

2022-23 Annual Monitoring Report

*Prepared for
Community Regional Charter School*

November 2023





Mission

We are Community-Centered and Uncompromisingly Learner Focused. Community Regional Charter School creates a safe, respectful, and nurturing learning environment where everyone is accepted and celebrated. The CRCS provides a customized learning environment designed to allow every child to thrive socially, emotionally and academically through the integration of STEAM projects and community connections aimed at unlocking a passion for life-long learning.

Vision

To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.

Governing Board

Nicki Reinholt, Chair	Tonya Arnold, Vice Chair
Theresa Overall	Charlie-Marie Hansen, Treasurer
Stephanie Stutzman	Mike Buja

Leadership Team

Travis Works, Director	Elizabeth Firnkes, Building Principal
Susan Muzzy, Building Principal	Tammy Wyman, SPED Director

School Profile

Year Opened	2012-13
Years in Operation	11
Grades Served	PreK-12
Number of Sending Districts	18
Enrollment*	358
Students on Waiting List*	5

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

Grade Level Enrollment		
Pre-K	34	10%
KG	31	9%
1st Grade	18	5%
2nd Grade	21	6%
3rd Grade	26	7%
4th Grade	24	7%
5th Grade	14	4%
6th Grade	13	4%
7th Grade	24	7%
8th Grade	30	8%
9th Grade	32	9%
10th Grade	32	9%
11th Grade	30	8%
12th Grade	29	7%
Gender		
Female	162	45%
Male	196	55%
Race/Ethnicity		
American Indian or Alaska Native	1	1%
Asian	0	0
Black or African American	2	1%
Hispanic/Latino	9	3%

Two or More Races	8	2%
Unknown	1	1%
White	338	94%
Special Education		
Students with IEPs	91	25%
General Education Students	267	75%
Economically Disadvantaged		
Yes	230	64%
No	128	36%

EXECUTIVE SUMMARY

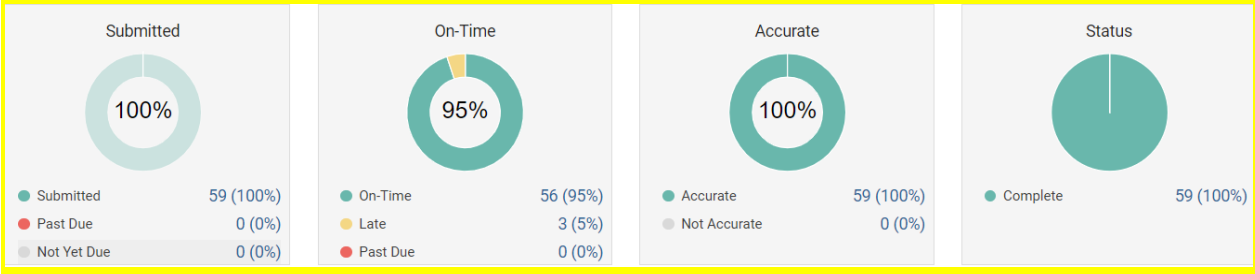
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Community Regional Charter School was on cycle to have a Site Visit at the end of the 2022-23 school year.

Key documents and other information reviewed to determine progress on the charter district’s performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> • School Calendar 	<ul style="list-style-type: none"> • School Leader Evaluation Tool
<ul style="list-style-type: none"> • Current enrollment and demographics 	<ul style="list-style-type: none"> • Staff Roster
<ul style="list-style-type: none"> • Current organizational chart 	<ul style="list-style-type: none"> • Panorama school climate survey results
<ul style="list-style-type: none"> • Board Meeting Minutes 	<ul style="list-style-type: none"> • School’s self-assessment
<ul style="list-style-type: none"> • Board member meeting attendance 	<ul style="list-style-type: none"> • Previous year’s monitoring report [as applicable]
<ul style="list-style-type: none"> • School’s strategic plan [as applicable] 	<ul style="list-style-type: none"> • School’s reported performance framework results
<ul style="list-style-type: none"> • ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> • Copies of current recruitment materials
<ul style="list-style-type: none"> • Professional Development Calendar 	<ul style="list-style-type: none"> • Student enrollment application

Document is a major component of the Maine Charter School Commission’s monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts’ report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

CHRONIC ABSENTEEISM: Given the increase in chronic absenteeism from SY21-22, we recommend that the school develop clear and specific goals and strategies to increase attendance for the cohort of students most at risk to be chronically absent.

SCHOOL CLIMATE: Because of the below average student satisfaction scores reported via the Panorama survey, we recommend that the school implement their strategies for increasing student investment with fidelity and closely monitor the student experience throughout the year.

In school year 2022-23, Community Regional Charter School was successful in the following areas of the Performance Framework:

- Academics/NWEA Assessment Results: CRCS is **exceeding** or **meeting expectations** in all reading, math, and language criteria, including both the whole school population and subgroup populations;
- High School Completion: With **92% of students graduating in 4 years**, CRCS's graduation rate is **exceeding expectations and above the state annual target for 2023**;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, CRCS already has 82% (reading) and 83% (math) meeting the goal, including all subgroups of students;
- Postsecondary Activities: CRCS is **exceeding expectations**, with 81% of students participating in at least one postsecondary opportunity;
- Teacher/Staff Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey;
- Governing Board Effectiveness: The school has held the required numbers of meetings and is **meeting expectations** in timeliness of posting minutes and agendas publicly;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Persistence: The school is **exceeding expectations** in the number of students that remain at the school throughout the year, as well as the number of students that plan to return next year; and
- Customized NWEA Goal: The school **exceeded expectations** in all three of the customized NWEA goals.

At the conclusion of SY2022-23, CRCS successfully completed an Intervention Plan on which the school was placed in SY2021-22. The Commission reviewed the progress that CRCS had made on the criteria in the Level 2 Intervention Plan and determined that the school had met the majority of targets, specifically related to improving overall student performance and facility planning. The Commission will continue to encourage improvement in lowering the school's chronic absenteeism rate.

The school provided context to support the areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

Academics: CRCS has demonstrated notable improvement in SY2022-23. At all campuses, the percentage of students meeting the NWEA MAP Growth goals increased from last year, resulting in the school meeting or exceeding expectations in all NWEA subjects (reading, language and math), including with student subgroups. In the school's Self-Assessment Report, the team reported that "We place a heavy emphasis on STEAM and innovation in all three of our buildings. This year, we transitioned a staff member from working primarily at one building to working at all three of our buildings to support STEAM integration. We have been working hard to change our thinking on mathematics instruction. At Overman we have established two ways in which we help learners to strengthen math proficiency. This year we created a pathway for each child that learners are placed in based on their academic level, not through choice. Additionally, many of our seminars continue to have a math component where learners are learning math in a more hands-on way."

Supporting All Learners: The leadership team reflected on supporting all learners, and reported the following: "The staff at both buildings have been developing skills to strengthen the MTSS system. At Overman, we started using a new data collection tool called the Raven Record where we record and analyze data about behavior successes and academic success. We started using this at the end of April and saw that we had better conversations with families and with each other. We had several parent meetings for tier 2 & 3 kids to put plans in place for the upcoming school year. The system is not perfect, but we have learned a lot in the last two months of school and look forward to adapting the tool for next year. We created a modified schedule for learners who were close to graduation that were at high risk of dropping out. Each learner had an individual plan for attendance and academic work. Out of the 4 learners on these plans, three demonstrated proficiency on the Accuplacer and completed learning targets necessary for graduation. The fourth learner will be continuing next year and is projected to graduate with his class in 2024. Without these intensive plans and determination of staff these learners would have likely dropped out."

Summer Programming: The school notes that "We have added summer school offerings district wide for the month of July 2023. These summer school offerings are curricular and co-curricular, from math intensives to gardening, to technology and writing camps. These offerings are taught by CRCS staff and open to currently enrolled CRCS learners for four weeks."

Family Engagement: The school reported that "In regards to the parent survey, all of the categories on Panorama showed an increase, with our greatest increase in regards to culture and climate. Last year, 67% of families responded favorably and this year we had 79% respond favorably. We

attribute this increase to a couple of different factors- the first being our commitment to communication and getting all families using Seesaw to see their learner's work and progress as well as communicate easily and effectively with all staff. The second factor was an increase in parent engagement opportunities. We offered multiple events throughout the school year for families to come in and be involved in their child's education and school culture. Some activities were celebration of learning nights, loved ones luncheons, field day, and multiple field trip opportunities."

CRCS has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student Panorama Survey Results: Student results "did not meet expectations" in School Climate. While the family results are positive, CRCS families did not meet the participation threshold of 35%, thus resulting in a "did not meet expectations" on the Performance Framework.
- Student Attendance: CRCS reported a chronic absenteeism rate of 40%.

In the SY2022-23 Self-Assessment Report, the school noted areas of improvement, including:

- Academics: "Teaching interdisciplinarily and thematically while also customizing learning for individual levels and targets is an area we are continuing to refine and improve."
- Student Panorama Survey Results: "The Panorama survey gives us valuable information to reflect on and use for improvement. When reviewing Panorama survey results and the Panorama playbook, we are saving strategies from the playbook to use schoolwide. One such strategy we have chosen for next year is "Safe Spaces" - lessons about physical safety, emotional safety, and intellectual safety. At Dimensions Academy, on the student survey one area that we are diving into is the question kids were asked about "how much does the behavior of other students help or hurt your learning?" We only had 20% of our 3rd-5th grades respond favorably. This is an area we intend to dive more into when our staff attends Responsive Classroom training this August. To continue to improve culture and climate, this Responsive Classroom training is pivotal. At Overman, one of our areas of concern is the learner's perspective of the culture and climate. This is a difficult thing to address, but coming out of the pandemic it is still something we are working towards improving."

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. <i>Percentage of students assessed:</i> <i>Percentage of students “at state expectation”:</i> <i>Percentage of students “above state expectation”:</i>
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established <i>Percentage of students assessed:</i> <i>Percentage of students “at state expectation”:</i> <i>Percentage of students “above state expectation”:</i>
1.2		Students will read on grade level based on the school's	The Commission will monitor a

		<p>assessment tool by the end of the third grade.</p> <p>Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.</p>	<p>charter school's percentage of students reading on grade level at the end of third grade.</p> <p>CRCS uses Fountas and Pinnell and reports that 61% of 3rd grade students are reading on grade level.</p>
1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible¹ students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	<p>Exceeds Expectation Exceeds 55%</p> <p>60% of students met their projected growth on NWEA MAP reading.</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p> <p>53% of students met their projected growth on NWEA MAP language.</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p> <p>55% of students met their projected growth on NWEA MAP math.</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>

¹ Eligible is defined as having both a fall and spring score.

1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>CRCS reported data for three subgroups:</p> <ul style="list-style-type: none"> • IEP: 39% (Approaching) • F+R Lunch/ED: 56% (Exceeding) • Sex/Gender: F: 62%; M: 64% (Exceeding) 	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.4b	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>CRCS reported data for three subgroups:</p> <ul style="list-style-type: none"> • IEP: 57% (Exceeding) • F+R Lunch/ED: 55% (Exceeding) • Sex/Gender: F: 57%; M: 50% (Exceeding/Meeting) 	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.49%
			Does Not Meet Expectation Below 35%
1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>CRCS reported data for three subgroups:</p> <ul style="list-style-type: none"> • IEP: 57% (Exceeding) • F+R Lunch/ED: 48% (Meeting) • Sex/Gender: F: 52%; M: 57% (Meeting/Exceeding) 	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.49%
			Does Not Meet Expectation Below 35%

1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*: 2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	<p>Exceeds Expectation Exceeds 90%</p> <p><i>School reported that 92% of students graduated within 4 years.</i></p> <hr/> <p>Meets Expectation Meets annual target</p> <hr/> <p>Approaching Expectation Less than 5% below target</p> <hr/> <p>Does Not Meet Expectation 5% or more below target</p>
1.6a	Post Secondary Readiness	<p><u>Beginning in SY 2023-2024</u>, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 in math or; • ASVAB score of 31 or higher <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>CRCS reported the following results: Accuplacer:</p> <ul style="list-style-type: none"> • Reading: 82% of students met the goal • Math: 83% of students met the goal 	<p>In SY 2022-2023, schools will report the data, but will not be rated.</p>
1.6b	Post Secondary Readiness/Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <p>CRCS reported the following subgroup results: Accuplacer:</p> <ul style="list-style-type: none"> • F+R Lunch/ED: <ul style="list-style-type: none"> ○ Reading: 75% of students met the goal (Meets Expectation) ○ Math: 88% of students met the goal (Meets Expectation) • Sex/Gender: <ul style="list-style-type: none"> ○ Reading: F: 88%; M: 76% (Meets Expectation) ○ Math: F: 81%; M: 88% (Meets Expectation) 	<p>In SY 2022-2023, schools will report the data, but will not be rated.</p>

1.6c	Post Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully ² participated in at least one post-secondary activity such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, career technical coursework or internship.	Exceeds Expectation Exceeds 80%
			81% of students at CRCS participate in at least one postsecondary opportunity.
			Meets Expectation 70%-79.9%
			Approaching Expectation 60%-69.9%
			Does Not Meet Expectation Fewer than 60%
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support.	The Commission will monitor a charter school's ability to support students with FAFSA completion. School reports 16 students completed the FAFSA form
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices. MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.
2.2	Family Engagement: Panorama School Climate Survey-Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard." <i>*Required Scales: School Climate, Safety, and School Fit</i> CRCS family participation was 29%. Results on the required scales are as follows: <ul style="list-style-type: none"> School Climate - In the 99th percentile nationally compared to like schools School Safety - In the 70th percentile nationally compared to like schools School Fit - In the 90th percentile nationally compared to like schools Results in 3 of 3 required scales are in the "Exceeds Expectation" range, but school "Does Not Meet" the target due to low family participation.	Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools
			Meets Expectation All 3 of the 3 required scales in the average range for like schools
			Approaching Expectation 2 of the 3 required scales in the average range for like schools
			Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%
2.3	School Climate: Panorama School Climate Survey-Student	Results from 4/4 of the required scales* from the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students	Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools

² Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

	Results	<p>must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>CRCS student participation rate was 87%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 30th percentile nationally compared to like schools (grades 3-5) and in the 10th percentile nationally compared to like schools (grades 6-12) <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.4	School Climate: Panorama School Climate Survey -Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* from the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>CRCS teacher/staff participation rate was 100%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 82nd percentile nationally compared to like schools School Leadership - In the 91st percentile nationally compared to like schools Professional Learning - In the 98th percentile nationally compared to like schools Feedback and Coaching - In the 89th percentile nationally compared to like schools 	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board’s bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p>

		<p>charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning.</p> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p> <p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	<p>Meets Expectation 6 or more meetings</p> <p>Does Not Meet Expectation 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	<p>Meets Expectation All minutes and agendas posted timely</p> <p>Approaching Expectation 1-2 items not posted timely</p> <p>Does Not Meet Expectation 3 or more not posted timely</p>
3.4	Reporting Accuracy and Timeliness	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p>95% of required documents/reports were submitted on time with 100% accuracy</p>	<p>Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete</p> <p>Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p>Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete</p> <p>Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	Exceeds Expectations Board provides evidence of development opportunities, such

³ A school year is July 1 - June 30

⁴ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			<p>as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.</p> <p>Meets Expectations 100% of required courses have been taken and evidence is provided</p> <p>Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided</p> <p>Does Not Meet Expectations Less than 80% of required courses have been completed</p> <p>75% of Board members completed required training modules</p>
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with <i>20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10</i> Public School Approval Requirements and Citation Chart	<p>Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p>Meets Expectations Certified as required and approved by the Board</p> <p>Does Not Meet Expectations Not certified as required</p>
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	<p>Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.</p> <p>Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term)	Current ratio is greater than or equal to 1.1.	Lower Risk Greater than 1.5

	Measures)	<i>Current assets divided by current liabilities.</i>	Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%

4.2c	Cash Flow (Sustainability Measure)	<p>Charter District Leadership maintains a positive cumulative 2-year cash flow.</p> <p><i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p>	<p>Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>
			<p>Moderate Risk A positive cumulative 2-year cash flow</p>
			<p>High Risk Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.</p>
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	<p>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</p> <p><i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i></p>	<p>Lower Risk Exceeds 1.1</p>
			<p>Moderate Risk Is 1.0 to 1.1</p>
			<p>High Risk Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.</p> <p>The 3-year annual financial plan is due on August 31st.</p>	<p>Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>
			<p>Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	<p>Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments</p>
			<p>Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments</p>
			<p>Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Attendance	<p>Chronic absenteeism rate</p> <p>Schools will have 10%-18% or fewer students classified as</p>	<p>Exceeds Expectation Fewer than 10%</p>

		<p>chronically absent⁵ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated. School reports that 41% of Pre-K students were chronically absent.</p>	<p>Meets Expectation 10%-18%</p> <p>Approaching Expectation 17.9%-25%</p> <p>Does Not Meet Expectation Greater than 25%</p> <p>CRCS reports that 38% of students are chronically absent.</p>
5.3	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁶ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day⁷.</p>	<p>Exceeds Expectation More than 90%</p> <p>Meets Expectation 85%-89.9%</p> <p>CRCS reports that 86% of students persisted through the school year.</p> <p>Approaching Expectation 75%-84.9%</p> <p>Does Not Meet Expectation Fewer than 75%</p>
5.4	Student Persistence - Year-to-Year	<p>Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.</p>	<p>Exceeds Expectation Exceeds 90%</p> <p>CRCS reports that 95% of students have completed the intent of reenroll.</p> <p>Meets Expectation 85%-89.9%</p> <p>Approaching Expectation 75%-84.9%</p> <p>Does Not Meet Expectation Fewer than 75%</p>
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Percentage of students meeting projected growth on NWEA MAP within standard deviation	<p>Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP reading within one standard deviation.</p>	<p>Exceeds Expectation Exceeds 70%</p> <p>Meets Expectation Between 60%-69.9%</p> <p>Approaching Expectation Between 50%-59.9%</p> <p>Does Not Meet Expectation Below 50%</p>

⁵ Chronically absent is defined as missing 10% or more of school days.

⁶ Student resident in the state of Maine

⁷ Student Count Day is October 1

6.1b	Percentage of students meeting projected growth on NWEA MAP within standard deviation	Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP math within one standard deviation.	Exceeds Expectation Exceeds 70%
			Meets Expectation Between 60%-69.9%
			Approaching Expectation Between 50%-59.9%
			Does Not Meet Expectation Below 50%
6.1c	Percentage of students meeting projected growth on NWEA MAP within standard deviation.	Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP language within one standard deviation.	Exceeds Expectation Exceeds 70%
			Meets Expectation Between 60%-69.9%
			Approaching Expectation Between 50%-59.9%
			Does Not Meet Expectation Below 50%

Below is a report that was written after staff visited with Community Regional Charter School in March of SY2022-23. This visit was a chance to gauge the school's progress relative to the Performance Framework. This was a snapshot in time and is not reflected in the final year-end outcomes above.

MID-YEAR MEETING REPORT

**2022-23 Mid-Year Meeting
Community Regional Charter School**

April 7, 2023

On March 2, 2023, the Maine Charter School Commission staff completed a mid-year meeting in-person and via Zoom at Community Regional Charter School (CRCS) with Elizabeth Firnkes, the Building Principal of Overman Academy; Susan Muzzy, the Building Principal of Creative Children’s Center and Dimensions Academy; Danielle Denis, Board Chair; Jill Alves, Business Manager; Nicole Reinholt, Board Member; and Travis Works, Executive Director. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

Facilities: As noted in your Intervention Plan, the Commission continues to be concerned that the current configuration of facilities is unsustainable. We ask that School Leadership and the Board plan with urgency to resolve the

construction and facilities projects by, initially, documenting a facilities plan and financial assessment.

Data: When you complete the NWEA data longitudinal analysis, we would like to see it.

Chronic Absenteeism: Because your chronic absenteeism rate is currently stagnant at a high level, consider providing the Commission with data that shows improvement. While not on the Performance Framework, it may be helpful for the Commission to understand if you have seen improvement in attendance from your group of students who are currently chronically absent.

Auditor:

1. As noted in your Intervention Plan, in order to protect the organization we recommend hiring a different auditor. Please consider different, larger, firms who have a background in auditing charter schools. Joe Drago is able to provide guidance, if helpful.
2. Review loan documents to determine if there is a timeline requirement for the audit to be completed.

Academic

The NWEA Growth MAP assessment data from the state is suppressed in both Math and Reading. At this time, we do not have access to state comparison data for CRCS. At the mid-year meeting, 48% of students met their projected RIT scores in reading, which is within the range of the national average. In Math, 43% of students met their projected RIT scores, which is below the national average. The overall scores have remained relatively consistent to the scores reported by the school last year.

The school leadership team noted that if you take the standard deviation of NWEA scores into account, 64% of students met projected RIT in Reading and 69% in Math. The school team reported several successes that they saw in the academic data, including grade levels 1, 5 and 8, doubling or tripling their growth goals. The team added that the students in 5th grade have continued to underperform compared to their goals. The team attributes the success of certain grade levels to the multi-tiered systems of support (MTSS) at the Overman campus. The team noted that students, particularly in 11th grade, are experiencing mental health challenges that are impacting attendance and academic performance.

The school reports that students on IEPs are performing on par with the regular education student population and that students from low-income households are outperforming their peers in Reading, but not Math.

The leadership team reports that they review the data with teachers at weekly staff meetings to goal-set and action plan. They use the data to inform curriculum development work. The team also showed several examples of student data that shows growth over time (fall to fall or over multiple years). The examples demonstrated that a student may not meet their annual RIT growth goal, but may still make progress over multiple years. The school team is in the process of completing the data analysis for all students in the school to ascertain if the longitudinal growth trend is true for the full student population.

Attendance

In SY2021-22, CRCS's rate of chronic absenteeism was 35.1%. At the time of the mid-year meeting, the chronic absenteeism rate district-wide was 35% (39% at Creative Children's Academy, 37% at Dimensions Academy, and 32% at Overman Academy), the same rate as last year.

The school team reported that they are disappointed that the rate of chronic absenteeism has not improved since last year. They attribute the high chronic absenteeism to prolonged COVID and flu sickness, transportation challenges with students missing the bus, or not being allowed to ride the bus because of poor behavior, and families of the youngest students keeping them home often.

The school completes weekly attendance audits and is working closely with families to support transportation challenges and absences due to family appointments.

Graduation

In SY2021-22, CRCS's graduation rate was 80%. At the mid-year meeting, the school reports that 96% of students are on track to graduate in four years, which would be a significant improvement and put the school in the "exceeds" category on the Performance Framework. The school notes that four 11th grade students are planning to graduate early.

CRCS works closely with each student on their post-secondary plans. Currently, in their senior class:

- 13% are planning to attend a 4-year college,
- 41% are planning to attend a 2-year college,
- 3% are planning to attend the military,
- 9% are considering Job Corps,
- 9% are entering the workforce with a certification (welding and CDL), and
- 25% are entering the workforce.

The leadership noted that all students have access to college dual enrollment beginning in 10th grade, which has helped students proactively plan post-secondary pathways.

Financial Performance

As of the mid-year meeting, three out of eight of the financial criteria in the Performance Framework are calculated as higher-risk, three are moderate risk and two are lower-risk. Currently, both the end of year FY22 numbers and the middle of the FY23 numbers show a deficit. The school reports that the deficit and decrease in cash are due to:

- Capital improvements (repaving),
- Fuel costs over budgeted amount,
- Utilities over budgeted amount,
- Septic System upgrade,
- Replacement of the electricity and pump to well at Dimensions, and
- Significant depreciation amount in P&L (approximately \$300,000).

CRCS is budgeting next year for 359 students, based on the 10/1/22 certified student count, though they plan to serve 370. Because of a Pre-K Expansion Grant received by the MDOE, 16 additional Pre-K students will be funded in real-time - without the typical annual delay.

Student Enrollment and Recruitment

At the time of the mid-year meeting, there were 339 students enrolled at CRCS. The school is budgeting next year for 359 learners, which is based on the 10/1/2022 student count. The school is anticipating having 370 students enrolled on 10/1/2023. The team noted that they have room for 386 students without adding additional space.

CRCS is hoping to enroll 32 students in each grade. Their ideal long term steady state enrollment scenario is 50 students per grade.

Facilities

The school continues to have significant facilities challenges and reports that their current configuration of three campuses constricts their optimal student enrollment. The team noted that they have room for 386 students, but anything beyond that will require additional space being added. The team notes that “Dimensions Academy needs physical space added and Overman Academy needs current space divided and reconfigured. The administration and board are working on a comprehensive plan on necessary space to match future enrollment projections.”

In order to house the additional 16 Pre-K students that are enrolling for SY2023-24 (funding in real-time via a grant from the MDOE) the school hopes to add a portable building rather than house the students in an existing building. However, the school needs to add a sprinkler system to the portable, which is cost-prohibitive at approximately \$110,000.

The school is hoping to build capital to invest in space during SY2024-25. The school would like to build a new, central building to house all campuses, but do not currently have a feasible plan to do so. Instead, they are considering ways to add square footage to their existing buildings. The school team reports that Overman Academy has existing square footage that can be divided up and that eight additional classrooms need to be added at the Dimensions Academy campus.

Governing Board

The Board reports that seven board positions are filled. They note that “over the last two years, the board has made a tremendous amount of growth and progress. That work continues today and one of the greatest assets has been the decision to utilize Board on Track. The board needs to continue improving and making progress on the board goals. For example, the board needs to develop a succession plan in the event a board member or even the board chair does resign.”