

MONITORING REPORT
 CORNVILLE REGIONAL CHARTER SCHOOL
 AUGUST 2014

1. Introduction

The Cornville Regional Charter School was the first charter school to open in Maine in the Fall of 2012. It received notice of its charter school status on July 31, 2012 and opened its doors on on October 1 of that year with an enrollment of 60 students grades K-6. Cornville is located in central Maine and is adjacent to Skowhegan, Canaan, Solon, East Madison and Athens. Currently the school serves students from 8 neighboring communities including Smithfield, Palmyra, and Norridgewock and has an enrollment of 87 students in grades K-7. This 2013-14 school year was a full 175 student year.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team accompanied by the NCSC Executive Director, Department of Education Special Education Personnel. The Commission team conducted an announced on-site visit on May 29. The review team held interviews with school leadership, staff, students, parents and community, and governing board. They also review available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website.

Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met their contracted performance targets.

3. Charter School Commission Annual Report on Performance August 2014

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Student Academic Proficiency: State Assessments	3% increase proficiency on NECAP Reading and Math	See addendum		<u>M</u> PM DNM
Student Academic Proficiency: School Developed Assessments	80% will master all PLP Performance Indicators 10% will	62% met all indicators 36% met 75%-		M PM <u>DNM</u> <u>DNM</u>

	<p>master 75%; 10% will master 50%</p> <p>Unit tests for Math based on MLR/Common Core standards</p>	<p>99% 2% met 50%- 74%</p> <p>No Data</p>		<u>M</u>
<p>Student Academic Growth: value added Nationally normed Individual and group Assessments or Equivalent for English and Math</p>	<p>NWEA given Pre/post (midterm for struggling students) to show 3% increase</p> <p>DRA to be given 2 times a year</p>	<p>See addendum</p> <p>Singapore Math program Students found to be 1 -2 years below grade level.</p> <p>See addendum</p>		<u>M</u> PM DNM
<p>Established benchmarks for each student</p>	<p>Each student Will have PLP</p>		<p>Each student has PLP</p>	<u>M</u> PM DNM
<p>Rubric Specific to Charter school</p>				M PM DNM
<p>Achievement gaps In proficiency and Growth between major student subgroups using ESEA based system</p>	<p>Chart population To identify sub- Groups: goal = 4-5% growth</p> <p>Agreement to Review goals Annually with Authorizer</p> <p>State date</p>			M PM DNM

	used As comparison			
Student Attendance				
Average Daily Attendance rate	94% School data Compared to state average/ Comparison band	94%		<u>M</u> PM DNM
Individual student Attendance rate		No data		M PM DNM
Unexcused absences	Process for excused Absences	No data: Policy for absences to be revised for '14-'15 to ensure parent contact for every absence.		<u>M</u> PM DNM
Recurrent enrollment From year to year	Enrollment Records: 90% target; Establish exit Interview	78%		M PM <u>DNM</u>
Continuous enrollment For multiple years	N/A			M PM DNM
Post Secondary Readiness	N/A			
Graduation rate	N/A			M PM DNM
Success in dual Enrollment courses	N/A			M PM DNM
SAT or ACT scores	N/A			M PM DNM
Enrollment in post-Secondary schools	N/A			M PM DNM
Student employed	N/A			M

full time or enlisted				PM DNM
School Social and Academic Climate				
Instances of bullying, Harassment or other Abusive behaviors	No target	1 reported behavior incident		<u>M</u> PM DNM
Confidential surveys Parents, staff, students Regarding social and Academic climate		January 2014 survey: lower scores on safe environment, child likes going to school. Higher scores on parent respect /welcoming teachers	Parents reported positive relations with Teachers.	<u>M</u> PM DNM
Emotional/social growth Of students			Students positive about school environment And student ability to craft individual programs.	<u>M</u> PM DNM
Financial performance And sustainability	Monthly Financial reports reviewed by Governing board 5% variances flagged for special review	Budget shows balance and sustainability \$200,000 Federal grant awarded to school .		<u>M</u> PM DNM
Governance Board Performance and Stewardship	Public Accountability, Transparent, Responsive, Legally compliant Oversight of		Board very active: Forms & policies, inclusive, Responsive, compliant	<u>M</u> PM DNM

	Leadership team		Oversight very evident	
Adequacy of facilities Maintenance in support Of program	Actual facility cost Room utilization Maintenance Request log, Capital improvement plan	Capital Improvement plan: Roof leaks Patched, work in progress on library/art rooms and parking. Evidence of building committee meetings		<u>M</u> PM DNM
Transportation and Food Service	As planned stated in contract	Issue with behavior on bus: documentation of action applied, change is role of bus monitor, assembly to address behavior		
Educational Partnerships in community		All students Have participated In community service. No funding for Americorp community service coord Food program is in partnership with the community	Students positive about community service	<u>M</u> PM DNM
Parent Communication systems		Surveys, letters To parents Principal blog		<u>M</u> PM DNM

Parent participation in child's Education and Operation of school		Parent involvement Committee active PTF active; participate in PLP plan; conferences	attend Board meetings Teacher/ parent communication strong	<u>M</u> PM DNM
Other requested information				M PM DNM

Summary

Indicator	Meets contract agreement	Partially meets	Does not meet
Student Academic proficiency			
Student Academic Growth			
Achievement gap in proficiency And growth between major Student subgroups			
Student Attendance	X		
Recurrent enrollment			X
Post Secondary readiness	N/A		
Financial Performance and sustainability	X		
Governance Board Performance And steward ship	X		
Adequacy of Facilities Maintenance in support of Program	X		
School Social and Academic Climate	X		
Parent and community engagement	X		

4. Commendations

- A. CRCS is to be commended for making application to and receiving a federal charter school grant in the amount of \$200,000 for 3 years to assist in technology and professional development.
- B. The Governing Board has created an atmosphere of inclusivity in which staf and parents feel appreciated and heard on issues.

- C. Staying true to its mission and vision, the school offers teachers the opportunity to think outside the box and have flexibility.
- D. CRCS has continued to create student interest sessions which students really love bringing in parents and community members to conduct the sessions.
- E. Administrators and staff have created a welcoming atmosphere to parents being readily available and providing information through weekly newsletters , facebook, blog, and meeting minutes on the website.
- F. Special education staff is increasing by a .5fte teacher and the school is providing training in special education law.
- G. Recognizing the need for staff teamwork and communication , the school is providing time on Wednesday afternoons in the 2014-15 school year.

5. Recommendations

- A. As the Board transitions from founding members to new members, it is recommended that members receive copies of the CRCS contract, including the application and performance framework..
- B. The Board would benefit from board training and from developing a self-evaluation instrument to review information and data to examine the success of the school.
- C. Address a parent group request for greater timeliness in calendar and event planning with formal written communication.
- D. Review the PLP development to determine whether the goals are proficiency based.
- E. Redefine academic performance target to better align with the metrics of each assessment used.

6. Closing Summary

Following the May Monitoring site visit and review of the documentation provided by the members of the Maine Charter School Commission and DOE Special Education office, the team consensus is that the Cornville, Regional Charter School is demonstrating its mission to create a safer, 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.

Looking at the academic assessment data against the targets set by the school presents an interpretation challenge. The NECAP target was a 3% increase in proficiency in reading and math. Data shows 54% of students moving up a proficiency level in reading and 61% in math. At the same time, last year 92% of the students showed growth on the assessment and this year 73% showed growth. It is unclear how to interpret this against the target. NWEA data showed an 8% growth in the number of students at the 50th percentile. If the 50th percentile is the baseline for growth, then the 3% target was exceeded. The target that 80% of students meet their PLP goals was not met and DRA data showed a 19% decrease in the number of students showing progress in the absence of a DRA performance target.

Given that each test assesses something different and that there have only been two years of comparative data available, it makes sense to acknowledge the information provided as indicative of the variability of student and school progress year to year and wait for future data to draw more meaningful conclusions. The assessment results definitely show that students are succeeding academically at CRCS to varying degrees and the school's response to the assessment results has been comprehensive and thoughtful.

Addendum

NWEA math data showed that 88% of the students had growth in RIT scores. 44% met or exceeded their growth target, 55% were within 1 point of meeting their target and 50% were within 2 points. **NWEA reading** data shows 88% of student having growth in RIT Scores between fall and spring. 64% met or exceeded their growth target, 71% were within 1 point of meeting the target and 77% were within 2 points. Data shows 8% growth in the number of students at or above the 50th percentile

NECAP data showed 28 students tested in both '12 and '13. In reading 15 students (54%) made 1 years growth. 6 of the 28 students moved up a proficiency level, with 17 remaining at the same level. In math 17 students (61%) made a year's growth. 6 students moved up a proficiency level, while twenty remained at the same level.

DRA data shows that of the 90 students assessed, 3 students regressed, 21 stayed flat, and 66 made progress. 56 students are at grade level. Last year 56 of 61 students made progress equaling 92% growth, while this year it is 73 % of the students who showed progress.

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