

# Maine Charter School Commission

September, 2017

On June 15, 2017, an announced on-site visit was made to Cornville Regional Charter School. 2 members of 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	Mike Wilhelm
Commission	Jana Lapoint
Commission	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post

*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.*

# Maine Charter School Commission

## ANNUAL MONITORING REPORT 2016-2017

September 2017

### Section 1: School Overview

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

Board Chair	Jean Walker
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Executive Director	Travis Works
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Year Opened	2012-2013 school year
Years in Operation	5
Number of Sending Districts	10
Grades Served	K-8
Number of Students	143 (October 1, 2016 "count day")
Teacher – Student Ratio	1:15

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

## Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency		X <sup>1</sup>	
Student Academic Growth		X <sup>2</sup>	
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance			X <sup>3</sup>
Recurrent Enrollment from Year to Year	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Food Service	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement		X <sup>4</sup>	

<sup>1</sup> 50% of students met or exceeded proficiency on NWEA in reading. This did not meet the 75% target. 36% of grade 3-8 CRCS students scored proficient or better on the ELA portion of the Maine State Assessment. This is 17% less than the state average of 53% that was proficient or better and did not meet the target to meet or exceed the state average. 18% of grade 3-8 CRCS students scored proficient or better on the math portion of the Maine State Assessment. This is 21% less than the state average of 39% that was proficient or better and did not meet the target to meet or exceed the state average.

42% of students met or exceeded proficiency on NWEA in math. This did not meet the 75% target.

<sup>2</sup> 67% of students met their individual growth target in reading (NWEA). This did not meet the 80% target.

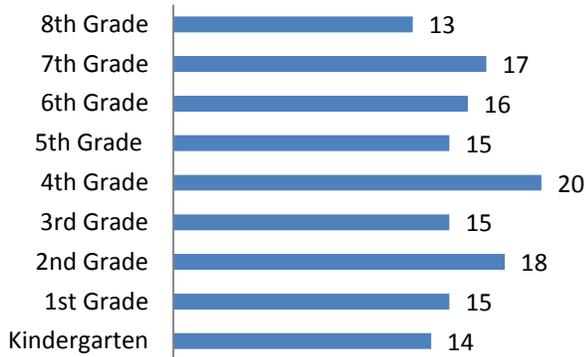
54% of students will meet their individual growth target in math (NWEA). This did not meet the 70% target.

<sup>3</sup> CRCS' average daily attendance rate was 92%, 2% short of the 94% target.

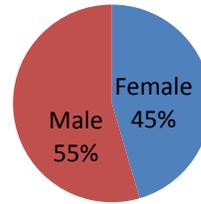
<sup>4</sup> There was 73% participation from parents in PLP meetings. CRCS did not meet 90% target.

## Section 3: Demographics

### 2016-17 Enrollment by Grade



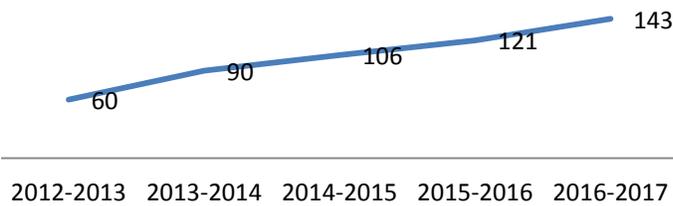
### Sex



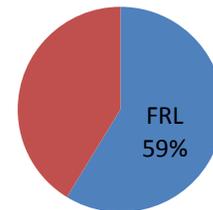
### Language



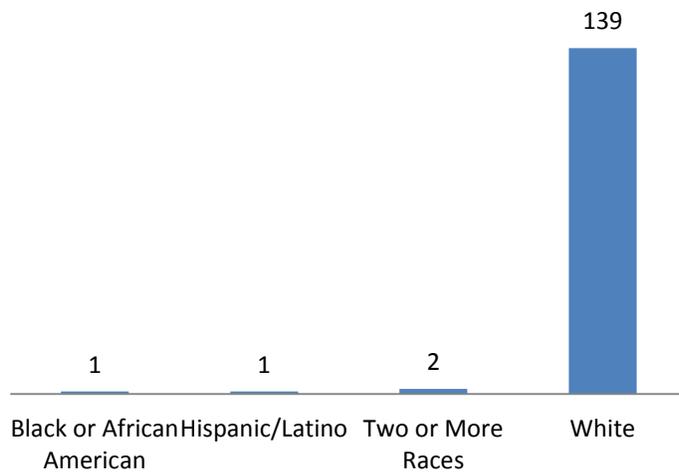
### Enrollment by Year



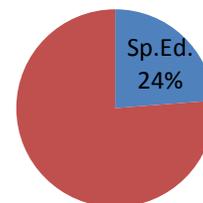
### Free/Reduced Lunch



### Race/Ethnicity



### Special Education



## Section 4: Academics

CRCS met its targets in the area of achievement gaps in growth and partially met its targets in the areas of academic achievement and academic growth.

### Targets:

#### 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 Proficiency: School Selected Assessments

- 80% of students will meet their PLP (Personal Learning Plan) goals
- 75% of students will meet or exceed proficiency on NWEA in reading
- 60% of students will meet or exceed proficiency on NWEA in math

#### 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

#### Student Academic Growth: School Selected Assessments

- 80% of students will make a minimum of 1 level of growth on their F&P assessment
- 80% of students will meet their individual growth target in reading (NWEA)
- 70% of students will meet their individual growth target in math (NWEA)

### Achievement Gaps:

- 80% of students will meet their PLP (Personal Learning Plan) goals
- Report on subgroup data on Maine State Assessment
- Report on subgroup data on school selected assessment

### Performance:

#### Student Academic Proficiency: State Assessments

36% of grade 3-8 CRCS students scored proficient or better on the ELA portion of the Maine State Assessment. This is 17% less than the state average of 53% that was proficient or better and did not meet the target to meet or exceed the state average.

18% of grade 3-8 CRCS students scored proficient or better on the math portion of the Maine State Assessment. This is 21% less than the state average of 39% that was proficient or better and did not meet the target to meet or exceed the state average.

#### Student Academic Proficiency: School Selected Assessments

Over 80% of students met their PLP goals meeting the 80% target.

50% of students met or exceeded proficiency on NWEA in reading. This did not meet the 75% target.

42% of students met or exceeded proficiency on NWEA in math. This did not meet the 75% target.

#### Student Academic Growth: State Assessments

The school collected its second year of baseline data.

#### Student Academic Growth: School Selected Assessments

100% of eligible students made a minimum of 1 level of growth on their F&P reading assessment meeting the 80% target.

67% of students met their individual growth target in reading (NWEA). This did not meet the 80% target.  
54% of students will meet their individual growth target in math (NWEA). This did not meet the 70% target

#### Achievement Gaps:

CRCS reported subgroup data for math and reading on the Maine State Assessment and the NWEA, meeting the reporting target. Due to small group sizes and maintaining student confidentiality data are not publically available.

80% of students in identified subgroups met their PLP (Personal Learning Plan) goals meeting the 80% target.

### Section 5: Enrollment and Attendance

CRCS met its targets in the area of enrollment and did not meet its target for attendance.

#### Targets:

- 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
- 90% of students enrolled on state "count day" who are still enrolled on the last day of school
- 75% of students enrolled continuously for multiple years

#### Performance:

CRCS' average daily attendance rate was 92%, 2% short of the 94% target. CRCS attributes the lower attendance rate to a school year with lots of illness, particularly during the winter months. The school recorded a few days of up to 30% of students being out sick.

On the last day of school 94% of the 127 students enrolled indicated their intent to re-enroll, meeting the 90% re-enrollment target. Reasons for student withdrawal included: student preference, relocation and transportation difficulties.

On the last day of school 91% of the 143 students enrolled on October 1 were still enrolled on the last day of school, meeting the 90% target.

At the end of the spring of 2017, CRCS reported 79% of learners in grades 1 - 5 maintain enrollment for multiple years and 80% of learners in grades 6-8 maintain enrollment for multiple years. Kindergarten learners were excluded from these data because they are not eligible to be enrolled for multiple years. The school met the 75% continuous enrollment target.

## Section 6: Governance Board Performance & Stewardship

CRCS met its targets in the area of governance board performance

Targets:

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

Performance:

The CRCS Governing Board consists of 5 members with skills from varied backgrounds including education, administration and business.

Governing Board meeting times and dates are posted on the school website for the entire school year and Board meeting agendas are on the website at least four days prior to the meeting. Meeting minutes are posted after approval.

CRCS Governing Board 2016-17

Chair of the Board	Jean Walker
Vice Chair of the Board	Stephanie Miller
Board Treasurer	Jason Herrick
Board Secretary	Lorri Cahill
Board Member	Beth Enman

## Section 7: Administration

In addition to the Principal, Cornville added 2 Teaching Principals to its administration. One teaching principal focused on data collection and the other on curriculum and instruction. The Executive Director/Principal functioned more in the role as Executive Director than as Principal

## Section 8: Parent and Community Engagement

CRCS partially met its targets in the area of Parent Engagement.

Targets:

- 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

Performance:

During the 16-17 school year 100% of students were involved in student interest groups each round meeting the 100% target.

All parents are subscribed to the CRCS electronic weekly newsletter. Additional communication is sent to families through homeroom teachers via website, blog, etc. and content area teachers send home bi-weekly communication as well. CRCS met the weekly communication target.

91% of returned parent surveys indicated satisfaction with communication exceeding the 80% target.

All parents were invited and 73% of families participated in 1 or more activities throughout the year meeting the 70% participation target.

There was 100% participation from students and 73% participation from parents in PLP meetings and goal setting on PLPs. CRCS met the student participation target, but did not meet the parent participation target.

## Section 9: School Climate

CRCS met its targets in the area of School Climate.

Targets:

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

Performance:

During the 2016-17 school year there were 0 reported incidents of bullying/harassment. All incidents were reported as required.

During the spring 2017, CRCS conducted surveys of parents, students, and teachers. The table to the right, prepared by Panorama Education as part of a larger Insights Report, summarizes CRCS' strengths and areas of growth, as demonstrated by the survey results. As Panorama Education points out it's important to consider school- & community-level context in conjunction with these strengths and weaknesses when determining next steps and future goals.

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p><b>+ POSITIVE PERCEPTIONS OF 4TH GRADE STUDENTS:</b> 4th grade students at Cornville Regional Charter School report above average favorability on all six topics. In particular, while 4th grade students across the Maine Charter School Commission report 7% below average when it comes to Grit, 4th graders at Cornville report 1% above average. Additionally, 4th graders report well above average on Climate (+13%), Rigorous Expectations (+9%) and Engagement (+8%).</p>	<p><b>- STUDENT GRIT, ESPECIALLY OF FEMALES &amp; 3RD GRADERS:</b> At 40% favorability and near the 10th percentile compared to schools across the country, Cornville students report mostly unfavorable regarding their own Grit. In particular, females report below average Grit, especially in grades 6-8, where females report 17% less favorably than males. In addition, contrary to the overall MCSC trend, 3rd grade students at Cornville respond the least favorably of any elementary grade level, at 5% below the school average.</p> <p><b>-RIGOR OF EXPECTATIONS:</b> Though Rigorous Expectations is one of the most favorable topics for grades 3-5 (62% favorability) and 6-8 (57% favorability), when compared to schools across the country, Cornville ranks only near the 10th percentile. Consistent with the trends apparent on the Grit topic, female students in grades 6-8 report particularly low favorability of Rigorous Expectations, at 45% favorability, 22% below their male peers.</p>
FAMILY	<p><b>+ FAMILY ENGAGEMENT:</b> While Family Engagement received the lowest favorability of any topic at 28% favorable, families at Cornville Regional Charter School report 14% above the MCSC average, near the 60th percentile compared to <i>similar elementary schools</i> and near the 90th percentile compared to <i>similar middle schools</i>. In the past year, 65% of Cornville families report having visited the school 'monthly' or 'weekly or more', compared to a MCSC average of only 25% of families.</p>	<p><b>-STUDENT GRIT:</b> Corroborated by student and teacher data, family perception of student grit is mostly unfavorable. At 7% below the MCSC average and near the 10th percentile compared to all schools across the country, family perception of Grit is 39% favorable and favorable responses decreased by 6% from Spring 2016 to Spring 2017. Consistent with the trends observed in the student data, families of female students report 7% less favorably than families of male students.</p> <p><b>-SCHOOL SAFETY:</b> Safety is identified as an area of concern because of the large divergence between student and family perception. While families report at 80% favorability, 3-5 grade students report 36% lower at 44% favorability and 6-8 students report 32% lower at 48% favorability. It's important to further examine <i>why</i> student and family perceptions of safety at school are so far apart.</p>
STAFF & TEACHER	<p><b>+POSITIVE TRAJECTORY OF THE SCHOOL'S EVALUATION PROCESS:</b> Teacher favorability to the question "How much do you learn from the teacher evaluation processes at your school?" increased by 13% from Spring 2016 to Spring 2017, to 43% favorability. 40% of staff and 43% of teachers report that they 'learn quite a bit' or 'learn a tremendous amount' from the evaluation process, both above the MCSC average. What's working well in regards to Cornville's evaluation process? How can the school build upon what's working well to continue to strengthen the evaluation process as well as other aspects of the feedback process?</p>	<p><b>-FEEDBACK AND COACHING:</b> Of all topics, staff and teachers both report least favorably on Feedback and Coaching, staff at 24% favorable (10th percentile compared to all schools across the country) and teachers at 31% favorable (20th percentile compared to all schools). In particular, there is significant room for improvement when it comes to the quantity of feedback received - only 20% of staff and 14% of teachers report receiving 'quite a bit of feedback'.</p> <p><b>-STUDENT GRIT:</b> Consistent with the feedback provided by students and families, teachers report significant room for improvement when it comes to student 'grittiness'. At 17% favorable, teachers report the least favorable perception of student Grit of any stakeholder group - students, families or teachers. At 22% below the Maine Charter School Commission average, compared to all schools across the country, Cornville's teacher perception of student Grit falls near the 10th percentile; when compared to only other elementary schools, Cornville ranks near the 10th percentile as well and when compared to other middle schools only, it ranks closer to the 30th percentile.</p>

## Section 10: Finances

CRCS met its targets in the area of finances.

Targets:

- 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

Performance:

CRCS' budget and financial data are reviewed monthly by the Executive Director, Finance Committee, and Governing Board. The school also compares monthly and quarterly reports and forecast regularly to make sure it is on track financially. CRCS has been able to maintain a 10% reserve balance and hopes to continue to increase that over the next five years. The board has a procedure in place to flag and consider any financial variance over 5%.

## Section 11: Facilities & Maintenance, Food Service, and Transportation

CRCS met its targets in the areas of facilities, Food Service, and Transportation.

Facilities Targets:

- Facility will meet all applicable state expectations for public schools

Performance:

CRCS met all applicable expectations for public schools. The school will be evaluating its capital improvement plan in the coming year after settling into its 2 new locations. The school met the target to meet all applicable state expectations for public schools.

Food Service Targets:

- Record of costs and student utilization

Performance:

- Approximately 50% of students eat breakfast provided at CRCS on a daily basis and approximately 80% of students eat lunch provided at CRCS on a daily basis. CRCS continued its contract with Good Will Hinckley for food service that provides its learners with fresh food. The school met the target to provide a record of costs and student utilization.

Transportation Targets:

- Record of costs and student utilization

Performance:

- During the 2016-17 school year CRCS continued to contract with Poland's Bus Service for transportation. There were 3 bus routes available. 80% of eligible students used the transportation (morning and afternoon). The school met the target to provide a record of costs and student utilization.

## **Section 12: Evidence of Mission and Vision Implementation** (see page 2 for mission and vision)

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.

## **Section 13: Commendations and Recommendations**

### **Commendations**

- The charter school organization, with the addition of the teaching principals, should maximize the skills and time of the staff.
- Cornville continues to have a dedicated and engaged Governing Board.
- Communication to parents, as indicated by the parent survey, is viewed as positive.
- The school has parent participation in school events.
- Cornville continues to provide a positive learning environment through use of the Responsive Classroom, PBIS and Mass Customized Learning.
- The school is financially stable.

### **Recommendation**

While all students are demonstrating growth on their individual targets including students in identified subgroups (who are meeting their Personal Learning Plan goals) data needs to be analyzed and strategies need to be developed to improve results in ELA and Math and on both the NWEA and the state assessment.