goals for improving the CRCS operations, and monitoring the progress in achieving CRCS goals and mission.
   * The Executive Director is aware of the challenges he faces in establishing a stable and high functioning Board of Directors, and his role in providing the Board with resources and information that will allow them to function in effective and efficient fashion. This will include establishing systems and processes for the evaluation of the Executive Director’s position, as well as a self-evaluation by Board members in respect to how they fulfill their Board responsibilities.
4. Finance
   * Given the amount of growth at CRCS and the significant added debt burden, a long range educational and operational plan, including a financial projection and facilities assessment and plan, might be completed to inform resource allocation and any future projects or expansion.
   * The board might find value in an experienced facilities committee that can provide oversight of key aspects of CRCS contracts and plans.
   * Consider having the summary financial statements and projections and written report to the finance committee made a part of the board minutes.
   * Given board and staff turnover, the finance committee and the accounting and business operations staff might want to formally review the status of key internal controls and financial operations and reporting, as well as prior year auditor comments to ensure that all is in order and that any weaknesses identified are being addressed.
   * The Board and staff would benefit from timely financial reporting, including the audit.
   * Given the difficulty maintaining board membership, a state-wide search for board candidates by a committee of the board might be considered.

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| Section 15: Commendations and Considerations |

**Commendations**

* The board created a new position of Learning Specialist/Director of Curriculum, Instruction and Assessment. The position has been filled with a veteran CRCS teacher who appears to bring a wealth of knowledge to the administrative team.
* The school has implemented a Response to Intervention system to meet the needs of its struggling students.
* The school met or exceeded many of its targets on the Comprehensive Supports and Instruction plan through MDOE.

**Considerations**

* While the school has implemented in the 2019-20 school year many initiatives to address low academic achievement results and to increase the rate of student academic growth, there remains concern.
* The governing board is smaller than allowable according to the school’s bylaws and efforts must be made to identify and onboard new members in the very near future.

1. State student count day is October 1. [↑](#footnote-ref-2)