

Maine Charter School Commission

September, 2016

On April 28 and June 17, 2016, announced on-site visits were made to Baxter Academy for Technology and Science public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Services team member. The visiting team held interviews with school leadership, staff, students, parents, 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	Jana Lapoint
Commission Member	John Bird
Commission Member	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas

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

September 2016

Section 1: School Overview

School Name	Baxter Academy for Technology and Science (Baxter Academy)
Address	54 York Street Portland, Maine
	561 Congress St, Portland, Maine

Board Chair	Allison Crean Davis
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Executive Director	Kelli Pryor
Head of School	Michele LaForge

Year Opened	School year 2013-2014
Years in Operation	3
Number of Sending Districts	66
Grades Served	9-12
Number of Students	316 (October 1, 2015 "count day")
Teacher – Student Ratio	14:1

Mission	To be a rigorous, college preparatory high school promoting student ownership of learning through curriculum focused specifically on science, technology, engineering, and math.
Vision	To use a technology-rich, project-based learning approach to education at the secondary level.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency		X ¹	
Student Academic Growth ²			
Achievement Gaps in proficiency and growth between major student subgroups ³			
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness	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		

¹ 63.3% of graduating seniors have taken all three types of courses. Baxter Academy did not meet the target of 90% or more students taking all three types of courses by graduation. With its first two graduating classes (2016 and 2017), the school is in a ramp-up period for having the capacity to meet the requirement that 90% or more of students will take all three types of courses (Engineering, Design, and Fabrication) by graduation.

² Student Academic Growth targets are based upon Maine State Testing results, which are not yet available.

³ Baxter Academy set baselines for achievement gaps in the 2015-16 school year.

Section 3: Academics

Targets:

Proficiency

- Percent of students at each grade level scoring proficient on the reading portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the mathematics portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the science portions of any Maine State Assessment given in a particular year.
- Proficiency on school selected standardized test in reading and math.
- 90% or more students will have taken all three types of courses by graduation (Engineering, Design, and Fabrication)

Growth

- Growth on State Assessment for Reading
- Growth on State Assessment for Math

Achievement Gaps

- Decrease in reported gaps in proficiency between major student subgroups on State Assessment in Reading.
- Decrease in reported gaps in proficiency in proficiency between major student subgroups on State Assessment in Math.

Performance:

Proficiency

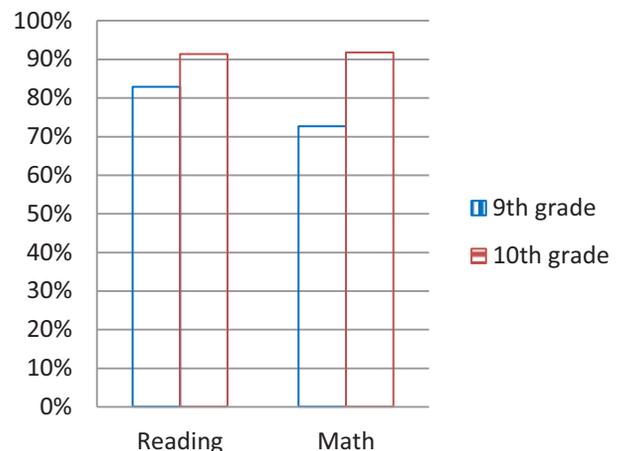
Maine State Assessment results are not yet available.

NWEA testing was conducted in April 2016. Of the 96 freshmen at Baxter Academy, 84 freshmen participated in the NWEA Math test, for a participation rate of 87.5%, and 86 freshmen participated in the NWEA Reading test, for a participation rate of 89.5%. Of the 78 sophomores at Baxter Academy, 72 sophomores participated in the NWEA Math test, for a participation rate of 92%, and 69 sophomores participated in the NWEA Reading test, for a participation rate of 88%.

Students who did not participate had conflicts such as illness, Family vacations, E block early dismissal for sports. E block was the only time for most freshmen when they were not in a core class so this was when Baxter offered the test; however some students always had to leave early at that time. Baxter offered multiple makeup days and sessions, but some students were still unable to finish testing within the two week test window

Math: 72.6% of 9th grade students who participated scored At or Above Grade Level Mean RIT in Math, and 91.7% of 10th grade students who participated scored At or Above Grade Level Mean RIT in Math.

NWEA Percent of Scores At or Above Norm Level Mean RIT



Reading: 82.8% of 9th grade students who participated scored At or Above Grade Level Mean RIT in Reading, and 91.3% of 10th grade students who participated scored At or Above Grade Level Mean RIT in Reading.

There were 78 students in the junior class at Baxter Academy who were eligible to take the SAT. 70 students participated on test day, for a participation rate of 96%. Of the eight students who did not participate three did not take the test: one chose to opt-out, one did not show on test day, and one had a state-approved waiver. The remaining five of the eight students took the test and had delayed scoring because of registration errors or due to illness, injury, or medical excuse. Including the additional five students, the SAT participation rate was 96.1%.

On the Evidence Based Reading and Writing portion of the SAT 80% of Baxter's participants met the College Career Ready Benchmark. On the Math portion 46% met the College Career Ready Benchmark.

The average SAT score for the Evidence Based Reading and Writing portion of the SAT was 560, and for Math the average was 517. State and National results are not yet available for comparison.

Baxter Academy offers classes in engineering, design, and fabrication. Of the 305 students who attended Baxter Academy during the 2015-16 school year:

- 44.9% had taken courses in Design, Fabrication, and Engineering during their tenure at Baxter.
- 38.7% had taken courses in two of these areas.
- 14.1% had taken one course in these areas.
- 97.7% of all students (9th-12th grade) had taken at least one course in engineering, design or fabrication.

63.3% of graduating seniors have taken all three types of courses. Baxter Academy did not meet the target of 90% or more students taking all three types of courses by graduation. With its first two graduating classes (2016 and 2017), the school is in a ramp-up period for having the capacity to meet the requirement that 90% or more of students will take all three types of courses (Engineering, Design, and Fabrication) by graduation.

Growth

Maine State Assessment results are not yet available.

Achievement Gaps

SAT results for students with an IEP showed 36% met the College and Career Ready Benchmark, as defined and reported by the College Board, for math. 54% met the met the College and Career Ready Benchmark, as defined and reported by the College Board for reading. Other subgroups were not reported by Baxter Academy to the Commission due to small group sizes and protecting student confidentiality.

Section 4: Enrollment and Attendance

Student Enrollment

Targets:

- An attendance rate at least 1% above the state average, with a simultaneous goal of having rates at or above 94%.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- 90% of students will maintain continuous enrollment for multiple years.

Performance:

Baxter Academy had a 94% attendance rate during the 2015-16 school year. The Maine state average for grades 9-12 for the 2015-16 school year was 93%. Baxter Academy met the target for 94% attendance rate and for having a rate at least 1% higher than the state average.

98% of students enrolled at the end of the 2015-16 school year have re-enrolled for the 2016-17 school year, meeting the 90% re-enrollment target.

Baxter Academy has maintained a continuous enrollment above 90%, with yearly re-enrollment being 94% or higher for three years, and has met the target in this area.

Section 5: Post-Secondary Readiness

- Graduation Rate
- Percent of juniors and seniors attempting dual enrollment courses.

On June 4, 2016, 49 students attended Baxter's very first graduation ceremony, and had a graduation rate of 100%.

2015-16 was the second continuous year of dual enrollment college courses offered to Baxter Academy juniors and seniors. 41% of Baxter Academy seniors (20 students) took at least one college course during the 2015-16 school year and 12% of Baxter Academy juniors (10 students) took at least one college course during the 2015-16 school year.

Preliminary data show the following post-secondary institution acceptance rates. As of June 1, 2016, 87.8% of Baxter Academy's 2016 graduates had been accepted to a post-secondary institution.

For the total number of seniors (49): Post Secondary Status	Number	Percent
Accepted to college	43	88%
Going on to college	41	84%
Attending 2-year institution	8	16%
Attending 4-year institution	33	67%

Section 6: Governance

Governance Board Performance & Stewardship

Targets:

- Board conducts an annual evaluation of school leadership
- Board certifies that the facilities meet educational and health and safety standards, are clean, maintained and efficient regarding costs

Chair of the Board	Allison Crean Davis
Board Member	Patti Oldmixon
Board Member	Peter Montano
Board Member	Peter Morrison
Board Member	Ruth Dean
Board Member	Kim Gustafson
Board Member	Christian Sparling

Performance:

During the 2015-16 school year the Baxter Academy for Technology and Science Governing Board consisted of seven members, having increased from five members by adding two new seats during the year. In filling the new seats, the Board carefully considered candidates who would bring strong development potential, as well as a demonstrated commitment to the school's unique mission.

Baxter Academy transitioned its Board Chair to the position of Executive Director. The Board was able to maintain continuity of leadership with its founding vice chair moving to the position of Board Chair.

During the 2015-16 school year the Board implemented a formal review process for the school leader who reports to the board, and met the target for evaluation of school leadership.

Baxter's Governing Board holds open meetings monthly, usually on the second Tuesday. Agendas and minutes are posted on the website.

The board continues to participate in a process to secure a sustainable permanent home for Baxter that will meet all applicable health, safety and fire code requirements and will be sufficient in size to safely house the school's full enrollment, and meet ADA/ state requirements.

Section 7: Administration

During the 2015-16 school year, Baxter Academy's Executive Director retired. The position was filled with the school's founding Governing Board Chair. The current Executive Director continues work on partnerships, development, transportation, and facilities.

The Head of School continued to work with students and teachers to develop Baxter Academy's educational programs. Baxter Academy's Performance Evaluation and Professional Growth Model (PE PG) plan has been submitted to the Maine Department of Education (MDOE) and is pending approval.

Section 8: School Climate**Targets:**

- Number of behavioral incidents using state and federal reporting requirements.
- Results from annual administration of a climate survey (in-house) representing stable or rising positive perceptions from each stakeholder group concerning school climate and support for learning.

Performance:

During the 2015-16 school year there were 3 reported incidents of bullying/harassment at Baxter Academy. All three incidents were resolved in-house.

Baxter's use of mediation and the student-lead Judiciary Board (J Board) continue to be an integral part of addressing behavioral incidents. Students may opt to use the J Board or work directly with administration to address behavioral incidents and pursue conflict resolution.

During the 2015-16 school year Baxter Academy implemented the Behavior Management function of Infinite Campus. This allowed teachers to submit behavior reports to document student behavior and make connections to academic success and school climate.

An annual confidential survey of parents/guardians, students, and teachers was conducted in April 2016 and assessed 4 different domains:

- Safety (6 questions)
- Teaching and Learning (5 questions)
- Interpersonal Relationships (6 questions)
- Institutional Environment (5 questions)

Response Rates

Respondent	Total Number In School	Total Number Answering Survey	Response Rate
Parent	320	77	24.1%
Student	320	70	21.9%
Teacher (excludes staff)	25	8	32%

For each of the twenty-two questions posed in the survey, respondents could choose from a 6-point scale and where a high percent indicates a more positive response.

SAFETY	
Respondent	Percent
Parents/Guardians	86%
Students	79%
Teachers	92%
Average	86%

TEACHING AND LEARNING	
Respondent	Percent
Parents/Guardians	77%
Students	59%
Teachers	73%
Average	70%

INTERPERSONAL RELATIONSHIPS	
Respondent	Percent
Parents/Guardians	82%
Students	76%
Teachers	83%
Average	80%

INSTITUTIONAL ENVIRONMENT	
Respondent	Percent
Parents/Guardians	63%
Students	46%
Teachers	46%
Average	52%

High marks were achieved in most domains, with the lowest rankings among all three respondent categories throughout the survey in the domain of Institutional Environment. The two lowest ranked questions were:

- Baxter Academy is physically attractive (pleasing architecture, nicely decorated, etc.).
- The Baxter Academy building is kept in good condition.

Survey data was provided to the Governing Board to consider in planning for Baxter Academy's future and was shared with administration, staff and teachers to consider measures needed in all areas of the school's operations.

Baxter Academy also participated in the MCSC sponsored Panorama Education surveys in spring 2016. Results are shown in the tables below.

Family Survey								
% favorable (responses of top 2 choices)								
	Overall	Barriers to Engagement	Family Engagement	Grit	School Climate	School Fit	School Safety	# surveys completed
Baxter Academy	70	83	17	55	85	76	91	124
MCSC Average	69	86	20	50	81	72	91	356

Student Survey								
% favorable (responses of top 2 choices)								
	Overall	Grit	School Climate	School Engagement	School Rigorous Expectations	School Safety	School teacher-student relationships	# surveys completed
Baxter Academy	66	61	60	45	71	84	71	153
MCSC Average Grades 6-12	66	60	67	39	71	85	73	625

Staff Survey									
% favorable (responses of top 2 choices)									
	Overall	Feedback and Coaching	Grit	Professional Learning	School Climate	School Leadership	Staff-Family Relationships	Staff-Leadership Relationships	# surveys completed
Baxter Academy	68	32	57	61	78	64	68	94	20
MCSC Average	65	35	40	56	74	67	68	87	102

The majority of responses across all scales and all three populations surveyed were positive. All three Baxter Academy populations surveyed responded positively as often as, or more than, the MCSC average.

The family survey was 70% favorable overall, 1% higher than the MCSC average. The highest scoring scale among families was School Safety (91% favorable), and the lowest was Family Engagement (17%). Baxter Academy's draws its student from a very large geographical area and uses technology to its advantage for connecting with families. Questions on this survey were directed toward face-to-face contact, not contact via

phone, video conference, or email. As explained by parents at the MCSC review team's on-site interview, families have many opportunities to connect and stay involved by using technology in addition to in-person contact.

The student survey was 66% favorable overall, the same as the MCSC average. The highest scoring scale among students was School Safety (84% favorable). The lowest scoring scale was School Engagement (45% favorable), which was consistent with the MCSC average.

The staff survey was 68% positive overall and was 3% higher than the MCSC average. The highest scoring scale among staff was Staff-Leadership Relationships (94% favorable), and the lowest scoring scale was Feedback and Coaching (32% favorable). Baxter Academy has submitted its Performance Evaluation and Professional Growth Model (PE PG) plan to the Maine Department of Education and is pending approval. Upon approval and implementation of this model, Baxter Academy will likely see increased scores on the Feedback and Coaching scale on future surveys.

Definitions:

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school

Family Engagement - The degree to which families become involved with and interact with their child's school

Feedback and Coaching - Perceptions of the amount and quality of feedback faculty and staff receive

Grit - How well students are able to persevere through setbacks to achieve important long-term goals

Professional Learning - Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff

School Climate - Perceptions of the overall social and learning climate of the school

School Engagement - How attentive and invested students are in school

School Fit - Families' perceptions of how well a school matches their child's developmental needs

School Leadership - Perceptions of the school leadership's effectiveness

School Rigorous Expectations - How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class

School Safety - Perceptions of student physical and psychological safety at school

School Teacher-Student Relationships - How strong the social connection is between teachers and students within and beyond the school

Staff-Family Relationships - Perceptions of faculty and staff relationships with the families at their school.

Staff-Leadership Relationships - Perceptions of faculty and staff relationships with school leaders

Section 9: Parent and Community Engagement

Targets:

- Frequency of communications
- Number of Parent advisory meetings
- Percent of families contributing to the annual appeal
- Participation in student-led conferences
- Portfolio of corporate, community, and/or academic partners showing growth in the depth of partner engagement and/or breadth of partners

Performance:

Communication with parents occurs weekly, and multiple time per month. Email is the most frequently used form of communication, followed by mail and web-postings. Anecdotal feedback from parents indicates that email communication is sufficient to provide information.

The school is developing a new system for communications among parents on initiatives undertaken for the school. The system will use the new parents' site on the website as a billboard and will also create an email tree system based on the school's advisory system. This will also be used as a volunteer coordination system.

Baxter Academy's Parent advisory board members meet with the head of school each trimester, and as a group, as needed.

During the 2015-16 school year Baxter Academy had 95% participation in Student Lead Conferences (SLC).

Baxter Academy reports an estimated 50 business, public, nonprofit, and individual community and academic partners working with students, faculty, and staff. Partners serve as mentors and project sponsors and offer internships. They work with Baxter to provide early-college options. Courses are open at Maine College of Art (MECA) with a special Baxter scholarship and the University of Southern Maine offers a Calculus-based Physics class taught by Baxter's physics teacher at Baxter. The University of Southern Maine's Extended Teacher Education Program (ETEP) trains teachers in Baxter's classrooms.

Baxter Academy's receipt of a federal charter school grant of \$250,000 awarded in April, 2016 will help support expansion of these partnerships and will include the following activities:

- Developing Flex Friday teacher and student handbooks to extend the ways in which the curriculum can be used at Baxter, and beyond
- Addressing gender inequalities in STEM through middle-school outreach, mentorship, awareness campaign, and a student-produced documentary film about women in STEM.
- Expanding and creating opportunity around anytime, anywhere learning, including facilitating connections and organizations working with Baxter students.
- Designing and implementing a project-based program for ELL students, including new community partnerships to accomplish this initiative.

Section 10: Finances

Financial Performance and Sustainability

Targets:

- Quarterly financial reports and end-of-year audit are available to authorizer.

Performance:

During the 2015-16 school year, ending June 30, 2016, Baxter Academy had a positive net income of \$61,731. The school did not use its line of credit during the 2015-16 school year.

Baxter Academy has received notice of award for a federal grant for \$250,000 that will help support expansion of community partnerships.

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.

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

Adequacy of Facilities Maintenance in Support of Program

Targets:

- School facilities meet educational and health and safety standards

Performance:

Baxter Academy used 100% of its classroom space during the 2015-16 school year. For the 2016-17 school year the school will add two additional classrooms at the 561 Congress Street facility. At the 54 York Street facility, two oversized rooms will be divided into two classrooms to provide additional classroom space.

For the 2016-17 school year, Baxter Academy will change its building cleaning arrangement from a contracted service to two half-time custodians who will be responsible for the cleaning and maintenance of our school building.

The school's Governing Board continues to provide guidance and oversight for long-term facilities solutions. Baxter Academy's Climate Survey revealed low scores in student perception of the current facilities.

Food Service

Targets:

- Record of costs and student utilization

Performance

Food service expenditures were in line with Baxter Academy's budgeting for the year, and were higher this year due to the increased student enrollment and student participation.

Baxter Academy does not have kitchen facilities; however, it offers a unique meal program to students. The lunch program encompasses a partnership with five local restaurants (b.good, Zen Chinese Bistro,

Kamasouptra, Portland Pie, and Subway) who offer a wide variety of healthy and fresh lunch options, daily, at a fee of \$5/meal. Students eligible for federal Free and Reduced Meals are provided with meals at a free or reduced rate. Students who do not use Baxter Academy’s lunch program bring their own lunch or find other local options.

5,138 lunches provided between 9/1/15-5/19/16

- 31% of student body participates in off-site vendor provided lunch program.
- 3070 (59.7%) lunches provided to F/RE students.
- Cost for free lunches = \$16,910 (Paid for by Baxter Academy)
- Cost for reduced lunches = \$1,224 (Paid for by Baxter Academy)
- Cost for all other students is \$5/meal.

Baxter Academy does not provide breakfast at this time; however, a Flex Friday project is serving light breakfast items three days per week as a fundraising endeavor.

Transportation

Providing transportation has been a logistical challenge for Baxter Academy, which serves a large geographic area (4,500 sq miles). Students travel to Baxter using multiple means of transportation, including school provided busing. Bus routes change based on where our students reside and to meet their transportation needs. Baxter has a contract with Luce Transportation to run three bus routes.

Students from the south use the Zoom shuttle-bus (traveling between Biddeford, Saco and Portland). The remaining students either utilize public transportation in-town Portland, walk, or drive/carpool to Baxter.

During the 2015-16 school year bus utilization for the morning was 23% and was 30% for the afternoon. Baxter Academy did not receive any complaints regarding transportation.

Section 12: Evidence of Mission and Vision Implementation

Mission
To be a rigorous, college preparatory high school promoting student ownership or learning through curriculum focused specifically on science, technology, engineering, and math.
Vision
To use a technology-rich, project-based learning approach to education at the secondary level.

Baxter Academy students study complex, real-world problems both in classroom work and through the school’s unique Flex Friday program. This year, Baxter Academy students are building a FIRST⁴ robot with an innovative transmission, designing a program to teach European history through Minecraft, traveling to Africa to teach sustainable farming practices to small-scale farmers, training as magicians to work with terminally ill children, and reimagining American high schools. They are teaming up with Pika Energy to bring an innovative wind turbine to the residential market. They are making documentaries for partners such as Leadership Maine, Maine Medical Center, and Wells Reserve. They are working in biomedical research labs at Maine Medical Center Research Institute, graphically designing brochures, advertisements, and media pieces to promote Baxter, and building a new, smarter website for Baxter Academy.

⁴ FIRST Robotics is a major robotics competition founded by Dean Kamen

Section 12: Commendations and Recommendations

Commendations:

- Baxter Academy met its targets in several areas: attendance, enrollment, reenrollment, post-secondary readiness, college acceptance, financial performance and sustainability, governance, facilities, food service, climate, and engagement.
- The School clarified its leadership structure with the Head of School and Executive Director.
- The governing board made strides with both their organization and demonstrated a seamless continuity of leadership with the board vice chair becoming the chair when the chair moved into the position of executive director.
- The school continues to have strong Community outreach.
- The school is commended on taking care of students' needs for transition to college
- The school was awarded a substantial federal grant.
- Flex Friday continues to be strong by fulfilling the schools educational requirements.
- The school is commended on its continued work by improving transportation opportunities for students.
- During the 2015-2016 school year, 257 out of 325 (79%) Baxter students participated in 2 or more days of snow-day learning that was connected to content standards and/or guiding principles allowing them to continue their anytime/anywhere learning.
- Good cooperation and participation of on-line classes through USM, SMCC and Fort Kent.
- Strong participation and development of student led conferences with teachers, students and parents.
- Financials changes especially since the school not having to use its line of credit for the year.
- Observably high level of openness, communication, and respect between all grade levels of students.

Recommendations:

- The school should continue working to secure a permanent location for the school in one facility.
- The school should continue to grow fund raising capacity.
- The school should be sure the teacher evaluation process is followed through.
- The school should continue to build the school's positive culture with each incoming freshman class.
- The school should continue to expand board membership with a variety of backgrounds
- The school should continue to reach out in the community to find more opportunities for students to participate in research and learning and internships.
- The school should work toward achieving stronger participation in surveys.
- The school should make NWEA completion a priority and should look for higher student participation during the two-week test window.



Cornville Regional Charter School

1192 West Ridge Rd.

Cornville, Maine 04976

www.cornvilleregionalcharterschool.org

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2016

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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.

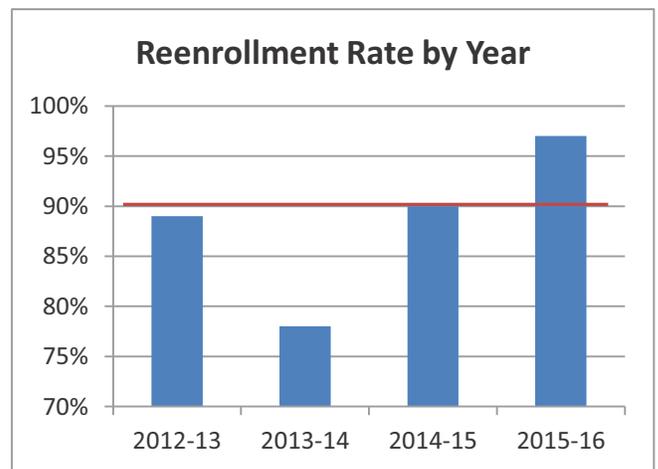
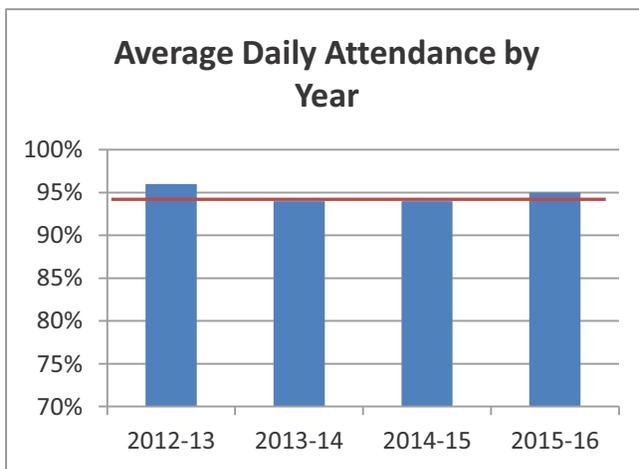
87% of students enrolled on state “count day” were still enrolled on the last day of school, 3% shy of the 90% target.

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.

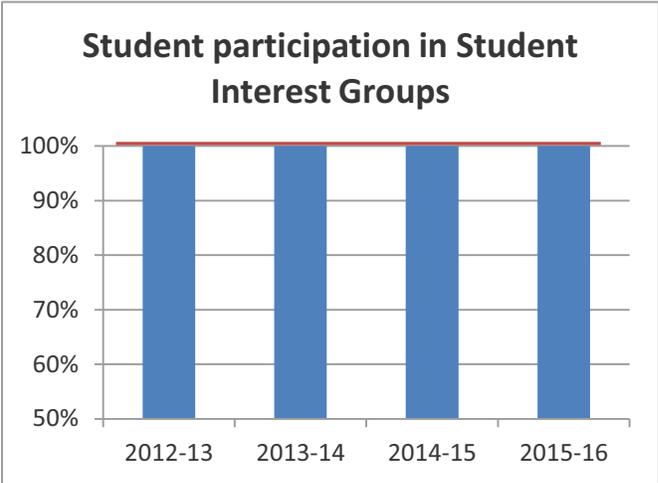
100% of CRCS learners participated in PLP meetings. 90% of families participated in conferences.

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.

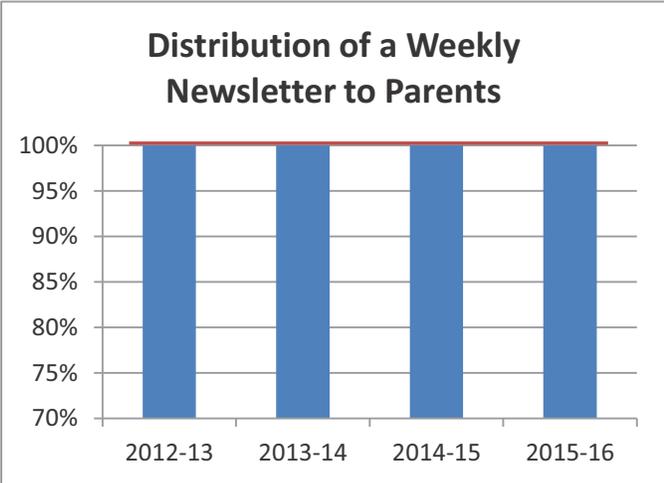
100% of parents have been invited to activities throughout each school year.

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.

Maine Charter School Commission

September, 2016

On May 4 and June 16, 2016, announced on-site visits were made to Fiddlehead School of Arts & Sciences (FSAS) public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director and the MCSC Director of Program Management. The visiting team held interviews with school leadership, staff, students, parents, 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	Nichi Farnham
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

September 2016

Section 1: School Overview

School Name	Fiddlehead School of Arts & Sciences
Address	25 Shaker Road Gray, ME 04039

Executive Director	Jacinda Cotton-Castro
Special Education Director	Ellen DeLuca
Board Chair	Alison Moser

Year Opened	School year 2013-2014
Years in Operation	3
Number of Sending Districts	14
Grades Served	Pre K-4
Number of Students	101 (October 1, 2015 "count day")
Teacher – Student Ratio	1:8

Mission	To unfold the potential of children, in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, a love of learning and embrace the interconnectedness of all things.
Vision	To provide for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment.

Section 2: Indicator Summary Table

Indicator	Meets Contract Agreement	Partially meets	Does not meet
Student Academic Proficiency		X ¹	
Student Academic Growth	X		
Achievement Gaps in proficiency and growth between major student subgroups ²			
Student Attendance			X ³
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		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

¹ FSAS met literacy targets as measured by the Work Sampling System in 5 out of 6 grade levels, and in math in 4 out of 6 grade levels.

² 2015-16 subgroups were too small to report or to be considered a large enough sample for reliable data

³ During the 2015-16 school year FSAS's Average Daily Attendance Rate was 93%, putting them one percent below the target of 94%.

Section 3: Academics

Targets

- Student Academic Proficiency: State Assessments
 - The percent of Grade 3 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
 - The percent of Grade 4 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
 - The percent of Grade 5 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
 - Grade 3 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment
 - Grade 4 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment
 - Grade 5 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment

- Student Academic Proficiency: School Developed Assessments
 - 65% of Pre-K students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of Kindergarten students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 1st grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 2nd grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 3rd grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 4th grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 5th grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of Pre-K students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of Kindergarten students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 1st grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 2nd grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 3rd grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 4th grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 5th grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - Iowa Test of Basic Skills: Establish baseline using National percentile rank of average standard score for reading and math

- Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math
 - 2015-2016 will serve as a baseline year for the Maine State Assessment System. Within 60 days of receiving the state results for 2015-2016, the school will generate growth goals for the following school year assuming the assessment will remain the same.
- Achievement gaps in proficiency and growth between major student subgroups

Performance:

16 third grade students and 16 fourth grade students (100% of third and fourth graders) participated in Maine state testing in 2016. Scores are not currently available.

Work Sampling System (WSS), a Pearson Product (5th Edition) -A framework for portfolio-based assessment - The framework assists in identifying and recording what children are learning, what they are beginning to master, and what they still need to work on. The tables below show the Average of Proficient/Above Grade Level by grade (PRO/AGL). These figures include math, literacy, and science.

Language and Literacy as measured by the June administration of the WSS

Grade	Class Size	Percent Proficient or Exceeds Proficient	Target Percent	Met?
Pre-K	18	72%	65%	Yes
Kindergarten	17	88%	65%	Yes
First	17	94%	65%	Yes
Second	17	82%	65%	Yes
Third	17	35%	65%	No
Fourth	16	88%	65%	Yes

Math as measured by the June administration of the WSS

Grade	Class Size	Percent Proficient or Exceeds Proficient	Target Percent	Met?
Pre-K	18	72%	65%	Yes
Kindergarten	17	94%	65%	Yes
First	17	94%	65%	Yes
Second	17	71%	65%	Yes
Third	17	41%	65%	No
Fourth	16	56%	65%	No

FSAS met the targets for language and literacy in five out of six grades. The only grade that did not reach the target was 3rd grade. FSAS was not surprised with the third grade results and cited a large number of students with academic needs in the group as a reason for lower scores.

FSAS met the targets for math in four out of six grades. Both 3rd and 4th grades fell short of the 65% proficiency goal.

FSAS has identified math as a school-wide area for growth and improvement and last spring began to bolster professional development in math, with a focus on the Investigations curriculum and becoming familiar with the Common Core Standards in mathematics at each grade level. FSAS plans to continue this initiative in the 2016-2017 school year with ongoing professional development in the teaching of math.

In 2016 FSAS administered the Iowa Test of Basic Skills for the first time. FSAS established its baseline. Results are in the table to the right.

FSAS Subgroup numbers were too small to report this year for the target of reporting on achievement gaps in proficiency and growth between major student subgroups.

Grade	Reading (National percentile rank of average standard score)	Math (National percentile rank of average standard score)
3	62	28
4	97	84

Section 4: Enrollment & Attendance

Targets:

- Student re-enrollment from one year to the next: 90% of students enrolled on state “count day” will still be enrolled on the last day of school.
- Continuous enrollment of students for multiple years: 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.
- Average Daily Attendance Rate 94% attendance rate

Performance:

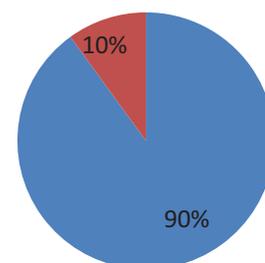
96% of students enrolled on state “count day” were still enrolled on the last day of school, exceeding the target of 90%.

90% of the student body who were eligible for re-enrollment at the end of the 2015-16 school year indicated their intent to return the following school year, meeting the 90% target.

During the 2015-16 school year FSAS’s Average Daily Attendance Rate was 93%, putting them one percent below the target of 94%.

2015-16 Re-Enrollment

■ returning ■ not returning



Section 5: Governance

Targets:

- Governance board meetings to be held monthly
- Bylaws and policies will be in place and regularly reviewed
- The Governing Board will maintain a minimum of seven members

Chair of the Board	Alison Moser
Board Member	Julie Ricardi
Board Member	Alison Spencer-Reed
Board Member	Sarah Hall
Board Member	Adam Gilman
Board Member	Debra Smith
Board Member	Kathleen Clements
Board Member	Zakk Maher

Performance:

The FSAS Governing Board met monthly during the 2015-16 school year, with additional meetings as needed. FSAS met the target for monthly board meetings.

The school has established bylaws and policies, and has met the target in this area.

The governing board had some turnover, but filled the vacancies during the school year. FSAS has met the target in this area, maintaining a seven member minimum.

With the growth of the school and increased size of the student body, the Board worked closely with the Executive Director to continue to build the school's teaching, administrative and financial

infrastructure; to maintain a financially sustainable organization in the short and longer term; and to formalize and implement a number of school policies and procedures.

Much of the work of the Board was conducted in its subcommittees that meet between Board meetings. The Board has four committees: Finance, Personnel, Education and Governance. These committees met to review and draft policies; to review and revise performance measures; to review personnel/staffing issues; and to review the school's bylaws.

Section 6: Administration

The position of Coordinator of Teaching and Learning was added at the start of the 2015-16 school year. Her leadership with the teaching staff aided in the continuation of FSAS's emergent curriculum philosophy.

The Executive Director's role became more clearly defined during the 2015-16, as the administrative team looked at building and re-organizing its organizational structure. FSAS is considering hiring a Business Manager and a Behavior Specialist.

Executive Director	Jacinda Cotton-Castro
Special Education Director	Ellen DeLuca
Coordinator of Teaching and Learning	Joanna Frankel

Section 7: School Climate

Targets:

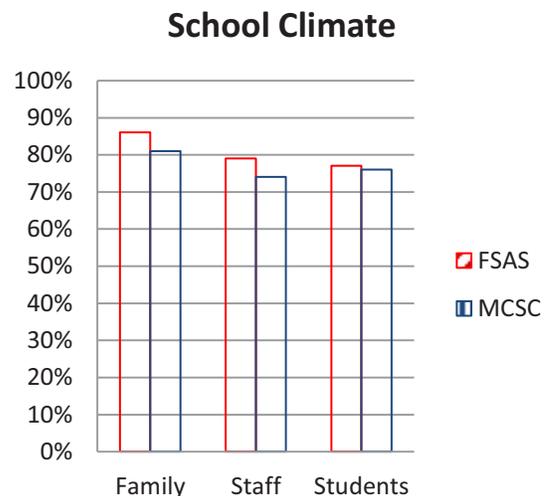
- The school will maintain the same state and federal reporting requirements as public schools
- Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate.

Performance:

FSAS maintained the same state and federal reporting requirements as non-charter public schools, and met this target. Teachers record incidents of bullying or violence in a consistent way, using the FSAS Incident Report form that allows for monitoring of such behavior. They discuss appropriate standards of behavior and school rules with all students and involve school or community professionals as necessary.

FSAS uses a collaborative, restorative approach that focuses on prevention of upset and conflict. It uses a fair, compassionate, multi-pronged approach that focuses on responding when there is conflict of any kind. Staff models this mutual respect as well as appropriate conflict resolution skills. FSAS encourages teachers to embody peaceful programs against bullying and violence in their classroom curriculum in order to develop a positive educational approach to prevent and respond to such behavior.

FSAS families, staff, and students participated in the Panorama Education surveys in the spring of 2016. FSAS families responded 86% favorable in this area. FSAS Staff responded 79% favorable, and FSAS students responded 77% favorable. FSAS results were higher than the Maine Charter School Commission average in the area of school climate among all three groups.



Section 8: Parent and Community Engagement

Targets:

- To have families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation.
- To have 85% of parents in attendance at parent conferences, annually.

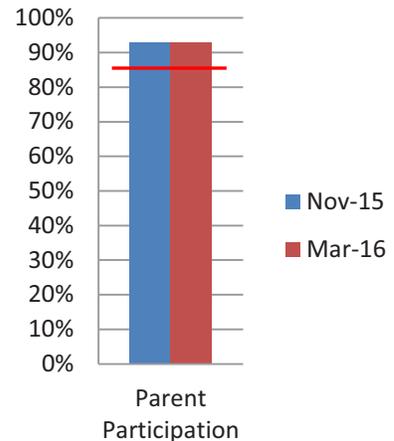
Performance:

FSAS met the target of having families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation, with over 1,400 volunteer hours logged before May 1, 2016.

Both the November and March parent/teacher conferences had 93% parent participation, exceeding the 85% target.

There are many opportunities for parent engagement at Fiddlehead School. The school's Executive Director holds a monthly "Coffee" where parents can chat, ask questions and listen to others. The Pre-K and Kindergarten classes hold Fiesta nights where kids put on a play or demonstration of something they have learned and the class families come together to eat and enjoy their child's work. The school also held a parent night in the fall as well as hosting a Stakeholders night in the spring.

Parent/Teacher Conferences



Section 9: Finances

Targets:

- School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item.
- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

FSAS produced monthly financial reports that were reviewed monthly by the governing board, meeting the target of monthly review.

If monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year, meeting the target.

FSAS's operational budget is balanced and the school looks forward to having significant information and historical data for income and expenses at the end of year three.

FSAS worked to improve its financial processes during the 2015-16 school year. Improvement included:

- Fiscal Management Policies
- Capital Improvement Policy Developed
- Cash Reserve Fund Policy Developed
- Budgeting Process began in February
- Fiscal Review from the DOE Special Education TEAM

Section 10: Facilities & Maintenance, and Transportation

Targets:

- Facility will meet all applicable state expectations for public schools
- All students within catchment area have available bus transportation

The FSAS facility meets all applicable state expectations for public schools, meeting the target for facility. FSAS's physical space continues to evolve and is now in its final multi-phase renovation, which will include the transformation and addition of three classrooms.

All students within catchment area have available bus transportation, meeting the target for transportation.

Section 11: Evidence of Mission and Vision Implementation

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.

FSAS provides for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment. FSAS is a school that honors children's curiosities, interests and uniqueness, and facilitates progressive learning at the highest level.

Section 12: Commendations and Recommendations

Commendations

- The Governing Board subcommittees have met on a regular basis and have been instrumental in analyzing administrative infrastructure needs, revising By-laws, adopting policies and procedures, planning for financial stability, addressing weaknesses in Math, and accommodating professional development and collaboration of teachers in the school schedule.
- The Governing Board, in its action, has responded to the recommendations from MCSC in the Monitoring report of 2015-16.
- The School Leader makes herself accessible to students, parents, and staff.
- The PTO is engaged; as evidenced by its stakeholders gathering for parents, staff, and board members to work together to support development of children.

- The position of Coordinator of Teaching and Learning created by the Board last year has been met with positive enthusiasm from staff as it scaffolds teaching and learning and provides training on the work sampling system through weekly meetings. The Coordinator works to blend the Reggio Emilia philosophy with assessment and data.
- The teacher evaluation system using the Danielson method fosters positive peer observation, feedback and self-reflection.
- The Charter School establishes a school culture of strong teacher/student/parent relationships “where kids can be themselves” (quote from parent)

Recommendations

- The school should continue to stay focused on math needs, continuing early mathematical thinking, CBM at the start of the school year, and data driven adjustments.
- The school should pursue a gathering with other charter school teachers, as requested by the teacher focus group.
- The school should keep a close eye on its financials and build a stronger cash flow position through utilization of the Board’s newly established capital improvement account and a capital reserve fund.

Maine Charter School Commission

September, 2016

On May 12 and June 30, 2016, announced on-site visits were made to Harpswell Coastal Academy public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Services team member. The visiting team held interviews with school leadership, staff, students, parents, community partners, 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	Laurie Pendleton
Commission	John Bird
Commission	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas

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Maine Charter School Commission

ANNUAL MONITORING REPORT

September 2016

Section 1: School Overview

School Name	Harpswell Coastal Academy (HCA)
Address	9 Ash Point Rd. Harpswell, Maine 8 Leavitt Drive, Brunswick, Maine

Board Chair	Sally Mackenzie
Head of School	John D'Anieri
Associate Head of School	Carrie Branson
Principal	Matt Hamilton
Special Education Director	Deryl Holt

Year Opened	2013-2014 school year
Years in Operation	3
Number of Sending Districts	12
Grades Served	6-11
Number of Students	176 (Oct. 1 count, 2015)
Student - teacher Ratio	10:1

Mission	To offer a rigorous, personalized, project-based education to mid-coast Maine students in grades 6-12.
Vision	To use Maine's shorelines, working waterfronts, forests, and farms as classrooms. To partner with local organizations and businesses, entrepreneurs, and community members who are committed to our goal of preparing caring, creative, resilient citizen-scholars who will flourish in a rapidly changing economy.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency		X	
Student Academic Growth	X		
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance			X ¹
Maintaining Enrollment from Year to Year	X		
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness	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 ²	
Parent and Community Engagement		X ³	

¹ HCA's Average Daily Attendance for school year 2015-16 was 92%. Division 1 attendance was 93% and Division 2 was 90%. Both Division 1 and 2 attendance were below the targets (Div 1 95%, Div 2 92%).

During the school year the number of unexcused absences increased from 2.4 on average, per day, during the first trimester, to 2.9 during the third trimester; HCA did not meet the goal of the number of unexcused absences decreasing from the fall to the spring trimester.

² Students & families received reports on HOWLs at Student Led Conferences in the fall (October) and winter (March), and with the end of year reports (June). Overall, HOWL grades remained steady at 2.3 in the fall and in the spring. HCA did not meet the goal for HOWLS, as HOWL grades did not improve and were not proficient.

³ 92% of students presented to the larger school community at least twice during the school year; HCA did not meet the 100% target.

Section 3: Academics

Targets:

Student Academic Proficiency:

State Assessments in Reading & Math

- Difference between the percentage of HCA students scoring proficient (or exceeds) on the MEA and the percentage of all Maine students scoring proficient (or exceeds) in the state: Grade 6=0, Grade 7=0, Grade 8=0, HS= 0
- Percent of students scoring proficient on MEA Reading: Grade 6 = baseline, Grade 7 = 40%, Grade 8 = 60%, HS = 10%
- Percent of students scoring proficient on MEA Math: Grade 6 = baseline, Grade 7 = 34%, Grade 8 = 46%, HS = 10%

School selected standardized tests in Reading & Math

- Percent of students in grades 6-12 scoring in the average to above average RIT band in reading on the NWEA: Grade 6 = 45%, Grade 7 = 65%, Grade 8 = 45%, Grade 9 = 45%, Grade 10 = 70%, Grade 11 = 45%, Grade 12 = 45%
- Percent of students in grades 6-12 scoring in the average to above average RIT band in math on the NWEA: Grade 6 = 45%, Grade 7 = 45%, Grade 8 = 45%, Grade 9 = 40%, Grade 10 = 40%, Grade 11 = 45%, Grade 12 = 45%.

School designed assessment program measuring Maine Learning Results

- DIVISION 1: 6th grade: 95% students will approach proficiency (score 2 or higher) in 50% of Division 1 measurement categories.
7th grade: 80% students will approach proficiency in 85% of Division 1 measurement categories.
8th grade: 80% students will approach proficiency in 100% of Division 1 measurement categories.
- DIVISION 2: 9th grade: 80% students will approach proficiency in 75% of Division 2 measurement categories.
10th grade: 90% students will approach proficiency in 75% of Division 2 measurement categories.
11th grade: 80% students will approach proficiency in 80% of Division 2 measurement categories.
12th grade: 80% students will approach proficiency in 80% of Division 2 measurement categories.
- 95% of students will submit three satisfactory portfolio pieces.

Student Academic Growth

- Establish baseline for growth on State Assessment

Achievement Gaps

- Establish baseline for gaps in proficiency and growth between major student subgroups on Maine State Assessment

Performance:

HCA students participated in NWEA testing during the fall, winter, and spring during the 2015-16 school year. HCA students met the established target for % average to above average RIT band in 5 of 12 areas. Results are in the tables below.

Reading

Grade	% average to above average RIT band	Target % average to above average RIT band	Met target?
6	46	45	met +0
7	52	65	did not meet -13
8	42	45	met +3
9	100	45	met +55
10	62	70	did not meet -8
11	74	45	met +29

Math	Grade	% average to above average RIT band	Target % average to above average RIT band	Met target?
	6	22	45	did not meet -23
	7	41	45	did not meet -4
	8	39	45	did not meet -6
	9	33	40	did not meet -7
	10	35	40	did not meet -5
	11	59	45	met +14

NWEA results show that in Division 2, 64.3% of students met or exceeded their projected RIT for reading, 67.7% for mathematics. In Division 1, 45.8% of students met or exceeded their projected RIT for reading, 41.9% for mathematics.

Goal	2015-16 Results	Met target?
6th grade: 95% students will approach proficiency (score 2 or higher) in 50% of Div 1 measurement categories.	92%	Did not meet -3%
7th grade: 80% students will approach proficiency in 85% of Div 1 measurement categories.	84%	Met +4
8th grade: 80% students will approach proficiency in 100% of Div 1 measurement categories.	81%	Met +1
9th grade: 80% students will approach proficiency in 75% of Div 2 measurement categories.	85%	Met +5
10th grade: 90% students will approach proficiency in 75% of Div 2 measurement categories.	92%	Met +2
11th grade: 80% students will approach proficiency in 80% of Div 2 measurement categories.	87%	Met +7

95% of HCA students collected their best work and submitted three satisfactory portfolio pieces for presentation to parents at Student Led Conferences, meeting the goal of 95% of students submitting three satisfactory portfolio pieces. The school is currently in the process of implementing Project Foundry to maintain digital portfolios for each student.

HCA students were measured using the School designed assessment program measuring Maine Learning Results. This is faculty assessment of student work including papers, classwork, homework, presentations, and other work samples.

Maine state testing results are not yet available.

Section 4: Attendance and Enrollment

Targets:

- 95% Average Daily Attendance for Division. 1, 92% Average Daily Attendance for Division. 2
- In each school year the number of unexcused absences will decrease from the fall to the spring trimester
- 90% of students enrolled on state “student count day” will still be enrolled on the last day of school.
- 80% of students enrolled on the last day of school indicate intent to return the following school year.

Performance:

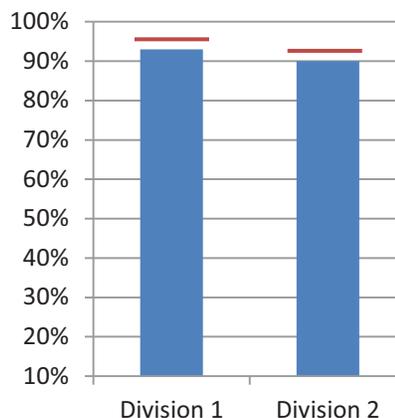
HCA's Average Daily Attendance for school year 2015-16 was 92%. Division 1 attendance was 93% and Division 2 was 90%. Both Division 1 and 2 attendance were below the target.

During the school year the number of unexcused absences increased from 2.4 on average, per day, during the first trimester, to 2.9 during the third trimester; HCA did not meet the goal of the number of unexcused absences decreasing from the fall to the spring trimester.

HCA had 176 students enrolled on "student count day", October 1, 2015. As of June 17, 2016, enrollment was at 163. As a result, 92% of students enrolled on student count day were still enrolled, exceeding the 90% target by 2%.

92% of students enrolled on the last day of school signed Commitment to Enroll forms for the 2016-2017 school year, exceeding the 90% target by 2%.

15-16 Attendance by Division



Section 5: Post-Secondary Readiness

Targets:

- Federal Graduation 4 year Adjusted Cohort Graduation Rate (ACGR)
- Maine determined graduation rate as determined under Title 20A MRSA, §5031, 1: 90%
- Percentage of students completing dual enrollment courses
- Percentage of students scoring at or above state average on SAT.
- Enrollment in postsecondary institutions
- Outcomes for students not attending postsecondary institutions.

HCA completed its third year in 2016, and did not have a 4 year ACGR.

HCA did not have a graduating class in 2016. 3 students did graduate early in spring 2016.

Seven students, approximately 28% of 11th and 12th grade students successfully completed courses at Southern Maine Community College during the 2015-2016 school year.

21 Division 2 students took the SAT in the 2015-16 school year as required by the State of Maine. Scores are not reportable due to small class size and the need to maintain student confidentiality.

Three students graduated in 2016. Two have plans to enroll in postsecondary institutions.

Section 6: Governance

Governance Board Performance & Stewardship

Targets:

- Governance Board operates in a transparent, responsible, and legally compliant manner.
- Governance Board provides oversight of school leadership team.

Performance:

The HCA Board holds public meetings. Both meeting agendas and meeting minutes are posted on the school website. Reminders of the meetings are included in weekly newsletters.

The HCA Board is comprised of seven members. The Board expressed at the MCSC visit that it would like to add additional members.

The HCA Board continues to use Board on Track, an online platform, to coordinate all the work of the Charter School board including: compliance, meeting scheduling, document storage, governance training, evaluation support, and more. The HCA governing board expressed that using Board on Track has enhanced the work of the Board.

Chair of the Board	Sally MacKenzie
Board Member	Joe Grady
Board Member	Eileen Horner
Board Member	Sharon Whitney
Board Member	Cynthia Shelmerdine
Board Member	Ed Harris
Board Member	Dave Eldridge
Board Member	David Jean

At the MCSC's on site meeting with the HCA Governing Board, the Board shared that it had a retreat last summer and focused on what it needed to do to focus on sustainability. The Board members determined that connecting to the charter contract was a priority.

The Board also reported that it believes its proficiency-based focus gives students the ability to show what they know and that in-house measures reflect HCAs' students' abilities more accurately than the other assessments being administered.

The Board conducted an evaluation of the Head of School at the end of the 2015-16 school year. The Head of school is responsible for evaluating the Principals.

Board members expressed that the addition of a second facility for Division 2/3 for the 2015-16 school year was both a challenge and a success. The Board members felt that the growth and location were positive, while having two locations made it difficult to get to both locations. The Board is exploring a location for HCA's Division 2/3 for 2016-17, as it will no longer be at the same address at Brunswick Landing.

The Board members reported some other challenges during the school year were funding, wanting to add more programs particularly in the area of the arts, the high percentage of students with special needs and the high cost associated with educating them.

The Board has restructured the Administrative team for the coming 2016-17 school year. There will continue to be a Head of School and a Principal at Division 1. Additionally, there will be an Operations Manager, and a Dean of Students will take the place of a Division 2/3 Principal. The Special Education Director Consultant will not be with HCA for the 16-17 school year, but is assisting the school in its transition to a new Special Education Director.

Section 7: Administration

During the 2015-16 school year the Administrative team consisted of a Head of School and two principals who also held other duties. Moving into the 2016-17 school year the Administrative team has been restructured. There will continue to be a Head of School and a Principal at Division 1. Additionally, there will be an Operations Manager, and a Dean of Students will take the place of a Division 2/3 Principal.

At the MCSC's end of year monitoring visit the HCA administrative team reported one of the successes during the 2015-16 school year was the deepening of Investigations. Investigations are place-based and project – based and are grounded in Maine Learning standards. During Investigations HCA uses flexible scheduling and regrouping of students.

The investigation team has been using Jump Rope to track the standards the students work on. Next year HCA will use Project Foundry, which they report will allow flexibility in tracking standards. The administrative team feels Project Foundry will be aligned with the gradual release of responsibility for curriculum design.

Section 8: School Climate

School Social and Academic Climate

Targets:

- Decrease in instances of bullying, harassment, or other abusive practices
- Student (HOWLs) Habits of Work and Learning
 - HOWLs are reported to students & families 3 times yearly
 - HOWLs improve or reach proficiency from fall to spring each year for each Division
- 80% of students report via school climate survey , active participation in Restorative Justice and Community Meeting
- Annual improvement in targeted areas on student and family climate survey

Performance:

During the 2015-16 school year there were 40 reported incidents of bullying or harassment representing about 23% of the student body. During the 2014-2015 school year, a total of 35 incidents were reported, about 28% of the student body. While the number of occurrences was higher, proportionately, this indicates a 5% decrease in the percent of reported incidents between years two and three. HCA met the target of decreased incidents of bullying and harassment.

Students & families received reports on HOWLs at Student Led Conferences in the fall (October) and winter (March), and with the end of year reports (June). Overall, HOWL grades remained steady at 2.3 in the fall and in the spring. HCA did not meet the goal for HOWLS, as HOWL grades did not improve and did not reach proficiency.

80% of students participated in Restorative Justice model during the 2015-16 year, and 100% participated in Community Meeting, meeting the target of 80% participation in Restorative Justice and Community Meetings. HCA reported that Resolution Circles were used routinely at Division 1 throughout the year, and that Division 2 implemented the practice less frequently. HCA plans to instruct faculty on the use of Restorative Justice practices during professional development time during the 2016-17 school year. HCA reported that students,

parents and faculty have commented on the efficacy of Restorative Justice at HCA, and students have reported that Community Meeting participation increases their feeling of empowerment and ownership of the school. Parents and students participated in the Panorama Education Surveys.

Parents

Area	% favorable
Barriers to Engagement	82
Family Engagement	18
Grit	31
School Fit	64
School Climate	73
School Safety	84

Students

Area	% favorable
Grit	52
School Engagement	31
School Climate	55
School Safety	65
Rigorous Expectations	61
Student/Teacher Relationships	62

Overall, the surveys show that parents and students are favorable toward HCA. HCA had consistently slightly lower favorable percentages than the Maine Charter School average in all areas. The school has identified Family engagement and school culture as areas that the school will address in the coming year.

It was noted by HCA that the grade levels with students that had been attending HCA the longest (8th, 11th) reported being more favorable results than the other grades. HCA feels that its model takes time for students and families to understand and buy into.

Section 9: Parent and Community Engagement

Parent and Community Engagement

Targets:

- Student participation in activities provided by Community Partnerships: Each student participates in at least one Workshop, club or internship during the year
- Parent Communication
 - Parent checks JumpRope portal at least once every other week.
 - Parent opens weekly newsletter
- Parent participation in their children’s education and operation of school
 - Division 1: 90% of parents attend at least one Student Led Conference (SLC) per year
 - Division 2: 60% of parents attend at least one SLC per year
- Celebration of Learning & Passages: Each student presents to the larger school community twice each year at minimum.

Performance:

All HCA students participated in an activity with a community partner at least once, and the majority participated 3-5 times, meeting the minimum of one per year. These experiences included workshops, Field Work, and club activities. HCA reported that meaningful relationships with community partners deepened during the 2015-16 school year. Some partnerships include the Holbrook Community Foundation, the Harpswell Heritage Land Trust, and the Boats of Maine Project.

Parent usage of JumpRope continues to be inconsistent. Individual parent logins to JumpRope from the beginning of the school year range from 154 to 0 times; resulting in HCA not meeting its goal of bi-weekly parent logins. The average number of total logins per week was 2,030. HCA has noted that JumpRope usage peaks around Student Led Conferences, and drops off toward the end of the year.

HCA held meetings explaining how to use JumpRope, and included information in the weekly newsletter and at Student Led Conferences. Despite these efforts, HCA reports it has not seen the level of engagement it hoped to see from parents. Beginning in fall 2016 HCA will be using Project Foundry as its Learning Management System, and believes it is more user-friendly and accessible to students and parents.

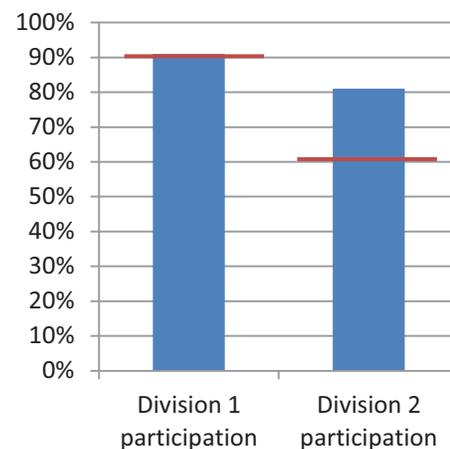
HCA's weekly newsletter is sent to a list of approximately 350 people, including parents, faculty, Charter Commission members, Board members, and Heads of other Charter Schools. On average, 45% of recipients open the newsletter. It is not possible to tell how many others read or skim it in the preview function. The newsletter is also sent to HCA students.

Based on survey data and conversation with parents, it seems that most families are accessing the weekly newsletter to stay up to date with events and information from HCA. HCA also sends documents home with students and mail certain things to parents using the USPS when they want to ensure receipt.

91% of Division 1 parents attended at least one SLC this year, and 81% of Division 2 parents attended at least one SLC this year. HCA met its targets of 90% and 60%. HCA reports it is happy with the participation in SLCs, and would like to continue to improve on this participation rate.

92% of students presented to the larger school community at least twice during the school year; HCA did not meet the 100% target. Students presented as a culmination to a number of different investigations including the Journey of Clothes, Narwhal Tank, Voices of the Working Waterfront, Solar Lobster Boats, Forestry Survey, and Aquaculture. Presentations were oral, multimedia, and often involved demonstrations.

Parent Participation in Conferences



Section 10: Finances

Financial Performance and Sustainability

Targets:

- Governance Board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.
- School conducts an external audit.

Governance Board and/or Finance Committee review the budget on a quarterly basis. The Board Finance Committee met monthly, with additional meetings as necessary, to review reports and provide oversight to Finance Director and Head of School. The Finance Committee refined its practices this year, and supported the Finance Director in the implementation of routines and procedures.

HCA had an audit completed in the fall for FY15 and did not have any findings for the fiscal year 2015.

HCA's advancement committee has continued to be active and has raised \$158,000 through various fundraising efforts.

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

Adequacy of Facilities Maintenance in Support of Program

Targets:

- School facilities meet educational and health and safety standards.
- Site Development

Performance:

HCA has the appropriate certifications for health and safety including a health inspection of the kitchen; monthly water testing as required for a public water supply; Boiler and air ventilation system serviced and inspected; and an inspection of fire equipment. Additionally, HCA has contracted with a Nurse, following guidelines for school health.

The Board Facilities Committee has addressed two main goals for the year: finding a suitable site for Division 2 students for the fall of 2016 and planning for updates, upgrades, maintenance and repair of the 9 Ash Point Road.

In August, 2016 the school entered a lease for a new location for the Division 2 & 3 students next year. The location is on Brunswick Landing and is close in proximity to the 2015-16 Division 2 & 3 location. The new location has more space and is suitable for the needs of the school.

Food Service & Transportation

Targets:

- Food Service: Record of costs and student utilization of food service.
- Transportation: Record of costs and student utilization of transportation service.

Performance:

Food Service

Fewer than 5% of HCA students take part in the Breakfast program daily.
Approximately 50% of HCA students take part in the lunch program daily.

HCA continued to contract with the SchoolHouse Cafe to provide school lunch for students. Typical offerings include BBQ chicken sandwich, coleslaw, buttermilk cake, grilled cheese, green salad, applesauce, fettuccine sausage and cabbage, veggie sticks, berry crisp, veggie fried rice, broccoli salad, cranberry oatmeal cookie, beef stew, brownie. Menu items are made with health benefits in mind; including low sugar and local and organic options when possible.

HCA is looking to expand its breakfast program at Division 1 next year. It did not participate in the National Free/Reduced School Lunch plan this year, though it did provide free/reduced lunch for students out of its

budget. Approximately 38% of HCA’s students qualify for free/reduced lunch. The majority of these students eat HCA school lunch daily.

HCA is in the process of putting structures in place to be able to participate in the national free/reduced lunch program for the 2016-17 school year.

Transportation

Approximately 90% of HCA students utilize HCA’s transportation service daily.

HCA received some complaints about student behavior on the buses. The behaviors were addressed in the same way other complaints are handled, with disciplinary interventions and conversations with drivers. HCA has bus expectations that are agreed to by students and parents, which lay out consequences for behaviors.

Section 12: Evidence of Mission and Vision Implementation

Mission	Vision
To offer a rigorous, personalized, project-based education to mid-coast Maine students in grades 6-12.	To use Maine’s shorelines, working waterfronts, forests, and farms as classrooms. To partner with local organizations and businesses, entrepreneurs, and community members who are committed to our goal of preparing caring, creative, resilient citizen-scholars who will flourish in a rapidly changing economy.

HCA’s program is project based, place based and proficiency based. Its curriculum is designed around investigations that are rooted in mid-coast Maine. Students at HCA are encouraged not only to learn content, but to acquire the skills necessary to make learning a lifelong passion, goal, and habit. In order to encourage learning as a long-term goal, students are given autonomy and ownership in their learning. HCA has many community partners who act as clients for authentic work.

During the 2015-16 school year some of the investigations units were: Voices of the Working Waterfront project, during which Division 2 students worked for the Holbrook Foundation to create a documentary about the Cundy’s Harbor Community; the Story of Clothes investigation during which Division 1 students learned about the history of the clothing manufacturing industry in Maine, and visited several local businesses who are currently manufacturing gear and clothing. In these investigations, students not only learned about a variety of ways people are making a living in Maine today, but also about how different industries have changed in recent years, and the impacts- environmental, financial, and cultural, that these industries have had in Maine.

Section 13: Commendations and Recommendations

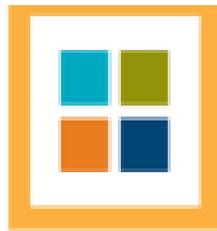
Commendations

- The school’s attention to the mission is evident in the type of the projects students are engaged in.
- Both students and families speak positively about the impact the school has had on their education.

- The Governance Committee and the administration of the school appear to have a close working relationship that is supportive of each other and beneficial to the school.
- The school has established close working relationships with their community.

Recommendations

- Early in the 2015-2016 school year, it was discovered that HCA had failed to provide certain related services to students with an IEP and had failed to complete initial and triennial evaluations following the time lines required by law. The school hired a special education director consultant and provided compensatory services to students, as well as completed evaluations as required. The Review Team recommends that school continue to focus on ensuring needs of special education students are met.



MAINE ACADEMY OF
NATURAL SCIENCES

AT GOOD WILL-HINCKLEY

16 Prescott Drive

Hinckley, Maine 04944

<http://www.means-gwh.org/>

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2016

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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, Maine Academy of Natural Science's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Maine Academy of Natural Science (MEANS) 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. MeANS will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

School Name	Maine Academy of Natural Science (MeANS)
Address	16 Prescott Drive, Hinckley, Maine 04944

Governing Board	
Board Chair	Gordon Donaldson
Board Vice Chair	Douglass Carr
Board Secretary	Mara Casey Tieken
Board Treasurer	Cheryl Gwadosky
Board Member	Pam Mattos
Board Member	Tom Edwards
Board Member	Scott Cyrway
Board Member	Troy Frost
Board Member	Stephanie Johnson
Board Member	Richard Meserve

Principal	Tonya Arnold
Director of Instruction	Emanuel Pariser, PhD
Special Education Director	Anna Perkins

Year Opened	2012-2013 school year
Years in Operation	4
Number of Sending Districts	26
Grades Served	9-12
Current Enrollment	127 (Oct. 1 count - 2015)
Number of Students on Waiting List	25

Maine Academy of Natural Sciences Overview

MeANS offers the public a student centered, staff guided high school whose purpose is to inspire and engage students. MeANS welcomes a diverse range of students including those whose previous learning environment has not inspired them to fulfill their potential as learners, those who have become profoundly disconnected from their education as well as those who have a passion for the school's themes of agriculture, forestry and sustainability.



The MeANS vision is to encourage students to re-engage with their education, and grow as critical thinkers and problem solvers by developing habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of their community.

Located in central Maine on several hundred acres of wilderness, organic farmland and river frontage, MeANS uses hands-on learning experiences tailored to a student's interests, introducing them to careers in farming, forestry, sustainability, alternative energy and other related fields.

The Maine Academy of Natural Sciences (MeANS) is Maine's first high school to focus on the natural sciences. MeANS includes day students from the local region and boarding students from across the State.

At the end of each of the past 3 school years, an announced on-site monitoring visit was made to MeANS. 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 MeANS' Performance Indicators and whether those targets were met, partially met, or not met in each of the school's first 3 years of operation.

MeANS' 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		X ²		X				X ³		X		
Student Academic Growth		X ⁴			X ⁵		X			X		
Achievement Gaps in proficiency and growth between major student subgroups	X				X ⁶		X			X		
Student Attendance	X			X			X			X		
Recurrent Enrollment from Year to Year	X			X			X			X		
Post-Secondary Readiness	X			X				X ⁷		X		
Governance Board Performance and Stewardship	X			X			X			X		
Financial Performance and Sustainability	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
Parent and Community Engagement	X				X ⁸			X ⁹		X		
School Social and Academic Climate	X			X				X ¹⁰		X		

¹ For yearly Performance Indicators see appendix B

² Of all students who were behind pace in the 2014-15 school year, 55% completed targets and standards at a rate closer to their academic goals. MeANS did not reach the 70% target in this area.

³ Target of Students will score within 20% of the state average on state tests was not met, specific data not reportable due to low student numbers and maintaining student confidentiality.

⁴ Targets were not met in the area of growth for reading or language.

⁵ NWEA goal for growth was met for language, but not for math and reading.

⁶ Achievement gaps were narrowed in some areas.

⁷ Post-Secondary education enrollment was 60% after 8 months, target was 75%.

⁸ Parent participation in student-led conferences was 85%, target was 90%.

⁹ Parental participation in child's school sponsored activities was 33%, target was 60%.

Academic Performance

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

Year 1, 2012 – 13

MeANS met the target of establishing baseline data in the following areas:

- Student Academic Proficiency: State Assessments and School Selected Assessments
- Student Academic Growth: normed assessment for English and math

Other targets met were:

- Established benchmarks for each student
- 85% of students showed growth in at least one area, as determined by NWEA/TABE
- Assuming a gap of 25% or greater, students' gap will shrink by 50% on an individual basis, as measured by TABE results

MeANS established baseline data for academic proficiency and growth on state and school selected testing. Benchmarks were established for each students and TABE aggregate achievement levels were more than one year in 6 of 7 areas. Gaps in growth for subgroups were noted.

Year 2, 2013 – 14

MeANS met the targets of:

- Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math
 - Percentage of students who made one year's growth as measured by the NWEA
- Establish Benchmarks for Each Student
 - 85% growth in one area through NWEA or other evidence
- Achievement Gaps in proficiency and growth between major student subgroups using ESEA-based system
 - With a gap of 25% or more, between major student subgroups, we will shrink gap by 50% on an individual student basis.

MeANS did not meet the targets:

- State assessments:
 - Students will score within 20% of the state average
- School-developed assessments:
 - 39% of the student body will meet at least 24 standards at proficient level
 - 36% will meet at least 18 standards
 - 25% will meet at least 10 standards

¹⁰ Student survey was complete, but Parent and staff survey were incomplete and not reportable.

MeANS met the target for Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and math with 81% of students demonstrating growth in at least one academic area: math, reading or language (NWEA projects growth rates for 9th and 10th graders only).

In the area of individual student benchmarks 81% of students showed growth in at least one academic area through NWEA, and all students in this subgroup closed a gap in at least one area; 4 out of 5 closed gaps in more than one area.

In the area of achievement gaps all students in the subgroup of students with an IEP closed a gap in at least one area; 4 out of 5 closed gaps in more than one area. The largest gap between mainstream and students with an IEP in any subject area was 22%.

MeANS did not meet the target for School-developed assessments. The specific completion rates of standards are not reportable due to low enrollment and maintaining student confidentiality.

The target of students scoring within 20% of the state average was not met. Specific data are not reportable due to small size and maintaining student confidentiality.

Year 3, 2014 – 15

MeANS met the targets of:

- State assessments: 2015- Get baseline on Smarter Balanced
- School-developed assessments: Based on goals set annually in individual learning plans; 85% of students will meet or exceed the number of standards they set as goals to complete each year beginning in 2015-16 school year.
 - 70% of students will show a year's growth or more on NWEA language measures;

MeANS did not meet the targets of:

- Student academic growth: value added nationally normed individual and group assessment or equivalent for English and Math.
 - 50% of students will show a year's growth or more on NWEA math measures
 - 50% of students will show a year's growth or more on NWEA reading measures
- Achievement gaps in proficiency and growth between major student subgroups using ESEA-based system: Students in subgroups – special education and socioeconomically disadvantaged – will, whenever they are behind the average student growth at MeANS, close that gap on an annual basis by 10% in at least two of the three subject areas.

MeANS partially met its academic goals for the 2014-15 school year. 46% showed a year's growth on the NWEA Math, 46% showed a year's growth in Reading, 76% showed a year's growth in Language. These percentages reveal that MeANS met its goal in Language, and missed its goals for math and reading by 4% each.

Some achievement gaps were narrowed. Special Education: 7% down in Language skills, remained even in Math, and 14 % over school average in reading growth. Free and Reduced: Up by 1% in language, down by 8 % in math, and up by 2% in reading.

Smarter Balanced testing was completed by 100% of grade 11 students, but due to low enrollment, and maintaining student confidentiality, scores are unable to be publicly reported.

Year 4, 2015 – 16

MeANS met the targets of:

- State assessments: Get baseline on MEAs
- School-developed assessments:
 - Standards Completion
 - A. 45% of students are completing standards and/or credits at the rate necessary for the year based on their annual academic planning goals.
 - B. 35% are completing standards or credits below the rate based on their annual academic planning goals. (Within 10-30% below the planned for rate of completion)
 - C. 20% are completing standards or credits at a rate (more than 30%) significantly below the planned rate of completion.
 - 70% of students in group B and C above who have attended MeANS for one or more years will complete standards at a rate closer to their annual academic plan goals; 10% more successfully in their second year, 15% more successfully in their third year, 20% more successfully in their fourth year.
 - Growth - NWEA
 - 50% of students will show a year's growth or more on NWEA math measures;
 - Gaps in Growth – NWEA
 - 50% of students in the “far below” performance band, regardless of their category, will exceed typical national growth norms for students with their original (fall) RIT scores.

MeANS did not meet the targets of:

- Growth - NWEA
 - 50% of students will show a year's growth or more on NWEA reading measures;
 - 70% of students will show a year's growth or more on NWEA language measures;

MeANS students participated in Maine State assessments. Scores are currently unavailable, but will serve as a baseline for coming years.

30 out of 35 third year students, approximately 86%, took the SAT in the spring of 2016. Due to small class size and maintaining student confidentiality, specific data about the results are not available.

MeANS met targets in the area of Standards Completion in the following areas:

- 74% of students completed standards and/or credits at the rate necessary for the year based on their annual academic planning goals.
- 24% completed standards or credits below the rate based on their annual academic planning goals. (Within 10-30% below the planned for rate of completion)
- 2% are completing standards or credits at a rate (more than 30%) significantly below the planned rate of completion.

Of all students who were behind pace in the 2014-15 school year, (55%) completed targets and standards at a rate closer to their academic goals. MeANS did not reach the 70% target in this area.

- Percent of Students who have attended 1+ years (in their 2nd year at MeANS)
57% completed at a rate closer to annual academic goals
- Percent of students who have attended 2+ years (in their 3d year at MeANS)
38% completed at a rate closer to annual academic goals
- Percent of students who have attended 3+ Years (in their 4th year at MeANS)
80% completed at a rate closer to annual academic goals

MeANS met two of the four targets in the area of Growth as measured by the NWEA:

- 60% of students showed a year's growth or more on NWEA math measures, meeting the 50% target.
- 45% of students showed a year's growth or more on NWEA reading measures, falling 5% short of the 50% target.
- 62% of students showed a year's growth or more on NWEA language measures, falling 8% short of the 70% target.
- 55% of students in the "far below" performance band, regardless of their category, exceeded typical national growth norms for students with their original (fall) RIT scores, meeting the 50% target.

Summary

During its first four years MeANS met its targets for Student Academic Proficiency three out of four years, and met Student Academic Growth targets two out of four years, partially meeting the goal in years three and four.

First year targets established baselines; however, due to the inconsistency of state testing, baselines have had to be reestablished.

Attendance and Reenrollment

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

Year 1, 2012 – 13

MeANS met the targets of:

- average daily attendance rate of 80%
- student reenrollment from one year to the next of 80%

The average daily attendance rate was 93%. The student reenrollment rate from year one to year 2 was 91%. Continuous enrollment for multiple years was not applicable in year one.

Year 2, 2013 – 14

MeANS met the targets of:

- average daily attendance rate of 80%
- average Individual student attendance rate of 80%
- Unexcused absences of 8% or less of possible days attended
- 85% re-enrollment annually
- 80% continuous enrollment of students for multiple years

The average daily attendance rate was 92%, exceeding the 80% target. The Individual Student Attendance Rate target was met with 10% of students being below the target, and 46% of students were at 95% or higher.

The rate for unexcused absences was 6.85%. The student reenrollment rate from year two to year 3 was 96%. Continuous enrollment for multiple years was 100%.

Year 3, 2014 – 15

MeANS met the targets of:

- average daily attendance rate of 80%
- Individual student attendance rate
- 8% of students will exceed 4 unexcused absences
- 85% re-enrollment annually
- 80% continuous enrollment of students for multiple years

Average daily attendance rate at MeANS for the 2014-15 school year was 86%, and improved during the course of the year from 83% in the first trimester to 92% in the third trimester. 86% of students had an attendance rate at or above 80%; 9% had an attendance rate over 95%. 97% of students had 3 or fewer unexcused absences in the third trimester, up 14% from 83% in the first trimester.

The re-enrollment rate from 2014-15 to 2015-16 was 100%, and 100% of previously enrolled students enrolled for more than two years.

Year 4, 2015 – 16

Process Goals:

- What is our ADA?
- What percentage of students have 80% or above attendance rate?
- What percent of students have three or fewer unexcused absences?
- What percent of students have re-enrolled from year to year?
- What percent of previously enrolled students enroll for more than two years?

Average Daily Attendance for the school year 2015-16 was 91%, exceeding the 80 target.

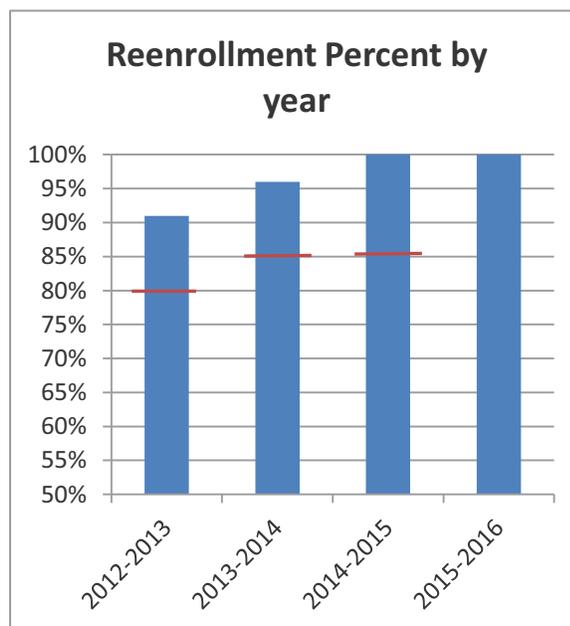
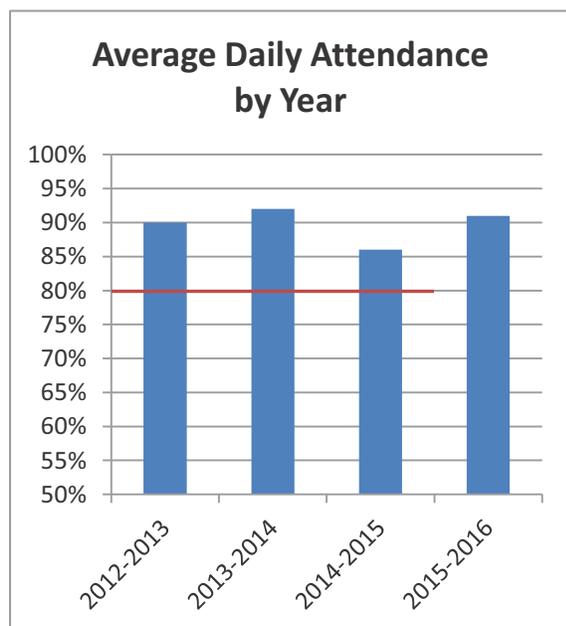
90% of students had an 80% or higher attendance rate.

91% of students had three or fewer unexcused absences.

100% of eligible students have reenrolled to return for school year 2016-17.

100% of previously enrolled students enroll for more than two years.

Summary



While there was a 6% decrease in average daily attendance from 2013-14 to 2014-15, MeANS continued to exceed the 80% target in this area.

MeANS' reenrollment has increased each year, and has exceeded the 80% and 85% targets in this area.

Post-Secondary Readiness

- Graduation Rate
- Success in dual enrollment classes
- SAT or ACT scores
- Enrollment in post-secondary institutions
- Students employed full time or enlisted

Year 1, 2012 – 13

MeANS met the targets of:

- 70% graduation rate
- 75% successfully complete dual enrollment class
- 15% of students will score at or above the state average on SAT and ACT
- 15% of graduates employed full time or enlisted by April 1 following year 1
- 75% of student taking Accuplacer test will pass at least 3 elements

Means did not meet the targets of:

- 75% of graduates enrolled in post-secondary education, training, apprenticeship

MeANS had a 100% graduation rate in its first year, exceeding the 70% target by 30%.

92% of students successfully completed at least one Kennebec Valley Community College course, exceeding the 75% target.

MeANS exceeded the 15% target for students scoring at or above Maine's Average scores on SAT and ACT, with 41% of students scoring at or above Maine's Average scores on SAT and ACT

The target of 75% of graduates will be enrolled in post-secondary education, training, apprenticeship was not met. At the end of the school year 40% of students had enrolled in post-secondary education,

At the end of the school year 60% had secured full time employment.

100% of students who took three or more aspects of the Accuplacer passed at least three elements.

Year 2, 2013 – 14

MeANS met the targets of:

- Senior graduation rate of 75%
- Dual enrollment completion rate 75%
- 15% of students scoring at or above state average on ACT or SAT
- 75% of students taking Accuplacer will pass at least three elements
- 15% of graduates not enrolled in post-secondary institutions but employed full time or enlisted in the military by April of year 1 after graduation.

MeANS did not meet the targets of:

- 75% of graduates enrolled in a post-secondary institution, college, trade, and apprenticeship within 8 months of graduation.

Means' graduation goal was met with a graduation rate of 85%. The Dual enrollment target was met with an 83% completion rate.

SAT and ACT data were not publicly reportable due to small number of students and maintaining student confidentiality.

The goal for post-secondary education was not met. 60% of graduates had enrolled in a post-secondary institution, college, trade, and apprenticeship within 8 months of graduation.

Accuplacer data were not reportable due to small number of students and student confidentiality.

Year 3, 2014 – 15

MeANS met the targets of:

- Senior graduation rate of 70%
- Dual enrollment completion rate 75%
- 15% of students scoring at or above state average on ACT or SAT
- 75% of graduates enrolled in a post-secondary institution, college, trade, and apprenticeship by April of year 1 after graduation.
- 15% of graduates not enrolled in post-secondary institutions but employed full time or enlisted in the military by February of year 1 after graduation.

The senior graduation rate was 90%, far exceeding the 70% target.

The dual enrollment completion rate was 97%, exceeding the 75% target.

At the end of the school year 53% of students were enrolled in post-secondary institutions.

Year 4, 2015 – 16

Process Goals:

- What percent of students with graduation as a PLP goal for that year graduated?
- What percent of students who took classes at KVCC completed them with a passing grade?
- What percent of Juniors and Seniors taking the full Accuplacer test pass at least three elements?
- What percent of graduates are working full-time or enlisted within 8 months of graduation?
- What percent graduates have enrolled in Post-Secondary Programs within 8 months of graduation?

100% of students with graduation as a PLP goal for 2016 graduated as planned.

MeANS developed a close relationship with KVCC where they are now offering Dual Enrollment Courses such as math classes such as Tech Math and College Algebra at the school, and 20% of MeANS students took tuition waiver courses there. Of 39 KVCC classes taken in 2015 the dual-enrollment success rate was 97%.

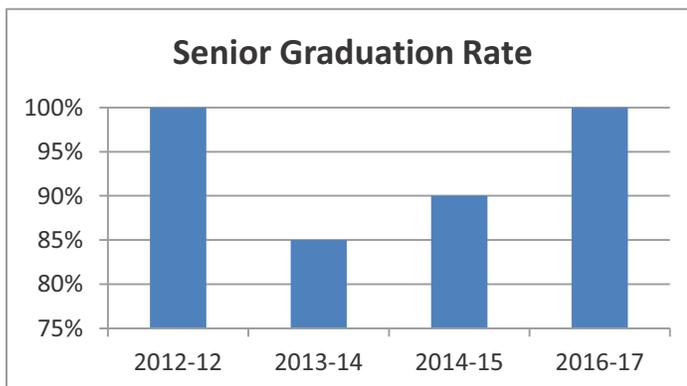
Colby College has opened its courses to MeANS students. Also, MeANS had a student working for Colby in the food service program. MeANS had several student teacher interns from Unity College, Colby College, and one from Bates.

The Accuplacer was not utilized by MeANS students during the 2016-17 school year.

42% of graduates are working full-time or enlisted within 8 months of graduation 2015, and 42% of graduates have enrolled in Post-Secondary Programs within 8 months of graduation 2015.

Summary

MeANS' target of 70% and 75% graduation rate has been exceeded in each of its first three years. In its fourth year MeANS had a 100% graduation rate.



Governance and Operations

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

Year 1, 2012 – 2013

MeANS met the targets of:

- Monthly Board Meetings
- Responsive Board Operations

At the end of year visit the review team met with members of the Governing Board. The Board meets monthly and maintains a strong working relationship with the Good Will Hinckley Board. Parents participate as members of Board subcommittees. The review team noted that parent communication with the Board could be improved.

Year 2, 2013 – 14

MeANS met the targets of:

- Public accountability – Transparent, responsive and legally compliant Board Operation
- Oversight of school leadership team

The MeANS Board met monthly and maintained strong working relationships with senior administrative staff and the parent organization's (GWH) board. The Board contributed its time and talents to the improvement of the school.

MeANS Board minutes and agendas were available, but it was noted by the MCSC review team that access to the minutes and agenda could be improved.

Oversight of the leadership was discussed at the interview between the MCSC review team and the MeANS Board.

Year 3, 2014 – 15

MeANS met the targets of:

- Monthly Board Meetings
- Responsive Board Operations

Meeting agendas and minutes are posted on the MeANS website. The Board met bi-monthly. Governing Board subcommittees included finance, academic, nominating, human resources. The Principal and Director of Curriculum and Assessment also attended the board meetings. The Governing board reported visiting students, classes, and faculty about 3 times per year to get a feel for the daily work that the MeANS community is doing. Board members reported being impressed with teacher leadership, and the level of student engagement. The Governing board was down to eight members, and was looking to fill its ninth seat.

The Board was aware that MeANS teachers were working for low pay, as compared to the geographical area. They reported wanting to pay teachers more, and the proposed new budget began to increase pay. The Board believed that the benefits are consistent with other peer organizations.

In an interview with the Maine Charter School Commission the Board Chair indicated that the Board was familiar with the Charter Contract and how to proceed toward its renewal at the end of the current contract.

The Governing board reported that Good-Will Hinckley (GWH) had a Strategic Plan that included MeANS and was developed through a collaborative process with the MeANS board and staff.

The Board was very excited about the new school building, still on the GWH campus, and built specifically to suit MeANS' needs. The new facility opened in August, 2015 for the 2015-16 school year. It has 16 rooms, is "green," and is net positive for solar electricity generation; the building will not generate energy bills.

Year 4, 2015 – 16

MeANS met the targets of:

- Monthly Board Meetings
- Responsive Board Operations

Meeting agendas and minutes are posted on the MeANS website. The Board met bi-monthly. Governing Board subcommittees included finance, academic, nominating, human resources. The Principal and Director of Curriculum and Assessment also attended the board meetings.

MeANS board members include retired superintendents, lawyers, financial experts, college professors, and a former Deputy of Education for the State of Maine. MeANS is looking to fill the need for development and fundraising expertise and manpower.

Currently, the MeANS Board and the GWH Board are working together to clarify roles and negotiate for contracted services between the organizations.

Summary

Meeting agendas and minutes are posted on the MeANS website. The Board meets regularly. Governing Board subcommittees have included finance, academic, nominating, and human resources. The Principal and Director of Curriculum and Assessment also attended the board meetings.

The Administration and Governing Board are working to begin the renewal process for the next charter term as the current charter contract nears its end.

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2012 – 13

MeANS met the targets of:

- Produce monthly and quarterly reports
- Quarterly reports submitted to the Commission
- Annual financial audit conducted

MeANS met its targets of providing quarterly financial reports and evidence that the reports were viewed by the governing board.

The school operated with a small balance at all three quarters. The June 2013 financial report showed an operating balance just under \$1,500. Actual expenses were \$18,000 over budget, but increases in support from Good Will Hinckley prevented a deficit.

In 2013, a financial audit was completed for FY 2012.

Year 2, 2013 – 14

MeANS met the targets of:

- Produce monthly and quarterly reports
- Quarterly reports submitted to the Commission
- Annual financial audit conducted

The Commission received quarterly reports and meeting minutes showing Governing Board review of financial statements dated July 31, 2013, December 18, 2013, January 22, 2014, and April 25, 2014.

An annual financial audit was performed for FY 2013, and was submitted to the MCSC and the Department of Education, who sustained concerns raised by the auditor. A corrective action plan was requested from MeANS, which was provided and accepted by the Department of Education.

Year 3, 2014 – 15

MeANS met the targets of:

- Produce monthly and quarterly reports
- Quarterly reports submitted to the Commission
- Annual financial audit conducted
- If monthly financials vary more than 5% the item is flagged for governing board consideration

The MeANS budget was balanced and “in the black” at the end of the 2014-15 school year.

The new facility for the 2015-16 school year was a 7 million dollar project. MeANS and GWH raised money for the facility and no public funds were used. The facility is “green,” and is net positive; the building will not generate energy bills.

At the interview with the MCSC Review Team the MeANS Administration mentioned that they were going to explore increasing the student cap to accommodate higher numbers of students, and avoiding lower enrollment when students decided not to attend after initially enrolling.

MeANS received several grants including: 21st Century Grant, \$25 thousand GEAR UP, AT&T for student projects, and Small Rural Schools Grant.

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

MeANS met the targets of:

- Produce monthly and quarterly reports
- Quarterly reports submitted to the Commission
- Annual financial audit conducted
- If monthly financials vary more than 5% the item is flagged for governing board consideration

An annual financial audit was performed for FY 2015, and was submitted to the MCSC and the Department of Education, who sustained concerns raised by the auditor. A corrective action plan was requested from MeANS, which was provided and accepted by the Department of Education.

MeANS has maintained a balanced budget with the assistance of grants and funding from Good Will Hinckley.

The Board Treasurer for MeANS reports to the board on a quarterly basis. She has set up the reporting systems required to connect to the DOE financial system for determining regular disbursements.

MeANS would like to add an official fundraising component to the program, achieved either through fundraising services provided by GWH or by having an RFP for services to close the funding gap and to be less reliant on GWH and grants.

MeANS believes that more gradual growth is essential to maintaining the mission and climate without shocking the system or burning out staff. MeANS feels its community partnerships are not only essential to the success of students through experiential exploration and learning, but also provide important cost savings through shared resources supporting small group learning.

MeANS continues to look for revenue producing projects or opportunities that will benefit the school's bottom line, while achieving better financial efficiency. Funding of the residential program was discussed in relationship to the impact on enrollment or budget when the current funding ends.

Summary

During the first four years of operation MeANS produced monthly and quarterly reports and submitted the quarterly reports to the Commission.

MeANS has maintained a balanced budget with the assistance of grants and funding from Good Will Hinckley.

An annual financial audit was performed for each FY 2012-2015. The Audits were submitted to the MCSC and the Department of Education. For the FY 2013 and FY 2015 the DOE sustained concerns raised by the auditor. In both instances a corrective action plan (CAP) was requested from MeANS, and was provided and accepted by the Department of Education. The CAP for FY 2013 was appropriately addressed. The school is currently addressing the 2015 CAP.

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2012 – 13

MeANS met the targets of:

- The School will provide reports on facility cleanliness, cleaning logs, maintenance request and task completion logs, and an annual review of the maintenance and housekeeping program.

The Commission noted that students appreciated the move to the Swasey Building, and noted comments on an improvement in housekeeping at this site.

The Executive Director provided a verbal outline of the Capital Campaign to completely renovate the Moody Building for use as a school facility. A fundraising plan was in place by the Parent organization (Good Will-Hinckley), but construction and completion would be 3-5 years away.

Year 2, 2013 – 14

MeANS met the targets of:

- The School will provide an annual update on the capital improvement plan for providing facility upgrades to support expanded enrollment.

The Executive Director provided an update on plans to renovate Moody Building for use as a school facility. A capital plan for all other Good Will - Hinckley facilities (including the current school used facilities) was given to the Commission.

The school facility was being fully utilized, as it was a temporary space while awaiting the development of an updated newer facility. The buildings appeared to be clean. Part time positions for 2 students were created to assist with the upkeep of the facilities. One of the Heads of School served on the Good Will - Hinckley Safety Committee meeting monthly and dealing with any maintenance issues. A Good Will – Hinckley Building and Grounds Committee also met monthly.

Year 3, 2014 – 15

MeANS met the targets of:

- School facilities meet health, safety and fire code requirements and shall be sufficient size to safely house anticipated enrollment
- Record of costs and student utilization

All rooms and space in the Swasey building first floor and basement were being used to their full capacity. Staff and students were looking forward to relocating to the newly renovated Moody School

building for the 2015-2016 school year. The new facility was a 7 million dollar project. MeANS and Good Will - Hinckley raised money for the facility.

Year 4, 2015 – 16

MeANS met the targets of:

- School facilities meet health, safety and fire code requirements and shall be sufficient size to safely house anticipated enrollment
- Record of costs and student utilization

At the opening of school in its fourth year, MeANS moved into the renovated Moody Building on the GWH campus. The new facility is being used to its full capacity. MeANS does not feel that additional students can be added to enrollment at the Moody building and is looking for other ways to increase enrollment and meet the needs of Maine's students without crowding the facility.

Large capital repair and improvements over time are to be paid through the endowment and capital campaign that made the building renovation possible.

Summary

Upon opening in 2012, MeANS was located at the in Averil High School building on the GWH campus. This building provided adequate space for MeANS student population and its programming. At the end of the 2012-13 school year the Averil High School was part of a portion of GWH land and property sold to Kennebec Valley Community College for a new campus.

For years 2 and 3 (2013-14 and 2014-15) MeANS was located in Swasey building on the GWH campus while awaiting renovation of the Moody School. This building provided less space, and enrollment was capped at the capacity of building – 80 students. The space constraint limited planned growth for the 2 years MeANS operated in that building.

In year 4 MeANS moved into the newly renovated Moody School. This new space allowed an increase in students to 126.

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

MeANS met the targets of:

- Creating partnerships
- Weekly Communication between advisor-family
- 90% parent/guardian participation in student led conferences
- 60% parent and family participation in school sponsored activities

Partnerships were established with Kennebec Behavioral Health, Cornerstones Counseling, Skowhegan Career Center, Skowhegan CSA, Caverly's Farm, and the Maine Cooperative Extension.

All parents were contacted weekly by the student advisor by phone or email. Though some parent surveys expressed that communication was less than hoped for, overall satisfaction was high.

There was 100% parental attendance at student-led conferences, either at the scheduled conference, or at a later make-up date.

66% percent of parents, at least one parent or guardian from each student family, participated in a school sponsored activity.

Year 2, 2013 – 14

MeANS met the targets of:

- Educational partnerships in the community
- Parent communication systems: weekly communication between advisor and parent/guardian
- Parent participation in their children's education and operation of school: 90% participation in student-led conferences

MeANS did not meet the target of:

- Parent participation in their children's education and operation of school: 60% participation in school sponsored activities.

Partnerships with Kennebec Behavioral Health, Cornerstones Counseling, Skowhegan Career Center, and Caverly's Farm were maintained. New partnerships included Cornville Regional Charter School, the Maine Cooperative Extension and others.

All parents were contacted weekly by a student-advisor by phone or email.

100% of parents attended at least one student led conference.

33% of parents (22 of 67 potential) participated in school sponsored activities. MEANS administration noted the high level of communication and the relative distance from student's homes as factors that seemed to cause the lower participation rate.

Year 3, 2014 – 15

MeANS met the targets of:

- Educational partnerships in the community
- Parent communication systems: weekly communication between advisor and parent/guardian
- Parent participation in their children's education and operation of school: 60% participation in school sponsored activities.

MeANS did not meet the target of:

- Parent participation in their children's education and operation of school: 90% participation in student-led conferences

MeANS had numerous partners in the community including: KVCC, Cornerstones Counseling, Kennebec Behavioral Health, local farms offering internships, Maine Department of Labor, and Maine Department of Agriculture.

90% of student's parents/guardians heard from the school's advisor at least once a week. Several students had special circumstances; one emancipated, one taking only KVCC courses, one taking only an external class, and because of these circumstances parents did not receive weekly communication.

85% of parent/guardians participated in student-led conferences. Reasons for less than 100% parent participation included: seniors who only had one or two courses to complete generally did not have student-led conferences, some students were estranged from their parents, or were at the age of majority and did not want parental involvement.

72% of parents and families participated and/or volunteered in school events.

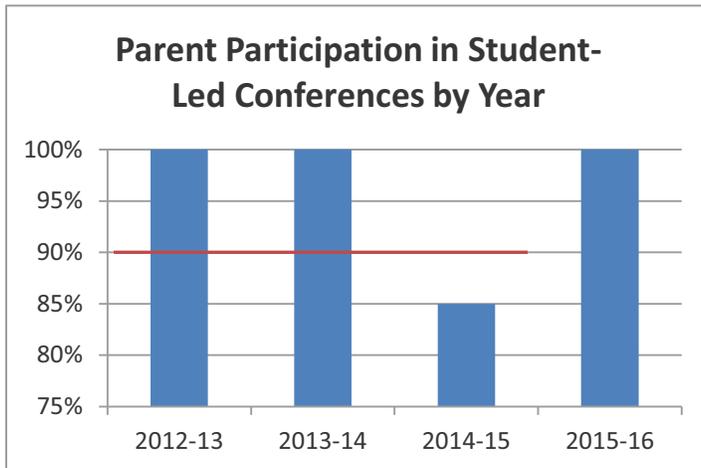
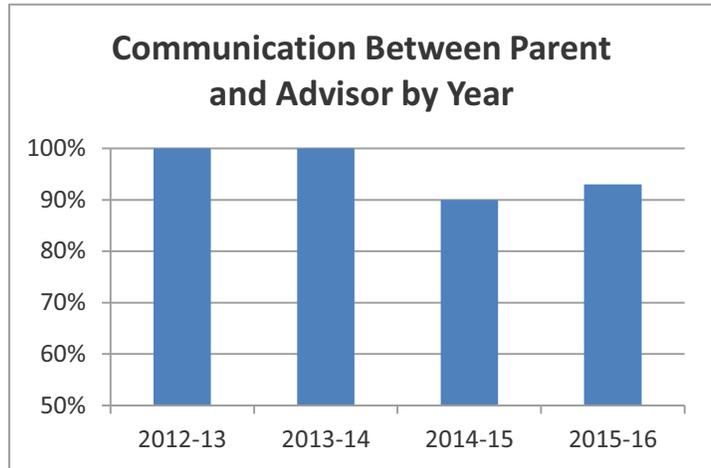
Year 4, 2015 – 16

Process Goals:

- What percentage of student's parents/guardians heard from the school's advisor at least once a week during the quarter?
- What percentage of parent/guardians participated in student-led conferences?
- What percentage of parents and families participate and/or volunteer in school activities and events.

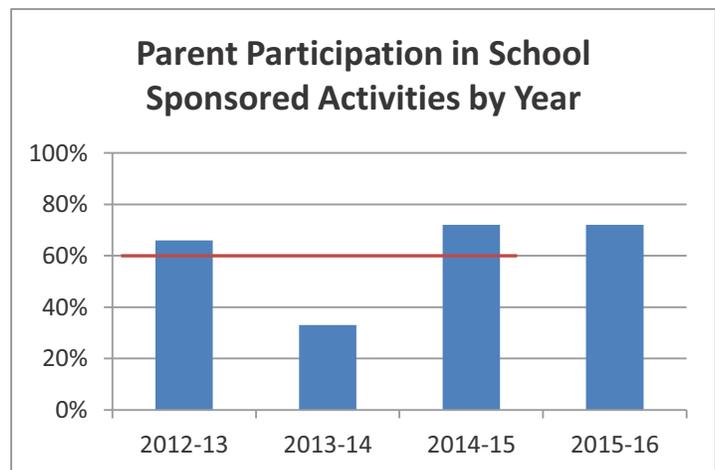
Summary

Communication between parents and advisors at MeANS has remained high in the first three years of operation. In the first two years 100% of students had a parent and advisor communicating on a weekly basis. In the third year 90% of students had a parent and advisor communicating on a weekly basis. In year four, according to the family survey, 93% of students had a parent and advisor communicating on a weekly basis.



In years one and two MeANS exceeded the 90% target for parent participation in at least one student-led conference. In year 3 there was a decrease from the year one and two 100% participation rate to 85% participation. Some seniors who were taking only one or two generally did not have student-led conferences. Additionally, some students were estranged from their parents, or were at the age of majority and did not want parental involvement. During the fourth year 100% of families attended at least one student-led conference.

In years one and three MeANS exceeded the 60% target for parent participation in school sponsored activities. In year 2 participation was 33% and did not meet the target. In year 4 MeANS had 72% participation in activities, excluding student led conferences.



School Climate

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

Year 1, 2012 – 13

MeANS met its targets of:

- 15 or fewer instances/reports of actual or suspected bullying harassment
- Conduct surveys of parents, students, and staff with 90% of parents, students, and staff expressing satisfaction with the school climate
- 15 or fewer school-based reports of student substance use/abuse
- Restorative Justice Involvement

There were three instances of reported or actual bullying harassment. At the MCSC site visit the review team found there to be an excellent climate during the school day. However, resident students described problems after school hours in the house setting that affected the overall sense of well-being.

On the ten question staff school climate survey 92% of the staff ratings were for the two most positive choices. On an eight item school climate survey, students responded positively 78% of the time. On an eight item parent survey, parents responded positively 86% of the time.

There were fourteen incidents of suspected substance abuse and four instances of paraphernalia.

Fourteen students participated in twenty seven restorative meetings, which lead to 27 agreements.

Year 2, 2013 – 14

MeANS met the following targets for School Climate:

- 15 or fewer instances of bullying
- 90% of students express satisfaction with school climate
- Emotional, social growth of students: 80% will report growth as reported by pre and post Gallup Poll Hope Survey
- School Records of Restorative Justice Involvement

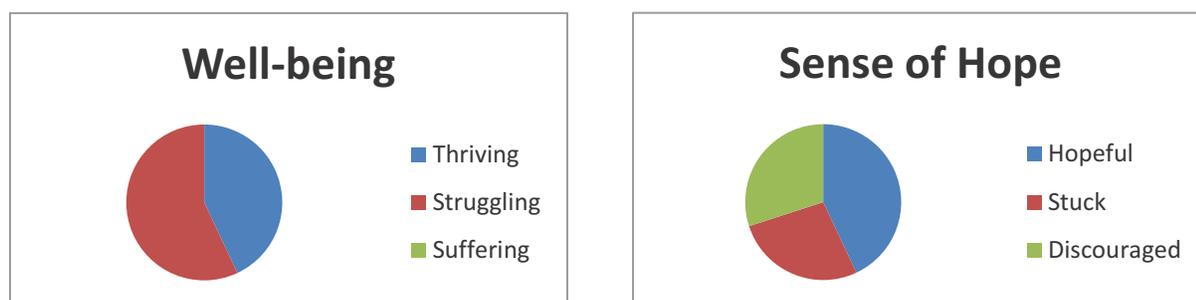
MeANS did not meet the target of:

- 90% of parents and staff express satisfaction with school climate (surveys not conducted)

There were three incidents of bullying/harassment reported. There were fourteen incidents related to substance abuse, and 11 suspected incidents of Under the Influence.

On a student survey, 90% of students reported that they felt MeANS was the best fit [school] they have experienced.

The Gallup Hope Survey measuring Emotional, social growth of students was only given once a year, so the target needed adjusting; however, students reported the following:



18 students participated in 24 restorative meetings leading to 13 agreements. The three most frequent problems dealt with in these meetings were disrespect, being “out of area”, i.e. not following the daily schedule, and peer respect. 71% of students surveyed expressed satisfaction with the discipline process.

Surveys of parents and staff were not completed.

Year 3, 2014 – 15

MeANS met its targets for School Climate.

- 30 or fewer instances of bullying
- 90% of parents, students, and staff express satisfaction with school climate
- Emotional, social growth of students: What percentage of students has maintained Community status, Collaborative status, Restorative Status, for the majority of their weeks in school?

During the 2014-2015 school year there were 2 reported incidents of bullying, affecting 3 students. 2 students were referred to substance abuse evaluation or counseling.

31% of MeANS students maintained the highest status, Community Status¹¹, for the majority of the school year; 38% maintained the second highest status, Collaborative Status¹², for the majority of the school year, and 31% maintained the lowest status, Restorative Status¹³, for the majority of the school year.

MeANS had a teacher who was extensively trained in the Restorative Justice approach to behaviors. She was on call and had a space in the school to meet and remediate. She helped the students

¹¹ Community Status is held when a student has no overdue assignments, no detention, has 1 reminder (or 0) in the week.

¹² Collaborative Status students have 1 -4 overdue assignments, up to 120 minutes of detention, and 2-3 reminders in the week.

¹³ Restorative Status students have more in any of the categories than the Collaborative do in the week.

deescalate and get back into classroom. MeANS has a databased to record behaviors. The behaviors were tracked and communicated to parents. Detentions were also tracked. A behavior incentive, a Golden Ticket, was given out as recognition. MeANS had a staff member who developed a system for tracking all behavior related incidents, which also tracks late assignments.

Year 4, 2015 – 16

Process Goals:

- What percentage of freshman, sophomores, juniors, seniors show an increase in any of the three measurement areas: engagement, well-being, hope
- What percentage of parents, students, and staff express satisfaction with school climate
- How many incidents /reports of actual suspected harassment involving how many students?
- How many incidents/reports of school-based substance abuse; how many students referred for substance evaluation/counseling.
- What percent of students had more than 11 reminders in a quarter?
- What percent of students owed enrichment for more than five weeks in a quarter?
- Report on percentage of students on various statuses – what percentage have primarily maintained Community status, Collaborative status, Restorative Status,

MeANS students reported an increase in feelings of engagement, well-being, and hope.

Area	Starting %	Ending %	% increase
Academic Engagement	67%	85%	18%
Well-being	73%	77%	4%
Hope	36%	88%	52%

MeANS noticed that the school climate was impacted by having 80 new students combine with 46 returning students. MeANS reported that the restorative practice and community circle models were foreign to most incoming students and families. MeANS plans to ramp up the training related to these and the Building Assets Reducing Risks practices for all members of its school community next year.

During the spring 2015, MeANS conducted surveys of parents, students, and teachers.

On a question regarding school climate, 85% of parents responded positively, reflecting satisfaction. The survey was completed by 39 of 122 families, approximately 32% participation.

On a similar question regarding school climate, 77% of students who participated in the survey responded positively, reflecting satisfaction. The survey was completed by 65 out of 126 students, approximately 52% participation.

On the Spring 2016 Panorama Education survey, teachers responded 54% favorable overall on the School Climate scale portion of the survey. This survey was completed by 16 teachers and staff, about 73% of the teachers/staff at MeANS.

Although MeANS completed its own annual parent and student surveys, which was positive and reflected satisfaction, the MCSC sponsored Panorama Education surveys were not completed during the three-week survey window.

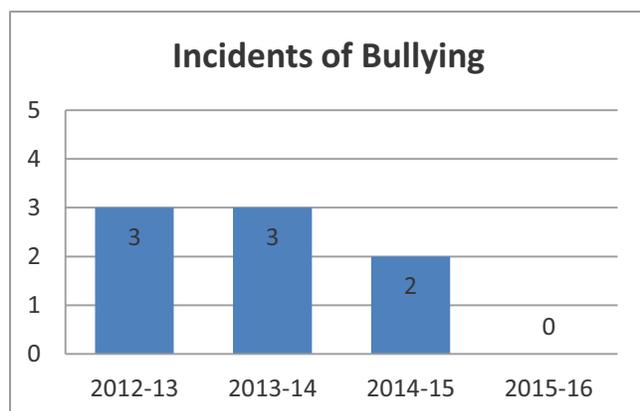
During the 2015-16 school year MeANS had 0 incidents /reports of actual or suspected harassment. MeANS reported 3 incidents/reports of school-based substance abuse and referred 7 students for substance evaluation/counseling.

- 18 percent of students had more than 11 reminders in quarter 1
- 20 percent of students had more than 11 reminders in quarter 2
- 15 percent of students had more than 11 reminders in quarter 3
- 17 percent of students had more than 11 reminders in quarter 4
- 18 percent of students owed enrichment for more than five weeks in a quarter

41% of MeANS students maintained the highest status, Community Status, for the majority of the school year; 30% maintained the second highest status, Collaborative Status, for the majority of the school year, and 29% maintained the lowest status, Restorative Status, for the majority of the school year.

Next year, MeANS plans to have a guidance counselor who will provide expertise in matching students with resources to support their significant social, emotional, and basic needs. It plans to have a more school - community centered website which provides connections to resources, supports for post-secondary planning, and highlight many ways that families and friends can help support the school. Further, staff would like to have more training regarding differentiation, so that students can assist in modifying a learning experience or product so that the learning is the most relevant to them. MeANS also plans to expand project based learning and highlight learning opportunities in advertising.

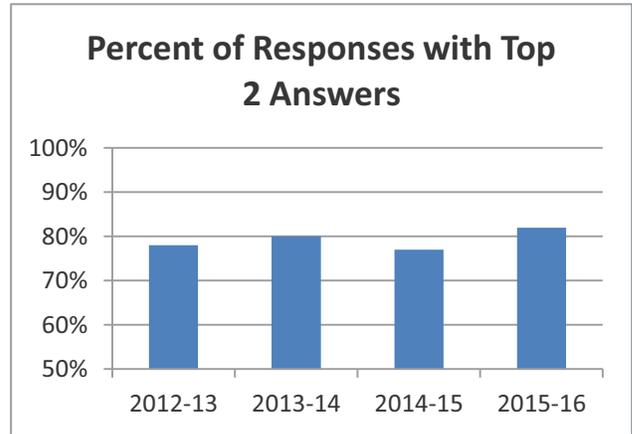
Summary



The number of incidents of bullying stayed the same from year one to year two, and decreased in year three despite an increase in student population. In year four MeANS did not have any incidents of bullying or harassment.

Student Surveys:

- 2013 On an 8 item school climate survey, students opted for the two most positive choices 78% of the time
- 2014 On a 6 item school climate survey, students opted for the two most positive choices 80% of the time
- 2015 On a 7 item school climate survey, students opted for the two most positive choices 77% of the time
- 2016 On a 9 item school climate survey, students opted for the two most positive choices 82% of the time



Due to inconsistency in administering staff and parent satisfaction surveys (no administration of surveys of parents and staff in year 2), data spanning the four years of MeANS' operation are not available.

Effective Leadership

MeANS went through a leadership transition at the end of its third school year going into year four when the Principal left and was replaced with an Administrator new to MeANS, and the Director of Curriculum and Assessment reduced hours. In addition, GWH continued to search for a President, who also functions as CEO for MeANS.

The Director of Curriculum and Assessment reported that he was fine-tuning each standard and the targets. The school continues to increase the use of the Empower software for monitoring purposes by parents and students. As a result, students will take more responsibility and propose plans to meet standards.

MeANS' Performance Evaluation and Professional Growth (PEPG) plan was approved by the Maine DOE in June 2016.

MeANS administrators reported that, as a result of the MCSC's feedback regarding Performance Indicators and targets, they worked on making their targets more useful. They gave the NWEA in the fall and use the scores to plan academics based on standards.

The Director of Admissions invites prospective students and families to visit MeANS. She reported many families come in feeling deflated and leave with hope. She participates at admissions events where she talks about project-based, hands-on learning, and using nature for learning. Re-enrollment has been 100% in each of the first three years.

Instructional Quality

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

Year 1, 2012 – 13

MeANS demonstrated a commitment to continuing staff professional development. The school addressed academic proficiency and growth data analysis through professional development.

Year 2, 2013 – 14

The review team commended MeANS for placing a strong emphasis on staff development, evidenced by the teacher development program initiated by a board member and the pursuit and receipt of a generous federal grant to support professional development.

Year 3, 2014 – 15

The administration received coaching on standards and targets from the Great Schools Partnership for transitioning to standards-based report cards.

Year 4, 2015 – 16

At the MCSC monitoring visit, teachers reported collaborating often and that there has been discussion of teachers observing each other. They also reported not receiving much administrative feedback in regard to their teaching, but expressed that if a teacher asks for help from administration they do receive it. MeANS staff also said they needed more training in Restorative Practices. They felt unequipped to carry out Restorative Justice circles and practices as they are meant to be done.

According to the MeANS reports submitted for 2015-16 monitoring, MeANS staff participated in training in Restorative Practices and the Building Assets Reducing Risk programs. The report states that staff and administration meet daily, work collaboratively, and use community circles among staff in the same way they use them with students. MeANS reported working to ensure the integration of new staff through mentor partnerships, and combined training for new hires from HR, administrative coaching, observation opportunities, co-teaching, and peer support in areas such as advisory, community circles, technology, and student led conferences.

MeANS teachers hold Maine teaching certification in the content area being taught. For the 2015-16 school year there were six staff members new to the school. It was noted at the MCSC monitoring visit that there were educational technician IIIs in a teaching role and being supervised by a teacher.

MeANS teachers, students, parents, and administration agreed that the 3-week Intensive Units are of high interest and provide opportunities for students to meet standards while working on projects such as forestry, beekeeping, agricultural work, and more.

Summary

MeANS has selected the Marshall Teacher Evaluation Model and the Maine Principals' Association (MPA) Principal Evaluation System. The Performance Evaluation and Professional Growth Plan (PE/PG) has been submitted to the Maine Department of Education and has been approved.

Teachers look forward to using the new evaluation model and the increase in administrative feedback in regard to their teaching. Staff also requested additional training in Restorative Practices.

Compliance with Terms of Charter Contract and Laws

In its 4 years of operation MeANS had one instance of noncompliance on record. This happened during the 2015-16 school year and MeANS was found to have two violations that did not require corrective action:

- Failure to perform a manifestation determination within 10 school days of a decision to change the Student's placement because of a violation of a code of student conduct
- Failure to provide advance written notice to the Student's parents for an IEP Team meeting at least seven days prior to the meeting

According to the results of the Maine Department of Education Complaint Investigation Report:

“ . . . the violations found were technical in nature and revealed neither a lack of awareness of the regulatory requirements or intent to avoid the requirements on the part of the School. . . ”

Commendations, Recommendations, and Considerations for Charter Renewal

Commendations:

MeANS endured many transitions during the 2015-16 school year; moving into a new building that was not complete until just before the start of school, a large increase in student population, an increase in the number of staff, a change in principalship, and a decrease in hours of the Director of Instruction.

MeANS continues to have strong attendance, high reenrollment, and a high graduation rate.

MeANS students continue to have a high success rate in completing courses through Kennebec Valley Community College.

MeANS worked with an unexpectedly high percentage of incoming freshmen with IEPs.

In the last two years most students enrolling at MeANS are entering in the 9th and 10th grade.

MeANS staff, at mid-year, worked together to address the cultural disruption experienced as a result of the influx of many new freshmen.

MeANS continues to fulfill its mission in serving a student population in need of support.

MeANS plans to take steps to increase teacher compensation, staffing levels, and professional development.

MeANS approved, before the end of the school year, a 5 year budget plan.

The Performance Evaluation and Professional Growth Plan (PEPG) was submitted to and approved by the Maine Department of Education. The MCSC looks forward to the approval of a MDOE required leadership evaluation model.

MeANS has developed a plan to be financially stable and not require financial assistance from GWH.

Recommendations:

MeANS needs to be better prepared for changes that might be experienced in the future as conditions change and transitions occur in order to avoid situations as experienced in the 2015-16 school year. MeANS was aware of upcoming conditions and transitions heading into the new school year, but it did not appear that the staff or leadership were as prepared for it as needed.

MeANS can learn from the cultural disruption that occurs with the entrance of a large group of incoming freshmen and should have a plan in place to address this issue.

MeANS should consider as a strategy the use of older students to mentor and enculturate students new to MeANS. This idea is something MeANS students suggested at the interview with the MCSC review team.

Due to the marked increase of students and the transition to a new building there appears to be less emphasis in the areas of agriculture and forestry as the method of delivering the educational experience. MeANS should return to a focus on agriculture and forestry.

MeANS is expected to fully participate in the administration of the MCSC sponsored Panorama surveys in the future.

MCSC would like to see MeANS follow through in the plans for professional development and include mainstreaming of instruction for students with special needs, behavioral interventions, parental engagement, and the blending of agriculture and forestry with the academic courses.

MeANS should review its staff assignments and avoid the use of educational technicians III in a teaching role.

For staff and students to fully benefit from the Restorative Justice program training must continue to be provided to support its implementation.

Special Considerations for Charter Renewal:

The school should address the leadership issues that are affected by the absence of permanently appointed leadership in GWH and the transitions in the administration of MeANS, both of which are effecting the operation of the school, the enculturation of new staff and students, and continued implementation of the educational program.

MeANS must assure that as the school experiences transitions in leadership, facilities, and student characteristics that the mission and vision of the school are preserved through a strong focus on the natural sciences, as outlined in the original application.

Maine Charter School Commission

September, 2016

On May 18 and July 8, 2016, announced on-site visits were made to Maine Connections Academy public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Services team member. The visiting team held interviews with school leadership, staff, students, parents, community partners, 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	Nichi Farnham
Commission	Laurie Pendleton
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas

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

September 2016

Section 1: School Overview

School Name	Maine Connections Academy (MCA)
Address	75 John Roberts Road South Portland, Maine 04106

Board Chair	Amy Linscott
Interim Head of School	Doug Bourget
Special Education Director	Patricia Joy Kiely

Year Opened	School year 2014-2015
Years in Operation	2
Number of Sending Districts	106
Grades Served	7-12
Number of Students	390 (Oct. 1 count, 2015)
Student - teacher Ratio	23:1

Mission	The mission of Maine Connections Academy (MCA) is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program in grades 7-12 throughout the state of Maine for students who need an alternative to the traditional classroom.
Vision	The vision of MCA will be to reach students for whom a cutting-edge virtual approach provides the very best pathway to school success through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community to promote academic and emotional success for every learner.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets	Does not meet
Student Academic Proficiency ¹			
Student Academic Growth		X²	
Achievement Gaps in proficiency and growth between major student subgroups ³			
Student Attendance		X⁴	
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

¹ State test results for 2016 are not yet available

² The percentage of students showing growth in reading in grades 7-8 on the LEAP declined from 67.1% in 2014-15 to 58.8% in 2015-16. The percent of students showing growth in math in grades 9-12 on the Scantron decreased from 68.8% in 2014-15 to 63.8% in 2015-16, and the percent of students showing growth in reading in grades 9-12 on the Scantron decreased from 92.3% in 2014-15 to 59.3% in 2015-16.

³ MCA will use 2015-16 data to establish a baseline for achievement gaps in proficiency and growth between major subgroups.

⁴ The Average Daily Attendance target of 93% for grades 7-8 was not met (gr. 7-8 ADA = 90%). The Average Attendance Rate target of 93% for students in grades 7-8 was not met (AAR = 91.5%).

Section 3: Academics

Targets:

Student Academic Proficiency:

State Assessments

- Percentage of students at proficiency level will increase every year by at least 2% points over the prior year. Year 2 students will be at 90% of state average for those students at met or above.

School Developed Assessments

- School specified assessment - data, formative and viewed as support for staff.

Student Academic Growth:

- Target of 2% annual growth expected for continuously enrolled students. LEAP 75% score on the LEAP post-test or a 10% point gain from their pretest score will be 85% or higher, or will increase 5% points each year until it reaches 85%.
- Establish benchmarks for each student

Achievement Gaps in proficiency and growth between major student subgroups:

- Achievement gaps in proficiency and growth between major subgroups using ESEA-based system

Performance:

State test results for 2016 are not yet available.

On the formative data used as the school's local assessment for student academic proficiency, 2015-16 middle school level failure rates increased in the fall across all subject areas when compared to 2014-15 data. In 2015-16, high school failure rates decreased across all subject areas when compared to 2014-15. There was a similar trend during second semester; however, middle school failure rates did decrease in science. Again, the failure rates at the high school level decreased across all subject areas. MCA's student enrollment increased from 256 in 2014-15 to 390 in 2015-16, an increase of 52%.

MCA Fall Semester Results Year-to-Year Comparison (Enrolled on or before 10/1)					
Subject/Grade	A	B	C	D	F
Language Arts					
Grades 7-8					
2014-2015 Final	22%	29%	27%	14%	7%
2015-2016 Final	22%	25%	13%	17%	22%
Grades 9-12					
2014-2015 Final	27%	30%	16%	13%	15%
2015-2016 Final	16%	35%	20%	19%	10%
Mathematics					
Grades 7-8					
2014-2015 Final	17%	31%	20%	19%	13%
2015-2016 Final	17%	25%	14%	23%	23%
Grades 9-12					
2014-2015 Final	9%	24%	31%	19%	18%
2015-2016 Final	16%	35%	16%	20%	14%
Science					
Grades 7-8					
2014-2015 Final	22%	30%	22%	14%	13%
2015-2016 Final	36%	21%	19%	9%	16%
Grades 9-12					
2014-2015 Final	21%	38%	19%	12%	10%
2015-2016 Final	31%	38%	15%	10%	5%
Social Studies					
Grades 7-8					
2014-2015 Final	17%	35%	26%	15%	7%
2015-2016 Final	17%	19%	24%	16%	24%
Grades 9-12					
2014-2015 Final	45%	25%	13%	3%	14%

2015-2016 Final	42%	32%	12%	8%	6%
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Students in grades 7 and 8 completed the LEAP test in both math and reading. Students in grades 9-12 completed the Scantron Performance Series (SPS) in both math and reading. Students were included below if they had both a pretest and posttest score in Connexus, the Connections data system. Growth for the LEAP test is defined as having a score of at least 75% on the posttest or improving by at least 10 percentage points from pretest to posttest. Growth for the Scantron Performance Series is defined as having a score at High Average or Above Average on the posttest, maintaining Above Average or improving by at least one level of normative scores from pretest to posttest.

The percentage of students showing growth in math in grades 7-8 on the LEAP increased from 57.7% in 2014-15 to 63.6% in 2015-16, meeting the target. The percentage of students showing growth in reading in grades 7-8 on the LEAP declined from 67.1% in 2014-15 to 58.8% in 2015-16. Although MCA did not meet the target in this area, the average posttest score did improve slightly from 69 in 2014-15 to 71.1 in 2015-16. The percentage of students completing the LEAP math decreased by 29%, and by 33% in reading (78 to 55, and 76 to 51, respectively). The percentage of students completing the Scantron math increased by 21%, and increased by 13% in reading (48 to 58, and 52 to 59, respectively).

	LEAP Math	LEAP Reading	Scantron Math	Scantron Reading
Number of Students	55	51	58	59
Pretest Results: Average Score for LEAP % scoring High Average or Above Average for SPS	43.1	66.7	56.3	78.2
Posttest Results: Average Score for LEAP % scoring High Average or Above Average for SPS	59.5	71.1	63.8	71.2
% with Growth	63.6	58.8	63.8	59.3

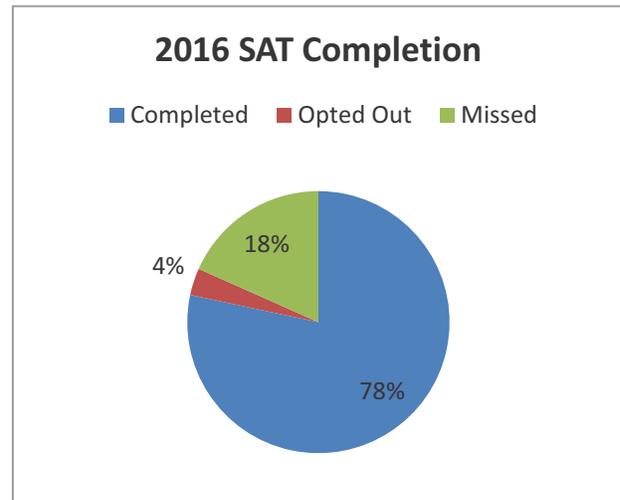
The percent of students showing growth in math in grades 9-12 on the Scantron decreased from 68.8% in 2014-15 to 63.8% in 2015-16, and the percent of students showing growth in reading in grades 9-12 on the Scantron decreased from 92.3% in 2014-15 to 59.3% in 2015-16. The target was not met in this area.

Each student received a welcome call at the beginning of the school year. During that call, the teacher discovered and documented learning styles, interests, preferences and barriers. School Counselors reviewed previous years' academic records. In the first few weeks of school students took a diagnostic assessment (LEAP, Scantron, Think Through Math or Reading Plus) to establish a baseline and identify targeted areas of need. From that data, students were placed into appropriate courses and provided Supplemental Instructional Support Programming (SISP) threaded into a content course if necessary.

MCA will use 2015-16 data to establish a baseline for achievement gaps in proficiency and growth between major subgroups.

SAT participation was 78.33%. Of 60 students, 2 opted out, 11 missed the test, and 47 completed the test.

MCA's average score for Evidence-Based Reading and Writing was 517. MCA's average score for Math was 471. State and National averages are not yet available for comparison.



Section 4: Enrollment & Attendance

Targets:

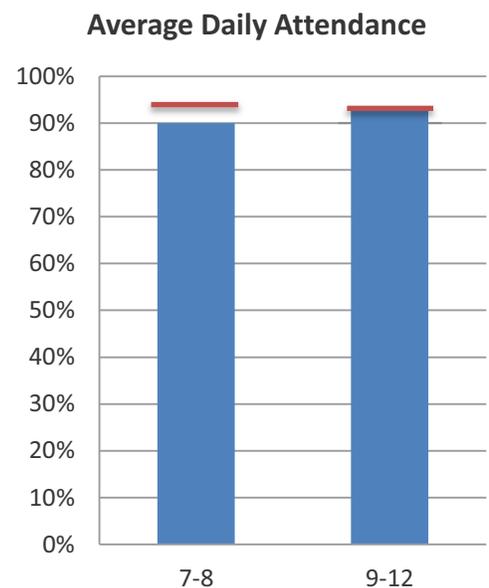
- Average Daily Attendance Rate of 93% for grades 7 and 8, and 92% for grades 9-12
- Individual Student Attendance Rate
- Unexcused Absences
- Retention rate of 70% of students during the school year
- 50% of students to be re-enrolled from one year to the next
- Continuous enrollment of students for multiple years

Performance:

The average daily attendance rate for students in grades 7 - 8 was 90%, falling shy of the target of 93%. The average daily attendance rate for students in grades 9 -12 was 92%, meeting the target of 92%.

The average attendance rate for students in grades 7 - 8 was 91.5%. The average attendance rate for students in grades 9 - 12 was 94.2%. Based on the average individual student attendance rate, the target of 92% for grades 9-12 was met, but the target of 93% for grades 7-8 was not met.

The majority of students had an attendance rate above 90%. However, seven students had an attendance rate that is less than 25%. There were 17 students who had an attendance rate below 50% and 26 students who had an attendance rate below 75%.

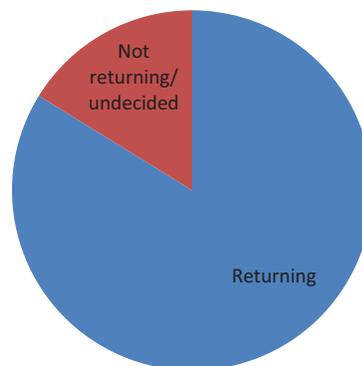


Six students were considered habitually truant; having missed more than ½ of the school year, and 20 students had one or more instances of unexcused absences.

The during-school year retention rate was 82%; a 5-percentage point improvement over the 2014-2015 retention rate of 77%. MCA met the target of a during-school year retention rate of 70%.

Of 350 students eligible to return to MCA, 263 have completed an Intent to Re-enroll form. This is an 83.8% Intent to Return Rate, exceeding the target of 50%

Intent to Re-enroll



Post-Secondary Readiness:

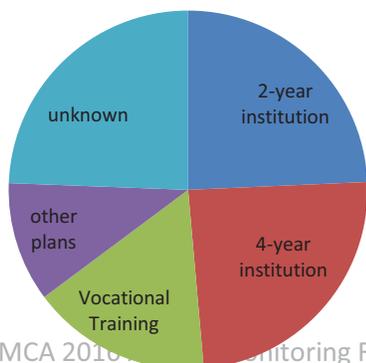
Targets:

- Senior graduation rate of 70% increasing 5 points in every year getting to 90% in year 5
- Explore possibility of dual enrollment courses
- ACT, SAT, Accuplacer, and other tests to be determined
- 30% of graduates enrolled in a post-secondary institution, college, trade, and apprenticeship by February of year 1 after graduation.
- 10% of graduates not enrolled in post-secondary institutions but employed full time or enlisted in the military by February of year 1 after graduation.

MCA met its target for graduation. MCA had a 2016 Graduation Rate 90.2% (graduated 37 out of 41). Three of the graduating students graduated early (7.3%, 3 out of 41).

MCA did not graduate four out of 41 seniors. At the time of enrollment at MCA, three of the four students were not expected to graduate in June 2016 because they had significant credit deficiencies. Those students are on a June 2017 graduation track. One student was expected to graduate in June of 2016, but was truant off and on all year. This student has signed up for MCA’s summer session credit recovery.

2016 Graduate Plans



During the 2015-16 school year 20% of MCA’s juniors and seniors earned Dual-Enrollment College Credit (18 out of 88). This is a 16.2% increase from 14-15 to 15-16. MCA believes that the increase is due to its Partnership with University of Maine at Fort Kent and the increased “advertising” of the Dual-Enrollment opportunities via Homeroom Connection Calls and February School Counseling Live Lessons.

MCA’s class of 2015 has 50% confirmed to be enrolled in a 4-year post-secondary institution or enlisted in the military. The class of 2016 has 48% enrolled in 2-4 year post-secondary institutions, 24% in

2-year institutions and 24% in 4-year institutions. 16% of 2016 graduates are pursuing vocational training. MCA met its targets for Post-Secondary Readiness.

Section 5: Governance

Targets

- Monthly Governance Board Meetings
- Bylaws and policies in application regularly reviewed

Chair of the Board	Amy Linscott
Board Member	Julie Hannon
Board Member	Carol Weston
Board Member	Amy Volk
Board Member	Nick McGee

MCA's Governing Board is made of 5 founding members. The Board reports it would like to add two additional members in the coming months.

In accordance with the school's charter application and applicable Maine laws, the Board meets at least eight times per year, but meets more often if needed. The regular MCA Board meetings are typically held at the local MCA office in South Portland according to the schedule that is set by the Board at its Annual Meeting each year. The Board currently meets the first Friday of the month. The agenda for regular meetings are posted on the school's website and at the location of the meeting. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request. Approved meeting minutes are posted to the school Board's website shortly after the Board has approved them.

Governance and policies are reviewed on an ongoing basis and revisions to current policies and procedures, or implementation of new policies and procedures, are considered as needed. The school's Bylaws and Conflict of Interest policy are two of the items that the Board reviews annually.

Section 6: Administration

Interim Head of School	Doug Bourget
CFO	Heather Neal
Special Education Director	Patricia Joy

During the 2015-16 school year the Head of School took on a larger role in budget development. Next year, for school year 2016-17, the CFO's role will be in managing the budget and expenditures, a change from being more of a consultant as she had been during the 2015-16 school year. The Governing Board has described the school's CFO as an advocate and an asset to the school.

After the end of the 2015-16 school year, MCA proposed the addition of a Connections Education Special Education Director. This proposal was received by the MCSC and approved for the coming 2016-17 school year.

At the end of the 2015-16 school year MCA's Head of School resigned to take a position in a local school district, leaving a vacancy to be filled. MCA's Board moved quickly in posting the position and hiring a two year MCA teacher as Interim Head of School until a suitable candidate is found.

Section 7: School Climate

Targets:

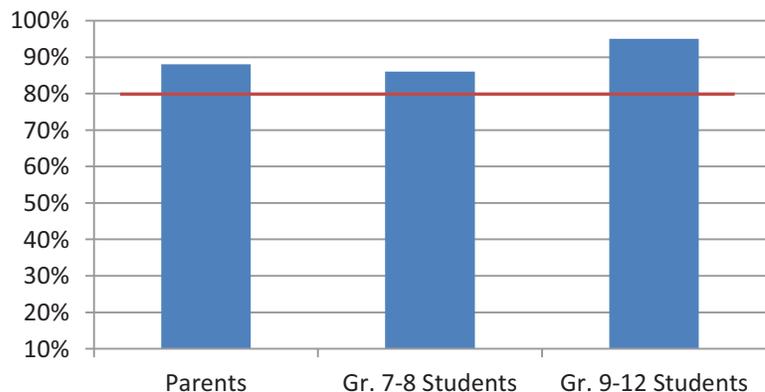
- Instances of bullying, harassment or other abusive behavior
- 80% of parents, staff, and students will express satisfaction on a confidential survey regarding social and academic climate
- Emotional and social growth of students

Performance:

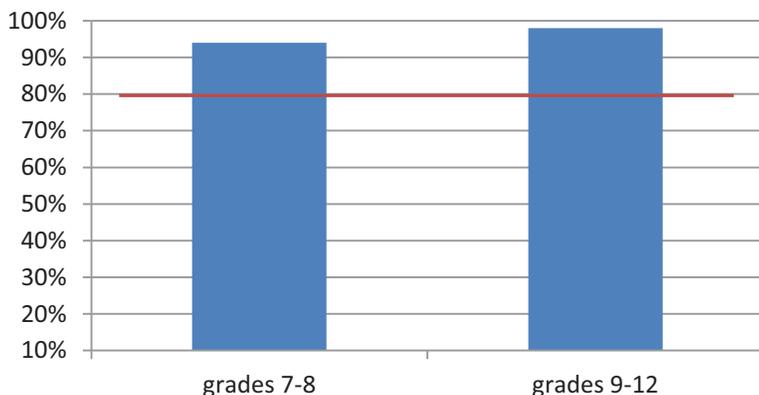
During the 2015-16 school year there was one instance of abusive behavior reported. While providing services at an MCA student's home, a Connections Education contracted social worker was hit in the face by an MCA student. The incident was discussed with the social worker, parent, student and Connections Education legal consultant. The student was suspended and the social worker has since reintegrated back into the student's home.

MCA conducted a 2015-2016 survey of parents and students. 88% of parents gave the school an A or a B on the 2015-16 Parent Satisfaction Survey. 86% of students in grades 7-8 and 95% of students in grades 9-12 gave the school an A or B on the 2015-16 Student Satisfaction Survey. MCA met the target of 80% satisfaction.

Percent of Population Rating MCA A or B



Satisfaction with MCA Program

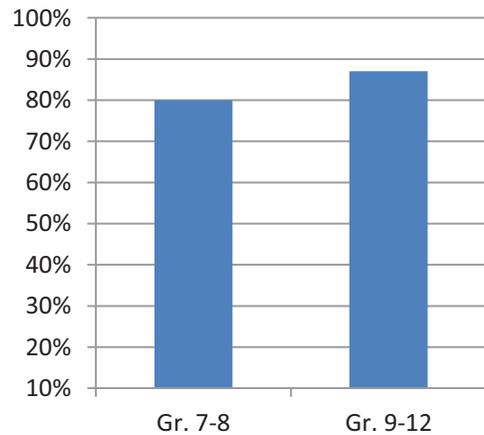


Also, on the same survey, 94% of students in grades 7-8 and 98% of students in grades 9-12 reported being satisfied with the Maine Connections Academy program. MCA met the target for 80% satisfaction.

One question on the Student Satisfaction Survey conducted by Connections Academy asked students how much they agree or disagree with the following statement about Maine Connections Academy – *My attitude toward learning has improved since starting with Maine Connections Academy.* At the 7th and 8th grade level, 80% of students agreed with this statement; 87% of students at the 9th-12th grade level agreed.

The survey conducted by the Maine Charter School Commission showed similar positive emotional and social growth of MCA students. In the areas of Grit, School Climate, School Engagement, School Rigorous Expectations, School Safety and School Teacher-Student Relationships, MCA students responded more favorably than the MCSC average.

My attitude toward learning has improved

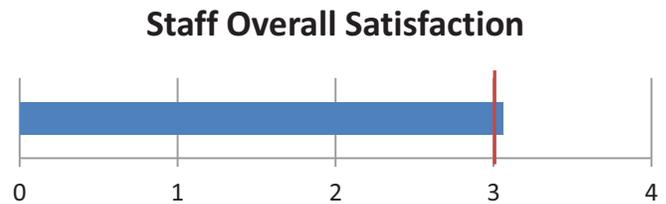


MCA has offered many opportunities for student engagement. During the 2015-16 school year MCA provided many in person events for students, teachers and families to interact with each other. MCA has a field trip coordinator and is supported by parent Community Coordinators from around the state of Maine. The Community Coordinators plan local activities in their region to allow students from the entire state of Maine to participate.

- MCA 2015-16 Field Trips:
- Abbe Museum, Bar Harbor, ME: Native American Studies / Arts Exhibit
- Birdsacres, Ellsworth, ME: trail clean up, owl presentation (National Honor Society Service Project)
- Pineland Farms, New Gloucester, ME: tour of several barns of cows in various stages of development; cheese-making facility
- Hermon Mountain, Hermon, ME: tubing for physical activity and meeting classmates
- Haven’s Candies, Westbrook, ME: factory tour and free samples
- Challenger Space Center Presentation by Maine Astronaut / UMO Campus, Orono, ME
- Portland Science Center, Portland, ME: 3-D Exhibit of bodies in motion
- Penobscot Theater, Bangor, ME: stage presentation of “It’s a Wonderful Life” and theatre tour including costume room
- Festival of Fostering Trees, York, ME: decorating an MCA School themed holiday tree for auctioning to benefit foster children program
- Malcolm Science Center Planetarium, Easton, ME: planet presentation with focus on Mars
- Southworth Planetarium, Portland, ME: presentation called, “8 Planets and Counting”
- Bradbury Mountain, Pownal, ME: state park hike
- Fort Knox, Prospect, ME: guided tour of fort; observatory
- Laudholm Farm, Wells, ME: Microscopic Marvels – gathering microscopic lifeforms from tidal pools to examine under microscope

- Treworgy Farms, Levant, ME: learn about farm life
- Common Ground Fair, Unity, ME: info about farming, sustainable living, woodworking
- Maine State Museum, Augusta, ME: Bug Maine-ia / Preserved and live bugs to view and touch

MCA conducted a staff survey during the 2015-16 school year. Teachers rated overall satisfaction working for MCA 3.06 out of 4.0. MCA met its target for staff satisfaction of 3.0 or higher.



Section 8: Parent and Community Engagement

Targets:

- A plan for Parent Conferences established
- Capture data to show percent of logged contact between learning coaches and teachers
- Establish 3 Partnerships in year 1

Performance:

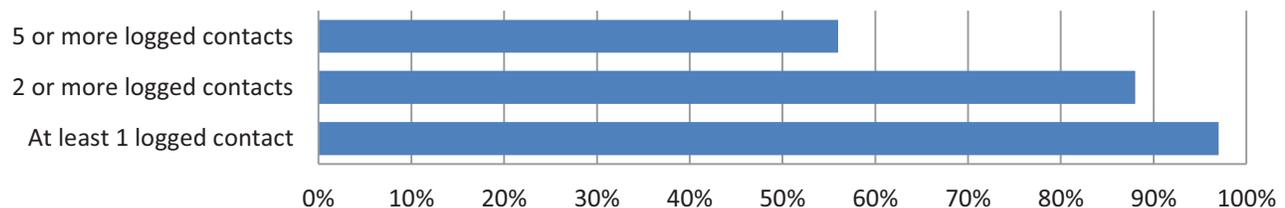
After the initial PLP conference at the beginning of the year, teachers had, at minimum, bi-weekly phone calls scheduled with families. Additional conferences were scheduled as needed. There were also conferences at the end of the year for course placement purposes. Other conferences included the School-wide Title I meeting & the School-wide State testing meeting. MCA met its target of establishing a plan for Parent Conferences.

Banner messaging, school newsletters and informational WebMails on notifications and events are other forms of parent communication utilized by the school.

Communication records are maintained through the Student Log system. 94% of students have at least 1 logged contact between the Learning Coach and teacher. MCA met its goal of capturing logged contact data.

- 76% of students have their Learning Coach contacts met (up 7% from 69% last school year)
- 97% of students have at least 1 logged contact between Learning Coach and teacher (up 3% from 94% last school year)
- 88% of students have at least 2 logged contacts between Learning Coach and teacher (up 4% from 84% last school year)
- 56% of students have 5 or more logged contacts between Learning Coach and teacher (up from 48% last school year)

Logged Contact Between Learning Coach and Teacher



During the 2015-16 school year MCA continued with previously established partners and developed new partnerships.

Educational partnerships include:

- University of Maine Fort Kent (for dual enrollment)
- University of Maine system (for state assessment administration)
- Maine Principal's Association
- Portland Regional Chamber of Commerce
- Mitchell Institute (student scholarship, networking and leadership organization)

These educational partnerships meet the target of maintaining three partnerships and establishing at least one new partnership.

Section 9: Finances

Targets:

- Monthly Financial Reports
- Target of plus or minus 10% variation between budget and actual revenue and expenditures

Performance:

MCA's Governing Board was updated on a monthly basis with a complete set of financial reports including balance sheet, actual to budget updates, bank reconciliations, and year end projections. The Board Treasurer continued to work with the Head of School and CFO to make sure the school is operating under sound financial practices. The Head of School and CFO took on more fiscal responsibility regarding the daily management of the budget and operation of the school, and the governing board continued to vote monthly to authorize payment of expenses, thus offering another layer of protection and continued oversight.

MCA ended FY16 with a fund balance of approximately \$60,000, more than \$45,000 under budget. MCA attributes this to a result of identifying cost savings, working in partnership with the ESP (Connections Education), utilizing staff effectively, and an increase in enrollment. MCA worked diligently after year one to put together a more precise budget without sacrificing programs and content. MCA plans to use the fund balance to pay off the outstanding debt with Connections Education a year early and build reserves. Since year one MCA has better anticipated costs so as to develop a more precise budget without sacrificing programs.

Section 10: Facilities & Maintenance and Transportation

Targets:

- Adequacy of Facilities Maintenance in Support of the Program
- Adequacy of Transportation in Support of the Program

Performance:

During the 2016-16 school year MCA office space operated at full capacity. MCA is considering multiple shifts for teachers in order to accommodate for more teaching spaces if needed.

MCA has been cleaned on a weekly basis, and there is consideration for an increase to having the office cleaned two days a week.

The only facility issue that occurred during the school year was a water leak. When there was heavy rain and strong winds some water was pushed under the door and left a small area of wet carpet. Work has been done to correct the problem.

During the 2015-16 school year MCA did not have to provide any transportation for students. When transportation was a challenge for students, MCA sent a teacher to the student’s home to facilitate testing. Transportation fees were incurred transporting teachers to facilitation of state wide assessments and student activities.

Section 11: Evidence of Mission and Vision Implementation

Mission
The mission of MCA is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program in grades 7-12 throughout the state of Maine for students who need an alternative to the traditional classroom.

Vision
The vision of MCA will be to reach students for whom a cutting-edge virtual approach provides the very best pathway to school success through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. By providing success for students who may otherwise have been unsuccessful in their educational goals, MCA increases the number of students who have a strong academic foundation and a love of learning.

MCA dedicated a portion of teacher workshop professional development time to the school’s Mission and Vision. MCA school board members discussed the specific content language within the Mission and Vision statements and also gave their founding perspective on MCA. Following this discussion, MCA teachers started the process of identifying school level *Commitment Statements* that are aligned with the school’s Mission and Vision to guide daily practice and decision making.

Section 12: Commendations and Recommendations

Commendations

- The review team found effective management of MCA by the Board and administration.
- Teachers exhibit considerable commitment to the school.

- In its second year, the school's overall student performance data showed improvement in most areas. At the same time, the school has ear marked areas for examination, mainly the Scantron scores in math and reading.
- A positive school climate has been created, as noted by the survey responses of students, parents and staff.
- There is serious attention given to the school's mission and vision, as evidenced by the staff's interest in writing a statement of commitment to it.
- Positive partnerships with other organizations have been developed in a short period of time including, but not limited to, those with the Mitchell institute, the University of Maine at Fort Kent and the Portland Chamber of Commerce. These have enhanced the school's effectiveness.

Recommendations

- Grades 9-12 Scantron scores showed a significant drop from 2014-15 to 2015-16 in the percent of students showing growth in reading (92% to 59%). MCA should consider further evaluating the Scantron data by grade level to develop appropriate interventions.
- MCA agrees that a more proactive approach to the on-boarding of students new to the school should positively affect those students' ability to adapt to its program, virtual environment, and overall expectations
- MCA should continue to explore better ways to engage learning coaches as critical partners, especially at the middle school level.
- MCA should continue to explore approaches to limit truancy.
- MCA should continue to explore options to increase SAT participation.
- MCA should continue to encourage student participation in field trip opportunities.
- In a virtual environment where teacher/student contact is largely online, it is recommended that teachers explore creative ways to increase contact time.
- MCA's administration expressed concern regarding attracting and retaining quality staff. MCA teachers are encouraged to provide administration with a list of professional benefits that accrue from teaching in a virtual environment.

Maine Charter School Commission

September, 2016

On May 25 and July 12, 2016, announced on-site visits were made to Maine Virtual Academy (MEVA) public charter school. The Maine Charter School Commission (MCSC) review team of 2 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Services team member. The visiting team held interviews with school leadership, staff, students, parents, community partners, 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	Laurie Pendleton
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas

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

September 2016

Section 1: School Overview

School Name	Maine Virtual Academy (MEVA)
Address	Ballard Center, Suite 230, 6 Chestnut Street Augusta, Maine 04330

Board Chair	Amy Carlisle
Head of School	Dr. Melinda Browne

Year Opened	School year 2015-2016
Years in Operation	1
Number of Sending Districts	102
Grades Served	7-12
Number of Students	281 (October 1 count, 2015)
Student - teacher Ratio	22:1

Mission	Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.
Vision	MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self direction. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets	Does not meet
Student Academic Proficiency		X ¹	
Student Academic Growth		X ²	
Achievement Gaps in proficiency and growth between major student subgroups		X ³	
Student Attendance			X ⁴
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness		X ⁵	
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate		X ⁶	
Parent and Community Engagement		X ⁷	

¹ MeVA did not collect data on the percent of course enrollments in which students are meeting standards disaggregated by grade and course.

² As measured by the NWEA, 49% of students met the growth target in reading and 24% of students met the target in math. MeVA did not meet the target of 80% of students meeting growth in either subject area. MeVA did not collect data on the percent of students who had an ILP written within 9 weeks of their enrollment date. MeVA did not meet the target for 100 percent of students having an ILP written within 9 weeks of their enrollment date. MeVA did not include individual bench marks in students' ILPs. MeVA did not meet the target for 80 percent of students meeting the benchmarks established on their ILPs.

³ MeVA did not include individual growth targets in students' ILPs for the 2015-16 school year and did not meet the target of establishing a baseline for the percent of students in subgroups meeting their Individual Growth Targets outlined in their ILP's.

⁴ The average attendance rate for MeVA students in grades 7-8 was 91%. The average attendance rate for MeVA students in grades 9-12 was 84%. The school average was 85.6%. The state average for grades k-8 was 95% and 93% for 9-12. The combined state average was 94%. MeVA did not meet the target of being at or above the state averages for attendance.

⁵ MeVA did not collect data on the percent of students accepted to post-secondary schools. The school did not meet the target of establishing a baseline.

⁶ MeVA did not collect data on student participation in school sponsored or outside activities, and did not meet the target of establishing a baseline of the percent of students who participated in at least one school sponsored or outside activity.

⁷ MeVA did not have a School Improvement Team or Parent Advisory Committee during the 2015-16 school year, and did not meet the target of collecting a baseline of the number of parents participation. Data for the percent of families who attended ILP meetings was not collected during the 2015-16 school year. Data for the percent of Learning Coaches who logged into the Online School at least once per week was not collected during the 2015-16 school year.

Section 3: Academics

Targets:

Student Academic Proficiency:

State Assessments

- Percent of grade 7 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 7 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the Science portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the Science portion of the Maine State Assessment will meet or exceed the state average.

School Selected Assessments

- Year 1: Establish baseline using NWEA Reading Assessment for each grade level 7-12.
- Year 1: Establish baseline using NWEA Math Assessment for each grade level 7-12.
- Year 1: Establish baseline for the percent of course enrollments in which students meet the standards for that course. Meeting standard will be defined as mastering 80% or more of the course objectives and will be reported using the OLS system.

Student Academic Growth:

State Assessments

- Year 1: Establish baseline. Percent of same cohort students who reach proficiency from 7th grade to 8th grade in ELA.
- Year 1: Establish baseline. Percent of same cohort students who reach proficiency from 7th grade to 8th grade in math
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state reading assessment from one year to the next for each grade level tested.
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state math assessment from one year to the next for each grade level tested.
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state science assessment from one year to the next for each grade level tested.

School Selected Assessments

- Percent of students who meet their individual growth targets with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the end point on a yearly basis. Yearly Target: 80% of students will meet their individual growth targets in reading
- Percent of students who meet their individual growth targets with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the end point on a yearly basis. Yearly Target: 80% of students will meet their individual growth targets in Math
- 100% of students will have an ILP (Individual Learning Plan) within 9 weeks of enrollment.
- 80% of students will meet the benchmarks established on their ILP's.

Achievement Gaps in proficiency and growth between major student subgroups:

- Year 1: Establish baseline. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in reading.
- Year 1: Establish baseline. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in math.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades 7-12 in reading.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades 7-12 in math.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their Individual Growth Targets on their ILP's

Performance:

State test results for 2016 are not yet available.

Student Academic Proficiency:

According to MeVA's Performance Measures, it will measure student academic proficiency using the State Testing and using NWEA, as well as evaluating the percent of course enrollments in which students meet the standards for that course. Meeting standard will be defined as mastering 80% or more of the course objectives and will be reported using the Online System.

At this time, State Testing results are not available. Data for the percent of course enrollments in which students are meeting standards disaggregated by grade and course was not collected during the 2015-16 school year. The school did report NWEA scores for establishing a baseline in this area. Scores are reported below.

Percent of students in each grade 7-12 scoring in the average to above average RIT band in reading on the NWEA. (Based on Spring 16 scores.)	
7 th grade	92%
8 th grade	80%
9 th grade	71%
10 th grade	90%
11 th grade	86%
12 th grade	not tested

Percent of students in each grade 7-12 scoring in the average to above average RIT band in math on the NWEA. (Based on Spring 16 scores.)	
7 th grade	50%
8 th grade	60%
9 th grade	52%
10 th grade	83%
11 th grade	64%
12 th grade	not tested

MeVA's NWEA testing shows that its students appear to be stronger in the area of reading than they are in math. The grade level average for percent of students scoring in the average to above average RIT band in reading was 83.8%, compared to 61.8% for math.

MeVA's completion rate for the spring NWEA administration was 60%. 130 students completed both the math and reading sections.

MEVA is conducting a review of its testing protocols. MeVA plans to add more test sites to accommodate the school's state-wide catchment area. MEVA plans to hire part-time proctors to work in conjunction with the teachers. MeVA plans to establish the testing schedule and notify parents as early as possible for the 2016-17 school year.

In August, 2016 MEVA requested approval from the MCSC to conduct its NWEA assessments via online methods using virtual proctors. MeVA virtually-administered the winter 2016 NWEA tests and gave the MCSC review team a demonstration of the virtual proctoring. The MCSC granted permission to MeVA for virtual proctoring of the NWEA. MEVA believes that students' participation will increase if students do not have to travel to test sites.

Student Academic Growth:

According to MeVA's Performance Measures, it will measure student academic growth using the State Testing and using NWEA, as well as student ILPs.

At this time, State Testing results are not available. MEVA students took the Fall NWEA to set their baseline for the school year. The NWEA program projects each student's growth between fall and spring. Students complete the Spring NWEA as a summative assessment for the school year. The NWEA program calculates its growth scores based on the difference between each student's projected growth and his/her actual growth. 30% of MeVA's students took both the fall and spring tests, providing only a sample of data. A summary of MEVA's school-wide results is below:

Grade	Percent of students meeting projected growth - READING	Percent of students meeting projected growth - MATH
7	29%	29%
8	60%	0%
9	57%	10%
10	50%	45%
11	NWEA projection not provided for grade 11	

In reading, students achieved high percentile scores on the Fall-2015 test. Their growth scores from Fall-2015 to Spring-2016 were modest, averaging, across 4 grade levels, 49%.

In math, it appears that MeVA's students, as a group, are not as strong in math as they are in reading. Their growth scores from Fall-2015 to Spring-2016 averaged, across 4 grade levels, 21%.

49% of students met the growth target in reading and 24% of students met the target in math. MeVA did not meet the target of 80% of students meeting growth as measured by the NWEA in either subject area. MeVA has identified math as an area of need and plans to use two new programs with hopes that these tools will result in significant improvements.

MeVA did not collect data on the percent of students who had an ILP written within 9 weeks of their enrollment date. MeVA did not meet the target for 100 percent of students having an ILP written within 9 weeks of their enrollment date.

MeVA did not include individual benchmarks in students' ILPs. MeVA did not meet the target for 80 percent of students meeting the benchmarks established on their ILPs.

Achievement Gaps in proficiency and growth between major student subgroups:

According to MeVA's Performance Measures, it will measure Achievement Gaps in proficiency and growth between major student subgroups using the State Assessment, NWEA, and student ILPs.

MeVA met the targets of setting benchmarks using NWEA data for subgroups including special education students, students with a 504 plan, black or African American, and American Indian or Alaskan Native. Due to small sample size data are not reportable for maintaining student confidentiality; however, data were submitted to the Commission and the review team will consider all available information.

MeVA did not include individual growth targets in students' ILPs for the 2015-16 school year and did not meet the target of establishing a baseline for the percent of students in subgroups meeting their Individual Growth Targets outlined in their ILP's.

41 students took the SAT, for a completion of 66%. MeVA's average score for Evidence-Based Reading and Writing was 500. MeVA's average score for Math was 439. State and National averages are not yet available for comparison.

Section 4: Enrollment & Attendance

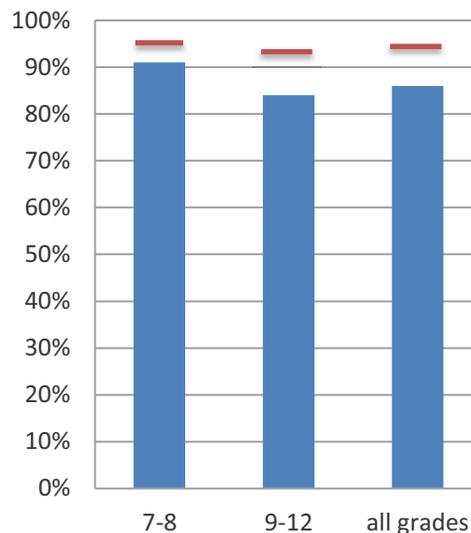
Targets:

- The Average attendance rate as reported in the MEDMS data system for MEVA will be at or above the state average.
- Year 1: Establish baseline. Percent of students enrolled on state "count day" who are still enrolled on last day of school.
- Year 1: Establish baseline. Percent of students enrolled on last day of school indicating intent to return the following school year.

Performance:

The average attendance rate for MeVA students in grades 7-8 was 91%. The average attendance rate for MeVA students in grades 9-12 was 84%. The school average was 85.6%. The state average for grades k-8 was 95% and 93% for 9-12. The combined state average was 94%. MeVA did not meet the target of being at or above the state averages for attendance.

Average Daily Attendance

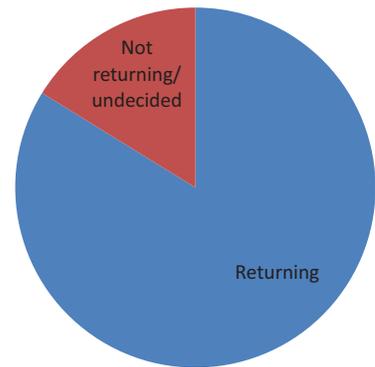


MeVA reported that during the coming school year, the school's Advisor will be managing the Attendance Policy, which requires multiple steps, including phone calls at the three-day absence mark and registered letters from the Head of School at the ten-day absence mark.

The percent of students enrolled on state “count day” who were still enrolled on last day of school was 66% . MeVA met the target of establishing a baseline for the percent of students enrolled on state “count day” who are still enrolled on last day of school.

The percent of students enrolled on last day of school who indicated intent to return the following school year was 83%. MeVA met the target of establishing a baseline for the percent of student re-enrollment.

Intent to Re-enroll



Post-Secondary Readiness:

Targets:

- Year 1: Establish baseline. Target based on the Adjusted Cohort Graduation Rate⁸.
- Year 1: Establish baseline. Percent of students accepted to post-secondary schools.

MeVA is gathering graduation data. In its first year it did not have a 4 year AGCR.

MeVA did not collect data on the percent of students accepted to post-secondary schools. The school did not meet the target of establishing a baseline. MEVA plans to follow up with its first graduating class at intervals during the coming year. MEVA hired a new Advisor for the 2016-17 school year. This individual will be responsible for facilitating the post-secondary planning process.

Section 5: Governance

Targets

- 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.
- Bylaws and policies in application regularly reviewed.

Chair of the Board	Amy Carlisle
Board Member	Peter Mills
Board Member	Ed LeBlanc
Board Member	Kevin Pomerleau
Board Member	Donna Madore

The MeVA Governing Board is composed of five members of diverse skills and experiences. Three of the five governing board members have been active for all four years that the school has been under consideration. The board is actively recruiting new members.

⁸ The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrates to another country, or dies during that same period.

The Governing Board meets monthly. All board meetings are posted on the school’s website and are open to the public. The Board regularly reviews its policies. Agendas are posted and minutes kept and, after approval, are shared on the school’s website. It was noted by the review team that the school’s website and meeting materials weren’t current as of the end of the school year.

Section 6: Administration

During the 2015-16 school year MeVA had a mid-year transition in school leadership. A new Head of School started in February and immediately began working to familiarize herself with charter school laws and MeVA’s charter contract.

Head of School	Dr. Melinda Browne
CFO	Jennifer Hight

Section 7: School Climate

Targets:

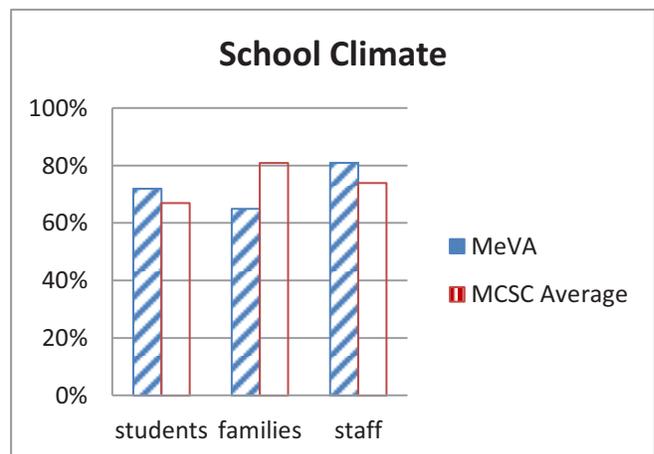
- School will report the number of behavioral incidents using the state and federal reporting requirements and in Year 1: will establish baseline.
- School will gather and respond to family, student, and staff perceptions of the quality of the school’s social and academic climate. Percent of participation in state student climate surveys will be 85%.
- Year 1: will establish baseline of percent of students who participate in at least one school sponsored or outside activity.

Performance:

MeVA did not have any reportable behavior incidents during the 2015-16 school year. MeVA met the target of establishing a baseline in this area.

MeVA participated in the Panorama Surveys in spring 2016 and planned to use the survey results (April 2016) to identify areas for improvement. The Student, Family and Staff survey summaries for School Climate are to the right.

Based on the results of the surveys, MeVA created an Action Plan for seven different areas identified for improvement.



MeVA met the target of gathering and responding to family, student, and staff perceptions of the quality of the school’s social and academic climate

MeVA offered Field trips throughout the state during the 2015-16 school year. The school did not collect data on student participation in school sponsored or outside activities. MeVA did not meet the target of establishing a baseline of the percent of students who participated in at least one school sponsored or outside activity.

Field Trips included:

- Ben and Jerry's (Freeport) Homeroom Meet-up
- Performance of Hamlet at The Strand (Rockland)
- Body Worlds Exhibit at Portland Science Center
- Meet the MEVA Staff Bowling Nights (Augusta and Bangor)
- Maine Charter School Day at State House Hall of Flags
- Ice Skating at Bank of Maine Ice Vault
- Sleeping Beauty Ballet (Bangor)
- MEVA Social Studies & Health Dept. Greet and Eats at Buffalo Wild Wings (Portland and Bangor)
- Maine State Museum (Augusta)
- Aladdin Ballet (Brewer)
- Tahn Tay – Spring Celebration (Portland)
- Mini Golf at Tabers (Auburn)
- Animal Shelter visit (Augusta)

Section 8: Parent and Community Engagement

Targets:

- 100% of staff, students, and families will utilize k-mail communication and documentation system.
- School Improvement Team and the Parent Advisory Committee meetings will have parent participation. In Year 1 a baseline of the number of parents participating will be collected.
- 100% of families will meet with teachers for Individualized Learning Plans (ILP's) at a minimum of once a year.
- 100% of Learning Coaches will log into the Online School (OLS) at a minimum of once a week.

Performance:

The k-mail communication and documentation system is utilized by 100% of the school community. MeVA met the target for 100% use of Kmail.

MEVA did not have a School Improvement Team or Parent Advisory Committee during the 2015-16 school year, but plans to implement a School Improvement Team and Parent Advisory Committee for the 2016-17 school year. MeVA did not meet the target of collecting a baseline of the number of parent participation.

Data for the percent of families who attended ILP meetings was not collected during the 2015-16 school year.

Data for the percent of Learning Coaches who logged into the Online School at least once per week was not collected during the 2015-16 school year.

Section 9: Finances

Targets:

- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

MEVA has implemented financial management practices with monthly reporting at governing board meetings. MeVA's CFO has been involved to ensure charges from the ESP are accurate and reflective of the services being received. MeVA is making arrangements for a financial audit for FY 2015-16.

Section 10: Facilities & Maintenance and Transportation

Targets:

- Facility will meet all applicable state expectations for public schools
- School will provide record of costs and student utilization if applicable.

Performance:

Maine Virtual Academy's office suite accommodates all teaching and collaborative activities. The office suite is fully utilized by the entire faculty. The owner of the property provides a weekly cleaning service. The school's maintenance log-book is up to date. State Fire Marshall, Boiler and HVAC compliance inspections are current. MeVA met the target of having its facility meet all applicable state expectations for public schools.

MeVA did not have any costs for student transportation during the 2015-16 school year.

Section 11: Evidence of Mission and Vision Implementation

Mission

Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.

Vision

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self direction. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

MeVA serves students and their families who need the flexibility that virtual education affords. This flexibility may be necessary for a variety of reasons including providing time for talent development, accommodating internship schedules and other experiential learning opportunities.

Section 12: Commendations and Recommendations

Commendations

- MeVA faculty is committed to the success of the school and has worked collaboratively in the school's first year to learn the virtual environment and meet the challenges of the school's first year.
- The school administration, which saw turnover mid year, has shown considerable commitment to meeting the requirements of the school's success and the requirements of its charter.
- Students interviewed were very positive about their experience at the school and the faculty's interest in their success.
- The Board has taken a hands-on approach to guiding the school and assuming responsibility for its challenges and effectiveness.

Recommendations

- An effort should be made to increase "live session" student attendance.
- Greater Learning coach and family engagement should be encouraged through outreach and other means, and data kept of that engagement.
- Students reflected on the lack of personal relationships with other students. Opportunities for increased student attendance at activities outside of the virtual environment and other avenues for social contact should be explored.
- It is noteworthy that two components of the school's mission and vision - individual learning plans and post-secondary preparation- were not given the attention that their prominent articulation deserved. Student post-secondary data needs to be kept and the ILP expectations and results need to be recorded.
- The school should continue to work to increase student participation in school-wide assessments.
- Increased attention to special education enrollment and the provision of FAPE for students with disabilities.
- Address systemic truancy issue with particular attention to students with disabilities.