

Maine Charter School Commission



Cornville Regional Charter School

ANNUAL MONITORING REPORT 2017-2018

September 2018

On May 31st and June 22nd announced on-site visits were made to the Cornville Regional Charter School. The Maine Charter School Commission (MCSC) Review Team of 3 members was accompanied by the MCSC Executive Director, and MCSC Director of Program Management. The visiting team held interviews with 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.

Commission Member, Review Team Chair	Shelley Reed
Commission	Jana Lapoint
Commission	Dr. Mike Wilhelm
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post

School's Mission	<i>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.</i>
School's Vision	<i>To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.</i>

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.

2018-2019 School Information

School Name	Cornville Regional Charter School
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Governing Board

Board Chair	Jason Gayne
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Board member	Stephanie Miller
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Board member	Jean Walker
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Executive Director/Principal	Travis Works
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Principal	Susan Martin
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Principal	Crystal Priest
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Special Education Director	Nicki Reinholt
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Operations Manager	Jess Brown
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Data Warehouse Manager	Ashlee Savage
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CFO	
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Number of Sending Districts	11
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Current Enrollment	221*
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Students on Waiting List	42*
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*As of October 1, 2017 certified enrollment date.

Early Childhood Center

Year Opened	2017
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Years in Operation	1
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Grades Served	PreK
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Cornville Campus

Year Opened	2012
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Years in Operation	6
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Grades Served	K – 8
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Skowhegan Campus

Year Opened	2017
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Years in Operation	1
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Grades Served	9 - 12
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Section 1: Overview

Founded in 2012, Cornville Regional Charter School (CRCS) offers a public school education for elementary school age children. The school environment emphasizes creativity, collaboration, community, service, and leadership. CRCS currently serves 221 students in multi-age learning groups.

Cornville Regional Charter School's mission is 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.

Cornville Regional Charter School's vision is to create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.

Evidence of CRCS's mission is evident in the use and promotion of Responsive Classroom, Positive Behavioral Intervention Supports, and Mass Customized Learning. Evidence of CRCS's vision is evidence in its hands-on Agricultural Education Program and Mass Customized Learning. The technology provided to each student actively engages them in their education.

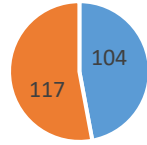
Students are encouraged to actively participate in setting goals and assessing progress for their personal academic achievement in meeting the Common Core Standards and Maine Learning Results. CRCS strives to make the learning environment caring, interactive and personally challenging to promote academic success. CRCS encourages participation and collaboration among students, parents, and teachers in areas of decision making, program development and student growth. CRCS strives to instill strong social and environmental values, a sense of personal responsibility, and to create a love of learning.

Section 2: Indicator Summary Table

Indicator	Meets Contract Agreement	Partially Meets	Does Not Meet
Student Academic Proficiency		X	
Student Academic Growth	X		
Achievement Gaps in Proficiency and Growth Between Major Student Subgroups		X	
Student Attendance		X	
Enrollment from Year to Year		X	
Post-Secondary Readiness	NA Served only students up to 9 th grade in 2018-19		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
Food Service	X		
School Social and Academic Climate		X	
Parent and Community Engagement	X		

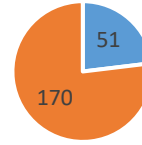
Section 3: Demographics

Gender



Female Male

Special Education



Yes No

Language



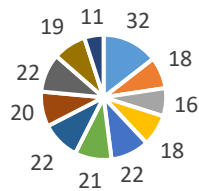
English

Economically Disadvantaged



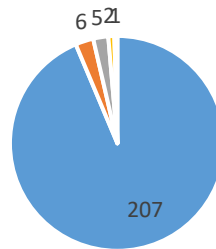
Yes No

Grade



Pre-K K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

Race-Ethnicity



White Two or More Hispanic Black or African American American Indian or Alaska Native

Section 4: Academics

Student Academic Proficiency

Measure	Target	Results	Met/Did Not Meet/partially met
Proficiency on State Assessments in reading	Percent of tested learners scoring proficient on the reading portion of the Maine State Assessment will meet or exceed comparable school's average	Results provided below	Partially met
Proficiency on State Assessments in math	Percent of tested learners scoring proficient on the math portion of the Maine State Assessment will meet or exceed comparable school's average	Results provided below	Met
Proficiency on PSAT/SAT	Percent of tested learners proficiency level will increase every year at level negotiated in contract for negotiated subject or content areas	NA The school did not have 10 th or 11 th grade students during the 17–18 school year.	NA
Proficiency on school selected standardized test in reading (CPAA)	Percent of learners who meet or exceed proficiency with the Fall administration of the CPAA in math establishing the baseline and the Spring administration establishing the endpoint on a yearly basis	NA 17-18 was the school's first year with preK	NA
Proficiency on school selected standardized test in math (CPAA)	Percent of learners who meet or exceed proficiency with the Fall administration of the CPAA in math establishing the baseline and the Spring administration establishing the endpoint on a yearly basis	NA 17-18 was the school's first year with preK	NA
Proficiency on school selected standardized test in reading. (NWEA)	Percent of learners who meet or exceed proficiency with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.	Baseline reported Spring 2017 - 50% End point reported Spring 2018 - 46%	Met
Proficiency on school selected standardized test in math. (NWEA)	Percent of learners who meet or exceed proficiency with the Spring administration of the Reading NWEA establishing the	Baseline reported Spring 2017 - 42% End point reported Spring 2018 - 38%	Met

	baseline and the following Spring administration establishing the endpoint on a yearly basis.		
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Discussion

Grade	ELA Percent proficient		MATH Percent proficient	
	CRCS	SAD54	CRCS	SAD54
3	31.58	29.41	42.11	32.62
4	*	49.14	*	33.52
5	*	43.56	*	26.54
6	*	41.97	*	23.32
7	33.33	37.63	*	28.35
8	42.11	49.08	*	39.26

In grade 3, on both ELA and math, Cornville Regional scored higher than the local district most of its students would attend given their residence. On grades 7 and 8 ELA Cornville Regional scored 4.3% and 6.97% below the local district. Cells with an asterisk * are not completed due to small n size and maintaining student confidentiality.

The percentage of learners met or exceed proficiency with the spring 2017 administration of the Reading NWEA was 50%. The spring 2018 reading NWEA showed 46% of learners met or exceeded proficiency. Due to the school’s increase in students from the 2016-17 school year to the 2017-18 school year the 4% variance is insignificant.

The percentage of learners met or exceed proficiency with the spring 2017 administration of the math NWEA was 42%. The spring 2018 math NWEA showed 38% of learners met or exceeded proficiency. Due to the school’s increase in students from the 2016-17 school year to the 2017-18 school year the 4% variance is insignificant.

Student Academic Growth

Measure	Target	Results	Met/Did Not Meet/partially met
Growth on school selected standardized test in reading. (CPAA)	Percent of learners who make their growth target in each of the reading concept areas with the Fall administration of CPAA creating the baseline with which the goal will be established from and the Spring administration establishing the endpoint on a yearly basis.	NA 17-18 was the school’s first year with preK	NA

Growth on school selected standardized test in math. (CPAA)	Percent of learners who make their growth target in each of the reading concept areas with the Fall administration of CPAA creating the baseline with which the goal will be established from and the Spring administration establishing the endpoint on a yearly basis.	NA 17-18 was the school's first year with preK	NA
Growth on school selected standardized test in reading. (NWEA)	10% percent increase in the percentage of learners who meet their individual growth targets with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.	NA Spring 2018 established a baseline for spring to spring comparison.	Met
Growth on school selected standardized test in math. (NWEA)	10% percent increase in the percentage of learners who meet their individual growth targets with the Spring administration of the Math NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.	NA Spring 2018 established a baseline for spring to spring comparison.	Met
Growth on school selected standardized test in developmental school readiness (DIAL)	Percent of learners who make growth in their score towards school readiness with the Fall administration of the DIAL being the baseline and the Spring administration establishing the endpoint.	Due to small class size and maintaining student confidentiality results are not publicly available.	Not publicly available
Same cohort growth on State Assessment in ELA	Percent of proficient learners at each grade level will increase compared to the proficiency from the year before. (I.e.comparing 2015 7th graders to 2016 8th graders.) Percentage of learners who are continuously enrolled.	Insufficient data, see below	NA
Same cohort growth on State Assessment in math	Percent of proficient learners at each grade level will increase compared to the proficiency from the year before. (I.e.comparing 2015 7th graders to 2016 8th graders.)	Insufficient data, see below	NA

	Percentage of learners who are continuously enrolled.		
Successive cohort growth on State Assessment in ELA	Percent of proficient learners at each grade level will increase compared to the proficiency from the year before. (I.e.comparing 2015 7th graders to 2016 8th graders.) Percentage of learners who are continuously enrolled.	Insufficient data, see below	NA
Successive cohort growth on State Assessment in math	Percent of proficient learners at each grade level will increase compared to the proficiency from the year before. (I.e.comparing 2015 7th graders to 2016 8th graders.) Percentage of learners who are continuously enrolled.	Insufficient data, see below	NA

Discussion

Cornville Regional Charter School established baseline data with 2017-18 NWEA testing. The Early Childhood Campus screened 22 PreK learners. Due to small class size and maintaining student confidentiality results are not publicly available.

Testing using the same MEA was completed in 2016, 2017, and 2018. However, due to small class sizes and maintaining student confidentiality there are insufficient data to report on cohort growth in math and reading.

Achievement Gaps in Proficiency and Growth Between Major Student Subgroups

Measure	Target	Results	Met/Did Not Meet/partially met
Decrease gaps in proficiency between major learner subgroups on Maine State Assessment	Percent of learners in identified subgroups reaching proficiency as measured by the state assessment in tested grades in reading and math.	Gaps were either unchanged or had an increase from 2017 to 2018.	Did not meet
Decrease gaps in proficiency between major learner subgroups on NWEA.	Percent of learners in identified subgroups reaching proficiency as measured on the NWEA in grades K - 12 in reading and math.	Results reported below	Met
Decrease gaps in growth between major learner subgroups on NWEA.	Percent of learners in identified subgroups meeting their individual growth target goals as measured on the NWEA in grades K - 12 in reading and math.	Results reported below	Met

Discussion

	ELA % proficient	
	2017	2018
Econ. Disadvantaged	29.63	19.44
Non Econ. disadvantaged	44.44	42.86
Female	40.91	41.07
Male	30.43	15.52

	Math % proficient	
	2017	2018
Econ. Disadvantaged	16.67	12.5
Non Econ. disadvantaged	19.44	33.33
Female	20.45	21.43
Male	15.22	18.97

In ELA the non-economically disadvantaged group had a substantial change from 2017 to 2018 in percent proficient, while the economically disadvantaged group saw a decline in performance. This resulted in an increase of the achievement gap. The proficiency of the female group was unchanged, but the male group decreased in percent proficient resulting in an increase of the achievement gap.

In math the economically disadvantaged group declined in percent proficient while the non disadvantaged group increased in percent proficient, increasing the achievement gap. There was an insignificant decrease in the achievement by sex from 2017 to 2018.

The table below shows the percent proficient by subgroup. Special education subgroup data are not provided for proficiency due to small 'n' size and maintaining student privacy.

PROFICIENCY	Reading percent proficient	Math percent proficient
Economically disadvantaged	41%	33%
Non-economically disadvantaged	55%	45%
Male	36%	38%
Female	58%	38%

There are gaps among subgroups proficiency, most noticeably in reading.

The table below shows the percent of students meeting their individual growth target by subgroup. Certain Economically disadvantaged subgroup and special education subgroup data are not provided for growth due to small 'n' size and maintaining student privacy*.

GROWTH	Reading % meeting growth target	Math % meeting growth target
Special Education	52%	*
Non- special education	53%	*
Economically disadvantaged	56%	45%
Male	51%	45%
Female	52%	45%

Subgroup data for students meeting their individual growth target are relatively stable across subgroups.

Section 5: Attendance and Enrollment

Student Attendance

Measure	Target	Results	Met/Did Not Meet/partially met
Average Daily Attendance Rate	The average attendance rate as reported in the MEDMS data system for the Early Childhood Center and Cornville Campus will be at or above 94%. For the Downtown Campus it will be at or above 85%.	Early Childhood Campus = 88% Cornville Campus = 90% Downtown Campus = 92%	Partially met

Discussion

The Early Childhood Campus missed the goal by 6%. The Cornville Campus missed the goal by 4%. The campus had a very hard winter with illness. The school is planning parent education for the 18-19 school year on the importance of attendance. It also plans to more strictly implement its attendance and truancy policies.

The average attendance rate for the Downtown Campus was 92%. Therefore, this campus reached its goal of 85%.

Enrollment from Year to Year

Measure	Target	Results	Met/Did Not Meet/partially met
Learner re-enrollment from one year to the next	90% of learners across all age ranges will re-enroll from one year to the next.	K-5 = 88% 6-8 = 88% 9-12 = 100%	Partially met
Learner enrolled continuously for multiple years	90% of learners across all age ranges will re-enroll from one year to the next.	K-5 = 83% 6-8 = 88% 9-12 = 100%	Partially met

Discussion

CRCS fell 2% short of the reenrollment target for both the K-5 range and the 6-8 range. Ninth graders had 100% reenrollment for the 18-19 school year.

At the end of 2018, CRCS had 83% of learners in grades 1 - 5 maintain enrollment and 88% of learners in grades 6-8 maintain enrollment, as well as all 9th graders remaining enrolled. Kindergarten learners were excluded from this data because they were not yet eligible to be enrolled for multiple years.

Section 6: Finances

Financial Performance and Sustainability

Measure	Target	Results	Met/Did Not Meet/partially met
Budget versus actual revenue and expenditures	Annual budget to actuals will not have a shortfall or difference of 10% from projections. Quarterly financial reports must be made available to the authorizer. Annual financial audit by a qualified, certified public accountant or public accountant certified by the board of accountancy must be submitted to the Maine State charter School Commission.	CRCS is currently projected to end with an 18% surplus of its budget. Quarterly financials and the annual audited financial statements were submitted to the Commission.	met

Discussion

CRCS projected to end 58.9% of budgeted net income, with an 18% surplus. The school experienced some unforeseen financing costs and construction expenses on the downtown campus during FY2018.

Section 7: Governance Board Performance and Stewardship

Governance Board Performance and Stewardship

Measure	Target	Results	Met/Did Not Meet/partially met
Public accountability – Transparent, responsive, and legally compliant Board operations	Board will meet one time per month at a minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes. 100% of Governing Board agendas and minutes are made available to the public.	The CRCS board met monthly. Governing board bylaws are in place. Agendas and minutes are posted on the school’s website.	Met

Discussion

The CRCS board met monthly. Meetings were held at all three school locations on a rotating basis. The school’s governing board’s bylaws are in place. Governing board meeting agendas and minutes are posted on the school’s website.

The school’s governing board members have experience in education, businesses, and non-profit organization.

Section 8: Facilities & Maintenance, Food Service, and Transportation

Adequacy of Facilities Maintenance in Support of Program

Measure	Target	Results	Met/Did Not Meet/partially met
Facility meets State standards	Facility will meet all applicable state expectations for public schools. Annual review of maintenance for facility Observation during authorizer visits. Facility records, policies, and procedures available on request. Capital Improvement Plan	The facilities meet all applicable state expectations for public schools according to documentation submitted to the Maine Department of Education.	Met

Discussion

The school is working on a comprehensive Capital Improvement Plan. The school reports the Cornville Campus is in need of facilities upgrades including septic and roof.

Transportation

Measure	Target	Results	Met/Did Not Meet/partially met
Record of costs and learner utilization	Pick-up and drop off by a certified bussing company which will not exceed budgeted amount.	8.14% under budget	Met

Discussion

The school has a contract with a local bus service. The cost of transportation for the 17-18 did not exceed the unbelted amount.

Food Service

Measure	Target	Results	Met/Did Not Meet/partially met
Record of costs and learner utilization	Breakfast, lunch, and milk program will be available for those that qualify for free/reduced criteria. These programs will meet federal and state guidelines for food service and will not exceed budgeted amount. Contract for food service,	Meals meeting state guidelines were provided during the 17-18 school year. Food survey was completed.	Met

	Record of costs and learner utilization, Survey learners and parents annually regarding satisfaction food (quality and cost).	Revenue – 10% under budget Expenses – 3.33% under budget	
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Discussion

Breakfast, lunch, and milk program were available for those that qualify for free/reduced criteria. These programs met federal and state guidelines for food service.

Food service did not exceed budgeted amount.

The school reported that feedback from a survey given to parents and learners indicated that they wanted a change in the meal program including more options. In the 2018-19 school year the school will be contracting with the Maine Meals and will be locally sourced and locally managed.

Section 9: School Climate

School Social and Academic Climate

Measure	Target	Results	Met/Did Not Meet/partially met
Climate Measure 1: Instances of bullying, harassment, or other abusive practices	School will report the number of behavioral incidents using the state and federal reporting requirements.	Incidents were not reported to MDOE in accordance with reporting guidelines.	Did not meet
Confidential survey of parents, staff, and learners.	School will gather and respond to family, learner, and staff perceptions of the quality of the school's social and academic climate. Participation goals for the 2017-2018 year are as follows: <ul style="list-style-type: none"> • 50 family responses • 90% of learners in grades 3-12 will participate • 90% participation by staff 	Participation for the spring 2018 survey administration: <ul style="list-style-type: none"> • 62 family responses • 85% of learners in grades 3-12 participated • 35% participation by staff 	Partially met

Discussion

CRCS did not report its behavioral incidences to MDOE using state and federal reporting requirements. One incident requiring reporting was not included in the school's certified report, and was not amended after receiving notification of this from MDOE.

After a rise in negative behavior the school increased its supports for learners and increased its contract with Maine Behavioral Health. The school reports its leadership team will be participating in training and discussions and reviewing policies/practices around student behavior for consistency.

In the Spring of 2018, 62 families responded to the Family Survey, exceeding the 50 response target. Of 125 eligible learners (grades 3-9) 106 learners participated in the Student Surveys for 85% participation-5% short of the 90% goal. 8 of 23 staff responded to the Staff and Teacher survey for 35% participation. The school reports plans to educate staff regarding the importance of the survey and hopefully increase participation in 2019.

Section 10: Parent and Community Engagement

Parent and Community Engagement

Measure	Target	Results	Met/Did Not Meet/partially met
Parent Communication	<p>Parents and guardians will be sent a newsletter periodically from the office. A hard copy will be provided upon request if access to email is unavailable.</p> <p>Percentage of parents who subscribe to the newsletter/Facebook pages electronically and hard copy.</p>	Email sent home weekly	Met
Parent participation in the operation of the school	<p>Goal is to have all families involved in the school community in ways that are meaningful to parents. Parents and guardians will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year.</p> <p>(Includes field trip chaperones, learner interest group facilitator, volunteering, PTF sponsored events, PTF meetings, classroom and school wide events, board meetings, etc)</p>	80% of families participated in 1 or more activities throughout the year.	Met
Parent participation in their children's education	90% of parents and learners will participate in at least 1 of the celebrations of learning that happens during the year.	90% of families and learners attend at least 1 celebration of learning throughout the school year.	Met
Parent Communication	<p>The percentage of parents of learners who would respond favorably that their learner are able to persevere through setbacks to achieve important long-term goals will increase from 45% to 55%. School will identify a yearly goal as set by the panorama survey results and verified by the Charter Commission.</p>	This question was not a part of the bi-annual short survey, but will be administered again in 2019.	NA
Parent Communication/Climate	The percentage of parents of learners who would respond favorably that the school's overall	This question was not a part of the bi-annual short survey, but will be	NA

	<p>approach to discipline works for their child will increase from 66% to 71%. School will identify a yearly goal as set by the panorama survey results and verified by the Charter Commission.</p>	<p>administered again in 2019.</p>	
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Discussion

During the 2017-18 school year CRCS emailed families on a weekly basis to communicate with families.

80% of families participated in 1 or more activities such as field trip chaperone, learner interest group facilitator, volunteer, PTF sponsored events, PTF meetings, classroom and school wide events, and board meetings, exceeding the 70% target.

90% of families and learners attend at least 1 of our celebrations of learning, meeting the 90% target.

The Panorama Survey in 2018 was a short survey. The full survey will be administered again in 2019 and the school will be able to measure progress on its targets at that time.

Section 11: Administration

During the 2017–18 school year CRCS contracted with a consultant to assist the school in developing short and long term plans and goals. The consultant assisted the school’s Executive Director in building a strong administrative team. The team now meets regularly to plan and make decisions. The team reported at the schools MCSC visit that the administrative team has become stronger and more cohesive. The team consists of the Executive Director, the special education director, two principals, the operations director, the executive assistant, and the CFO.

Section 12: Evidence of Mission and Vision Implementation

(See Page 2 for School's Mission and Vision)

During the 2017-18 school year the school's Mass Customized Learning vision was at the top of its priorities. The Early Childhood Campus implemented multiple programs which are tailored towards the individual learners needs and success. At the Cornville Campus, learners continued to be grouped and re-group based on individual needs both academically and socially.

The school hired Maine Behavioral Health Organization as a consultant for the Cornville Campus (k-8) and Skowhegan Campus (9–10) which, according to the school, played a large role in the its ability to individualize socially for each learner. The school reports the Skowhegan Campus began to implement Mass Customized Learning vision.

Section 13: Commendations and Concerns

Commendations

- Opening of two additional facilities and addition of grade levels
- Active governing board
- Safety- safety plans, cameras, teacher awareness, drills and meeting with sheriff

Concerns

- Rate of teacher and staff turnover
- Chronic absenteeism
- Lack of appropriate reporting of behavior incidents in state reporting system
- Timely completion of new facility renovations
- Small governing board
- Clarity of leadership team- roles, responsibilities, skill development, at building level, curriculum level and district level
- Follow through of Strategic Design
- Follow through of IEP development and staff to carry out appropriate plans
- Consistency of RTI process across all levels