



Cornville Regional Charter School

1192 West Ridge Rd.

Cornville, Maine 04976

www.cornvilleregionalcharterschool.org

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2016

Table of Contents

CHARTER RENEWAL PROCESS	2
SCHOOL INFORMATION	3
OVERVIEW	5
PERFORMANCE INDICATORS	6
ACADEMIC PERFORMANCE	7
ATTENDANCE AND REENROLLMENT	11
GOVERNANCE AND OPERATIONS	13
FISCAL PERFORMANCE AND SUSTAINABILITY	15
ADEQUACY OF FACILITIES	18
PARENT AND COMMUNITY SUPPORT, STUDENT INVOLVEMENT	20
SCHOOL CLIMATE	23
EFFECTIVE LEADERSHIP	26
INSTRUCTIONAL QUALITY	27
COMPLIANCE WITH CONTRACT AND LAWS	28
COMMENDATIONS AND RECOMMENDATIONS	29
APPENDIX A – CRCS SELF-ASSESSMENT 2016	
APPENDIX B – CRCS PERFORMANCE INDICATORS	
APPENDIX C – CRCS END OF YEAR REPORTS	

Charter Renewal Process

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

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

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

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

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

- A. Ground its decisions in evidence of the public charter school's performance over the term of the charter in accordance with the performance framework under §2409;
- B. Ensure that data used in making renewal decisions are available to the public charter school and the public; and
- C. Provide a public report summarizing the evidence basis for each decision.

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or: committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter

contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.

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

The following public charter school performance report shall be issued no later than June 30th, 2016, Cornville Regional Charter School's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Cornville Regional Charter School's (CRCS) performance record to date, and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. CRCS will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

School Name	Cornville Regional Charter School (CRCS)
Address	1192 West Ridge Road Cornville, Maine 04976

Governing Board	
Board Chair	Jean Walker
Board Vice Chair	Stephanie Miller
Board Secretary	Lorri Cahill
Board Member	Beth Enmann
Board Member	Jason Herrick

Executive Director	Rich Abramson
Principal	Travis Works

Year Opened	2012-2013 school year
Years in Operation	4
Number of Sending Districts	9
Grades Served	K-8
Current Enrollment	121 (Oct. 1 count - 2015)
Number of Students on Waiting List	39

Cornville Regional Charter School 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 121 students in multi-age learning groups and will expand to 132 students in the fall of 2016, kindergarten through grade eight, which is its maximum enrollment number as identified in its charter contract.

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 evident 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.

At the end of each of the past 4 school years, an announced on-site monitoring visit was made to CRCS. The Maine Charter School Commission (MCSC) review team of 3 Commission members, MCSC staff, and Department of Education Special Education representative held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. 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. The following table shows CRCS's Performance Indicators and whether those targets were met, partially met, or not met in each of the school's first 3 years of operation.

CRCS' Performance Indicators¹

Indicator	2016			2015			2014			2013		
	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency ²	See footnote 2				X ³			X ⁴		X		
Student Academic Growth ⁵	See footnote 5				X ⁶		X				X ⁷	
Achievement Gaps in proficiency and growth between major student subgroups ⁸	See footnote 5			See footnote 8			See footnote 8			See footnote 8		
Student Attendance	X			X			X			X		
Recurrent Enrollment from Year to Year	X			X					X ⁹		X ¹⁰	
Financial Performance and Sustainability	X			X			X			X		
Governance Board Performance and Stewardship	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
School Social and Academic Climate	X				X ¹¹		X			X		
Parent and Community Engagement	X			X			X			X		

¹ For Performance Indicators see appendix B

² State test scores have not been released at the time of this report and will be added when available.

³ CRCS students scored equal to or higher than the state average in 4 grade level subject area Smarter Balanced tests.

⁴ 80% target for mastery of all PLP performance Indicators, 62% met

⁵ State test scores have not been released at the time of this report and will be added when available.

⁶ Student Academic Growth: 69.6% of students when including those who were within 1% of their Individual Growth Target

⁷ CRCS test results were inconsistent. See page 8.

⁸ Establishing a baseline in this area.

⁹ 90% enrollment target, 78% actual re-enrollment

¹⁰ Reenrollment was 89%, missing the 90% target. Continuous enrollment over multipole years was not applicable in Year 1.

¹¹ Student Social and Academic Growth: Student Survey not conducted

Academic Performance

- Student Academic Proficiency: State Assessments
- Student Academic Proficiency: School Selected Assessments
- Student Academic Growth: State Assessments
- Achievement Gaps

Year 1, 2012 – 13

CRCS met its requirement of setting baseline for Academic Proficiency.

CRCS partially met in the area of Academic Growth due to the inconsistency in various test scores during the year. NWEA testing showed inadequate growth; however, DRA, Saxon Math, and DPVA math assessments revealed exceptional growth in math and adequate progress in reading.

Year 2, 2013 – 2014

CRCS partially met its goals for Student Academic Proficiency

Targets met:

- State Assessments - *3% increase proficiency on NECAP Reading and Math.*
- School Developed Assessments - *10% will master 75% of PLP Performance Indicators*
10% will master 50% of PLP Performance Indicators
(Actual percentages and numbers not reportable due to small size)

CRCS met its goals for Student Academic Growth

- Value added nationally normed Individual and group assessments for English and Math-
NWEA given pre/post to show 3% increase.

Targets not met:

- School Developed Assessments - *80% will master all PLP Performance Indicators*
(62% of students met all indicators).

Actual percentages and numbers for School Developed Assessments were not reportable due to small size and maintaining student confidentiality.

NWEA math data showed that 88% of students had growth in RIT (Rasch Unit¹²) scores. NWEA reading data showed 88% of student having growth in RIT Scores between fall and spring.

End of year DRA data showed that of the 90 students assessed, 56 students were at grade level.

NECAP data showed 28 students tested in both 2012 and 2013. In reading, 15 students (54%) made 1 year's growth. In math, 17 students (61%) made a year's growth.

¹² The difficulty and complexity of each NWEA MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

Year 3, 2014 – 2015

CRCS partially met its goals for Student Academic Proficiency

Targets partially met:

- State Assessments
 - Percent of grade 3-8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
 - Percent of grade 3-8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- School Developed Assessments
 - Pilot Empower

Targets not met:

- School Developed Assessments
 - 65% of students will meet or exceed proficiency on NWEA in reading
 - 50% of students will meet or exceed proficiency on NWEA in math

CRCS met its goals for Student Academic Growth:

- State Assessments
 - Same cohort growth on State Assessment in ELA – establish baseline
 - Same cohort growth on State Assessment in math– establish baseline
- School Developed Assessments
 - 70% of students will meet their individual growth target in reading (NWEA)
 - 60% of students will meet their individual growth target in math (NWEA)
 - 80% of students will make a minimum of 1 level of growth on their DRA

CRCS students in grades 3-8 participated in the state Smarter Balanced testing. School-wide results are reported below. Individual grade level data are not reportable due to small class size and maintaining student confidentiality. CRCS students scored equal to or higher than the state average in four out of 18 grade level subject area Smarter Balanced tests.

School-wide Smarter Balanced Results

	% level 3 or above
ELA	40.63%
Math	23.08%
Science	63.16%

59.5% of students met or exceeded proficiency on NWEA in reading and did not meet the goal of 65%.

47.4% of students met or exceeded proficiency on NWEA in math, falling short of the 50% goal.

On the NWEA Reading Assessment 64.6% of students met their individual growth target. The target of 70% was missed by 5.4%.

On the NWEA Math Assessment 63.6% of students met their individual growth target, exceeding the 60% goal.

On the DRA 90.6% of students made a minimum of 1 level of growth, which exceeds the goal of 80% by about 10%.

Year 4, 2015 – 16

CRCS partially met its goals for Student Academic Proficiency on School Developed Assessments.

Target met:

- Spring - 80% of students will meet their PLP goals

Targets not met:

- 70% of students will meet or exceed proficiency on NWEA in reading
- 55% of students will meet or exceed proficiency on NWEA in math

CRCS partially met its goals for Student Academic Growth on School Developed Assessments.

Target met:

- 80% of students will make a minimum of 1 level of growth on their F&P assessment

Targets not met:

- 75% of students will meet their individual growth target in reading (NWEA)
- 65% of students will meet their individual growth target in math (NWEA)

100% of learners met their PLP goals, exceeding the 80% target.

65% of learners met or exceeded proficiency on NWEA in reading at the end of the year, 5% shy of the 70% target.

51% of learners met or exceeded proficiency on NWEA in math at the end of the year, 4% below the 55% target.

58% of learners met or exceeded their growth target from Fall to Spring in reading as assessed by the NWEA, falling 17% below the 75% target.

63% of learners met or exceeded their growth target from Fall to Spring in math as assessed by the NWEA, falling 2% below the 65% target.

100% of learners made a minimum of 1 level of growth this year on their Fountas and Pinnell reading assessment, exceeding the 80% target. (This percentage does not include the learners that had already tested at a level Z (the maximum) in the Fall and maintained that level throughout the year).

Note: Data for the following targets will be added to this report when they become available.

Student Academic Proficiency

- State Assessments
 - Percent of grade 3-8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
 - Percent of grade 3-8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.

Student Academic Growth:

- State Assessments
 - Same cohort growth on State Assessment in ELA – establish baseline
 - Same cohort growth on State Assessment in math– establish baseline

Summary

The population at CRCS has ranged from 61 students in year one to 122 in year 4. The small population makes it difficult to make general statements about data, as they are easily skewed with the small student count.

CRCS has been quick to analyze data and respond to their implications. After year one, CRCS noticed math was a relative weakness as compared to other subject areas overall and, in response, changed its math curriculum.

CRCS groups and regroups students to meet identified student targets. The school analyzes the school-wide needs and adjusts for each individual student's needs.

At the end of year monitoring visit in year four, the MCSC review team was impressed by the students' comfort and familiarity with their learning goals and use of language to express them. Also, the review team was impressed with the integration of technology that facilitated and supported student learning.

CRCS has seen student growth in academics; however, because CRCS has set aggressive targets and continues to strive for high performance it appears math is an area of relative weakness. In response CRCS has responded with a change in curriculum, training for teachers, and continual monitoring of data in-house and using the NWEA.

Attendance and Reenrollment

- Average Daily Attendance
- Student re-enrollment
- Continuous enrollment for multiple years

Year 1, 2012 – 2013

CRCS met the target of:

- average daily attendance rate of 94%

CRCS did not meet the target of:

- student reenrollment from one year to the next of 90%

The average daily attendance rate was 96%. The reenrollment rate was 89%, 1% below the 90% target.

Year 2, 2013 – 2014

CRCS met the targets of:

- average daily attendance rate of 94%.

CRCS did not meet the targets of:

- student reenrollment from one year to the next of 90%.

The average daily attendance rate was 94%. The reenrollment rate from 2013-14 to 2014-15 was 78%, 12% below the goal of 90%. Because of the low student population, the departure of a family group resulted in a lower reenrollment rate.

Year 3, 2014 – 2015

CRCS met the targets of:

- average daily attendance rate of 94%
- 90% of students enrolled on state “count day” who are still enrolled on the last day of school
- 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year
- 75% of students enrolled continuously for multiple years

The average daily attendance rate was 94%, meeting the 94% target.

93% of students enrolled on state “count day” were still enrolled on the last day of school, exceeding the 90% target.

90% of the student body eligible for re-enrollment at the end of the year indicated their intent to return the following school year, meeting the 90% target.

75% of students enrolled continuously for multiple years, meeting the 75% target.

Year 4, 2015 – 2016

CRCS met the targets of:

- average daily attendance rate of 94%
- 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year

CRCS did not meet the targets of:

- 90% of students enrolled on state “count day” who are still enrolled on the last day of school

CRCS is still in the process of determining:

- 75% of students enrolled continuously for multiple years

The average daily attendance rate was 97%, exceeding the 94% target.

97% of the student body who were eligible for re-enrollment at the end of the year indicated their intent to return the next year, exceeding the 90% target.

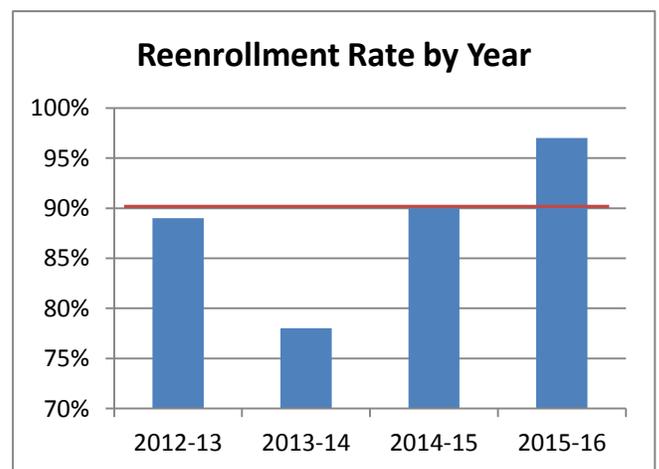
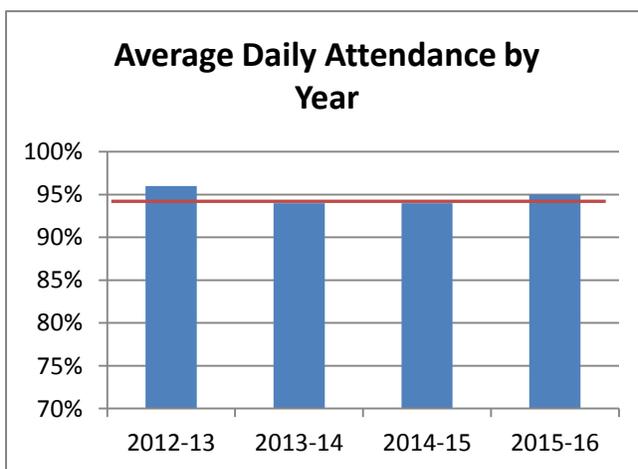
87% of students enrolled on state “count day” were still enrolled on the last day of school, 3% shy of the 90% target.

In its 4th year, CRCS requested, and was granted, an increase in enrollment capacity from 132 to 144. CRCS was able to fill those seats during the school year.

Summary

CRCS’s average daily attendance rate has been at or above the 94% target every year for the first four years of operation.

After a dip in the percentage of eligible students reenrolling for the following year at the end of year two, CRCS has seen an increase in reenrollment in both years three and four.



Governance and Operations

- Public accountability
- Transparent Board Operations
- Responsive Board Operations
- Legally compliant Board operations

Year 1, 2012 – 2013

CRCS met the targets of:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

Board meetings were held monthly. The school's application showed evidence of bylaws and policies being in place and the policies were regularly reviewed. Oversight of school leadership was observed. The Governing Board members stated at the end of year monitoring visit that they have open and honest dialogue, work well together and put students first in making decisions. They developed procedures for subcommittee and whole board work, adopting Principles of Good Practice for Boards of Trustees. They also indicated wanting to increase membership to 7 members.

Year 2, 2013 – 14

CRCS met the targets of:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

Board meetings were held monthly. The Governing Board was very active with forms and policies, and being inclusive, responsive, and compliant. At the end of year visit the MCSC review team noted that oversight of the school's leadership was very evident.

Year 3, 2014 – 15

CRCS met the targets of:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

The CRCS Governing Board continued to employ a school Principal to fill a vacancy on the Administrative team. Another accomplishment of the CRCS Board was its attendance of a board training sponsored by Maine Association for Charter Schools (MACS). Meeting agendas and minutes were posted on the school's website and 1-5 parents attended most meetings.

Challenges faced by the Board included turnover of Board members, finding Board members with skill sets to replace outgoing board members, and a conflict between Board members. Ultimately, the conflict issue resulted in stronger communication among the Board members.

Year 4, 2015 – 16

CRCS met the targets of:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

All board agendas and minutes are posted on the school's website.

The CRCS Board passed new bylaws which include a new process for adding new members to the Board. There is now a process of application, resume, and interview. The Board would like an additional member with financial experience.

The CRCS Board created a calendar outlining how it will review elements of its charter contract each month and found it an effective way of keeping the Board aware of the requirements in the charter contract.

Summary

The CRCS Governing Board has remained small, but active during the first 4 years of operation. The board struggled at times with turnover of Board members and finding Board members with skill sets to complement the current skills.

A conflict between Board members in the third year led to stronger communication and a change in Board members. In the fourth year two board members resigned due to other obligations, leaving the board with seats to fill. The Board changed its bylaws, and as a result, this allowed the Board to be more diverse in terms of skills and background.

During the 2015-16 school year, year 4, CRCS received a parent complaint initially regarding a student injury on the playground. Both the Board Chair and the Principal worked with outside resources, including legal counsel and an independent investigator, to determine the validity of the claims. It was found that there was no evidence to support the claims. Additionally, the school took responsive and appropriate steps in educating staff and revising policies.

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2012 – 13

CRCS met the targets of:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

CRCS provided monthly financial reports and evidence that the reports were viewed by the governing board monthly, and if monthly financials vary more than 5% the item is flagged for governing board consideration. The budget reflected commitment to professional development.

Year 2, 2013 – 14

CRCS met the targets of:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

There were monthly financial reports and evidence of review by the Governing Board monthly. Budget showed balance and sustainability; a \$480,000 Federal multi-year grant was awarded to the school.

An annual financial audit was completed for FY 2013, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Year 3, 2014 – 15

CRCS met the targets of:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

CRCS provided monthly financial reports and evidence that the reports were viewed by the governing board monthly, and if monthly financials vary more than 5% the item was flagged for governing board consideration. The school produced monthly financial reports and evidence reviewed by governing board monthly through agenda item. The CRCS Budget for 2014-2015 ended with a cash reserve of \$110,000.

CRCS received funds from a federal grant that will end in September 2016. In response to family feedback \$70,000 was moved within the budget from Technology to Agricultural Education. Those funds were used to purchase a tractor and greenhouse.

An annual financial audit was completed for FY 2014, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Year 4, 2015 – 16

CRCS met the targets of:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

At the annual monitoring visit with the MCSC the Board chair expressed that there had been frustration around getting CRCS' finances sorted out so the board knows what the budget looks like. She also reported that they will not be using the same auditor next year, as he continues to file extension after extension.

The CRCS Board reported at the annual monitoring visit that it was not getting a monthly financial report in writing because the CFO was in limbo waiting for the audit. The CRCS board members stated that internal controls are in place and that CRCS was building a budget for next year.

An annual financial audit was completed for FY 2015, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Summary

During the course of 4 years, CRCS has maintained stable financials and fiscal sustainability. Financials are reviewed regularly by the board and an annual audit has been conducted for each fiscal year.

In year 2 the school received funding through a highly competitive multi-year Federal grant for \$480,000, which benefitted the school greatly in terms professional development and instructional quality. CRCS teachers have participated in many conferences and professional development activities, either presenting, coaching, or hosting other schools in learning from their proficiency-based and mass customized learning approach.

The multi-year federal grant also allowed for increasing the agricultural education component including an agricultural education teacher, building of a greenhouse, creation of a garden and chicken coops.

Within its budget, CRCS has maintained and improved its facilities.

Audits were conducted for Fiscal Years 2012-2015. There were no findings or other matters about which the auditor or the Maine Department of Education had concerns.

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2012 – 13

CRCS met the targets of:

- Facility will meet all applicable state expectations for public schools

The school building was reported to be in good overall condition. There were no major problems discovered with the building, the heating system, the water, or sewer.

In an attempt to save heating costs CRCS was planning to pursue alternative heat by trying to obtain a new heating system through grants for a Bio Mass or pellet heating system. This would be to reduce its carbon footprint, and to use a renewable Maine resource.

CRCS also planned to pursue solar heating systems, both passive and active, to help meet the needs of heating/ hot water and electric. This pursuit was expected to take more time and was to be based on grant and private funding availability.

At the end of the 2012-2013 school year there did not appear to be any need for capital improvements other than the long term goal for changing the heating system over to an alternative source.

Year 2, 2013 – 14

CRCS met the targets of:

- Facility will meet all applicable state expectations for public schools

At the end of the 2013-14 school year CRCS' Capital Improvement plan including items such as getting roof leaks patched, working on the library and art rooms, and repairing the parking lot. At the annual monitoring visit the MCSC review team reviewed evidence of building committee meetings. In the spring of 2014 CRCS purchased a two-room modular building to serve as the school's library.

Year 3, 2014 – 15

CRCS met the targets of:

- Facility will meet all applicable state expectations for public schools

Every room and space at CRCS was being used. Space was to be reorganized to allow for speech, OT and counseling. The two-room modular building continued to be used for the library and Agricultural Education.

Year 4, 2015 – 16

CRCS met the targets of:

- Facility will meet all applicable state expectations for public schools

The CRCS facility met all applicable state expectations for public schools. At the end of the school year CRCS was investigating the purchase of a new heating system.

Summary

Upon opening, the school building was found to be in good overall condition. At the end of year two CRCS added a modular building to its facility. By year three every room and space at CRCS was being used to capacity, and in year four, space was reconfigured and used creatively.

Parent and Community Support, Student Involvement

- Partnerships
- Communications system
- Parent participation in their children's education and in operation of the school

Year 1, 2012 – 13

CRCS met the targets of:

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from parents in PLP meetings

CRCS set a goal to have all families involved in the school community in ways that are meaningful to parents and the school, and chose to seek 80% parent participation moving forward. A list of engagement opportunities was provided to parents and community members throughout the school year. Records were kept of volunteer and parent participation. At the end of year monitoring visit, parents in the focus group expressed strong support and appreciation for the school. They appreciated good communication between school and home, citing such examples as the Principal's Friday newsletter, and the transparency of the Governing Board and the dialogue afforded them at Board Meetings.

Year 2, 2013 – 14

CRCS met the targets of:

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from parents in PLP meetings

All students participated in student interest groups and community service, and students seemed positive about the community service experience. Parent Communication was conducted through surveys, letters, and principal's blog. There was an active PTF; it participated in the PLP plan, conferences, and attended Board meetings. Evidence of strong teacher/ parent communication was noted by the MCSC review team at the end of year visit.

Parents received weekly newsletters, and participated in PLP meetings and participated in activities.

Year 3, 2014 – 15

CRCS met the targets of:

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from students and 90% participation from parents in PLP meetings and goal setting on PLPs

100% of students were involved in student interest groups. More than 20 student interest groups were offered over a 2-day period. All parents were subscribed to the CRCS electronic weekly newsletter. 10% of families had requested a hard copy, which was provided to them. Parents attended Board meetings and reported feeling welcome to visit or volunteer at CRCS. Parents attended CRCS Board Meetings, with typically 1-5 parents in attendance at each meeting.

Community Partnerships included: Maine Huts and Trails, USDA Cooperative Extension, Maine Academy of Natural Sciences, and Atlantic Salmon Federation.

Year 4, 2015 – 16

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from students and 90% participation from parents in PLP meetings and goal setting on PLPs

100% of learners participated in student interest groups throughout the year, meeting the target.

100% of parents were sent a weekly newsletter from the office, meeting the target. At the annual monitoring visit, parents reported being very pleased with the weekly personalized newsletter emailed to them with information from each of the student's teachers. They also appreciated the newsletter sent home from the office.

On the spring 2016 Panorama Education Survey, 44 parents/guardians participated in the Panorama Education survey for CRCS. When asked how they felt about communication with the school, over 90% responded favorably, exceeding the 80% target.

CRCS believes that 100% of parents were invited and a minimum of 70% of parents participated in 1 or more activities throughout the year, meeting the target, but stated that they need to create a better way to track and report this data.

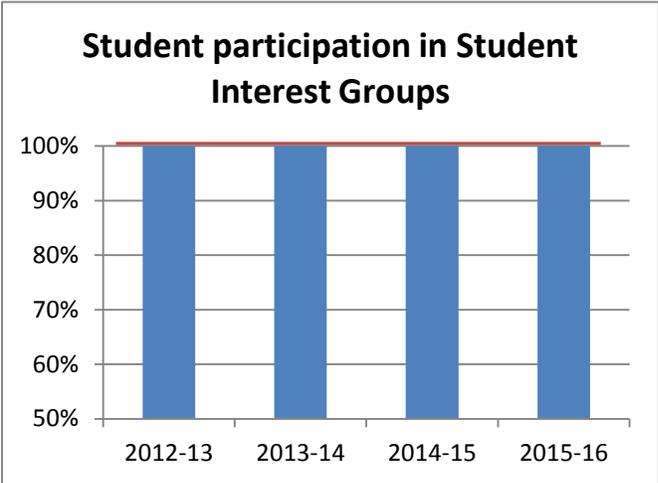
100% of CRCS learners participated in PLP meetings. 90% of families participated in conferences.

Summary

CRCS has forged and maintained strong parent, family, and community relationships in its first charter term. Additionally, student involvement in goal-setting, and community volunteering has increased, resulting in students who are invested in their education and community.

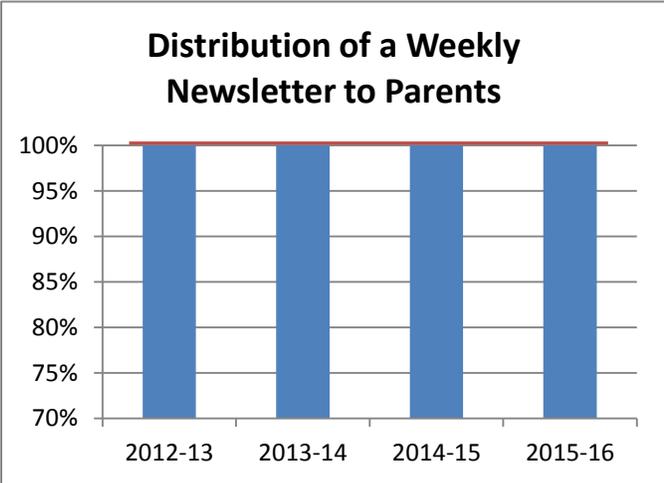
100% of parents have been invited to activities throughout each school year.

100% of students participated in PLP meetings and goal setting on PLPs



100% of students have participated in student interest groups each of the first four years of CRCS' operation.

100% of parents have been sent a weekly newsletter from the office either via email or a hardcopy.



School Climate

- Confidential survey of parents, staff, and students
- Fewer instances of bullying, harassment, or other abusive practices
- emotional/social growth of students

Year 1, 2012 – 2013

CRCS met the targets of:

- School will report the number of behavioral incidents using the state and federal reporting requirements
- Surveys administered to students and distributed to parents

CRCS conducted parent and student surveys. Parents reported feeling welcome and respected, an atmosphere of open communication, and that they would recommend the school to other parents. Students reported that they liked student interest groups, they would recommend CRCS to other students, they felt safe at school, and they felt their teacher cares about them.

CRCS maintained the same state and federal reporting requirements as all public schools, meeting that target. Bus behavior was identified as an issue and was addressed through parent and student discussions, and placing monitors on the bus.

Year 2, 2013 – 14

CRCS met the targets of:

- School will report the number of behavioral incidents using the state and federal reporting requirements
- Surveys administered to students and distributed to parents

CRCS maintained the same state and federal reporting requirements as all public schools. There was one reported behavior incident. A January 2014 survey revealed lower scores on safe environment and child likes going to school, with higher scores being reported on parent respect/welcoming teachers. Parents reported positive relations with teachers. Students were positive about the school environment and student ability to craft individual programs.

Year 3, 2014 – 15

CRCS met the targets of:

- School will report the number of behavioral incidents using the state and federal reporting requirements
- Each year the school will survey parents/staff

CRCS did not meet the target of:

- Each year the school will survey students (While surveys were conducted of parents and staff, there was not a student survey.)

Teachers reported being excited about the direction of the school and its positive administration. They appreciated being able to work with the Executive Director and the Principal to develop the school schedule so that students could work together in dynamic groups in a multitude of areas both academic and social. Teachers found that the establishment of common programs, such as Zones of Regulation¹³, throughout the school was positive.

On a 2015 Parent Survey, 99% of participating students' parents reported feeling that the teacher cares about their child's success. 83% of participating students' parents reported that their child likes to go to school each day. 79% of participating students' parents reported feeling that they felt their child was being challenged academically.

A Student survey was not completed during the 2014-15 school year with an explanation of time constraints. As a result, CRCS planned to contract with a provider to have more effective surveys with parents, teachers, and students for the 2015 - 16 school year.

From year 2 to year 3 there was an increase in the number of bullying/harassment incidents. During the 2013-14 school there was one reported incident. During the 2014-15 school year there were 3 reported incidents of bullying/harassment. Growth in student population (CRCS added a grade level and 17 students in 2014-15), along with attention to reporting, was a possible contributor to an increase in bullying incidents. CRCS Administration planned to continue to implement Responsive Classroom¹⁴ and Positive Behavior Interventions¹⁵ in the following year to address behavior.

To address these issues there was an alternate lunch/recess plan put in place. Eventually there was a suspension and home tutoring. CRCS maintained the same state and federal reporting requirements as all public schools, meeting that target.

Year 4, 2015 – 16

CRCS met the target of:

- School will report the number of behavioral incidents using the state and federal reporting requirements

During the 2015-16 school year CRCS had no reportable behavioral incidents.

¹³ The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

¹⁴ Responsive Classroom is a research-based approach to teaching that focuses on the strong link between academic success and social-emotional skills.

¹⁵ Positive Behavior Interventions is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

As of the writing of this report, Panorama Survey data were just released to the school. The following target will be addressed and revised when available.

- Each year the school will survey parents/staff/students and from the results identify a specific area to improve and show improvement in those areas. 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.

Panorama Surveys were completed by CRCS families, staff, and students in the spring of 2016. The results to the School Climate scale portion of the survey are below.

Group	Number of surveys completed	Percent Positive	National Percentile Rank ¹⁶
Families	45	85%	90 th percentile
Staff	12	74%	80 th percentile
Students grades 3-5	37	71%	70 th percentile
Students grades 6-8	29	70%	90 th percentile

Summary

Throughout its first 5-year charter term, CRCS has used its survey data to make improvements to school social and academic climate. Security cameras were installed throughout the school to address safety and security concerns. With the school population growth in its initial years, and its attention to recording procedures, CRCS saw an increase in undesirable behaviors. To address these behaviors, CRCS administration and staff have committed to using proven techniques such as Positive Behavior Intervention (PBI) and Responsive Classroom. After implementing the security system and PBI and Responsive Classroom CRCS saw a decrease in undesirable behaviors in its fourth year.

¹⁶ Percentile rank is the percentage of scores that fall below a given score, in this case CRCS's scores.

Effective Leadership

During the 2014-2015 school year the Principal at CRCS began piloting the Marzano Teacher Evaluation Model. By the end of the fourth year, in 2016, the Performance Evaluation and Professional Growth Model (PE PG) plan had been submitted to the Maine Department of Education (MDOE) and was pending approval.

The Executive Director and the Principal recommended new positions at the school, including a Positive Behavioral Intervention Supports Coach /Ed. Tech position and an Americorps position, which the Board approved.

Upon the resignation of CRCS's Executive Director in late 2015, the position was filled with an interim Executive Director who is available to the Board and the Principal as needed.

At the end of the 2016 school year, the CRCS Governing Board presented a revised administrative structure. This new structure was based on shared leadership and changed the Principal's title to Executive Director, as well as adding two Teaching Principals.

Instructional Quality

- Process for teacher evaluation
- Certification of teachers
- Professional development
- Quality of programs

During the 2014-15 school year the Principal at CRCS began using the Marzano Teacher Evaluation Model and planned to move forward in its implementation.

By the end of the fourth year, in 2016, the Performance Evaluation and Professional Growth Model (PE PG) plan had been submitted to the Maine Department of Education (MDOE) and was pending approval.

Over the course of four years CRCS's administration had offered professional development on subjects including Mass Customized Learning, Positive Behavioral Intervention Supports, and Responsive Classroom.

CRCS teachers have participated in many conferences and professional development activities over the past 4 years, either presenting, coaching, or hosting other schools to learn from their proficiency-based and mass customized learning approach.

At the annual monitoring visits, the MCSC review team was impressed with the teachers' dedication and hard work. They reported having strong relationships based on collaboration and trust. They Support each other in striving for a high quality of education for students.

CRCS hires Maine certified teachers and ensures that all staff who have contact with children have the MDOE criminal history record check approval.

Compliance with Terms of Charter Contract and Laws

In its 4 years of operation CRCS had no record of instances of noncompliance.

Commendations and Recommendations

Commendations:

1. CRCS has met or partially met its performance targets over the 4 years with the exception of the recurrent enrollment target in 2014.
2. The CRCS approach to school improvement is data driven and responsive to the needs of its students as evidenced by the performance data.
3. The school has personalized the learning of its students and, with the inclusion of mass customized learning, provides each student direct instruction based on his/her performance level.
4. CRCS has developed a professional culture of innovation and professional development.
5. Teachers collaborate effectively with administration and have considerable voice in school decisions.
6. CRCS governance has successfully weathered critical issues and has been responsive to its stakeholders' needs.
7. CRCS has been fiscally responsible and successful in its pursuit of grant money.
8. CRCS students report enjoying their educational experience, professing enthusiasm for and engagement in its personalized learning approaches.
9. The positive work ethic of administration, staff and governance is evidenced by the extent of the successful implementation of the schools many efforts.
10. The CRCS Board has evolved from a Founding Board, getting the school started, to a Governing Board focusing on academic excellence, facilities, and financial stability.
11. CRCS distributive leadership plan recognizes the needs of a small school and the expertise of its staff.
12. CRCS has expanded student choice and voice from interest sessions facilitated by community members and staff (24-28 different offerings) to Science and Social Study Seminars within the classrooms.
13. CRCS has addressed home-school communication through customized newsletters for each child, facilitator websites that provide curriculum information, utilization of software programs such as Empower and SeeSaw where parents can view digital versions of student work and more frequent office newsletters of school events.

14. CRCS has formed a School Community Action Committee (SCAC) for the purpose of resolving any issues that arise.

15. CRCS has created opportunities for parent/family involvement through Movie Nights, family dances, student conferences and invitations to the community to conduct interest sessions.

16. CRCS has created an atmosphere of welcome and respect amongst its K-8 students as observed by the review team conducting the student focus group in the Spring 2016 Monitoring session.

17. CRCS has acted to address the MCSC recommendations given in the 2012-2015 Annual Monitoring Reports as evidenced by by-law change for Board appointments, active fundraising, communication with parents/families through promptness and the use of technology.

Recommendations:

1. CRCS administration needs to better meet teacher expectations for the evaluation of their performance as outlined in the Marzano evaluation model.
2. CRCS administration needs to ensure sensitivity to the multiple demands that a small innovative school places on its professional staff.
3. CRCS should allow time for new programs to successfully attach before turning to another.
4. CRCS should continue to pursue collaborative relationships with neighboring school systems and MeANS and other capacity building opportunities to meet student needs.
5. CRCS Administration will need to create time for staff classroom and leadership tasks to be performed.
6. CRCS will need to continue to actively pursue software development to provide mass customized learning and proficiency based education record keeping and student grouping.