

# Maine Charter School Commission



## ANNUAL MONITORING REPORT 2019-2020

November 2020

*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.*

## November 2020

On July 13, 2020, the Maine Charter School Commission Review Team completed a Zoom Meeting with Harpswell Coastal Academy's administration and Governing Board. The Review Team also reviewed data provided by the school. Information gathered from documents and interviews were used to determine the extent to which the school has met its contracted performance targets. This report addresses the school's performance relative to the performance framework.

In March of 2020, due to the COVID-19 virus, the school year was abruptly interrupted by the need for schools to close their facilities and continue the remainder of the school year via remote instruction. The Maine Charter School Commission realizes that these months were stressful and difficult for students, teachers, and families, and that learning and assessments completed during this time were likely affected by the situation. The Maine Charter School Commission will take circumstances into consideration when reviewing data and making high-stakes decisions.

Commission Liaison to the School	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
Consultant	Joe Drago, CPA
Consultant	Dr. Joe Mattos
MDOE Special Services	Leora Byras

School's Mission	Our mission is to create an engaged community of creative thinkers, compassionate leaders, and effective problem solvers. Learning at HCA is project-based and place-based, grounding students in a purposeful exploration of the natural and human worlds. Our curriculum cultivates curiosity, integrity, and civic-mindedness and prepares students for post-secondary success, whether in college, technical training, or the workforce.
School's Vision	We envision HCA students and alumni as lifelong learners and champions of positive social change, economic opportunity, and sustainability in our towns, state, country, and world.

## Section 1: School Information

School Name	Harpswell Coastal Academy
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### Governing Board

Board Chair	Cynthia Shelmerdine
Board Vice Chair	Ed Harris
Board Treasurer	David Jean
Board Secretary	Sally Mackenzie
Board Member	Nancy Andersen
Board Member	Alan Yuodsnukis
Board Member	Barbara Merson
Board Member	Peggy Muir

### Administrative Team

Head of School	Scott Barksdale
Special Education Director	Susan Prince
Business & Finance Director	Andrew Smaha

<i>Campus</i>	<i>Division 1</i>
<i>Address</i>	<i>9 Ash Point Road, Harpswell, ME 04079</i>

<i>Campus</i>	<i>Divisions 2 and 3</i>
<i>Address</i>	<i>Brunswick Landing, 8 Leavitt Drive, Brunswick, ME 04011</i>

Year Opened	2013
Years in Operation	8
Number of Sending Districts*	<b>Pending</b>
Grades Served	5 – 12
Current Enrollment*	<b>Pending</b>
Students on Waiting List*	1

*\*As of October 1, 2020, certified enrollment date*

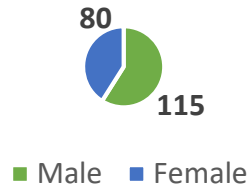
## Section 2: Indicator Summary Table

Indicator	Exceeds	Meets	Partially Meets	Does Not Meet	Other
<b>Student Academic Proficiency (See Page 6)</b>					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Target 5					*
Target 6					*
<b>Student Academic Growth (See Page 6)</b>					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
<b>Achievement Gaps (See Page 7)</b>					
Target 1					*
Target 2					*
<b>Student Attendance (See Page 7)</b>					
Target 1				X	
Target 2				X	
Target 3				X	
<b>Student Enrollment (See Page 8)</b>					
Target 1		X			
Target 2			X		
<b>Post-Secondary Readiness (See Page 8)</b>					
Target 1					Waiting on DOE
Target 2					Waiting on DOE
Target 3	X				
Target 4	X				
<b>Financial Performance and Stability (See Page 9)</b>					
Target 1		X			
Target 2		X			
Target 3		X			
<b>Governance Board Performance and Stewardship (See Page 10)</b>					
Target 1	X				
Target 2		X			
<b>Adequacy of Facilities Management (See Page 10)</b>					
Target 1		X			
Target 2		X			
<b>School Social and Academic Climate (See Page 10)</b>					
Target 1		X			
Target 2					*
Target 3					*
Target 4					*
Target 5		X			

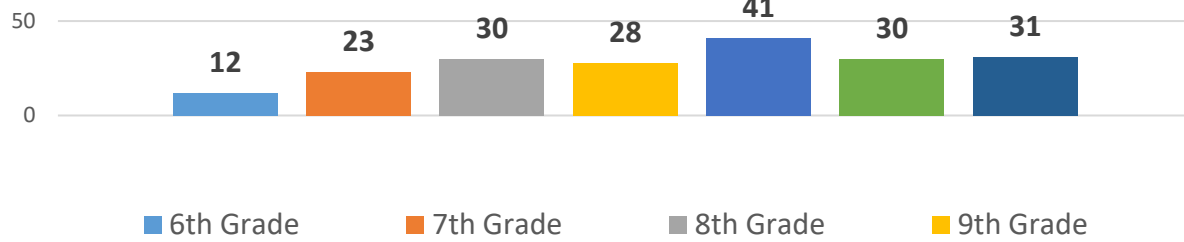
*\*Due to COVID-19 and school facility closures, many assessments and evaluations were not given.*

## Section 3: Demographics 2019-2020

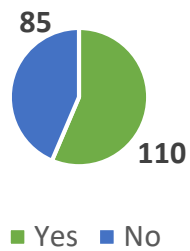
### Gender Breakdown



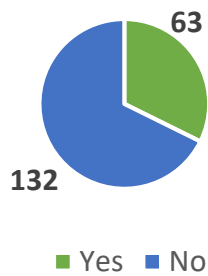
### Grade Breakdown



### Economically Disadvantaged



### Special Education



## Section 4: Student Academic Proficiency

Measure	Target	Results	
Percentage of division 1 tested students scoring proficient on the ELA portion on the MEA	Percentage of tested students scoring in the meets or exceeds categories on the ELA portion on the MEA will increase annually, reaching 38% by the end of 2021-22.	Due to the COVID-19 pandemic, the Maine Department of Education applied for, and received, waivers that eliminate state assessment requirements for this year.	NA
Percentage of division 2 tested students scoring proficient on the ELA portion on the MEA	Percentage of tested students scoring in the meets or exceeds categories on the ELA portion on the MEA will increase annually, reaching 40% by the end of 2021-22.		
Percentage of division 1 tested students scoring proficient on the math portion on the MEA	Percentage of tested students scoring in the meets or exceeds categories on the math portion on the MEA will increase annually, reaching 16% by the end of 2021-22.		
Percentage of division 2 tested students scoring proficient on the math portion on the MEA	Percentage of tested students scoring in the meets or exceeds categories on the math portion on the MEA will increase annually, reaching 14% by the end of 2021-22.		
Percentage of division 1 tested students scoring proficient on the science portion on the MEA	Percentage of tested students scoring in the meets or exceeds categories on the science portion on the MEA will increase annually, reaching 57% by the end of 2021-22.		
Percentage of division 2 tested students scoring proficient on the science portion on the MEA	Percentage of tested students scoring in the meets or exceeds categories on the science portion on the MEA will increase annually, reaching 44% by the end of 2021-22.		

## Section 5: Student Academic Growth

Measure	Target	Results	
Students will show progress in their learning through growth in their NWEA scores in ELA reading and language from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	Due to the COVID-19 pandemic, spring assessments were cancelled. Due to this cancellation, no growth data are available to report.	NA
Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.		NA

Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible <sup>1</sup> students meeting their projected growth on NWEA ELA reading and language by the end of the school year 2021–2022.		NA
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible students will meet their projected growth on NWEA math by the end of the school year 2021-2022.		NA

### Section 6: Achievement Gaps

*Subgroups must have at least ten students to be reportable. Subgroups may not be combined to create a super-subgroup.*

Measure	Target	Results	
Achievement gaps in proficiency between major subgroups on the Maine state assessment	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Due to the COVID-19 pandemic, the Maine Department of Education applied for, and received, waivers that eliminate state assessment requirements for this year.	NA
Achievement gaps in growth between major subgroups on the NWEA	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Due to the COVID-19 pandemic, the spring NWEA test window was cancelled. Due to this cancellation, no growth data are available to report.	NA

### Section 7: Student Attendance

Measure	Target	Results	
Chronic absenteeism	Schools will have 10% or fewer students classified as chronically absent on the last day of school. (Through March 13, 2020)	47% of students were chronically absent as of March 13, 2020.	Did Not Meet
Average Daily Attendance	Schools will have an average daily attendance rate in grades pre-k – 8 of 93% or higher. (Through March 13, 2020)	The average daily attendance rate through March 13, 2020 was 85%.	Did Not Meet

<sup>1</sup> Eligible is defined as having both a fall and spring score for students in grades k-10

Average Daily Attendance	Schools will have an average daily attendance rate in grades 9–12 of 91% or higher. (Through March 13, 2020)	The average daily attendance rate through March 13, 2020 was 84%.	Did Not Meet
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**Section 8: Student Enrollment**

Measure	Target	Results	
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on state student count day <sup>2</sup>	91% of eligible students enrolled on the last day of school were the same students who were enrolled on state student count day.	Met
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the next school year.	78% of eligible students enrolled on the last day of school completed an Intent to reenroll form for the next school year	Partially Met

**Section 9: Post-Secondary Readiness**

Measure	Target	Results	
4-year high school graduation rate (current cohort)	Schools will meet MDOE annual goal: 2020 –87.74%	Waiting on DOE	*Awaiting DOE Release of Data
5 and 6-year average high school graduation rate (previous 2 years' cohorts averaged)	Schools will meet MDOE annual goal: 2020 – 89.74%	Waiting on DOE	*Awaiting DOE Release of Data
Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each schools' eligible <sup>3</sup> students will have participated in at least one post-secondary activity such as ( <u>and not limited to</u> ) college course, Advanced	87% of students in their graduating year participated in post-secondary	Exceeded

<sup>2</sup> State student count day is October 1.

<sup>3</sup> Students not excluded via IEP or other individual plan

***\*Once data is released by the DOE and received by the Maine Charter School Commission, an addendum updating Post-Secondary Readiness (Targets 1 and 2) will be issued.***



	Placement course, certificate program, or internship.	readiness opportunities.	
Success rate of students participating in post-secondary readiness opportunities	70% of the school's students <u>who participated in at least one post-secondary activity such as (and not limited to)</u> college course, Advanced Placement course, certificate program, or internship will complete it successfully <sup>4</sup> .	82% of students participating in post-secondary readiness opportunities were successful.	Exceeded

**Section 10: Financial Performance and Stability**

Measure	Target	Results	
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Near-Term Financial Health was reviewed by the Commission using the Financial Performance and Stability outline.	Met
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	The Financial Sustainability was reviewed by the Commission using the Financial Performance and Stability outline.	Met
The school has an annual financial audit conducted. audit and management letter are submitted to the commission. audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.	The Board has engaged a firm to conduct the FY20 financial audit of the school. The draft Audit Report, Management Letter, and other financials have been submitted and reviewed by the Commission.	Met

<sup>4</sup> Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success.

## Section 11: Governance Board Performance and Stewardship

Measure	Target	Results	
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year <sup>5</sup> .	The Governing Board held 12 meetings during the school year.	Exceeded
Public Accountability: Transparent, responsive, and legally compliant Board operation.	Timely <sup>6</sup> publication of Board meeting agenda and minutes upon approval.	Board meeting agendas and minutes were timely published.	Met

## Section 12: Adequacy of Facilities Management

Measure	Target	Results	
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	The school certified that its facility (or facilities) meet all local and state requirements for public school facilities.	Met
Capital Improvement Plan	The school has a current capital improvement plan approved by its governing board.	The school has a current capital improvement plan approved by its governing board.	Met

## Section 13: School Social and Academic Climate

Measure	Target	Results	
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	The school reported incidents of behavior as required by Maine DOE.	Met
Panorama Survey- Family Participation	40% of families will participate in the Panorama survey.	Due to the COVID-19 pandemic, Panorama Surveys were not	NA
Panorama Survey- Student Participation	65% of eligible students will participate in the Panorama survey. <sup>7</sup>		NA

<sup>5</sup> A school year is July 1 – June 30

<sup>6</sup> Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.

<sup>7</sup> Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	administered during the 2019/20 school year.	NA
Panorama Survey	Annually, the school will review its spring Panorama Education results and develop an action plan for the following school year to address areas for continued improvement. Plan and outcome will be submitted to the Commission in September.	The school reviewed its Panorama Education survey results and developed an action plan to address areas for continued improvement and submitted the plan to the Commission in September 2019 as required.	Met

**Section 14: Site Visit Report**

**Report on 5<sup>th</sup> Grade Pre-Opening  
Harpwell Coastal Academy  
September 8, 2020**

On July 13, 2020, the Maine Charter School Commission (MCSC) review team met via Zoom with members of the Harpswell Coastal Academy (HCA) governing board and administrative team to review the school’s pre-opening requirements for the new grade five.

After a discussion of enrollment, educational programming, staffing, facility, and budget, the MCSC Review Team believes the school is prepared to open for grade five.

Maine Charter School Commission

Gina Post  
Amy Allen  
Bob Kautz  
Joe Drago  
Shelley Reed

Harpwell Coastal Academy

Scott Barksdale, Head of School  
Mae Applegate, Dean of Students  
Jennifer Allain-Winchester (Dir. of Sp. Ed.)  
Peggy Muir, board  
Susan Priest, board  
David Jean, board  
Cynthia Shelmerdine, board  
Nancy Andersen, board  
Barbara Merson, board  
Ed Harris, board  
Sally Morris, board

**Enrollment**

At the time of the visit, Grade 5 enrollment was as follows:

- 4 enrolled (had been 6 but 2 families withdrew due to COVID)
- 3 Intent to Enroll completed, finishing up paperwork, answering questions, etc.
- 6 interested

At the time of the visit, Grade 6 enrollment was as follows:

- 6 enrolled

- 3 Intent to Enroll completed, finishing up paperwork, answering questions, etc.
- 2 interested

Tours were planned for later that same week as the visit. The school’s representatives reported that in some cases interest appeared to be dependent upon the school’s re-opening plan, which was scheduled to be released later that week.

The Head of School was confident that 10 students would be enrolled in 5<sup>th</sup> grade by August 7<sup>th</sup>, as planned. He also thought it would be challenging to get the anticipated 20 students enrolled for Grade 6 by August 7<sup>th</sup>.

### Facility

The Harpswell School has an Academic Wing/Hallway which will have 5<sup>th</sup> and 6<sup>th</sup> graders near the office and the gym. They will have their own 5<sup>th</sup> and 6<sup>th</sup> grade bathroom. A separation between youngest and oldest students was part of the plan.

There is planned time for students of grades 5-8 to come together. The school day starts with Crew. At the time of the visit the administrative team was hoping it would continue to mix grades 5-8. However, if the school determined that it was best for social distancing to create learning “pods,” that will impact the makeup of crews.

During academic time and unstructured times grades 5/6 and 7/8 will work in separate spaces. For structured times such as wellness, Wednesday electives, etc., grades 5-8 will be together.

### Budget

The school representatives reported they hope to have overall enrollment of at least 195 students (the same as Oct. 1, 2019). It would prefer 200 students enrolled. At the time of the visit the school was approximately 2/3 enrolled, based on 200 students. Having fewer than 195 students enrolled may negatively impact the budget.

### Educational Program

- Math
  - Grade 5 – Emergent Math
  - Grade 6 – Incorporating Open Up Resources<sup>8</sup>. The school reported that it is very accessible and worked well during remote learning.
- Literacy – Grade 6 Units of Study, differentiated to include 5<sup>th</sup> grade
- STEM/Humanities Investigations: Interdisciplinary Investigations
- Curriculum Map
  - STEM (Genetics/Hereditary/Cells, Simple Machines, Economics/Materials Science)
  - Humanities (Who Am I?, Ancient Civilizations, Story of Clothes)
  - Writing (Personal Narrative; Literacy essay; Research-Based Information Writing)
  - Reading (A Deeper Study of Character, Tapping the Power of Nonfiction, Social Issues Book clubs)
  - Math (number operations, fractions, and decimals, algebraic patterns, geometry, fraction, operations)

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<sup>8</sup> *Open Up Resources* are free. ([openupresources.org](https://openupresources.org)) It is a problem- based mathematics curriculum authored by Illustrative Mathematics.

The school will be shifting to Infinite Campus (IC) beginning in 2020-21. The previous system wasn't doing what the school needed it to do. With the move to IC there will be one system for students and parents, as well as school staff. Training on the new system was planned.

### Staffing

The school did not have any new positions but was filling vacated positions. The Dean of Students and Head of School will be in both buildings and will share oversight of curriculum and students. The Dean of Students' role is not teacher supervision. Her focus will be instruction and academic and behavioral accountability for students. She will also be working with staff to offer support where needed.

## Section 15: Mission and Vision Implementation Evidence and Results

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

In 2020, HCA sharpened its founding Mission and Vision Statement by engaging the Board, school leadership, faculty, students and families in a focusing and revision process.

The school's original Mission was written before the school opened seven years ago. The school found that after seven years, it was able to focus on its defining parts that make the school what it is and what it offers to students and communities. For example, "effective problem solving" was one of many components of the original statement but is one of the three main pillars of the new one. The school stated that "When students leave us at the end of the day, at the end of the school year, and at the end of their education, we want them to be creative thinkers, compassionate leaders, and effective problem solvers."

The new Mission was approved by the Maine Charter School Commission and was adopted by HCA's Board of Directors. HCA's new Mission Statement is: *Our mission is to create an engaged community of creative thinkers, compassionate leaders, and effective problem solvers. Learning at HCA is project-based and place-based, grounding students in a purposeful exploration of the natural and human worlds. Our curriculum cultivates curiosity, integrity, and civic-mindedness and prepares students for post-secondary success, whether in college, technical training, or the workforce. We envision HCA students and alumni as lifelong learners and champions of positive social change, economic opportunity, and sustainability in our towns, state, country, and world.*

## Section 16: Commendations and Considerations

### Commendations

- HCA has completed a process that included participants from all segments of the school community to review the school's original mission statement. This resulted in a new mission statement that better reflects what the school offers to students and communities.

- The governing board has an appropriate diversity of talents and experience in areas beneficial to the school. The board has effective subcommittees and appropriate involvement in the affairs of the school.
- The school is beginning in-depth training in Expeditionary Learning (EL) for all staff to assure that all will have the knowledge and skills for implementation. Original staff had training in EL, a foundational approach for the school, but there have been many staff changes since then.

#### Considerations

- The school should create an information and awareness program that can result in increased enrollment.
- Increased attention should be given to achieving an increase in recurrent enrollment.
- The school should consider alternative measures that provide information of student progress in areas in addition to academic areas.