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Brunswick, ME

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT
June 2017

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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.

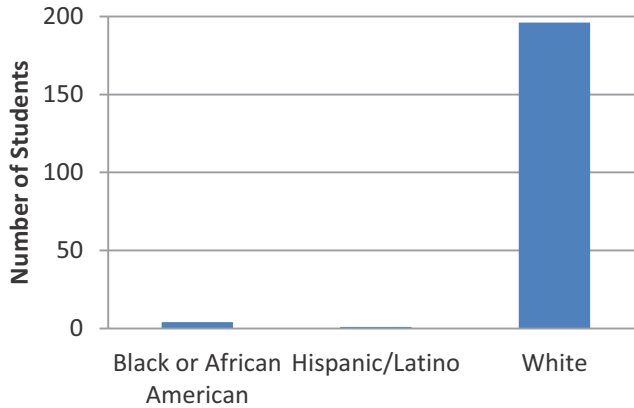
The following public charter school performance report shall be issued no later than June 30th, 2017, Harpswell Coastal Academy's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Harpswell Coastal Academy's (HCA) performance record to date, and provides 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. Harpswell Coastal Academy will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

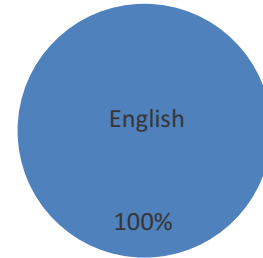
School Name	Harpswell Coastal Academy (HCA)
Address Div 1	9 Ash Point Road, Harpswell, ME 04079
Div 2 and 3	8 Leavitt Drive, Brunswick, ME
Board Chair	Dr. Sarah Mackenzie
Board Vice Chair	Ed Harris
Board Secretary	Sharon Whitney
Board Treasurer	Dave Eldridge
Board Member	Joe Grady
Board Member	Eileen Hornor
Board Member	David Jean
Board Member	Cynthia W. Shelmerdine
Board Member	Nancy Andersen
Head of School	John D'Anieri
Division 1 Principal	Matthew Hamilton
Associate Head of School	Carrie Branson
Dean of Students	Maria Russell
Special Education Director	Deryl Holt
Year Opened	2013-2014 school year
Years in Operation	4
Number of Sending Districts	14
Grades Served	6-12 (Divisions: 1 = gr. 6-8, 2 = gr. 9-11, 3 = gr.12)
Current Enrollment	201 (as of October 1, 2016 "count day")
Number of Students on Waiting List	6 (as of February 2017)

Demographic Information

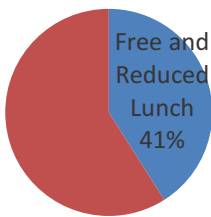
Students by Race



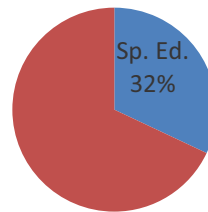
Language



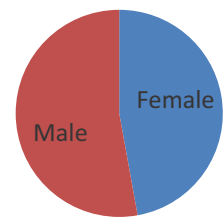
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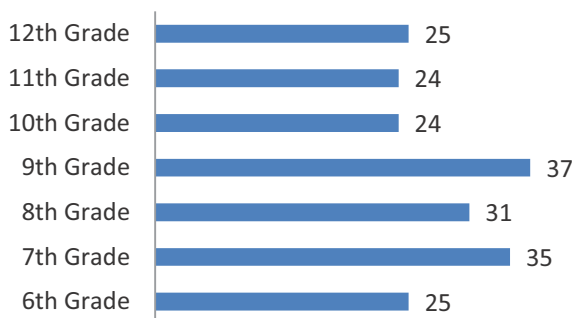
Special Education



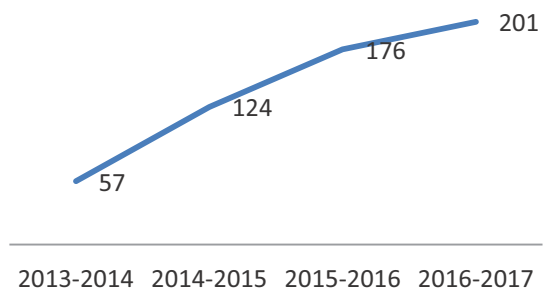
Sex



Enrollment by Grade



Enrollment by Year



Demographic Data based on October 1, 2016 school reported data

Harpswell Coastal Academy Overview

Harpswell Coastal Academy (HCA) is a public charter school established in 2013 offering rigorous, personalized, project-based education to Maine students in grades 6-12. Originally initiated by a group of Harpswell citizens concerned that many of the town's young people were increasingly disengaged from school, HCA has grown to include a diverse group of mid-coast educators, business leaders, and community partners committed to preparing students to live and work in the rapidly changing coastal economy. Harpswell and the surrounding towns consist of a varied population of business and professional, military, blue collar and fishing families.

HCA students currently come from 20 mid-coast Maine towns including Harpswell, Brunswick, Bowdoinham, Topsham, Freeport, and Bath. HCA is limited in size, preventing a student from getting lost in the crowd. Currently, HCA enrolls 201 students and enrollment is based on a lottery. HCA serves 37.5% Free or Reduced Lunch students, 32% Special Education students, and 0% English Language Learners.

HCA's curriculum and pedagogy is intended to showcase best practices developed over the past 20 years by organizations such as the Coalition of Essential Schools and Expeditionary Learning: standards-based teaching and learning; relevant, place-based curriculum that incorporates fieldwork and internships; and deliberate structures for building students' character and holding them accountable. HCA's organizational structure supports students in achieving high standards in a variety of ways including a longer school day, summer programs, and community mentors for each student. The curriculum at HCA is a college-preparatory and meets the same Common Core standards in Math, Language Arts, Social Studies, Science, Health and Physical Education and Fine Arts, as do all Maine public middle and high schools. However, HCA offers two tenets to its approach of the curriculum that differentiates its school from others. One central tenet of the HCA approach is that students move on when they are ready, not when they reach a certain birthday. A second tenet is that students benefit from teachers who know them well over a longer period of time and are much more accountable for ensuring that each student is able to progress over that time.

Harpwell Coastal Academy's Performance Framework

	2017			2016			2015			2014		
Indicator	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	Results not yet available				X ¹		X				X ¹	
Student Academic Growth		X		X			X					X ²
Achievement Gaps in proficiency and growth between major student subgroups	Results not yet available			X			X					X ¹
Student Attendance			X ³			X ⁴		X ⁵		X		
Recurrent Enrollment from Year to Year	X			X			X			X		
Post-Secondary Readiness	X			X			na			na		
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 ⁶			X ⁷		X			X		
School Social and Academic Climate		X ⁸			X		X			X		

¹ HCA students met the established target for % average to above average RIT band in 5 of 12 areas.

² HCA did not participate in state assessment program

³ Attendance rate of 90% did not meet division targets.

⁴ 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.

⁵ Neither Division 1, nor Division 2 met its ADA target, but HCA's unexcused absent rate decreased during the school year.

⁶ 94% of students presented Celebration of Learning & Passages, falling short of the 100% target.

⁷ 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. 92% of students presented to the larger school community at least twice during the school year; HCA did not meet the 100% target.

⁸ 71% of HCA students participated in the survey, short of the 80% target.

Academic Performance

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

Year 1, 2013 – 14

HCA partially met its academic goals.

Targets:

Student Academic Proficiency:

- Establish baseline for proficiency on State Assessments in Reading & Math
- Establish baseline for proficiency on school-selected standardized tests in Reading
- Establish baseline for proficiency on school-selected standardized tests in Math
- Proficiency on school-designed assessment program measuring Maine Learning Results
- Student Portfolio

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:

During the 2013-2014 school year HCA did not participate in the state assessment program. On May 7, 2014, the school was issued a Notice of Material Non-Compliance with the contract based on the school's lack of participation in the State Assessment system. The school responded with a plan to administer an alternative form of assessment (the NWEA MAP assessment⁹) to provide data to establish a baseline and ongoing progress. The school's administration was aware of the importance of participation in the Maine State Assessment system and was prepared to assess their students beginning in the 2014-15 school year, at which time a baseline was to be established.

NWEA: 74.5% of students scored in the Average & Above Average RIT bands¹⁰ on the spring, 2014 assessment of reading. 62 % of students scored in the Average & Above Average RIT bands on the spring, 2014 assessment of math.

School designed assessment

⁹ NWEA MAP assessment is a personalized assessment that adapts to each student's learning level—measuring student progress and growth for each student.

¹⁰ RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (across grades). A RIT score has the same meaning regardless of the grade or age of the student.

School is tracking student performance using a proficiency-based assessment system throughout the 2013-2014 school year and is prepared to provide student achievement data beginning in year two.

Year 2, 2014 – 15

HCA met its academic goals.

Targets:

Student Academic Proficiency:

- Establish baseline for proficiency on State Assessments in Reading & Math
- Establish baseline for proficiency on school-selected standardized tests in Reading
- Establish baseline for proficiency on school-selected standardized tests in Math
- Proficiency on school-designed assessment program measuring Maine Learning Results
- Student Portfolio

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

Students in grades 6, 7, 9, 10 and 11 were assessed using the state Smarter Balanced assessments. Students in grade 11 were given the science assessment as well. HCA did not have 8th grade students during the 2014-15 school year. 24 students were opted out by their parents. About half of those students were opted out after they began the test, which resulted in approximately 77% of eligible students completing the tests. Results are reported in the table below. Due to small class sizes and participation, some results are not available for public reporting in order to maintain student privacy.

ELA/ Literacy	Grades	Number of students took test	Number enrolled	HCA % level 3 and above	State % level 3 and above	HCA +/- % from state
	6, 7 & 11	45	55	35%	47%	-12%
Math	Grades	Number of students took test	Number enrolled	HCA % level 3 and above	State % level 3 and above	HCA +/- % from state
	6, 7 & 11	40	55	cannot report	32%	-12%
Science	Grades	Number of students took test	Number enrolled	HCA % level 3 and above	State % level 3 and above	HCA +/- % from state
	6, 7 & 11	cannot report	2	cannot report	cannot report	cannot report

Students were tested using NWEA Map tests three times this year. In addition to those who opted out 4 students did not complete the test due to poor attendance. The NWEA spring administration showed that in 6th grade 47% of students were in the average and exceeds categories in language, 50% were in the average and exceeds categories in reading, and 48% were in the average and exceeds categories in math. In 7th grade 58% of students were in the average and exceeds categories in language, 54% were in the average and exceeds categories in reading, and 45% were in the average and exceeds categories in math. In 9th grade 44% of students were in the average and exceeds categories in language, 44% were in the average and exceeds categories in reading, and 28% were in the average and exceeds categories in math. In 10th grade 63% of students were in the average and exceeds categories in language, 70% were in the average and exceeds categories in reading, and 54% were in the average and exceeds categories in math.

92% of HCA students collected their best work and submitted three satisfactory portfolio pieces for presentation to parents at Student Led Conferences. This was 3% shy of the goal of 95% of students submitting three satisfactory portfolio pieces.

Year 3, 2015– 16

HCA partially met its targets for Student Academic Proficiency and met its targets for Academic Growth and Achievement Gaps between subgroups.

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.

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.

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, a web-based computer application, 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.

HCA Students participated in Maine State Testing (MEA). Students in grades 6-8 took the eMPowerME in English Language Arts and Math. 8th grade students also took the Science assessment.

ELA	Number of Participants	Below and Well Below State Expectations	At and Above State Expectations
eMPowerME 6-8	92	70.65%	29.35

Math	Number of Participants	Below and Well Below State Expectations	At and Above State Expectations
eMPowerME 6-8	91	82.42%	17.59%

Science	Number of Participants	Below and Well Below State Expectations	At and Above State Expectations
eMPowerME 8	52	46.15%	53.85%

Students in grades 11 took the SAT in English Language Arts, Math, and Science.

ELA	Number of Participants	Below and Well Below State Expectations	At and Above State Expectations
SAT	22	*Not publicly reportable	*Not publicly reportable

Math	Number of Participants	Below and Well Below State Expectations	At and Above State Expectations
SAT	22	*Not publicly reportable	*Not publicly reportable

*Results are not publicly reportable due to small class size and distribution of scores and student confidentiality.

Year 4, 2016 – 17

Targets:

HCA partially met its targets Academic Growth. Data for Student Academic Proficiency and Achievement Gaps between subgroups are not yet available.

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=3, Grade 7=3, Grade 8=3, HS= 3

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 = 55%, Grade 7 = 70%, Grade 8 = 55%, Grade 9 = 55%, Grade 10 = 75%, Grade 11 = 55%, Grade 12 = 55%
- Percent of students in grades 6-12 scoring in the average to above average RIT band in math on the NWEA: Grade 6 = 55%, Grade 7 = 55%, Grade 8 = 55%, Grade 9 = 50%, Grade 10 = 45%, Grade 11 = 50%, Grade 12 = 55%.

School designed assessment program measuring Maine Learning Results

- Division 1: 6th grade: 99% students will approach proficiency (score 2 or higher) in 50% of Division 1 measurement categories.
7th grade: 80% students will approach proficiency in 90% of Division 1 measurement categories.
8th grade: 85% students will approach proficiency in 100% of Division 1 measurement categories.
- Division 2: 9th grade: 85% students will approach proficiency in 75% of Division 2 measurement categories.
10th grade: 95% students will approach proficiency in 75% of Division 2 measurement categories.
11th grade: 85% students will approach proficiency in 80% of Division 2 measurement categories.
12th grade: 85% students will approach proficiency in 80% of Division 2 measurement categories.
- 98% 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 Maine State Testing (MEA) in spring 2017. Test scores will be reported when available.

Students were tested using NWEA Map tests in the fall and winter. The percentage of students with valid scores scoring average to above average RIT band in reading were:

ELA	target	actual	Met?	+/-
Grade 6	55%	57%	Met	+2%
Grade 7	70%	42%	Did not meet	-28%
Grade 8	55%	72%	Met	+17%
Grade 9	55%	60%	Met	+5%
Grade 10	75%	80%	Met	+5%
Grade 11	55%	57%	met	+2%
Grade 12	55%	*	na	na

*NWEA does not provide average RIT band information for 12th grade students.

MATH	target	actual	Met?	+/-
Grade 6	55%	36%	Did not meet	-19%
Grade 7	55%	33%	Did not meet	-22%
Grade 8	55%	59%	Met	+4%
Grade 9	50%	52%	Met	+2%
Grade 10	45%	53%	Met	+8%
Grade 11	50%	60%	met	+10%
Grade 12	55%	*	na	na

*NWEA does not provide average RIT band information for 12th grade students.

HCA did not report to the MCSC on school assessment targets. HCA submitted a letter to the Charter Commission detailing its concern with the format of one of the academic proficiency standards outlined in the Charter Agreement, and requested the opportunity to work with the Commission through the renewal process to revise the indicator in a way that matches the school's academic approach. The school offered specific information related to progress on academic proficiency and explained how student progress is being tracked. The school explained that it is thinking deeply and critically about measurement, growth, and accountability, and improving student outcomes at HCA.

98% of students submitted three satisfactory portfolio pieces during the school year reaching the 98% target.

Summary

	2013-14	2014-15	2015-16	2016-17
Academic Proficiency	Partially met	Met	Partially met	Not available
Academic Growth	Did not meet	Met	Met	Partially met
Achievement Gaps	Did not meet	Met	Met	Not available

Attendance and Reenrollment

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

Year 1, 2013 – 14

HCA met its targets in the area of Enrollment and Attendance.

Enrollment Targets:

- 90% of students enrolled on state “student count day”¹¹ 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:

88% of students stayed through the 2013-2014 school year. Seven students withdrew during the year. Of the 7 who withdrew during the school year two withdrew because they moved out of the area.

91% of students enrolled on the last day of school indicated intent to return the following year.

Student Attendance 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

Performance:

HCA met the attendance targets actual % not in report can we get it?

School will begin tracking the decrease unexcused absences in the 2014-2015 school year.

¹¹ Count Day is when all public schools in Maine tally the number of students attending their schools, primarily for purposes of funding calculations.

Year 2, 2014 – 15

HCA partially met its Enrollment and Attendance targets.

Enrollment Targets:

- 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 enrolled 123 students on “student count day”, October 1, 2014. 87% of students enrolled on student count day were still enrolled at the end of the year, 3% shy of the 90% target. When HCA administration interviewed exiting families, reasons behind their decisions to leave included the desire for a more traditional school environment and unsustainable travel time.

HCA plans to continue to improve opportunities for prospective families to learn about HCA before enrolling their children in an effort to keep enrollment steady throughout the year and minimize attrition. During the 2014-15 school year HCA offered a series of information sessions, tours, and visit days for prospective families to get a sense of HCA. Next year departing families will be surveyed to further understand their decisions.

On the last day of school 89.4 % of students currently enrolled indicated their intent to re-enroll for the 2015-16 school year, exceeding the target of 80%.

Student Attendance 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

Performance:

Average Daily Attendance during the 2014-15 school year was 92%. The Division 1 average daily attendance was 93.8%, 1.2% below the target of 95%. The Division 2 average daily attendance was 90.2%, 1.8% below the target of 92%.

During the 2014-15 school year the average number of unexcused absences dropped from 2.7 per day, during the first trimester, to 1.5 during the third trimester, meeting the goal of the number of unexcused absences decreasing from the fall to the spring trimester.

Year 3, 2015 – 16

HCA met its targets in the area of Enrollment. The school did not meet its targets in the area of attendance.

Enrollment Targets:

- 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 had 176 students enrolled on “student count day”, October 1, 2015. As of June 17, 2016, enrollment of continuing students 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%.

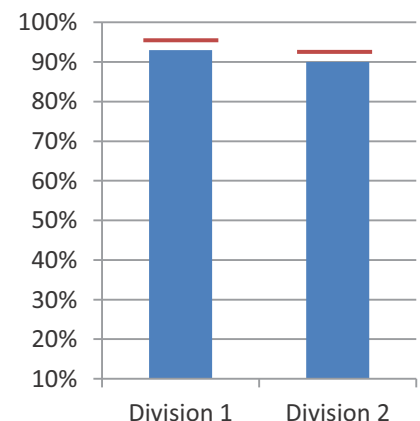
Student Attendance Targets:

- 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

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 attendances were below the target.

15-16 Attendance by Division



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.

Year 4, 2016 – 17

Enrollment Targets:

- 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:

94.5% of students enrolled on state “student count day” were enrolled on the last day of school, meeting the 90% target.

84% of students eligible to return signed Commitment to Enroll forms for the 2017-2018 school year, meeting the 80% target.

Student Attendance 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

Performance:

HCA’s Average Daily Attendance was 90% overall. Attendance by Division was not provided to the MCSC.

The number of unexcused absences increased slightly from the fall to spring. Specifics will be available at the end of the school year.

HCA saw a few instances of significant truancy during the 2016-17 school year and put together a team to address this with the school Social Worker and Dean of Students.

Summary

	2013-14	2014-15	2015-16	2016-17
Attendance	Met	Partially met	Did not meet	Did not meet
Enrollment/Reenrollment	Met	Partially met	Met	Met

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, 2013 – 14

Targets for Post-Secondary readiness were not applicable in year 1.

Year 2, 2014 – 15

Targets for Post-Secondary readiness were not applicable in year 3.

Year 3, 2015 – 16

HCA met its targets for Post-Secondary readiness.

Targets:

- Federal Graduation 4 year Adjusted Cohort Graduation Rate¹² (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.

Performance:

HCA completed its third year in 2016, and did not have a 4 year Adjusted Cohort Graduation Rate.

HCA did not have a graduating class in 2016. Three students did graduate early in 2016. Two of the students have plans to enroll in postsecondary institutions.

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.

¹² ACGR is found by identifying the “cohort” of first-time 9th graders in a particular school year, and adjusting this number by adding any students who transfer into the cohort after 9th grade and subtracting any students who leave. The ACGR is the percentage of the students in this cohort who graduate within four years.

Year 4, 2016 – 17

HCA met its targets for Post-Secondary readiness.

Targets:

- Federal Graduation 4 year Adjusted Cohort Graduation Rate¹³ (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.

Performance:

On October count day this year, HCA had 24 seniors enrolled. 14 of those students graduated, 6 were retained, and 4 dropped out. Additionally, one student identified as an 11th grader met requirements early and graduated this spring.

Of the students retained, HCA believes a few will meet graduation requirements over the summer, and anticipates the others will return next year to graduate as part of a 5 year cohort. HCA plans to continue to work with students who dropped out to identify support structures available and alternate pathways to graduation. The school's guidance/ student services team will continue to develop drop-out prevention procedures.

Nine students successfully completed courses at SMCC. This is just under 50% of traditionally 12th grade aged students.

All 11th grade students completed the SAT this year. Results have not yet been released.

HCA graduated 16 students in 2017. Nine planned to enroll in postsecondary institutions. Several students planned to work after graduation. There was also one student going on a missionary trip, and a few others looking at "gap year" opportunities.

Summary

	2013-14	2014-15	2015-16	2016-17
Post-Secondary Readiness	NA	NA	Met	Met

¹³ ACGR is found by identifying the "cohort" of first-time 9th graders in a particular school year, and adjusting this number by adding any students who transfer into the cohort after 9th grade and subtracting any students who leave. The ACGR is the percentage of the students in this cohort who graduate within four years.

Governance and Operations

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

Year 1, 2013 – 2014

HCA met its targets in the area of Governance.

Targets:

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

Performance:

The board established routines and procedures that serve the board and the school well. Minutes and agendas were posted as required and the board's members had a diverse skill set.

During the MCSC annual visit interview the Board described the process of using ISLLC¹⁴ standards to evaluate effectiveness of school director.

Year 2, 2014 – 15

HCA met its targets in the area of Governance.

Targets:

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

Performance:

In its second year the HCA Board held monthly meetings. Both meeting agendas and meeting minutes were posted on the school website. Reminders of the meetings were included in family newsletters. The HCA Board entered a contract with *Board On Track* midway through the 2014-15 school year. *Board On Track* provided an online platform to coordinate all the work of a Charter School board including: compliance, meeting scheduling, document storage, governance training, evaluation support, and more.

The Board conducted an evaluation of the Head of School at the end of the 2014-15 school year. As a result of the evaluation, the Board set targets for the coming school year with the Head of School.

¹⁴ The Interstate School Leaders Licensure Consortium

During the 2014-15 school year the Board secured a second location for HCA's Division 2 at Brunswick Landing, in addition to purchasing the Ash Point Road location, which continued to house Division 1 students. The plan and process to secure the Brunswick Landing facility did not follow the Charter Contract Material Amendment requirements, and the Governing Board was asked by the Maine Charter School Commission to spend meeting time dedicated to becoming more familiar with the Contract between the Commission and HCA.

Year 3, 2015 – 16

HCA met its targets in the area of Governance.

Targets:

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

Performance:

During the 2015-16 school year the HCA Board held public meetings. Both meeting agendas and meeting minutes were posted on the school website. Reminders of the meetings are included in weekly newsletters.

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

At the MCSC's on site meeting with the HCA Governing Board, the Board shared that it had a retreat the previous 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 believed 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.

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.

Year 4, 2016 – 17

HCA met its targets in the area of Governance.

Targets:

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

Performance:

During the 2016-17 school year HCA's governing Board held bi-monthly meetings, with committees meeting in between as needed. Agendas and minutes were posted on the school website. Reminders of the meeting were included in family newsletters.

The Board conducted an evaluation of the Head of School at the end of the 2015-16 school year, and was in the midst of an evaluation at the end of the 2016-17 school year.

Summary

	2013-14	2014-15	2015-16	2016-17
Governance	Met	Met	Met	Met

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2012 – 13

HCA met its targets in the area of Finances.

Targets:

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

Performance:

HCA's Board reviewed the budget regularly for financial health.

Year 2, 2013 – 14

HCA met its targets in the area of Finances.

Targets:

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

Performance:

In its second year HCA's Finance Committee from the Board met monthly, with additional meetings as necessary to review reports and provide oversight to bookkeeper and Head of School. The school completed an audit in September for FY14. A copy was submitted to the Charter Commission. The Finance Committee grew during the 2013-14 school year, with the addition of an experienced accountant. The accountant's regular meetings with the part-time bookkeeper and the Head of School improved financial practices and has led to revised fiscal policies and practices, following the recommendations made in the FY14 audit. HCA hired a Finance Director for the 2015-16 school.

During the 2014-15 school HCA hired consultants to work on advancement and expanding funding sources, including grants and partnerships. The Director of Advancement and the Grant-writer worked with HCA beginning in November 2014 to develop a strategic plan for advancement. After working through a transition from the previous fundraising consultant, the new Director of Advancement and Grant-writer focused on implementing consistent donor management practices (database, tracking follow-up, communication, etc.), developing corporate partnership program increasing HCA's effectiveness with foundation funding, and helping HCA's Board increase its capacity with fundraising.

HCA had an audit completed in the fall for FY14 and did not have any findings for the fiscal year 2014.

Year 3, 2014 – 15

HCA met its targets in the area of Finances.

Targets:

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

Performance:

The Board and/or Finance Committee reviewed 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 during the 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 continued to be active and raised \$158,000 through various fundraising efforts.

Year 4, 2015 – 16

HCA met its targets in the area of Finances.

Targets:

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

Performance:

The Board Finance Committee met monthly, with additional meetings as necessary, to review reports and provide oversight to the Finance Director and Head of School.

HCA had an audit completed in the fall for FY16 and did not have any findings for the fiscal year 2016.

Summary

	2013-14	2014-15	2015-16	2016-17
Fiscal Performance	Met	Met	Met	Met

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2013 – 14

HCA met its targets in the area of Facilities Maintenance.

Targets:

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

Performance:

The facility was in good order during the end of year visit. A site development plan was adopted.

Year 2, 2014 – 15

HCA met its targets in the area of Facilities Maintenance.

Targets:

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

Performance:

The Board Facilities Committee successfully facilitated the purchase of the HCA facility at 9 Ash Point Road in Harpswell in year 2. Additionally, the Board made plans for an interim home for the Division 2 and 3 students at Brunswick Landing for the 2015-16 school year. The Facilities Committee planned to continue efforts to establish a permanent home for the Division 2 and 3 students.

Year 3, 2015 – 16

HCA met its targets in the area of Facilities Maintenance.

Targets:

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

Performance:

The Board Facilities Committee 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 to relocate to beginning with the 2016-17 school year. The new location has more space than the previous location and is more suitable for the needs of the school.

Year 4, 2016 – 17

HCA met its targets in the area of Facilities Maintenance.

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, boiler and air ventilation system serviced and inspected, and inspections of the fire equipment.

The Board Facilities Committee has addressed two main goals this year: renovating the new facility for Division 2 students, and completing numerous updates, upgrades, maintenance and repair projects at the 9 Ash Point Road property.

The Facilities Committee will continue efforts to address issues of need at the 9 Ash Point Road facility and support the further development of the Makerspace at Division 2.

Summary

	2013-14	2014-15	2015-16	2016-17
Facilities	Met	Met	Met	Met

Parent and Community Support, Student Involvement

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

Year 1, 2013 – 14

HCA met its targets in the area of 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

Performance:

Parents indicated during end of year visit interviews that communication between school and home improved throughout the year. Collection of data for other targets was scheduled to begin in school year 2014-2015.

As a start-up school, Harpswell Coastal Academy has made remarkable progress. All constituencies including the community, staff, students, and parents all have positive feedback about the impact of the school.

Year 2, 2014 – 15

HCA met its targets in the area of 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 vast majority participated 3-5 times. These experiences included workshops, Field Work, and club activities.

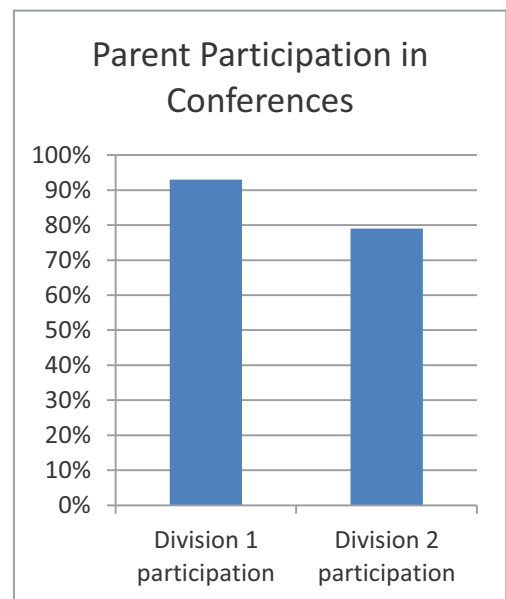
HCA continued to develop meaningful relationships with community partners including the Telling Room writing project, the Voices of the Sea collaboration with the Harpswell Heritage Land Trust, the Boats of Maine Project, and the Community Garden work.

HCA Administration reported that parent usage of JumpRope, the school's student data tracking program, continued to be inconsistent. HCA held meetings explaining how to use JumpRope, and included information in the weekly newsletter and at Student Led Conferences. Despite this, however, the school did not see the level of engagement they hoped to see from parents.

The weekly newsletter was sent to a list of approximately 230 people, including parents, faculty, Charter Commission members, Board members, and Heads of other Charter Schools.

93% of Division 1 parents attended at least one Student Led Conference, exceeding the 90% target. 79% of Division 2 parents attended at least one Student Led Conference, exceeding the 60% target.

HCA was aware that there was a significant need for information about student progress in addition to Student Led Conferences and added a mid-trimester report home to the parents of any students who were not meeting a HOWL score of 2.5 or above.



In the 2014-15 school year, 96% of HCA students met the target of presenting to the larger school community twice each year. Students presented as a culmination to a number of different investigations including the Children's Book project, Voices of the Sea, Odyssey, Boats of Maine, and Green Building.

Year 3, 2015 – 16

HCA partially met its targets in the area of 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:

In year 3 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 held meetings explaining how to use JumpRope, and included information in the weekly newsletter and at Student Led Conferences. Despite these efforts, HCA reported it did not see the level of engagement it hoped to see from parents.

HCA's weekly newsletter was 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 opened the newsletter.

Based on survey data and conversation with parents, it seemed that most families were accessing the weekly newsletter to stay up to date with events and information from HCA. HCA also sent documents home with students and mailed certain things to parents using the USPS.

91% of Division 1 parents attended at least one SLC, and 81% of Division 2 parents attended at least one SLC. HCA met its targets of 90% and 60%.

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.

Year 4, 2016 – 17

HCA partially met its targets in the area of 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 students participated in an activity with a community partner at least once, and the majority participated 3-5 times, meeting the 100% target. Experiences included workshops, Field Work, and club activities.

New partnerships in the 2016-17 school year included UMF for an Unmanned Aerial Vehicle piloting program, and ACSM, an area business where students interned to build a composite boat.

With its move to a new learning management system, Project Foundry, HCA lost the capacity to measure the frequency of parent log-ons to the system, as had been possible with JumpRope. Parents use student login information to monitor student work, but HCA has no way of gauging this measure. HCA has received positive reports about the Project Foundry interface, and the clarity with which parents can see student progress on standard completion.

The weekly newsletter is sent to a list of approximately 390 people, including parents, faculty, Charter Commission members, Board members, students and Heads of other Charter Schools. For any given newsletter, HCA sees the opening rate fluctuate between 40-65% of recipients. It is not possible for HCA to determine how many others read or skim it in the preview function.

In addition to implementing Project Foundry this year, HCA adopted the "Guardian" function with Google Classroom. This new functionality provides a parent login to oversee student assignments and completed work in Google Classes.

92% of Division 1 parents attended at least one Student Led Conference this year meeting the 90% target and 84% of Division 2 parents attended at least one Student Led Conference this year meeting the 60% target. HCA uses Student Led Conferences, HCA Parent Partnership

meetings, and Crew communications as avenues to teach parents how best to monitor student progress. Based on last year's survey data and conversation with parents, HCA feels 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 mails certain things to parents using the USPS when they want to ensure receipt.

94% of students presented Celebration of Learning & Passages, falling short of the 100% target. Students presented at culminating events for a number of different investigations including the Voices of Conservation, Design/Build, Forestry Survey, Climate Lab and the Windmill Challenge among others. Presentations were oral, multi-media, and often involved demonstrations. Students presented to community partners, peers and family members.

Summary

	2013-14	2014-15	2015-16	2016-17
Parent & Community Engagement	Met	Met	Partially met	Partially met

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, 2013 – 14

HCA met its targets in the area of School Climate.

Targets:

- Decrease in instances of bullying, harassment, or other abusive practices
- Student Habits of Work and Learning¹⁵ (HOWLs)
 - 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 Justice¹⁶ and Community Meeting
- Annual improvement in targeted areas on student and family climate survey

Performance:

HCA's Bullying and Harassment Policy was in its Student, Faculty, and Family Handbook. Students and parents reported an inclusive environment that was supportive of all students. Students reported there were no cliques at the school and that students generally get along well with each other.

At the MCSC visit students were very positive about the school's climate and shared thoughts about the Restorative Justice system by explaining that when there is a conflict the students involved learn how to talk it out, sometimes through a resolution circle. They also shared that discipline works better at HCA than at their previous school.

Satisfaction survey was administered to parents and students.

- 89% of students agree or strongly agree: I feel safe & welcome at HCA.
- 81% of students agree or strongly agree: I enjoy school and view it as a positive experience.
- 100% of parents agree or strongly agree: faculty maintains a positive school climate for learning.
- 100% of parents agree or strongly agree: my child enjoys school and views it as a positive experience.
- 90% of parents agree or strongly agree: I feel welcome when I visit the school

¹⁵ HOWLs Targets describe how students should act while striving to achieve their learning targets.

¹⁶ Restorative justice is an approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community.

Habits of work were reported to students and families three times yearly. Habits of Work and Learning improved from fall to spring.

The teachers interviewed at the MCSC visit also reported a positive culture. The interview team noted that collaboration among the teachers was strong. The teachers reported receiving a great deal of support from the school leaders with the development of professional growth goals and regular observations and coaching sessions.

Student and parent feedback regarding the quality of the teaching staff was very positive. Students shared that their teachers are enthusiastic about their subject matter and have a great deal of respect for their students.

Year 2, 2014 – 15

HCA met its targets in the area of School 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

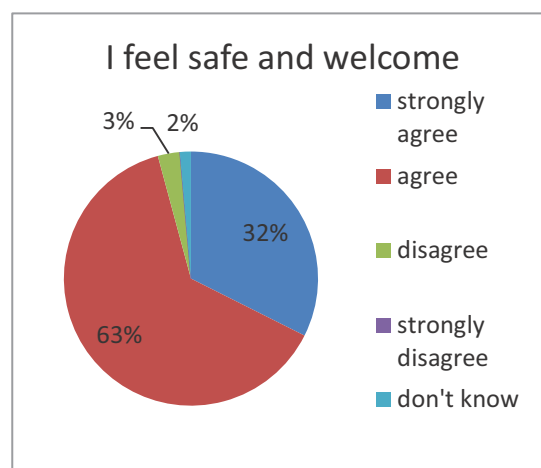
Performance:

During the 2014-15 school year there were 35 reported incidents of bullying or harassment representing 28% of the student body. During the 2013-2014 school year, a total of 18 (or 22%) incidents were reported. This indicated a 6% increase in the percent of reported incidents between years one and two. Since the goal was to decrease the number of incidents from the year one baseline, the school did not meet this target.

HCA Administration believed that with the high school students at another facility the following year, and with increased capacity amongst the staff to facilitate Resolution Circles the percentage of incidents would decline.

Family and Student Satisfaction

Parents and students were surveyed in the spring 2015. 31 parents completed the survey, approximately 25%. 71 students responded, approximately 58%.



Over 95% of students reported on the survey that they feel safe and welcome at HCA.

87% of students reported enjoying school and view school as a positive experience.

All parents who completed the survey reported that the HCA faculty maintains a positive school climate for learning.

Over 96% of parents responded that their child enjoys school and views it as a positive experience.

Overall survey results revealed that parents expressed satisfaction with communication from school with regards to school events and activities. Parents continued to express their confusion and concern about the timeliness and amount of communication about assignments and assessment of student work.

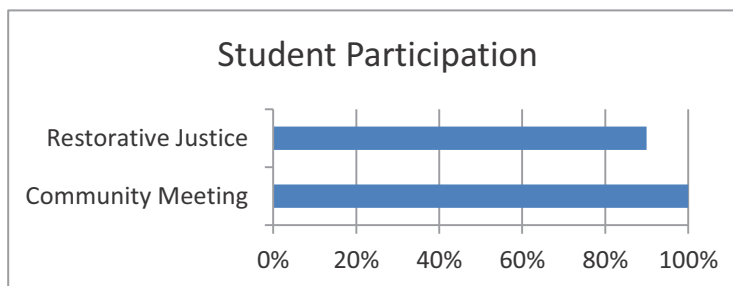
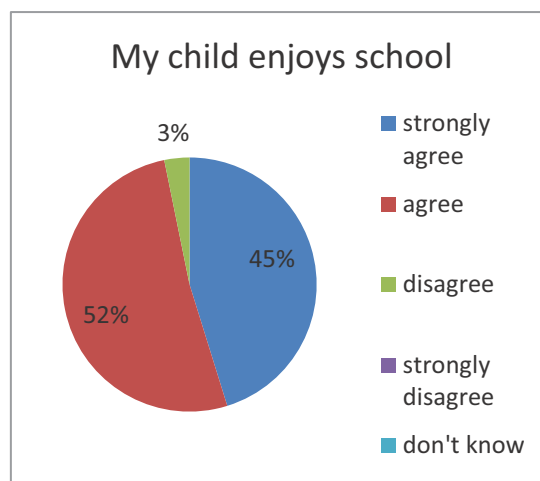
The student group interviewed by the Maine Charter School Commission at the end-of-year visit reported feeling supported at HCA. Students report that they appreciate the relationships they have with their teachers, they understand the standards they are working on, and they feel prepared for college.

Parents interviewed at the end-of-year visit with the Maine Charter School Commission expressed that their children are happy when they come home and want to go to school. Parents shared concerns around the communication that comes from school; the format it comes in, the timeliness, and the accuracy.

There were also parent concerns regarding special education timelines, procedures, and decisions. These concerns were discussed with parents and documentation was provided from parents to the Commission. After reviewing the documents, the Commission's Executive Director, Director of Program Management, and Special Services representative from the Maine Department of Education (DOE) had a follow-up visit with HCA's Head of School, Assistant Head of School, and Special Education teacher. The Commission staff and DOE representative felt that HCA was adequately addressing the concerns of parents, and had responded appropriately to the communication from parents.

Students and families received reports on Habits of Work and Learning (HOWL) at Student Led Conferences in October and March and with the end of year reports in June. Overall, HOWL grades increased from 2.4 in the fall to 2.6 in the spring for Division 1, and increased from 1.8 in the fall to 2.0 in the spring for Division 2.

90% of students participated in the Restorative Justice model, and all students participated in Community Meeting, exceeding the target of 80% participation.

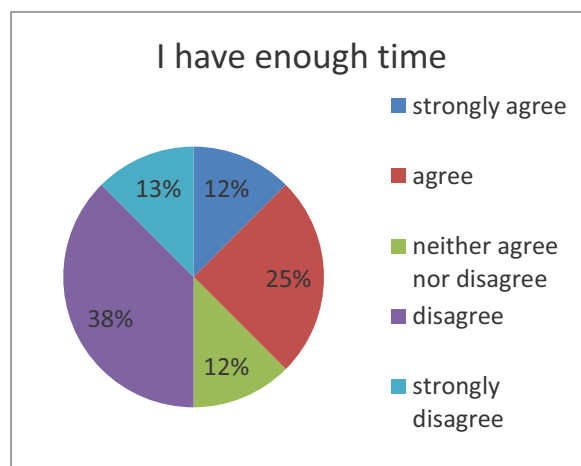


In their second year, HCA Administration and Faculty found it hard at times to meet the demands for Resolution Circles. In staffing for 2015-16 the school attempted to identify point people on the faculty to facilitate circles and coordinate its Restorative Justice approach. HCA Administration believed this would help to strengthen the community. HCA reported that students, parents and faculty commented on the efficacy of Restorative Justice at HCA, and students said that Community Meeting participation increases their feeling of empowerment and ownership of the school.

HCA teachers were also surveyed during the spring 2015.

Over 85% of teachers surveyed agreed with the statement “I feel supported by the administration.” However, teachers did not feel that they had enough time to perform their duties at HCA as indicated by 50% of them stating on the survey that they disagree or strongly with the statement, “I have the time I need to perform my duties at HCA.”

Teachers interviewed at the End-of-year visit with the Maine Charter School Commission expressed the same feelings concerning adequate time to perform their duties. Teachers also indicated that they felt HCA could use more teachers and Ed. Techs. in order to fully realize the school's Vision.



Year 3, 2015 – 16

HCA partially met its targets in the area of School 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 the 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 planned to instruct faculty on the use of Restorative Justice practices during professional development time during the 2016-17 school year.

Parents and students participated in the Panorama Education Surveys.

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 would address in the next 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.

Year 4, 2016 – 17

HCA partially met its targets in the area of School 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:

In year 4 HCA had 22 incidents of bullying, harassment or other abusive behavior, as compared to approximately 40 last year meeting the target to decrease incidents from one year to the next. HCA believes the decline in incidents is a result of continued strengthening of restorative practices, increased professional development with faculty about behavioral interventions, and

increased guidance and social work capacity. 85% of students participated in the Restorative Justice model meeting the 80% target.

Students and families received reports on HOWLs at Student Led Conferences in the fall (October) and winter (March), and with end of year reports (June). Anecdotally, faculty at both divisions report that HOWLs have improved over the course of the year.

HCA students, parents, and teachers/staff participated in the Panorama Surveys. 71% of HCA students participated in the survey, short of the 80% target. The Maine Charter School Commission (MCSC) works with Panorama Education to help its schools understand student, family and teacher perceptions of the schools' social and academic climate. Survey data is collected from all three stakeholder groups on a number of topics such as School Climate, School Safety, Student Grit, Student- Teacher Relationships and Family Engagement, among many others.

The tables below, prepared by Panorama Education as part of a larger Insights Report, summarize HCA's strengths and areas of growth, as demonstrated by the survey results. As Panorama Education points out it's important to consider school- & community-level context in conjunction with these strengths and weaknesses when determining next steps and future goals.

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>STRONG SENSE OF SCHOOL SAFETY: Students at Harpswell Coastal Academy view their safety at school, both physically and psychologically, more favorably than any other topic surveyed; it is also the strongest of any topic when compared to schools nationally, reporting near the 90th percentile.</p> <p>CONNECTION BETWEEN STUDENTS & TEACHERS: At 75% favorable and near the 90th percentile compared to other <i>similar</i> high schools, Harpswell Coastal Academy ranks highest of any school within the MCSC when it comes to Student-Teacher Relationships.</p>	<p>CONTINUE TO IMPROVE STUDENT ENGAGEMENT: While a 14% increase from Spring 2016 is certainly worth celebrating, Student Engagement is an area that can continue to improve, reporting only near the 30th percentile compared to other schools across the country.</p> <p>FOCUS ON STUDENT GRIT, ESPECIALLY IN 6TH & 7TH GRADES: Overall, students at Harpswell respond 53% favorably to the Spring 2017 Grit questions. When compared to other schools across the country, Harpswell is only near the 20th percentile. In particular, 6th and 7th grade students report an especially low perception of their own Grit at 39% and 40% favorability, respectively.</p>

	STRENGTHS	AREAS OF GROWTH
FAMILY	<p>STRONG SENSE OF SCHOOL CLIMATE: When compared to schools across the country, School Climate at Harpswell is near the 60th percentile. Compared to other <i>similar middle schools*</i> across the country, Harpswell moves up to the 90th percentile and close to the 99th percentile when compared to <i>similar high schools*</i>. Of significance, this strong perception of school climate is shared by students, families and staff alike.</p> <p>SCHOOL FIT: The majority of families at Harpswell Coastal Academy believe that the school is a good fit for their child's developmental needs. Of all schools in the Maine Charter School Commission, Harpswell ranks 2nd in family perceptions of School Fit.</p>	<p>FAMILY ENGAGEMENT: While families report low barriers to engagement (81% favorability), they report low involvement and interaction with Harpswell Coastal Academy (School Engagement - 13% favorability). In fact, only 8% of families have helped out at their child's school 'Monthly' or 'Weekly or more' over the past year.</p> <p>STUDENT GRIT: Family perception of student Grit is mostly unfavorable (62% unfavorable). At 38% favorability, Harpswell's family response to Grit falls 8% under the MCSC average. Compared to schools across the country, this average puts Harpswell in only the 10th percentile. However, it is important to note that the trend from Spring 2016 (+7%) is positive.</p>

	STRENGTHS	AREAS OF GROWTH
TEACHER & STAFF	<p>OVERALL POSITIVITY OF TEACHERS & STAFF: Overall, data across topics demonstrates a staff that views their working environment in a positive light, especially when asked about the attitudes of colleagues and the tone of leadership.</p> <p>THE POSITIVE TRAJECTORY OF FEEDBACK AND COACHING: Of all topics on the Staff survey, the Feedback and Coaching topic demonstrated the greatest improvement from Spring 2016 - increasing by 17%, from 34% to 51% overall favorability.</p> <p>PROFESSIONAL LEARNING: Near the 90th percentile compared to schools across the country, staff and teachers at Harpswell Coastal Academy report a positive perception of the professional development at the school.</p>	<p>THE NEGATIVE TRAJECTORY OF STAFF-LEADERSHIP RELATIONSHIPS: While Staff-Leadership Relationships has the highest favorability of any topic on the Staff survey at 86%, it is the only topic to decrease in favorability from Spring 2016 (down 9%). In particular, favorable responses to the question "How friendly are school leaders towards you?" dropped by 17%.</p>

Summary

	2013-14	2014-15	2015-16	2016-17
School Climate	Met	Met	Partially Met	Partially met

Effective Leadership

In year 1 (2013-2014) the co-directors learned together and worked together as a team. The staff provided positive feedback regarding their leadership and decision-making skills. Staff appreciated the decision-making process.

In June, 2015, at the year 2 end-of-year visit with the Maine Charter School Commission, the Head and Assistant Head of School reported being pleased with the devoted teachers and staff at HCA. They believed the relationships being built with the students was essential and was working to build a true standards-based model of education.

During year 3, the 2015-16 school year, the Administrative team consisted of a Head of School and two principals who also held other duties.

HCA had a restructured Administrative team for the 2016-17 school year. There continued to be a Head of School and a Principal at Division 1. Additionally, there was an Associate Head of School, and a Dean of Students who took the place of a Division 2/3 Principal. The school also had a special education director.

For the coming school year (2017-18), HCA anticipates another change in school leadership. The current Head of School will be leaving after 4 years at HCA. He will continue to be actively involved in the school on a consulting basis, providing leadership coaching, designing and implementing professional development, and working with the Director of Teaching and Learning to ensure curriculum development that matches the school's charter and mission.

The current Associate Head of School will take over the Head of School role, managing the Leadership Team, overseeing school operations, managing the Director of Finance, and working closely with the Board of Directors. She will continue to oversee the recruitment of students, hiring and maintaining personnel, and communication with parents. She will also continue to address requests from and complete reports for the MCSC.

A science teacher who has been with HCA for its first 4 years will take on the newly created position of Director of Teaching and Learning. He will be responsible for continuing to strengthen the school's curriculum design as well as overseeing its PEPG program. Other members of the leadership team will remain in their positions: Division 1 Principal, Division 2/3 Dean of Students, and Digital Learning Leader. The Director of Special Education will be returning as will the Director of Finance.

Instructional Quality

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

HCA's Head of School and Associate Head of school, in collaboration with the teachers, worked to develop a teacher evaluation rubric. The school's PEPG was approved by the Governing board. It is informed by National Board standards, but based on HCA's standards. The plan was approved by the Maine Department of Education in 2016 and was ready for use in the 2016-17 school year.

During the 2016-17 school year the school continued to develop investigations for students to enroll in for meeting various standards across subject areas.

Compliance with Terms of Charter Contract and Laws

In its first 4 years of operation Harpswell Coastal Academy had four instances of noncompliance on record.

In October 2013, Harpswell Coastal Academy was cited by the MCSC for non-compliance in submitting required documents to the Maine Charter School Commission.

During the 2013-2014 school year, Harpswell Coastal Academy failed to conduct standardized testing which was in violation of its charter agreement with the Commission. The Commission cited the school for this violation and directed it to conduct appropriate testing as required by the charter contract prior to completion of the spring semester. The school conducted the appropriate testing required to be in compliance with the terms of the charter contract.

During the 2014-2015 school year, Harpswell Coastal Academy was cited for contract violations dealing with decisions on facilities and senior leadership of the school without any notice to the Charter Commission. The Commission directed the school to take action toward ensuring the Governing Board is familiar with the terms of the charter contract.

During the 2015-2016 school year, HCA failed to provide some IEP related services to its students. The MCSC required the school to create a corrective action plan and complete compensatory services to its students as needed.

Following an audit performed in the spring 2016, the Department of Education issued a Corrective Action Plan in June 2016 with evidence of compliance due to the DOE in November 2016. The school requested an extension and has not yet closed its corrective action plan.

Commendations, Recommendations, and Considerations for Charter Renewal

Commendations:

- HCA produces a comprehensive Newsletter for Families that contains upcoming events, notes and pictures on what each division is working on, ways that parents can be involved and seasonal activities.
- Across Administration, Governance and Curriculum more operational standardization is in place creating stabilization.
- Students take responsibility for actions through Restorative Justice practices and are forming a Civil Rights Team.
- Teachers' Critical Friends Group/ Collaborative Learning Groups is supporting sharing, reflecting and producing growth
- HCA supports student participation in college classes and accumulating college credits.
- HCA is settling in getting functions down to focus on greater academic success, with measurable outcomes, and real-world projects across staff.
- Students report that staff support through hands on investigations that prepare for the future.
- Investigations allow students to be involved with community.

Recommendations:

- HCA should continue to operationalize its formal PEPG system.
- Continue skill building classes in preparation for assessments such as NWEA.
- HCA Board should to continue to reach out to the greater community to recruit new Board members.
- HCA should to continue to provide staff opportunities to analyze data and its implications for student growth and proficiency.
- Continue to explore fundraising opportunities.
- The school should focus on meeting its Performance Indicators, particularly in those areas where targets have not been met or have been met inconsistently.

Special Considerations for Charter Renewal:

- Clarify and communicate the new leadership structure and how it allows the school to carry out its mission and vision.

Appendix A

**2016-17 Harpswell Coastal Academy (HCA) Self Assessment
for the Maine Charter Commission
March 23, 2017**

1. Are we an academic success?

The Mission of HCA is to educate and develop critical thinkers, leaders, and lifelong learners who are actively engaged in their community and broader world. This will be accomplished through our Vision of cultivating a place- based and project- based educational environment tailored to meet the needs of our students. Core curriculum will be reinforced with problem solving, goal setting, task prioritization and accountability of expectations while students become immersed in a scholastic culture of social and intellectual integrity, creativity, and civic involvement.

At HCA, our academic program, as approved in our charter contract, is project-based, place-based and proficiency-based. We design our curriculum around engaging investigations that are rooted in mid-coast Maine. Students at HCA are encouraged not only to learn content, but also 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; they are encouraged to take charge instead of merely fulfilling set assignments. We regularly seek out and create relationships with businesses and organizations who act as clients for authentic work.

Our interdisciplinary, investigation-based curriculum directly serves the mission and vision of our school. Examples of investigations from the current school year include:

- Coding & website development
- Windmill Project
- Humans of New York
- Hydroponics
- Me, Myself & I; an investigation of self
- Careers in the Outdoors
- Banned Books
- Design Thinking
- Science Podcast
- Model UN
- The Telling Room
- Art & Design
- Voices of Conservation

We continue to develop engaging investigations for students at all levels, and a goal for the coming year is to routinize these investigations and create a looping curriculum which will allow us to deepen the design of each investigation.

The needs of HCA students continue to be many and varied. To address these needs, we have put numerous different support structures in place, including: general education classrooms, push-in support, pull-out support, classroom-based educational technicians, 1 to 1 educational technicians, and a resource room at Division 1. We employed flipped learning and arranged college courses and independent projects for students who demonstrated the ability to engage in these successfully. We structured our schedule to provide a variety of grouping options ranging from small group, direct instruction to large seminar classes, to independent work time. We prioritized opportunities for teamwork and collaboration for all students.

After our first few years, we became aware of a need to better orient new students to the different way that we “do school” at HCA. To address this need, we deliberately created to ‘houses’ in Division 1. Curtis House was established to support students new to HCA. This year, these were mostly 6th grade students, though some 7th graders also participated in this house. Special attention was paid to consistent teaching of HCA Community Agreements, restorative justice practices, and school rituals. The intent was to establish an understanding of and a buy-in to our community and the ways that we are trying to do things differently at HCA. While it will take a few years to see the long-term effects of this program, early results look good: A stronger sense of community in Division 1 and fewer overall disruptions to the learning environment. We are eager to continue to develop this program in the coming years.

This year is our first with a full Division 3 Cohort. We were energized by the opportunities this cohort offered us. Ten students completed (or will complete) a college course, with many walking next door to SMCC to participate in person. Several other students took part in internships throughout the year. Whether at New Beet Market, The Mix in Brunswick, the School House Cafe, or supporting the Division 1 program, Division 3 students had extended time to fully immerse in these organizations, and gained valuable work experience. We are excited to officially assign Kaitlyn Pulju, who joined us this year as a school counselor intern, the role of Division 3 Coordinator next year. We anticipate that she will help us find even more opportunities for students to engage with community partners in meaningful ways.

Beginning next year, students applying for passage from Division 2 to Division 3 will be expected to select a Career and College Pathway in a focus area of their choosing. These pathways provide opportunities for students to explore a career path, earn college credits, and graduate from high school well-positioned to succeed in college and beyond. Additionally, students will graduate from HCA with credits that may be applied towards an Associate Degree from Southern Maine Community College. We have established five possible pathways for students to choose among:

Communications & New Media, Coastal Studies, Design Thinking, Public Service & Caring Professions, and Independent Study.

Student requirements prior to Pathway Selection:

Academic Standards

- ☐ At least 50% of standards HCA met (distribution requirement)
- ☐ Standardized Testing

Habits of Work and Learning Standards

- ☐ Recommendation from crew leader
- ☐ Meeting HOWLs during preceding term
- ☐ Student as Worker Job

Performance Tasks

- ☐ Citizen Science Project
- ☐ New Media Project
- ☐ Public Speaking/Live Performance
- ☐ Completed Pathway Proposal, including resume and cover letter

The Communications & New Media pathway will focus on the nexus of media, culture, and society forged in the digital age. Specifically, it will address the role of media in today's society while engaging students in the production of new content for an authentic community audience. Students who choose this pathway will have an interest in how culture, media, and technology shape our identities and our relationships, and how the power of public media is used to build community by helping marginalized people find their voice. Whether individuals wish to pursue careers in video production, web development, digital art, or journalism, the Communications & New Media pathway will help students further their own critical and thoughtful trajectories through the diverse landscapes of our image and content-saturated environment.

Students in the Coastal Studies pathway will take advantage of the rich, abundant, diverse ecosystems that comprise our very own backyard on the coast of Maine in order to develop skills in leadership, critical problem solving, technology, and scientific methodology, while making real contributions to the local and global scientific community. A major focus of the Coastal Studies pathway will be assessing how our local marine and forest, resource-based industries affect and are affected by global climate change.

Design Thinking is a methodology used to solve complex problems and find desirable solutions. A design mindset is not problem-focused, it is solution-focused and action-oriented towards creating a preferred future. Design Thinking draws upon logic, imagination, intuition, and systematic reasoning to explore possibilities of what could be. Students who will participate in the Design Thinking pathway will explore in detail the five phases of the design process - discovery,

interpretation, ideation, experimentation, and evolution - by creating real world solutions to real world problems.

Students in the Public Service and the Caring Professions pathway will explore fields ranging from government and policy to teaching, social work, and health care, all fields that are expected to be among the fastest growing in Maine. Investigations will include those that focus on food systems, public policy, and life sciences, with the goal of helping students make informed decisions about the wide variety of career and educational choices in these fields.

The Independent Study pathway is an opportunity for students to pursue an area of interest that does not readily fit within the parameters of any of the other four pathways. Students who choose to create their own pathway will work closely with their crew leader to prepare a thorough proposal and a comprehensive course of study. Additionally, students will be responsible for managing their own learning experiences, locating resources, and identifying community mentors. Independent Studies will culminate in a presentation or product launch that has meaningful impact on the larger community.

Assessment

This year we again prioritized refining our assessment practices at HCA. As a faculty, we have had several PD sessions dedicated to assessment practices, and faculty have increased efforts to provide timely feedback on student work. As a regular practice, we:

- Check-in with students on work completion (Crew Leaders, teachers, and Special Educators);
- Provide clear reports from Project Foundry that show progress towards passage;
- Use assessment data to direct students to appropriate academic support;
- Use NWEA and other assessment data to inform flexible grouping;
- Have dedicated additional faculty time to assess student work.

Students at HCA are meeting standards at a rate that matches our multi-year divisional structure. This year, we have a full group of 8th grade students, and we anticipate the vast majority (approximately 96%) will meet the standards necessary to pass to 9th grade in Division 2.

We also have a full group of 12th grade students for the first time. In keeping with our mission to allow for students to learn at the pace that matches their needs, we anticipate that approximately 79% will meet the standards necessary to graduate this year.

Our charter is based on the notion that the rate of student passage will vary. We believe it is both in our students' best interest, and in keeping with our mission and charter, to support a pace that matches each student's needs. As such, we will have a number of students taking more than the traditional 3 years in middle school, and 4 years in high school. Our program is designed to meet students where they are, including late term high school transfers and students whose learning

needs require a 5th year of high school. We hope that this is understood and accepted by the Commission and those looking at our graduation report as a tool to evaluate our success.

Based on standards met by students, as reflected in our learning management system, Project Foundry, the following data provide a sense of the pace of student progress at HCA.

82 students are meeting standards in Division 1 that will likely allow them to pass in 3 years
4 students will likely pass in 2 years
4 students will likely need a 4th year in Division 1

Right now, out of 40 Division 3 students, 33 students are meeting standards that will likely allow them to graduate in 4 years;
3 students will likely graduate in 3 years;
4 students will likely need a 5th year in Division 2 and 3.

Student progress is monitored through a variety of structures including: regular classroom assessments, Crew check-ins; Student Led Conferences; frequent parent communication; and case management oversight for special education students. Our small size and close relationships with students also help us identify students who need help.

At both divisions, structures are in place to support student learning. These include structured study halls, special ed interventions, crew goal setting, and assessment of goals and more.

Additionally at Division 1:

- We introduced a sixth grade team focused on individual skill building.
- In 7th and 8th reading and writing groups are assigned based on NWEA scores, lexile scores and other assessments.
- We introduced the Ebb & Flow classroom to provide targeted instruction to students who struggle academically, especially, but not only, special education students.

Additionally at Divisions 2 and 3:

- We have introduced school-wide writing designed to transfer the language of writing assessment to students- giving them tools to revise and critique writing.
- Our proficiency based approach allows us to target instruction based on individual common core standards so that students do not have to focus on standards they have already met.
- Our investigations are differentiated by design using the Universal Design backwards planning framework.
- This year, we have separated math instruction from integrated investigations; every student was assigned into one of two blended learning groups OR a problem based learning group.

- We added an additional math teacher to provide more differentiation and direct instruction in our math curriculum.

Student performance is constantly monitored by individual faculty members. As needed, teams of teachers also collaborate to address student progress. This year, as part of Professional Development, we established Collaborative Learning Groups that meet every three weeks to deeply examine student work and provide feedback to colleagues on instruction and assessment practices. Additionally, as part of our PEPG process, each teacher is part of a classroom observation and feedback triad.

HCA is also continuing to develop our proficiency based assessment systems. Throughout the year, we have done a fair amount of work on assessment practices in our professional development time. Amongst other activities, in two weeks, we are inviting members of the Boards Programs, Personnel & Academic Oversight Committee to join us in a full faculty assessment norming activity. It is our expectation that the more attention we pay to our assessment practices, the more consistent they will become.

Standardized Assessment

We again contracted with NWEA to assess our students' progress this year using the MAP tests. Students completed MAP testing twice this year already, with a third session planned for later this spring at which time an assessment of annual progress will be made. Students are also in the midst of participating in MEA testing this spring. That data will likely not be available until fall of 2017. The data we do have from standardized testing to date generally shows our students performing below state averages. Though there are many reasons this is the case, we recognize the importance of making concerted efforts to improve these scores.

One effort that is currently underway is an investigation that helps students build test taking skills, gain understanding of their own test taking practices, and provide context for why we use standardized assessments. During the third quarter, every HCA student is participating in a "Hack the Test" or "You Are Not Just a Number" investigation. It is our hope that this direct instruction will not only improve scores on the NWEAs moving forward, but also on the MEAs. Assessment data reflecting changes after these investigations will be available at the end of the school year.

Our MEA results from the 2015-16 school tell us that we are below the state average across all subjects. While we are close to the state average in Science, we are well below in both Math and ELA.

	% at or above proficiency: ELA	% at or above proficiency: Math	% at or above proficiency: Science
HCA	35.09%	17.70%	53.85%

State	50.58%	38.31%	60.97%
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Results from our winter 2017 NWEA testing follows:

The percentage of students with valid scores scoring average to above average RIT band in reading were:

Grade 6 = 57%
Grade 7 = 42%
Grade 8 = 72%
Grade 9 = 56%
Grade 10 = 59%
Grade 11 = 57%

The percentage of students with valid scores scoring average to above average RIT band in math were:

Grade 6 = 36%
Grade 7 = 33%
Grade 8 = 59%
Grade 9 = 52%
Grade 10 = 53%
Grade 11 = 60%

The percentage of students with valid scores scoring average to above average RIT band in Language were:

Grade 6 = 61%
Grade 7 = 47%
Grade 8 = 86%
Grade 9 = 42%
Grade 10 = 57%
Grade 11 = 70%

We have known, since we began, that we serve a uniquely different type of student than is found at a traditional public school. The main reasons that students have joined HCA include:

- lack of interest/ engagement academically at previous school;
- student not having academic success at previous school;
- student experiencing school anxiety/ avoidance;
- students w/ IEPs looking for a different approach to support in school (more pushed in support; accommodations such as movement breaks and hands on activities built into school design/culture);
- frustration with behavior interventions at prior school;
- challenging peer relationships at prior school (bullying);
- interest in Project Based Learning/ more hands on activities;
- interest in school that looks less like traditional classroom learning.

We know that repatterning unsuccessful students towards success on standardized testing is extraordinarily challenging. Another significant group of our students come from families that have not participated in traditional public schooling prior to joining us. For a variety of reasons, many of these families have avoided standardized testing and these students are participating for the first time. Given these factors, and the fact that our special ed student population is double the state average, we are not surprised by our scores.

Our long term plan to improve our standardized assessments is to continue to implement best practices within the constraints of our budget and talent. We realize, though, that our scores will reflect our particular population.

Summer Programming

HCA provided summer programming to approximately 60 students in 2016. Programs offered included farming, hiking, sailing, music, art, summer education, and, for the first time, an overnight camping program. Throughout the 6 weeks of programming, students were often hiking trails, harvesting veggies from our gardens, and making art in many forms. The inaugural camping trips were a huge success, with students taking responsibility for all aspects of the program- from care and cleaning of gear, to menu development, to mapping out their trips.

For the first time, we offered internship opportunities to our older students during summer programming. Division 2 and 3 students supported faculty in the camping program, with the arts and music, as well as with the summer lunch program. This work experience was valuable to the students who participated and helped us with the management of the program.

While it was mainly returning HCA students who participated in the summer programming, a few of our incoming students also participated, providing an important opportunity to learn about HCA and to get to know people in our community without the typical pressures of school. We continue to believe that summer programming is an important component of our charter, and it provides an unparalleled opportunity to provide outcomes for students. These include: a reliable, safe and trusting environment for all students; marked social and emotional growth for high needs students; increased trust among students and faculty beyond the typical school year; and the ability of faculty to provide ongoing one-on-one guidance to students with whom they already had relationships.

Our anticipated summer programs for 2017 will include 6 weeks of outdoor adventure, summer learning, and farming. We anticipate continuing the internship program. We plan to strengthen the academic component of the summer learning program, ensuring that students who need help to pass between divisions have the support to do so.

Special Student Populations:

HCA continued to be sought out by many students who receive special services during the 2016-17 school year. As of our October count day, 32% of our students had IEPs, and another 8% had 504 plans. Recognizing the needs of these populations, and wanting to build on the success we have had over our first several years, we made ensuring appropriate supports were in place a high priority this year. This started with the hiring of Deryl Holt as our Special Education Director. Deryl has 30 years of experience in education as an Assistant Superintendent of Schools, a Special Education Director, and a Speech-Language Pathologist. She has done a tremendous job managing the work of our Special Ed team this year, providing trainings, mentoring new faculty, and overseeing the implementation of IEPs. In addition to Deryl, we have two new special educators at Division 2, and three new special ed educational technicians this year. We did not renew our contract with the online service provider Presence Learning, opting instead to work with Sandcastle and Brunswick Physical Therapy to offer OT, PT and Speech services. Additionally, we hired a full time social worker to join our faculty, and now have a guidance counselor in place at both Divisions. This increase in our internal capacity has greatly contributed to the work we are doing with our special student population. As we continue to invest in the resources needed to support our students, we continue to hear positive feedback from students and parents about our program.

As is expected, there have also been a handful of concerns raised by parents about supports in our program this year. One such concern was brought to our Board and the Charter Commission. We believe that in this case, and others that emerged this year, we kept the student's best interest at the forefront of our decisions and actions. At this point, the family also seems satisfied with the outcomes.

The financial impact of having 40% of our students receiving some level of support continues to be significant. We are intentionally a small school, and as such, we are not able to easily take advantage of economies of scale. We have two students who have spent the year in out of district placement. The program and transportation costs for these students will be upwards of \$85,000 by the end of the year. Prior to out of district placement, we exhausted all internal resources to provide support for these students. Deryl Holt has participated in IEP meetings for both students this year, and monitors their progress in their current programs. We have not seen evidence that they are ready to rejoin our community at this time, though we continue to work towards that goal.

As we reported last year, we are aware that many students are coming to us under direction from their case managers and principals from area district public schools. It is not uncommon to hear, "Our counselor said that you are good with students on the spectrum," or "Our case manager said that you do well with kids with serious school anxiety." If we continue to be a destination for disproportionate numbers of high need students, we fear we will find ourselves quickly facing an unsustainable situation. With a new group of students joining us each year with needs that won't be fully known to us until records are provided and transitional IEP meetings take place, our situation feels precarious. We've sought and continue to welcome help from the Charter

Commission and the Maine DOE in addressing these concerns in the form of guidance, support with research about how these issues have been addressed in public charters in other states, advocacy with the state legislature, and other appropriate avenues.

Despite the challenges to resource allocation, we continue to be pleased that HCA is gaining a reputation for successful work with special student populations. We have a strong team of special educators, and a faculty that embraces all different types of learners. We believe that our community is strong, vibrant, and positive because of the unique profiles of our students, not despite of them.

School Culture:

In our fourth year, we continue to be proud of our school culture that encourages students to grow as whole people. Research shows that character development both supports academic success and leads to vastly improved outcomes after graduation. We cultivate character at HCA through our rituals and practices.

Our code of Community Agreements was developed in conjunction with our students during our first year and calls on students to be patient, helpful, productive, honest, safe, and respectful. Students are expected to be leaders and “upstanders.” Community Agreements are invoked in both praise and interventions with students and are supported and strengthened primarily via our Restorative Justice (RJ) system.

Starting each day in GRIT, we use silent intentional time to help students prepare for their day. At our weekly Community Meetings, students share kudos and concerns, and address issues important to our community. Community Meeting provides all members of our community--teachers, students, and staff--a space to celebrate acts of kindness, examples of perseverance, and instances of social bravery and upstanding. We share these anecdotes and affirm their value publicly to emphasize that the ownership of our community's success resides in the hands of each individual at HCA. This discussion is followed by a time for community members to publicly air grievances about behaviors negatively impacting the school. This act of sharing concerns not only validates student voice in a meaningful way--all student concerns however trivial are received with the full attention and respect of other community members-- but also facilitates student ownership of those behaviors which detract from the health and vitality of HCA and positions students as the agents for change.

RJ is based on the belief that through connection, not exclusion, balance can be restored when harm has been done. Rather than dole out arbitrary punishments for rule-breaking, we bring the perpetrators of harm into conversation with the people they have harmed and members of their community to increase understanding and empathy. Once an understanding is reached, the group must decide what action is required to make amends. RJ practices at HCA include the use of restorative circles, mediated conversations, and community service to address behaviors and

actions that violate community agreements. This year, in an effort to further develop our practices, we have spent time training faculty on RJ during professional development. We have also been in conversation with Restorative Practice Consultants about the possibility for additional training this summer and next fall. It is our hope that we can further develop our responses for serious disciplinary infractions, with the ultimate goal of eliminating the need for suspension from school.

Through our continued effort to create a safe and positive environment for faculty, students, and families, we believe we are seeing increased buy-in to our way of “doing school.” Most of our students engage in our community in safe and positive ways, meeting our community agreements and positively influencing our school. The number of students who consistently engage in unacceptable behaviors is down this year from last at both divisions. That said, our approach--building engagement in our community and a commitment to our agreements--is intended to be a “long game” and, therefore, we recognize this takes more time with some students.

Parent and student surveys from previous years indicate that there is an appreciation for the fact that HCA provides an alternative environment to that of a traditional public school. Students, parents, and faculty have remarked on the benefit of our relationship-focused instruction, our project-based curriculum, and our ability to individualize our program. We do not have survey data for this year at this time as we are waiting to participate in the Panorama Survey that is being conducted by the MCC later this spring. Anecdotally, a number of Division 3 students recently were asked, what 3 words come to mind when you think of HCA. Their answers follow:

- Opportunity, patient, weird
- Opportunities, thought, community
- Good, wholesome, friendly
- Fun, different, home
- Awesome, amazing, great
- Weird, exciting, safe
- Responsible, hard working, strong
- Independent, creative, inspiring

2. Are we an organizational success?

Management and Operations

Our fourth year marked the creation of a new Leadership Team at HCA. The team was comprised of 6 people: John D'Anieri, Head of School, Carrie Branson, Associate Head of School and Director of Operations, Matt Hamilton, Division 1 Principal, Maria Russell, Dean of Students, Micah Depper, Curriculum Leader and Phelan Gallagher, Digital Learning Leader. The team met weekly throughout the year to chart the course of professional development work with faculty, address human resource issues, develop community partnerships, and work on school culture issues. We have been pleased with the ease with which the team came and continues to work well together.

Having gotten through a few years of forming and storming, we approached this year with an intention to "norm" our work at HCA. Most of the basic school operations were settled early on, and we began the year with a structure in place for faculty orientation, family communication, student orientation, etc. Additionally, we had named faculty in roles including: Facilities Manager, Technology Coordinator, Assessment Coordinator, Lunch Coordinator, School Social Worker, and Guidance Counselors at both campuses. This clear delineation of responsibilities provided needed structure for our continued success. In this, our norming year, we focused on codifying policies and procedures, routinizing our schedules, and ensuring that our materials accurately reflect our program.

Next year, we anticipate a change in school leadership. While details are not finalized and will not be fully settled until the next Board meeting in May, the likely changes to the leadership structure follow. John D'Anieri will leave his position as Head of School. He will continue to be actively involved in the school on a consulting basis, providing leadership coaching, designing and implementing professional development, and working with the Director of Teaching and Learning to ensure curriculum development that matches our charter and mission.

Carrie Branson will take over the Head of School role, managing the Leadership Team, overseeing school operations, managing the Director of Finance, and working closely with the Board of Directors. She will continue to oversee the recruitment of students, hiring and maintaining personnel, and communication with parents. She will also continue to address requests from and complete reports for the MCC.

Micah Depper, a science teacher who has been with HCA since our doors opened, is stepping into a new role: Director of Teaching and Learning. In this role, he will continue to serve on the Leadership Team. He will be responsible for continuing to strengthen our curriculum design as well as overseeing our PEPG program. Rounding out our Leadership team (with titles still to be determined) is Matt Hamilton, Division 1 Principal, Maria Russell, Dean of Students, and Phelan Gallagher, Digital Learning Leader.

Deryl Holt will return as our Director of Special Education, and Andrew Smaha will return as our Director of Finance.

Staffing and Human Resources

HCA continues to be very successful in its hiring. This year we had 19 returning full time staff and 13 new full time staff. We also had a number of part time and consulting contributors to our team. Four teachers left at the end of last year for personal reasons unrelated to the school's climate or culture. One left to pursue a masters in education; two took positions at public schools closer to their homes; and another left to research and write a novel. Our team this year included a new Special Education Director, a new DoF, a social worker, and guidance counselors at both divisions. During the year, we had one part time art faculty member resign. We choose not to fill that position mid-year.

At HCA, we continue to expect that all adults will 'wear multiple hats'. This expectation is both a necessary reality of our small-by-design school and also something we believe is important to the long term health and effectiveness of our community. In wearing many hats, faculty have autonomy to explore more than one narrow area of their passion, and this freedom brings valued diversity and vitality to our community. There is also the practical element of wearing many hats that benefits HCA. In an effort to dedicate as many resources as possible directly to student learning, HCA minimizes administrative expense. This structure also encourages faculty to gain a better understanding of the complex nature of our school, fosters a collaborative team approach, and demonstrates a commitment to our entire school.

As in any school, faculty feel they have a lot to do and that the pace of school life is intense. At HCA, the Appreciative Inquiry philosophy is central to our work together. By focussing on the aspects of our work together that have been successful, we are able to move other areas of relative weakness forward without focusing on "problem solving." All faculty members are acknowledged as integral to the leadership and, thus, success of the school. Faculty accept the responsibility for the learning and growth of all community members--students and colleagues alike.

This year, HCA has been piloting our PEPG plan. Faculty have been meeting with John D'Anieri to set individual growth goals, meeting in triads for classroom observation, and reflecting on teaching practices in our Collaborative Learning Groups during professional development. We continue to be on track for full implementation during the Fall of 2017.

We have greatly benefited from regular full faculty professional development sessions on Wednesday afternoons. We have found this time invaluable to our ability to continue to grow capacity as individual teachers and as a collaborative group to ensure fulfillment of the mission of the school.

Student recruitment, enrollment, and retention

Our October 2016 student count was 201, with 125 students returning from last year, and 76 new to us this year. Of our new students, 58 transferred to us from a public school in a different SAU, six transferred from another public charter school in Maine, three transferred from a private school, and nine transferred from homeschooling. Due to unexpected changes to our transportation plan, we were not able to provide transportation to students from Bath this year. This, along with our delay in getting into our Division 2 facility, resulted in a small drop in our enrollment in the fall. Throughout the year, several students transferred out, while others transferred in. The reasons cited for students' leaving included: families feeling a traditional district public school was a better fit; families who moved; and families who chose to home-school. We had a small number of students choose to discontinue schooling, and one student joined a Maine approved high school equivalency program. Our anticipated April 2017 student count is 192.

We will be able to report on anticipated 2017-18 student enrollment later this spring after our lottery.

Calendar and schedule

Our calendar this year was different from previous years in one specific way. Instead of having multiple full-day PD sessions with faculty, and late start Wednesdays, we held half day Wednesdays, working with students in the morning and reserving every Wednesday afternoon for professional development with Faculty. We had 180 scheduled student days, which ran from 8:00-3:05 at Division 2 and from 8:25-2:45 at Division 1. While a small number of students did take advantage of either a later start and a later end to their day, or an earlier start and an earlier end to their day, as we proposed in our charter, the majority of our students joined us for the regular school day.

Parent and Community Involvement

HCA continues to enjoy strong community and parent support. Community involvement is a necessity in our place-based, project-based curriculum. We continue to find new partners for our students' work--the UMaine Augusta Unmanned Aerial Vehicle pilot program is one example--and have maintained the ones we have already cultivated like The Telling Room and Holbrook Community Foundation. We continued to make progress this year coordinating partnerships and helping to ensure that community members and teachers collaborate effectively so that expectations are realistic and projects are effective learning activities.

This was our second year with a significant focus on developing our Crew structure generally, and parent communication from Crew Leaders in particular. Though parameters were set about the expectations of communications between Crew Leaders and parents, we believe we have room to grow in the area of consistent follow through on the part of our faculty. Continued attention will be spent during PD time on this, and it is part of our PEPG rubric and goal setting exercise as well.

As in previous years, the school held student-led conferences (SLCs) with parents. This fall, 90% of Division 1 families and 78% of Division 2 and 3 families participated in SLCs. We will report on spring participation at the end of the school year. This year, we again provided Passage Reports, which clearly laid out the standards that are outstanding for a student looking to pass to the next Division.

We continue to connect with parents weekly through the HCA newsletter. Feedback on the newsletter is generally positive from parents and community members alike.

The HCA Parent Partnership (HCAPP) has met monthly this year, addressing a number of topics including: proficiency based reporting, passage between divisions, understanding Investigations, college counseling, Restorative Justice and more. An average of 8-20 parents attend regularly, and we have worked to encourage attendance by regularly posting the agenda in the weekly newsletter and seeking out topics of interest to address from the parent community.

Parents had many opportunities to volunteer for HCA this year. Parents supported classroom projects and initiatives, hosted two fundraisers at area businesses (Panera Bread and Gelato Fiasco), donated goods and services to the school, and attended information sessions for new families. Over the course of the year, approximately 40 parents participated in these activities.

3. Are we a governance success?

Our Board of Directors (BOD) composition for 2016-17 remained the same as last year, eight members. We also kept the same people in officer positions. We would like to grow the BOD to at least ten people and to have more representation from nearby towns whose children attend the school. We have active committees so many members participate on several committees. Our committee structure consists of:

Executive Committee (EC): Sally Mackenzie, Ed Harris, Sharon Whitney, Dave Eldridge, and Cynthia Shelmerdine (Carrie Branson and John D'Anieri, staff)

Advancement and Community Relations Committee: Eileen Horner, Sharon Whitney, Sally Mackenzie, John Cotton, non-BOD member (Andrew Smaha, staff)

Facilities Committee: Joe Grady and Dave Jean (John D'Anieri and Byron Malcom, staff)

Finance Committee: Dave Eldridge and Dave Jean (John D'Anieri and Andrew Smaha, staff)

Program, Personnel, and Academic Oversight Committee (PPA): Ed Harris, Sally Mackenzie, Cynthia Shelmerdine (Carrie Branson and John D'Anieri, staff)

With such a small board and the expectation that committees do a fair amount of the work and make recommendations to the entire Board, we changed the frequency of meetings this year to bi-monthly. And, as noted above, staff members are double booked into committees also. We felt they and we needed more time to do work; less time spent in meetings.

Committees generally meet at least once and often more in the non-BOD meeting month. Some committees meet irregularly but for longer time periods depending on the nature of the work. For example, the Program, Personnel, and Academic Oversight will have met 4 times in the last six weeks because of the need to develop a transition plan for school leadership as well as work with faculty on both the PEPG pilot and calibration of school-based assessments.

Cynthia Shelmerdine, the at-large member of the board, revised our bylaws and handbook this fall such that the bylaws contain the essential governance information and the handbook deals more with timely information and policies. Our handbook now has a clear statement of each member's term, which behooves us even more to recruit new members to the board. We have not had great success at expanding the board; however, we have garnered a new member from Harpswell, Nancy Anderson, a very experienced businesswoman and special education educator. We also hope to recruit a former staff member who is leaving the school because of family commitments.

For the past two plus years, we have used the board management system of Board on Track (BOT). This web-based product has allowed us to generate agendas and minutes for BOD and committee meetings, organize BOD documents, and publish agendas and minutes for the public. Much as we liked and appreciated BOT, we have decided to save money and end our contract

with them. We expect that the Epicenter program the Charter Commission is purchasing will fit our needs when it is ready. In the meantime, we will use Google Docs for agendas and minutes. Carrie will manually post these items on the school's website. Perhaps she will have to continue to do that when the new system is up and running too. Regarding our BOD meetings, which we generally have been able to keep to two hours, we have a slot for Public Comment. This year we have had almost no members of the public attend our meetings so that option has not been used.

We held our fourth board retreat this summer. All members attended. Doug Babkirk of Heart at Work Associates facilitated the retreat which was focused on these outcomes:

- Understanding and consensus on the HCA strategic plan goals;
- Clarity of Board strengths and areas needing attention to achieve the HCA strategic plan goals;
- Agreement upon the ingredients for HCA student success;
- Clarity about the 2016-17 HCA Administrative Team transitions and associated Board roles;
- Understanding of the Propeller Project risks and benefits as part of the HCA strategic plan.

Doug supplied us with notes from the day's meeting from which we derived our goals for the year. This list includes the goals and the committee to which each was assigned.

Committee Assigned	Goal
EC	<p>To review and update the HCA Goals with specific measurable/observable outcomes.</p> <ul style="list-style-type: none"> ● Ensure the language reflects current and projected realities. ● Include an introduction that captures the original intent of the founders. ● To play a role in the "mission-check"; is what administration reporting supporting the HCA mission?
EC	To outline a process and timeline for succession such that a new admin team is in place by July 1, 2017.
EC	Monitor the completion of the charter self-assessment and renewal process.
EC	Grow our board thoughtfully, with a view to committee functions; attract new members.
PPA	Oversee the definition of student development outcomes that can be observed, measured and shared for support and accountability as an integral part of the HCA goals. Create a dashboard for metrics to track measures of

	progress based on what we choose for quantitative and qualitative measurements.
PPA	Oversee the implementation of professional development for the entire school.
PPA	Oversee the implementation of both the PEPG and LEPG plans.
Finance	Monitor financials on a quarterly basis: Present a solid budget for 2017-18 at the May 2017 BOD meeting.
Facilities	Oversee the alterations to the Leavitt Dr building.
Facilities	Monitor the maintenance needs for both buildings.
Advancement	Coordinate advancement goals with solid measures and timelines for success
Advancement	Re-establish lunch and learn days
All Committees	Provide direction and hands on support for administration while the need is apparent and for as long as appropriate. Keep communication and trust going with the Board and staff.
All Committees	Use committee meeting time to plan and reflect in preparation for advising the full Board.
BD	Refine our strategic objectives Stabilize and clearly establish our identity. Advocate the HCA philosophy and successes to others.
BD	Monitor our process so that Executive committee isn't duplicating the functions of the full Board.
BD	Gain clarity regarding the Propeller Project.
BD	Board members interact more at schools and school events with students and teachers... volunteering to become exposed to daily school life Create a Board visitation day each year...sit in on classes. Invite student(s) to Board meetings?
BD	To challenge ourselves each year, not to be complacent; go to the next level.

As you can see, the first goal had to do with strategic goals and developing measurable outcomes against which to gauge our success. In starting to do that, we realized that we had to a large extent met the goals. As we are beginning the work toward charter renewal, we decided to use our retreat this summer to develop a strategic plan with measurable goals for the next five years. We

are not abandoning the mission of the school nor the essence of the plan; however, we want to engage all Board members in thinking through what direction we should concentrate on as we continue to provide the kind of education we desire for our students.

We're planning this retreat to occur in mid-June so that the school's Leadership Team members will participate with us. We see the process as integral to considering any changes to what and how we "do school" at HCA as we move forward. We also expect to have a mini retreat toward the end of the summer or in September as our school leaders prepare to submit HCA's renewal document.

Not all our BOD members are happy with meeting every other month as a Board. However, most are. We will assess this schedule at the end of the year. As the year ends, we know there will be more opportunities for Board members to be at the school interacting with students and teachers.

Board members participating in events at the school is one aspect of stewardship. Another is looking after our constituents, those who have and continue to support the school with funding and time. This year, thanks to our advancement committee and our new finance and advancement director, we held an event at the Brunswick Inn to thank our founders, those who as the school was in development contributed at least \$500 to HCA. Advancement is also overseeing the creation and installation of a "Founders Wall" to honor those people.

To engage with the larger community, HCA is sponsoring (along with businesses that cooperate with us) a Chamber of Commerce After Hours. This will be an opportunity to meet members of the community and showcase our new facility. We plan that this event will kick off some strategic fundraising for specific needs for the school as well as garner some new partners.

This year has been a norming year for us, just as it is for the school. We have a solid leadership team in place in the school and a fine faculty. We are pleased with how thoughtfully the leadership team developed a succession plan. Likewise, the Board has agreed in principle with the plan, and we await specifics as they are developed. We are on solid ground financially and facilities-wise, thanks largely to the staff of the school, although committees of the Board provided important advice and support. We are sailing smoothly along; no longer drifting from one critical issue to another.

4. Are we a financial success?

Budget and Financial Management:

Throughout the current fiscal year, Harpswell Coastal Academy has made great strides in strengthening already stable financial control systems. The school's leadership team and Finance Committee have collaborated to conduct a thorough self-audit of systems in order to further research and implement accepted financial best practices. HCA has worked internally with the Board of Directors and Finance Committee to:

- Hire a Finance Director;
- Revise and implement a comprehensive Fiscal Policies and Procedures plan;
- Research and propose for ratification an anti-Fraud Policy;
- Audit and implement comprehensive enhancements to the school's insurance policies;
- Document financial regulations, particularly state and federal requirements, to ensure future compliance on the appropriate timetable;
- Require the newly appointed Finance Director to implement all new and existing policies, strengthen daily financial operations, and document all fiscal procedures;
- Research and implement new programs and databases in an effort to modernize and streamline the interface of financial reporting with operational data.

Financial Procedures:

The accounting procedures used by HCA conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

HCA uses the accrual basis of accounting. Our Financial Policies and Procedures document outlines strict guidelines for receiving and coding expenses, accounts payable, timelines, segregation of duties and reporting. These systems are managed by the Finance Director, with oversight by the Associate Head of School and Finance Committee. All processes are being documented on an ongoing basis, so that surrogate employees can operate the system seamlessly in the event that any one staff member is unavailable.

Internal Controls, Conflict of Interest and Segregation of Duties:

HCA employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded. Lines of Authority include, but are not limited to:

- The Board has the authority to approve all fiscal policies/annual budgets and review them annually.
- Budgets are approved by the Board of Directors during their annual meeting in June based on recommendations from the Finance Committee in May. Fiscal policies and budgets are

drafted by the Director of Finance, vetted by the Director of Operations and the Head of School, edited by the Finance Committee for recommendation, and approved by Board vote at bi-monthly meetings or as per necessary.

- Authority to alter fiscal policy is held by the Board. The Director of Finance submits requested changes at any time for vetting by the Finance Committee and subsequent approval by the Board.
- The Director of Operations has the authority to approve and sign for expenses up to \$10,000. Any expenditure above \$10,000 must receive a second approval. The Head of School has the authority to approve and sign for expenses up to \$25,000. The Board has the authority to approve and execute all expenses.
- All approvals must be granted in writing and filed with copies of payment.

All employees and members of the Board are expected to use good judgment, to adhere to high ethical standards, and to act in such a manner as to avoid any actual or potential conflict of interest. HCA's financial duties are distributed among multiple people to reduce the risk of fraud and error. The distribution of duties aims for maximum protection of HCA's assets while also considering efficiency of operations. HCA maintains physical security of its assets to ensure that only people who are authorized have physical or indirect access to money, securities, real estate and other valuable property. School buildings, supplies, filing cabinets, etc. stay locked. Passwords for bank accounts, quickbooks, etc. are kept private. Checkbooks and credit cards, if authorized, are kept locked or safely in possession of those authorized.

Internal Financial Reports:

HCA prepares regular financial reports (profit/loss statement, balance sheet, performance measure of actual expenditures to budgeted expenditures) on a monthly basis. All reports are finalized no later than 30 days after the close of the prior month. Accurate Balance Sheet and P&L details are available in real time upon request, and are reported to Finance Committee at each meeting (monthly) and to the full Board of Directors quarterly.

Audit and Reporting: (External)

The HCA Board selects an independent auditor each year to review the School's accounting and practices. The past two years, this firm has been Gibson LeClair. The Director of Finance works with the auditors to provide all necessary materials to allow for completion of the audit. The Director of Finance works with the external auditors throughout the year to address questions as they arise in an effort to avoid issues in the audit at the end of the year.

- All taxation materials are to be completed and filed by a professional accounting firm.
- Payroll tax reporting will be prepared internally by the Director of Finance using automated software programs (Quickbooks, Quicken, ADP) for review by the auditor.
- The Director of Finance is responsible for producing W-2 statements for employees. These will be reviewed by an auditor prior to release to employees on January 31.
- The Director of Finance files quarterly payroll tax reports (941 and DE6) by the filing deadlines with review by the accountant prior to release.
- The Director of Finance is responsible to meet all MDOE and Charter Commission financial reporting requirements.

Payroll, Expense and Accounts Payable:

The Head of School provides the most up-to-date roster, contract details, and salaries to be entered into the HCA payroll system. The payroll workweek begins on Monday at 12:01 a.m. and ends on Sunday at 12:00 midnight. The fiscal pay period is bi-weekly (26 pay periods per year). For salaried employees, payday is normally every other Wednesday for services performed through the previous two weeks. The Director of Finance works with an external payroll service (Bangor Payroll) to process appropriate bi-weekly payroll and to generate any required financial statements on demand. All deductions and necessary payroll liabilities are operated through Bangor Payroll.

Purchases and Procurement:

Any single purchase or financial commitment in excess of \$50,000 must be authorized by the Board Treasurer in advance of the purchase. Any expenditure in excess of \$2,500 for the purchase of a single item has bids from three (3) suppliers if possible. These bids will be reviewed by the Director of Operations and the bid award must be specifically approved in advance by the Head of School and Director of Operations. If circumstances do not allow for a bid process, the Head of School and Director of Operations must provide an explanation and appropriate documentation to the Board Finance Committee in advance of the purchase.

Invoices and bills are opened and reviewed by the Associate Head of School before being turned over to the Director of Finance. The Head of School will be notified immediately of any unexpected or unauthorized expenses. Approval of payments are made, based on amount, by the Board, Finance Committee, Head of School or Associate Head of School then paid by the Finance Director.

Is the operating budget balanced?

Yes. The current fiscal year budget was passed by the Board of Directors in May of 2016 as a balanced operational budget then revisited and adjusted to a slight operational loss on the year in October of 2016.

Ongoing efforts in cost management and revenue-generating activity have been successful, and the budget is projected to be in the black at year's end, June 30th, 2017.

Budgeting Process:

To protect the integrity of the budget and to ensure full compliance and transparency both within the organization and to external stakeholders, the budget is reviewed by numerous individuals and groups.

HCA's annual budget is approved annually and revisited and revised if necessary quarterly. In March and April, the budget is prepared by the Head of School, in conjunction with the Director of Operations and the Finance Director, and is guided closely by the recommendations of the Board Finance Committee. The budget is discussed and approved by the Board in May, prior to the start of each fiscal year. The budget is revised during the year only if approved by the Board, and it was revised this past year in October to reflect the proper enrollment and major capital expenditure numbers learned at that time.

What role does fundraising play in the school's fiscal operation?

HCA has an active and engaged Advancement Committee, comprised of the Chair of the Board, 3 additional Board officers, the Associate Head of School, Finance Director, and members of the community. The Advancement Committee meets monthly. In September of 2016, the group conducted a self-audit of efforts at the start of the academic year and identified 2016-2017 as an opportunity to establish a comprehensive annual schedule of fundraising:

Fall - Focus on Annual Fund and Founder Appreciation, with the goal of raising \$30,000 from donations <\$5,000 throughout the year

Winter - Cultivate Major Gift relationships, with the goal of raising \$75,000 from donations >\$5,000 throughout the year

Spring - Design and launch a Corporate Giving initiative, with the goal of raising \$10,000 from donations throughout the year and establishing the culture of annual corporate giving legacies

Summer - Continue with a robust events program, aimed at raising \$16,000 and promoting HCA to the broader community

Fundraising for HCA continues to be of critical importance as we grow. We rely on these efforts

not only to supplement the budget but also to enhance awareness of the student experience, our unique programs, and most importantly, our student success stories. The impact of the unique needs of our student population, facilities development, and transportation continue to strain our budget significantly.

HCA has once again contracted with an outside Advancement Consultant who has been with the school for several years. This individual focuses on grant identification and applications as well as the execution of some of the school's more time-intensive Advancement campaigns. Although grant efforts have been as robust this year as in years past, several of our grant applications have not been successful this year, and we are currently under budget projections.

It appears that the emphasis on entrepreneurial education is appealing to businesses and other potential individual partners and, therefore, those campaigns are meeting budget expectations. However, grants that have been relied on in the past are proving to be less successful. The rationale for this seems to be that many grantors are shying away from funding public schools in the near term.

Insurance

Prior to the 2017 academic year, HCA conducted a thorough audit of all insurance policies and elected to use Cross Insurance as agent (Hanover is the Provider) for D&O Insurance, Umbrella, Facilities, Liability and Vehicle Insurances. Clark Insurance was elected as the agent (Harvard Pilgrim, UNUM and Delta Dental are the providers) for employee Health, Dental, Life, Short-term Disability, and Long-term Disability insurances. The Associate Head of School provides an active roster of employees and assets, and the Director of Finance serves as the operational conduit to these insurance agencies to ensure coverage and proper billing. All insurances meet or exceed requirement by law.

Facilities

At the start of the school year, we were faced with the challenging situation of our Division 2 and 3 facility not being ready for occupancy. During the fall, we accessed a number of spaces throughout the Brunswick Landing campus including the Brunswick Landing YMCA, MRRA's Community Room, Cardente Group's 4 Leavitt Drive building, and SMCC. We are deeply indebted to the folks who made these spaces available to ensure that our learning experiences could be undertaken with a minimum of disruption.

As anyone who has seen our space can attest, our new home--formerly the Navy's SERE School--is in excellent shape, because the previous tenant updated all the systems less than 2 years ago. Our work this fall addressed all needs related to building and fire codes for schools. We

added an exit, re-positioned some interior walls, installed new bathrooms, and added sprinklers in an un-sprinkled section. The layout of the building, with a large central space (the Great Room), smaller offices and conference rooms, a 100 seat theater, and a large three-bay Innovation Center, provides flexibility that matches the way we expect students to work: in large seminar groups and/or in small classes and in design/build environments, collaborating with peers and also working independently. We are particularly excited about the opportunities the Innovation Center opens for us. Currently there are three sailboats in the space waiting for students to begin the rehab process. We also look forward to the first performance in our theater by our acting team scheduled for later this spring.

We are in negotiations with our landlords at the Cardente Group about the possibility of adding additional space in the same building for next year. A final decision on this is expected soon.

We continue to be very happy with our Division 1 facility at the old West Harpswell School. Our students and faculty effectively use the facility for classes and whole school gatherings. The school grounds provide adequate areas for outside activities, and the school's location is close to gardens, boat houses, coastal flats and Harpswell Heritage Land Trust locations that we use for outdoor classrooms. Last summer, after a careful review of many aspects of the building, we undertook some significant projects including replacing the flooring throughout the entire teaching wing, updating the HVAC system, including making electronic controls accessible remotely. This spring we plan to make further improvements to our kitchen facility at the site.

Transportation

Transportation management responsibilities shifted to Carrie Branson this year, in her role as Director of Operations. As has been true each year, transporting students from a wide catchment area to two locations is challenging. Added to this challenge was the need for a special bus endorsement for drivers of our MFSAB vehicles. We have several faculty members who have gotten this endorsement or are in the process of doing so.

This year, we offered transportation to students in Bowdoin, Bowdoinham, Topsham, Brunswick, and Harpswell. Approximately 80% of our students used our transportation. In an effort to support students coming from farther afield, we helped put parents in touch to set up carpools from Bath, Lisbon, Freeport, and Wiscasset. Aside from small adjustments due to students moving, our routes have stayed the same throughout the year. We will determine our routes for the coming year over the summer when our enrollment has stabilized. We hope to once again add a stop in Bath for students in the 2017-18 school year.

We have clearly established guidelines for behavior for students riding the bus. Students and parents are asked to review the rules and sign the behavior guidelines at the beginning of the school year. When behavior doesn't meet expectations, each complaint is addressed in accordance with the guidelines. Disciplinary interventions included communication home, assigning a seat on a

bus, assignment to a van instead of the bus, and removal from school transportation for a period of time.

Food Service

This year we continued to contract with the SchoolHouse Cafe to provide school lunch for Division 1 students. We also established a relationship with the New Beet Cafe to provide lunch for our Division 2 and 3 students at our Brunswick landing campus. Once again, menu item choices are made with a careful eye on health benefits including low sugar and local and organic options when possible. Approximately 50% of our students take part in our lunch program daily.

In previous years, we did not participate in the National Free/Reduced School Lunch plan, but we self-funded free/reduced lunch for qualifying students. Approximately 30% of our students qualified for free/reduced lunch this year. The vast majority of these students eat HCA school lunch daily.

We have continued to provide a simple breakfast of cereal and fruit for students who request it. This is not an official program offering, and we charge nothing for the meal. Only a handful of students partake in the informal breakfast. In addition, we have an ongoing relationship with Midcoast Hunger Prevention, which provides bins of snacks for students to eat throughout the day. As needed, they have also provided us with bags of food to send home with food-insecure students.

We regularly hear compliments about our school lunch program from parents who appreciate the emphasis on healthy meals. The suggestion that we hear most regularly is to offer more alternatives for each meal. To this end, we are improving our kitchen facility at Division 1, and will be establishing a more formal lunch set-up at Division 2 over the summer.

Appendix B

**Performance Measures Harpswell Coastal Academy
2013–2018 Working Draft July 19 2014**

Indicator and Measure	2014 Targets Negotiated in the Contract	Documentation to be Provided By School
<u>Student Academic Proficiency</u> Measure 1: Proficiency on State Assessments in reading.	Year 1: Year 2: Establish Baseline Year 3: Meet successive cohort targets based on Year 2 results Year 4: Meet successive cohort targets based on Year 3 results Year 5: Meet successive cohort targets based on Year 4 results	Percent of students at each grade level scoring proficient on the reading portion of the Maine state assessment.
<u>Student Academic Proficiency</u> Measure 2: Proficiency on State Assessments in math.	Year 1: Year 2: Establish Baseline Year 3: Meet successive cohort targets based on Year 2 results Year 4: Meet successive cohort targets based on Year 3 results Year 5: Meet successive cohort targets based on Year 4 results	Percent of students at each grade level scoring proficient on the math portion of the Maine state assessment.
<u>Student Academic Proficiency</u> Measure 3: Proficiency on school selected standardized test in reading.	Year 1: Establish baseline using NWEA in reading Year 2: Progress towards year 4 target as demonstrated by student growth data Year 3: Progress towards year 4 target as demonstrated by student growth data Years 4 & 5: 80% of students in grades 6–12 will score in the average or above average RIT band as measured by the reading NWEA	Percent of students in grades 6–12 scoring in the average to above average RIT band in reading on the NWEA
<u>Student Academic Proficiency</u> Measure 4: Proficiency on school selected standardized test in math.	Year 1: Establish baseline using NWEA in math Year 2: Progress towards year 4 target as demonstrated by student growth data Year 3: Progress towards year 4 target as demonstrated by student growth data Years 4 & 5: 75% of students in grades 6–12 will score in the average or above average RIT band as measured by the math NWEA	Percent of students in grades 6–12 scoring in the average to above average RIT band in math on the NWEA

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2013-2018 Working Draft July 19, 2014.**
Adopted by HCA Board: 8-20-14
Approved by MCSC: 9-2-14

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<u>Student Academic Proficiency</u> Measure 5: Proficiency on school designed assessment program measuring Maine Learning Results.	Yearly targets by Division Division 1: 6th Grade: 80% of students will approach proficiency (score a 2 or higher) in 50% of Division 1 HCA Measurement categories. 7th Grade: 80% of students will approach proficiency in 75% of Division 1 HCA Measurement categories. 8th Grade: 80% of students will approach proficiency in 80% of Division 1 HCA Measurement categories. Division II: 9th Grade: 80% of students will approach proficiency (score a 2 or higher) in 50% of Division 1 HCA Measurement categories. 10th Grade: 80% of students will approach proficiency in 75% of Division 1 HCA Measurement categories. 11th Grade: 80% of students will approach proficiency in 80% of Division 1 HCA Measurement categories.	Using Jump Rope reporting, indicate the percent of students at each grade level meeting the target
<u>Student Academic Proficiency</u> Measure 6: Student Portfolio	Yearly Target: 95% of students will submit three satisfactory portfolio pieces.	Percent of students submitting three satisfactory portfolio pieces.
<u>Student Academic Growth</u> Measure 1: Growth on State Assessment	Year 1: Year 2: Baseline year. Establish goals Year 3: Meet same cohort growth targets based on Year 2 results Year 4: Meet same cohort growth targets based on Year 3 results Year 5: Meet same cohort growth targets based on Year 4 results	Percent of same cohort students meeting growth target. Comparing 6 th grade to 7 th grade results 7 th grade to 8 th grade est.
<u>Achievement Gaps</u> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.	Year 1: Year 2: Baseline year. Establish goals Year 3: Decrease achievement gap by target determined based on year 2 results.	Report comparing overall proficiency rate of non-identified subgroup students and students belonging to each subgroup in the school in reading and math.
<u>Student Attendance</u> Measure 1: Average Daily Attendance Rate	Division 1: Average Daily Attendance Rate = 95% Division 2: Average Daily Attendance Rate = 92%	ADA for each Division from state report

<u>Student Attendance</u> Measure 2: Reduce unexcused absences	Yearly Target In each school year, the number of unexcused absences will decrease from the fall to spring trimester.	Report on number of unexcused absences each trimester each year.
<u>Student Enrollment</u> Measure 1: Maintaining student enrollment	Yearly Target 90% of students enrolled on state "count day" will still be enrolled on last day of school.	Report on percent of students enrolled on state "count day" who are still enrolled on last day of school.
<u>Student Enrollment</u> Measure 2: Student re-enrollment from one year to the next	Yearly Target 80% of students enrolled on last day of school indicate intent to return the following school year.	% of students enrolled
<u>Post Secondary Readiness</u> Measure 1: Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)	Year 1: Not Applicable Year 2: Not Applicable Year 3: Not Applicable Year 4: Baseline established Year 5:	
<u>Post Secondary Readiness</u> Measure 2: Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, subsection 1.	Year 1: Not Applicable Year 2: Not Applicable Year 3: Not Applicable Year 4: Baseline established Year 5:	
<u>Post Secondary Readiness</u> Measure 3: Percentage of students completing dual enrollment courses	Year 1: Not Applicable Year 2: Not Applicable Year 3: Not Applicable Year 4: Baseline established Year 5:	
<u>Post Secondary Readiness</u> Measure 4: Percentage of students scoring at or above state average on SAT.	Year 1: Not Applicable Year 2: Not Applicable Year 3: Not Applicable Year 4: Baseline established Year 5:	
<u>Post Secondary Readiness</u> Measure 5: Enrollment in post-secondary institutions.	Year 1: Not Applicable Year 2: Not Applicable Year 3: Not Applicable Year 4: Baseline established Year 5:	
<u>Post Secondary Readiness</u> Measure 6: Outcomes for students not attending post-secondary institutions.	Year 1: Not Applicable Year 2: Not Applicable Year 3: Not Applicable Year 4: Baseline established Year 5:	

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<u>Financial Performance and Sustainability</u> Measure 1: Governance board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.	Yearly Target: Governance board and/or financial committee review budget on a quarterly basis at a minimum.	Include minutes which indicate dates the Governance Board/and or Financial Committee reviewed the budget.
<u>Financial Performance and Sustainability</u> Measure 2: School conducts an external audit.	Yearly Target: Quarterly financial reports and end of year audit are available to authorizer.	Provide quarterly financial reports as requested and end of year audit report when available.
<u>Governance Board Performance & Stewardship</u> Measure 1: Governance Board operates in a transparent, responsible, and legally compliant manner.	Yearly Target: Governance Board holds public meetings with posted agendas and minutes.	
<u>Governance Board Performance & Stewardship</u> Measure 2: Governance Board provides oversight of school leadership team.	Yearly Target: Board conducts an annual evaluation of school leadership.	Board reports to authorizer that an annual evaluation of the school leadership has been conducted.
<u>Adequacy of Facilities Maintenance in Support of Program</u> Measure 1: School facilities meet educational and health and safety standards.	Yearly Target: Board certifies that the facilities meet educational and health and safety standards.	Board reports to authorizer annually that the facilities meet educational and health and safety standards.
<u>Adequacy of Facilities Maintenance in Support of Program</u> Measure 2: Site Development	Year 1: Site Development plan adopted by spring of 2014 Years 2-5: Progress made on meeting site development plan milestones.	Board reports to authorizer on progress on Site Development Plan milestones.
<u>Transportation & Food Service</u> Measure 1: Record of costs and student utilization of food service.	Yearly Target: School reports on costs and student participation.	Report to Commission on costs for food program and the percentage of student participation.
<u>Transportation & Food Service</u> Measure 2: Record of costs and student utilization of transportation service.	Yearly Target: School reports on costs and student usage.	Report to Commission on costs for student transportation and the percentage of student usage.
<u>School Social and Academic Climate</u> Measure 1: Instances of bullying, harassment, or other abusive practices.	Year 1: Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook. Year 1: Establish baseline of incidents of per student bullying. Years 2-5: Incidents of per student bullying decrease from year 1 baseline.	Year 1: Provide evidence to Commission that the Student, Faculty, and Family Handbook contains Bullying and Harassment Policy. Year 1: Report per student incidents of bullying. Years 2-5: Report per student incidents of bullying compared to baseline year.
<u>School Social and Academic Climate</u> Measure 2: Family and Student Satisfaction	Year 1: Administration of a climate survey administered in-house. Years 2-5: Annual improvement in targeted areas on student and family climate survey.	Year 1: Results of Climate Survey Years 2-5: Report indicating targeted areas and comparing fall baseline data with end of year data in the targeted areas.

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<u>School Social and Academic Climate</u> Measure 3: Student habits of work and learning.	Yearly Targets: 1. Habits of work are reported to students and families three times yearly. 2. Habits of Work and Learning improve or reach proficiency from fall to spring each year for each Division.	Report to Commission indicating when Habits of Work and Learning were reported to families and students. Report indicating Habits of Work and Learning scores each trimester at the Division level.
<u>School Social and Academic Climate</u> Measure 4: Participation in School Meeting and restorative justice program.	Yearly Target: 80% of students report via school climate survey, active participation in Restorative Justice and Community Meeting.	Report to Commission indicating percent of students reporting active participation in Restorative Justice and Community Meeting.
<u>Parent and Community Engagement</u> Measure 1: Student participation in activities provided by Community Partnerships	Year Target: Each student participates in at least one, HCA Workshop, club, or internship during the year.	School provides percent of students participating in HCA Workshops, clubs, or activity.
<u>Parent and Community Engagement</u> Measure 2: Parent Communication	Yearly Target: Parents check Jump Rope portal at least once every other week. Parents open weekly newsletter.	School provides percentage of parents checking Jump Rope portal at least once every other week and click throughs on weekly newsletter.
<u>Parent and Community Engagement</u> Measure 3: Parent participation in their children's education.	Yearly Target: Family participation in Student Led Conferences. Division 1: 90% of parents attend at least one Student Led Conference per year. Division 2: 60 of parents attend at least one Student Led Conference per year.	School provides report on percent of families attending at least one Student Led Conference per year.
<u>Parent and Community Engagement</u> Measure 4: Celebration of learning and passages	Yearly Target: Each student presents to the larger school community twice each year at a minimum.	School provides report on percent of students who have presented to the larger school community.

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Proposed changes to Data Report Submitted to the MCC by Harpswell Coastal Academy

11/6/15

Student Academic Proficiency Measure 1: Proficiency on State Assessment in reading.	2014-2015: Baseline	15-16 Goal	16-17 Goal
Grade	Difference between the percentage of HCA students scoring proficient (or exceeds) on the Maine State assessment and the percentage of all Maine students scoring proficient (or exceeds) in the state.	Difference between the percentage of HCA students scoring proficient (or exceeds) on the Maine State assessment and the percentage of all Maine students scoring proficient (or exceeds) in the state.	Difference between the percentage of HCA students scoring proficient (or exceeds) on the Maine State assessment and the percentage of all Maine students scoring proficient (or exceeds) in the state
6	(16%)	0	3
7	2	0	3
8	0*	0	3
HS	(22%) **	0	3

*1 student completed this test.

*4 students completed this test.

Note: Numbers in () are below the state average.

Student Academic Proficiency Measure 1: Proficiency on State Assessment in math.	2014-2015: Baseline	15-16 Goal	16-17 Goal
Grade	Difference between the percentage of HCA students scoring proficient (or exceeds) on the Maine State assessment and the percentage of all Maine students scoring proficient (or exceeds) in the state.	Difference between the percentage of HCA students scoring proficient (or exceeds) on the Maine State assessment and the percentage of all Maine students scoring proficient (or exceeds) in the state.	Difference between the percentage of HCA students scoring proficient (or exceeds) on the Maine State assessment and the percentage of all Maine students scoring proficient (or exceeds) in the state.
6	(10%)	0	3
7	(1%)	0	3
8	*	0	3
HS	(25%) **	0	3

*No students completed this test.

**2 students completed this test.

Note: Numbers in () are below the state average.

Student Academic Proficiency Measure 4: Proficiency on school selected standardized test in reading.	2014-2015: Percent of students in grades 6-12 scoring in the average to above average RIT band in reading on the NWEA (spring)	15-16 Goal Percent of students in grades 6-12 scoring in the average to above average RIT band in reading on the NWEA	16-17 Goal Percent of students in grades 6-12 scoring in the average to above average RIT band in reading on the NWEA
Grade	Percent	Percent	Percent
6	33	45	55
7	55	65	70
8	0	45	55
9	35	45	55
10	59	70	75
11	N/A	45	55
12	N/A	45	55

Student Academic Proficiency Measure 4: Proficiency on school selected standardized test in math.	2014-2015: Percent of students in grades 6-12 scoring in the average to above average RIT band in math on the NWEA (spring)	15-16 Goal Percent of students in grades 6-12 scoring in the average to above average RIT band in reading on the NWEA	16-17 Goal Percent of students in grades 6-12 scoring in the average to above average RIT band in reading on the NWEA
Grade	Percent	Percent	Percent
6	35	45	55
7	36	45	55
8	0	45	55
9	29	40	50
10	36	40	45
11	N/A	45	50
12	N/A	45	55

Indicator or Measure	Target	14-15 Results	15-16 Goal	16-17 Goal
Student Academic Proficiency Measure 5: Proficiency on school designed assessment program measuring Maine Learning Results.	2014-2015 6th Grade: 80% of students will approach proficiency (score a 2 or higher) in 50% of Division 1 HCA Measurement categories.	Met 6th grade: 94% of students approached proficiency (score a 2 or higher) in 50% of Division 1 HCA Measurement categories.	6th Grade: 95% of students will approach proficiency (score a 2 or higher) in 50% of Division 1 HCA Measurement categories.	6th Grade: 99% of students will approach proficiency (score a 2 or higher) in 50% of Division 1 HCA Measurement categories.
	7th Grade: 80% of students will approach proficiency in 75% of Division 1 HCA Measurement categories.	Met 7th Grade 89% of students approached proficiency (score a 2 or higher) in 75% of Division 1 HCA Measurement categories. (+CB, GR, JT)	7th Grade: 80% of students will approach proficiency in 85% of Division 1 HCA Measurement categories.	7th Grade: 80% of students will approach proficiency in 90% of Division 1 HCA Measurement categories.
	8th Grade: 80% of students will approach proficiency in 80% of Division 1 HCA Measurement categories	Met 8th Grade: 100% of students approached proficiency (score a 2 or higher) in 80% of Division 1 HCA Measurement categories. (SP + YG)	8th Grade: 80% of students will approach proficiency in 100% of Division 1 HCA Measurement categories	8th Grade: 85% of students will approach proficiency in 100% of Division 1 HCA Measurement categories
	9th Grade: 80% of students will approach proficiency (score a 2 or higher) in 50% of Division 2 HCA Measurement categories.	Met 9 th grade: 95% of students approached proficiency (score a 2 or higher) in 50% of Division 2 HCA Measurement categories.	9th Grade: 80% of students will approach proficiency (score a 2 or higher) in 75% of Division 2 HCA Measurement categories.	90% 9th Grade: 85% of students will approach proficiency (score a 2 or higher) in 75% of Division 2 HCA Measurement categories.

	10th Grade: 80% of students will approach proficiency in 75% of Division 2 HCA Measurement categories.	Met 10 th grade: 86% of students approached proficiency in 75% of Division 2 HCA Measurement categories.	10th Grade: 90% of students will approach proficiency in 75% of Division 2 HCA Measurement categories.	10th Grade: 95% of students will approach proficiency in 75% of Division 2 HCA Measurement categories.
	11th Grade: 80% of students will approach proficiency in 80% of Division 2 HCA Measurement categories.	Measurement categories.0 students were 11th grade standing for 2014-15	11th Grade: 80% of students will approach proficiency in 80% of Division 2 HCA	11th Grade: 85% of students will approach proficiency in 80% of Division 2 HCA
	12th Grade: 80% of students will approach proficiency in 80% of Division 2 HCA	Measurement categories.0 students were 12th grade standing for 2014-15	12th Grade: 80% of students will approach proficiency in 80% of Division 2 HCA	12th Grade: 85% of students will approach proficiency in 80% of Division 2 HCA

Process notes: Active students grouped by previous year's academic standard (e.g. YG listed as 8th grade and GR listed as 7th grade despite both being 9th this year). Proficiency judged by % of standards, not LTs, with an average assessment of approaching or greater.

Target	Goal	Results	15-16 Goal	16-17 Goal
Student Academic Proficiency Measure 6: Student Portfolio	Yearly Target: 95% of students will submit three satisfactory portfolio pieces.	2014-15: 92% of students submitted three satisfactory portfolio pieces.	95% of students will submit three satisfactory portfolio pieces.	98% of students will submit three satisfactory portfolio pieces.
Student Academic Growth Measure 1a: Growth on State Assessment in Reading	Yearly Target 10% increase from baseline /year for each group/class of students scoring proficient on State Assessment in Reading	Baseline Gr 6 30% Gr 7 50% Gr 8 0% HS 25% Of students Scoring proficient on State Assessment in Reading	Grade 6 baseline Gr 7 40% Gr 8 60% HS 10% Of students Scoring proficient on State Assessment in Reading	Grade 6 baseline Grade 7 10% over baseline Gr 8 50% HS 70% Of students Scoring proficient on State Assessment in Reading

Student Academic Growth Measure 1b: Growth on State Assessment in Math	Yearly Target 10% increase from baseline /year for each group/class of students scoring proficient on State Assessment in Math	Baseline Gr 6 24% Gr 7 36% Gr 8 0% HS 0% of students scoring proficient on State Assessment in Math	Gr 6 baseline Gr 7 34% Gr 8 46% HS 10% of students scoring proficient on State Assessment in Math	Gr 6 baseline Gr 7 10% over baseline Gr 7 44% HS 56% of students scoring proficient on State Assessment in Math
Achievement Gaps Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.	Baseline	Report percent of students in each subgroup at each proficiency level. (No growth data, baseline year). See pdf.	* Because of small number in most categories, no estimates made. FRL 5% increase in level 3 & 4 over baseline.	* Because of small number in most categories, no estimates made. FRL 5% increase in level 3 & 4 over previous year.

Note: Both the State Assessment and School Selected standardized assessments are based on percentages within a certain grade level reaching a certain level (Proficient on State Assessment, "Average or Above Average RIT Band" on NWEAs). HCA, by design in our Charter, moves students from Division 1 to Division 2 and Division 2 to Division 3 when they have met an overall set of standards. What that means in practice is that, for instance, 7 students who were listed as 7th graders in 14-15 school year are in fact now in the HCA equivalent of 9th graders. For comparison purposes, we will continue to list them with the age cohort they were when they started at HCA.

Appendix C

Monitoring Report

Harpswell Coastal Academy

August, 2014

1. Introduction

The Harpswell Coastal Academy (HCA) is one of the three public charter school authorized to begin its first year as a charter school in September 2013. HCA offers personalized project based education, a first of its kind for Mid-Coast Maine students in grades 6-12.

HCA is located on Ash Point Rd. Harpswell, Maine. Its initial enrollment of 57 students in grades 6 and 9 is gathered from 11 different communities from Yarmouth to Woolwich and Wiscasset. 33 students are in 6th grade with 24 in the 9th grade. Approximately 26% of the students attending currently have IEP's.

HCA implements a standards-based teaching and learning program - relevant, place-based curriculum that incorporates fieldwork and internships; and deliberate structures for building students' character and holding them accountable. HCA's organizational structure supports students in achieving high standards in a variety of ways – a longer school day, Saturday “intensives,” and community mentors for each student. The curriculum and the instructional program are both imbedded in a hands-on learning approach, utilizing an agricultural and natural science oriented environment. Along with the hands-on, individualized instruction, the school emphasizes its Restorative Justice program, designed to help students develop into self-directed learners responsible for their actions.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team accompanied by the MCSC Executive Director, and the Department of Education Special Education Personnel. The Commission team conducted two announced on-site visits during the 2013-2014 school year. The dates of the visits were November 8, 2013 and June 5, 2014.

The review team held interviews with school leadership, staff, students, parents and community, and governing board. They also review available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website.

Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met their contracted performance targets.

Section 3: Charter Commission Annual Report on Harpswell Coastal Academy's Performance Indicators August 2014

"Outcome" is designated by color.

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Student Academic Proficiency</u> <i>Measure 1: Proficiency on State Assessments in reading.</i>	<i>Establish Baseline</i>	School did not participate in state assessment program so baseline will be established in year 2.	On May 7, 2014, the school was issued a Notice of Material Non-Compliance with the contract based on the school's lack of participation in the State Assessment system.	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 2: Proficiency on State Assessments in math.</i>	<i>Establish Baseline</i>	School did not participate in state assessment program so baseline will be established in year 2.	<p>The school responded with a plan to administer an alternative form of assessment (the NWEA) to provide data to establish a baseline and ongoing progress.</p> <p>School administration is well aware of the importance of participation in the Maine State Assessment system and is prepared to assess their students beginning in the 2014-15 school year.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 3: Proficiency on school selected standardized test in reading.</i>	<i>Establish baseline using NWEA in reading</i>	74.5% of students scored in the Average & Above Average RIT bands on the spring, 2014 assessment of reading.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 4: Proficiency on school selected standardized test in math.</i>	<i>Establish baseline using NWEA in math</i>	62 % of students scored in the Average & Above Average RIT bands on the spring, 2014 assessment of math.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 5: Proficiency on school designed assessment</i>	<i>Year One: Establish Baseline.</i>		School is tracking student performance using a proficiency-based assessment system through-	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

program measuring Maine Learning Results.			out the 2013-2014 school year and is prepared to provide student achievement data beginning in year two.	
<u>Student Academic Proficiency</u> Measure 6: Student Portfolio	95% of students will submit three satisfactory portfolio pieces.			<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Growth</u> Measure 1: Growth on State Assessment	Establish Baseline	School did not participate in state assessment program so baseline will be established in year 2.		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<u>Achievement Gaps</u> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.	Establish Baseline	School did not participate in state assessment program so baseline will be established in year 2.		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<u>Student Attendance</u> Measure 1: Average Daily Attendance Rate	Division 1: Average Daily Attendance Rate = 95% Division 2: Average Daily Attendance Rate = 92%	Division 1: Division 2:		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Attendance</u> Measure 2: Reduce unexcused absences	In each school year, the number of unexcused absences will decrease from the fall to spring trimester.		School will begin tracking this measure in the 2014-2015 school year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Enrollment</u> Measure 1: Maintaining student enrollment	80% of students enrolled on state "count day" will still be enrolled on last day of school.	88% of students stayed through the 2013-2014 school year	7 Withdrew during the year of those 7, two moved out of the area.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Enrollment</u> Measure 2: Student re-enrollment from one year to the next	80% of students enrolled on last day of school indicate intent to return the following school year.	From data dated 6/2: 53 of 58 students returning (91%)		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post Secondary Readiness</u> Measure 1: Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)	Not Applicable			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post Secondary Readiness</u> Measure 2: Maine determined graduation rate	Not Applicable			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

<i>as determined under Title 20-A MRSA, section 5031, subsection 1.</i>				
Post Secondary Readiness <i>Measure 3: Percentage of students completing dual enrollment courses</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post Secondary Readiness <i>Measure 4: Percentage of students scoring at or above state average on SAT.</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post Secondary Readiness <i>Measure 5: Enrollment in post-secondary institutions</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post Secondary Readiness <i>Measure 6: Outcomes for students not attending post-secondary institutions.</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Financial Performance and Sustainability <i>Measure 1: Governance board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.</i>	<i>Governance board and/or financial committee review budget on a quarterly basis at a minimum.</i>	From Board Minutes: Finance Committee Reports June 19, 2013 August 14, 2013 August 27, 2013 September 18, 2013 October 23, 2013 November 20, 2013 April 16, 2014 Treasurer's Report December 18, 2013 January 15, 2014 February 26, 2014 March 19, 2014 Report on 3-year budget July 17 th , 2013: Budget Review		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Financial Performance and Sustainability <i>Measure 2: School conducts</i>	<i>Quarterly financial reports and end of year audit are available to authorizer.</i>		The school is hiring a bookkeeper for the 2014-2015 school year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

<i>an external audit.</i>				
<u>Governance Board Performance & Stewardship</u> <i>Measure 1: Governance Board operates in a transparent, responsible, and legally compliant manner.</i>	<i>Governance Board holds public meetings with posted agendas and minutes.</i>	<i>Agendas are available on Website</i>	Agendas are posted 48 hours before meeting on HCA website. Minutes are posted as soon as available. Board is planning retreat for August, 2014.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Governance Board Performance & Stewardship</u> <i>Measure 2: Governance Board provides oversight of school leadership team.</i>	<i>Board conducts an annual evaluation of school leadership.</i>		During interview on June 5 th , the Board described process of using ISLLC standards to evaluate effectiveness of school director.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Adequacy of Facilities Maintenance in Support of Program</u> <i>Measure 1: School facilities meet educational and health and safety standards.</i>	<i>Board certifies that the facilities meet educational and health and safety standards.</i>		Facility was in good order during June 5 th end of year visit.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Adequacy of Facilities Maintenance in Support of Program</u> <i>Measure 2: Site Development</i>	<i>Site Development plan adopted by spring of 2014.</i>		Board minutes indicate site development plan has been adopted.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Transportation & Food Service</u> <i>Measure 1: Record of costs and student utilization of food service.</i>	<i>School reports on costs and student participation.</i>			<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Transportation & Food Service</u> <i>Measure 2: Record of costs and student utilization of transportation service.</i>	<i>School reports on costs and student usage.</i>			<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>School Social and Academic Climate</u> <i>Measure 1: Instances of bullying, harassment, or other abusive practices.</i>	1. <i>Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook.</i> 2. <i>Establish baseline of incidents of per student bullying.</i>	Policy in Family Handbook	Students and parents report an inclusive environment that is supportive of all students. Students report there are no cliques at the school and that students generally get along	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

			well with each other.	
School Social and Academic Climate <i>Measure 2: Family and Student Satisfaction</i>	<i>Administration of a climate survey administered in-house.</i>	Satisfaction survey was administered to parents and students.	89% of students agree or strongly agree: I feel safe & welcome at HC 81% of students agree or strongly agree: I enjoy school and view it as a positive experience. 100% of parents agree or strongly agree: faculty maintains a positive school climate for learning. 100% of parents agree or strongly agree: my child enjoys school and views it as a positive experience. 90% of parents agree or strongly agree: I feel welcome when I visit the school	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
School Social and Academic Climate <i>Measure 3: Student habits of work and learning.</i>	<i>1. Habits of work are reported to students and families three times yearly. 2. Habits of Work and Learning improve or reach proficiency from fall to spring each year for each Division.</i>	HOWL report	School shared sample HOWL reports	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
School Social and Academic Climate <i>Measure 4: Participation in School Meeting and restorative justice program.</i>	<i>80% of students report via school climate survey, active participation in Restorative Justice and Community Meeting.</i>	Beginning in SY 2014-2015	<i>Students reported on the power of Restorative Justice program. "At other schools, you don't learn how not to do something wrong. Here you do." "We learn now to talk to each other to solve problems."</i>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Parent and Community Engagement <i>Measure 1: Student participation in activities provided by Community</i>	<i>Each student participates in at least one, HCA Workshop, or club, during the year</i>	Beginning in SY 2014-2015		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

<i>Partnerships</i>				
<u>Parent and Community Engagement</u> Measure 2: Parent Communication	<i>Parents check Jump Rope portal at least once every other week.</i> <i>Parents open weekly newsletter.</i>	Weekly newsletter has a 60% open rate and a 20% click through rate	Parents indicated during interviews that communication between school and home has improved throughout the year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> Measure 3: Parent participation in their children's education.	<i>Family participation in Student Led Conferences.</i> <i>Division 1: 90% of parents attend at least one Student Led Conference per year.</i> <i>Division 2: 60% of parents attend at least one Student Led Conference per year.</i>	Beginning in SY 2014-2015		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> Measure 4: Celebration of learning and passages	<i>Each student presents to the larger school community twice each year at a minimum.</i>	Beginning in SY 2014-2015		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency		X	
Student Academic Growth	N/A		
Achievement Gaps in proficiency and growth between major student subgroups	N/A		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	N/A		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

4. Commendations

Students

The students interviewed were anxious to share many positive stories about their first year at Harpswell Coastal Academy. They shared their enthusiasm with the hands-on approach to school and appreciated the ability to work at their own pace. Students shared such comments as, “I like hands-on better than textbook”, and “I learn better when I can go outside,” “We do field work not field trips.” They also appear to understand their role in their education and realize the importance of taking responsibility for a more self-directed learning style.

They were also very positive about the school’s climate and shared thoughts about the Restorative Justice system by explaining that when there is a conflict the students involved learn how to talk it out, sometimes through a resolution circle. They also shared that discipline works better at HCA, “you can talk to the teachers here. At other schools you don’t learn not to do it. Here you learn now not to do it. Here teachers listen for the entire story.”

Teachers

The teachers interviewed also reported a positive culture. The interview team was impressed with their enthusiasm and noted that collaboration among the teachers was strong. The teachers reported receiving a great deal of support from the school leaders with the development of professional growth goals and regular observations and coaching sessions.

Student and parent feedback regarding the quality of the teaching staff was very positive. Students shared that their teachers are enthusiastic about their subject matter and have a great deal of respect for their students. One student reported that the teachers at HCA, “love to be with us.”

Administration

The co-directors have learned and grown from this first year and work together as a strong team. The staff provided positive feedback regarding their leadership and decision-making skills. Staff seemed to appreciate the decision-making process.

Board

The board has established routines and procedures that are serving the board and the school well. Minutes and agendas are posted as required and they are building a board with a diverse skill set.

Town and Community Partnerships

The school has created strong partnerships with the town of Harpswell and therefore, the town is interested in having them in the building long term. The school has established a number of community partnerships that are equally beneficial to both the school and the organization.

As a start-up school, Harpswell Coastal Academy has made remarkable progress. All constituencies including the community, staff, students, and parents all have positive feedback about the impact of the school.

5. Recommendations

The school has a strong sense of its strengths and weaknesses. The overarching need to continue HCA's remarkable start is to use the experience of the first year to lay down the markers (aka benchmarks) of the operation (i.e. governance, administration, all aspects of the program, the staff, physical plant, fund raising, marketing, etc.) All of this should lead to assembling a comprehensive strategic plan during year two to guide this inspiring enterprise through the remaining three years of the five-year charter contract.

The school should carefully consider the structures they will need to put in place to ensure data needed to measure the performance indicators that will be used to measure the success of the school will be available.

6. Closing Summary

Harpswell Coastal Academy has created an environment that appears to be meeting the needs of their community. Their students are overwhelmingly pleased with their learning experience and the teachers are enthusiastic and have a common vision for the school's instructional program. The school's administration team works well together and clearly understands the school's strengths and next steps. The well-rounded board is providing useful guidance for the school and has established procedures and routines that ensure effective board governance.

Review Team Members
Laurie Pendleton, Chair
John Bird
Shelley Reed

Maine Charter School Commission

September, 2015

On June 4, 2015, an announced on-site visit was 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 Education representative. 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 Education Representative	Peg Armstrong

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 2015

Section 1: School Overview

School Name	Harpswell Coastal Academy (HCA)
Address	9 Ash Point Rd. Harpswell, Maine 04079

Head of School	John D’Anieri
Board Chair	Joe Grady

Assistant Head of School	Carrie Branson
Special Education Coordinator	Trevor Slater

Year Opened	2013-2014 school year
Years in Operation	2
Number of Sending Districts	12
Grades Served	6, 7, 9, 10, 11
Number of Students	123
Number of Students on Waiting List	15
Average Class Size	15
Teacher – Student Ratio	1:10

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	Met- established baseline		
Student Academic Growth	Met- established baseline		
Achievement Gaps in proficiency and growth between major student subgroups	Met- established baseline		
Student Attendance		X ¹	
Maintaining Enrollment from Year to Year		X ²	
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness			
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 Neither Division 1, nor Division 2 met its ADA target, but HCA's unexcused absent rate decreased during the school year. See section 4.

² HCA did not meet its goal for maintaining enrollment during the school year, but did meet its target for re-enrollment for year-to-year. See Section 4.

Section 3: Academics

Harpswell Coastal Academy met its targets in the area of Academics.

Targets:

Student Academic Proficiency:

- Establish baseline for proficiency on State Assessments in Reading & Math
- Establish baseline for proficiency on school-selected standardized tests in Reading
- Establish baseline for proficiency on school-selected standardized tests in Math
- Proficiency on school-designed assessment program measuring Maine Learning Results
- Student Portfolio

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:

Students in grades 6, 7, 9, 10 and 11 were assessed using the state Smarter Balanced assessments. Students in grade 11 were given the science assessment as well. HCA did not have 8th grade students during the 2014-15 school year. 24 students were opted out by their parents. About half of those students were opted out after they began the test, which resulted in approximately 77% of eligible students completing the tests. Results are reported in the table below. Due to small class sizes and participation, some results are not available for public reporting in order to maintain student privacy.

ELA/ Literacy	Grades	Number of students took test	Number enrolled	HCA % level 3 and above	State % level 3 and above	HCA +/- % from state
	6, 7 & 11	45	55	35%	47%	-12%
Math	Grades	Number of students took test	Number enrolled	HCA % level 3 and above	State % level 3 and above	HCA +/- % from state
	6, 7 & 11	40	55	cannot report	32%	-12%
Science	Grades	Number of students took test	Number enrolled	HCA % level 3 and above	State % level 3 and above	HCA +/- % from state
	6, 7 & 11	cannot report	2	cannot report	cannot report	cannot report

Students were tested using NWEA Map tests three times this year. In addition to those who opted out 4 students did not complete the test due to poor attendance.

6th Grade Language		7th Grade Language		9th Grade Language		10th Grade Language	
% exceeds + % average		% exceeds + % average		% exceeds + % average		% exceeds + % average	
Fall	82.05%	Fall	58.06%	Fall	52.63%	Fall	64.52%
Winter	54.05%	Winter	54.17%	Winter	64.71%	Winter	72.41%
Spring	46.67%	Spring	44.83%	Spring	44.44%	Spring	62.96%
6th Grade Reading		7th Grade Reading		9th Grade Reading		10th Grade Reading	
% exceeds + % average		% exceeds + % average		% exceeds + % average		% exceeds + % average	
Fall	82.05%	Fall	64.52%	Fall	66.67%	Fall	83.87%
Winter	66.67%	Winter	65.38%	Winter	50.00%	Winter	60.71%
Spring	50.00%	Spring	58.62%	Spring	44.44%	Spring	70.37%
6th Grade Math		7th Grade Math		9th Grade Math		10th Grade Math	
% exceeds + % average		% exceeds + % average		% exceeds + % average		% exceeds + % average	
Fall	66.67%	Fall	51.61%	Fall	33.33%	Fall	61.29%
Winter	62.16%	Winter	50.00%	Winter	31.25%	Winter	50.00%
Spring	48.39%	Spring	50.00%	Spring	27.78%	Spring	53.57%

92% of HCA students collected their best work and submitted three satisfactory portfolio pieces for presentation to parents at Student Led Conferences. This was 3% shy of the goal of 95% of students submitting three satisfactory portfolio pieces. These pieces were saved on Google Drive. The school is currently in the process of implementing an online platform to create official digital portfolios for each student.

Section 4: Attendance and Enrollment

HCA partially met its attendance target, with both Division 1 and Division 2 average daily attendance being less than 2% from the target. The unexcused absence rate did decrease throughout the school year. HCA did not meet its goal of maintaining student enrollment, but did meet its target of re-enrollment.

Targets:

- 95% Average Daily Attendance for Div. 1, 92% Average Daily Attendance for Div. 2
- Reduce unexcused absences
- Maintaining student enrollment
- Student reenrollment from one year to the next

Performance:

Average Daily Attendance during the 2014-15 school year was 92%.

Division 1 average daily attendance - 93.8%, 1.2% below the target of 95%.

Division 2 average daily attendance - 90.2%, 1.8% below the target of 92%.

During the 2014-15 school year the average number of unexcused absences dropped from 2.7 per day, during the first trimester, to 1.5 during the third trimester, meeting the goal of the number of unexcused absences decreasing from the fall to the spring trimester.

HCA enrolled 123 students on “student count day”, October 1, 2014. 87% of students enrolled on student count day were still enrolled at the end of the year, 3% shy of the 90% target. When HCA administration interviewed exiting families, reasons behind their decisions to leave included the desire for a more traditional school environment and unsustainable travel time.

HCA plans to continue to improve opportunities for prospective families to learn about HCA before enrolling their children, in an effort to keep enrollment steady throughout the year and minimize attrition. During the 2014-15 school year HCA offered a series of information sessions, tours, and visit days for prospective families to get a sense of HCA. Next year departing families will be surveyed to further understand their decisions.

On the last day of school 89.4 % of students currently enrolled indicated their intent to re-enroll for the 2015-16 school year, meeting the target of 80%.

Section 5: Governance

Governance Board Performance & Stewardship

HCA met its targets in the area of Governance.

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 monthly meetings. Both meeting agendas and meeting minutes are posted on the school website. Reminders of the meetings are included in family newsletters. The HCA Board entered a contract with *Board On Track* midway through the 2014-15 school year. *Board On Track* provides an online platform to coordinate all the work of a Charter School board including: compliance, meeting scheduling, document storage, governance training, evaluation support, and more. HCA Board members believe that over time it will greatly enhance the work of the Board.

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

The Board conducted an evaluation of the Head of School at the end of the 2014-15 school year the Board completed its annual evaluation of the Head of School using the Board on Track program to assist them. As a result of the evaluation, the Board set targets for the coming school year with the Head of School.

The Board secured a second location for HCA’s Division 2 at Brunswick Landing, in addition to purchasing the Ash Point Road location, which will continue to house Division 1 students. The plan and process to secure the Brunswick Landing facility did not follow the Charter Contract Material Amendment requirements, and the Governing Board is asked by the Maine Charter School Commission to spend meeting time dedicated to becoming more familiar with the Contract between the Commission and HCA.

Section 6: Administration

At the End-of-year visit with the Maine Charter School Commission, the Head and Assistant Head of School reported being pleased with the devoted teachers and staff at HCA. They believe the relationships being built with the students is essential and are working to build a true standards-based model of education.

Head of School	John D'Anieri
Assistant Head of School	Carrie Branson
Special Education Director	Trevor Slater

HCA's Head of School and Assistant Head, in collaboration with the teachers, worked to develop a teacher evaluation rubric that plan has been finalized and approved by the Governing board. It is informed by National Board standards, but based on HCA's standards.

Challenges reported by them include the difficulty in explaining the school's approach to education and the relationship between the school and parents, families, and community members. Although the school took steps to increase parent communication and engagement, they have noted this as a continued challenge.

Section 7: School Climate

HCA met its targets in the area of School Climate

School Social and Academic Climate

Targets:

- Instances of bullying, harassment, or other abusive practices
- Family & Student Satisfaction
- Student Habits of Work and Learning
- Participation in Community Meeting & Restorative Justice program.

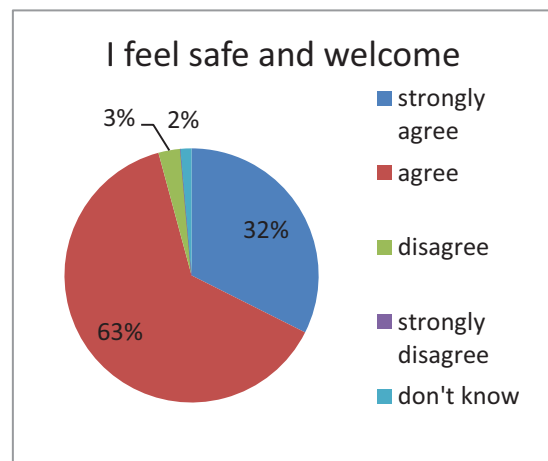
Performance:

During the 2014-15 school year there were 35 reported incidents of bullying or harassment representing 28% of the student body. During the 2013-2014 school year, a total of 18 (or 22%) incidents were reported. This indicates a 6% increase in the percent of reported incidents between years one and two. Since the goal was to decrease the number of incidents from the year one baseline, the school did not meet this target.

HCA Administration believes that next year, with the high school students at another facility, increased capacity amongst the staff to facilitate Resolution Circles, and increased social work capacity, the percentage of incidents will decline.

Family and Student Satisfaction

Parents and students were surveyed in the spring 2015. 31 parents completed the survey, approximately 25%. 71 students responded, approximately 58%.



Over 95% of students reported on the survey that they feel safe and welcome at HCA. 87% of students reported enjoying school and view school as a positive experience.

All parents who completed the survey reported that the HCA faculty maintains a positive school climate for learning. Over 96% of parents responded that their child enjoys school and views it as a positive experience.

Overall survey results reveal that parents expressed satisfaction with communication from school with regards to school events and activities. Parents continued to express their confusion and concern about the timeliness and amount of communication about assignments and assessment of student work.

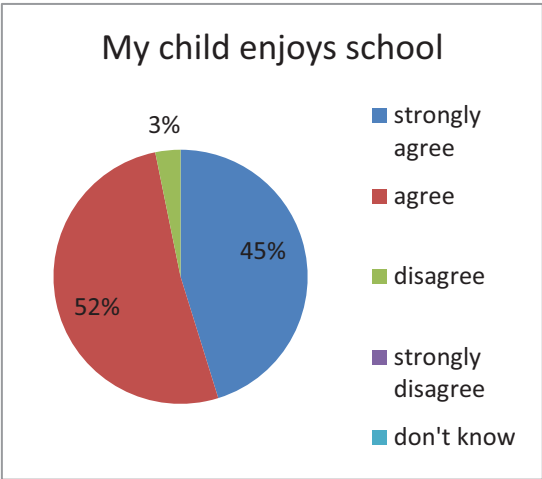
The student group interviewed by the Maine Charter School Commission at the end-of-year visit reported feeling supported at HCA. Students report that they appreciate the relationships they have with their teachers, they understand the standards they are working on, and they feel prepared for college.

Parents interviewed at the end-of-year visit with the Maine Charter School Commission expressed that their children are happy when they come home and want to go to school. Parents shared concerns around the communication that comes from school; the format it comes in, the timeliness, and the accuracy.

There were also parent concerns regarding special education timelines, procedures, and decisions. These concerns were discussed with parents and documentation was provided from parents to the Commission. After reviewing the documents, the Commission’s Executive Director, Director of Program Management, and Special Services representative from the Maine Department of Education (DOE) had a follow-up visit with HCA’s Head of School, Assistant Head of School, and Special Education teacher. The Commission staff and DOE representative felt that HCA was adequately addressing the concerns of parents, and had responded appropriately to the communication from parents.

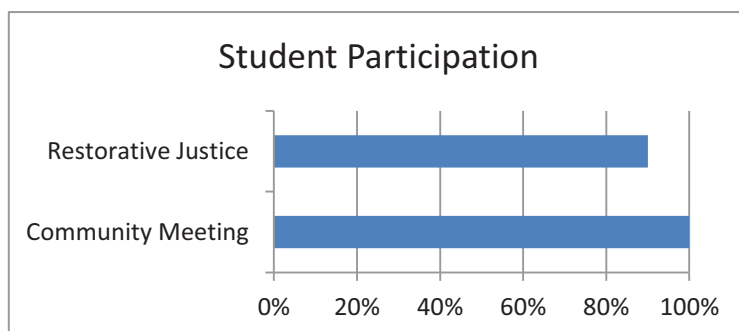
Students and families received reports on Habits of Work and Learning (HOWL) at Student Led Conferences in October and March and with the end of year reports in June. Overall, HOWL grades increased from 2.4 in the fall to 2.6 in the spring for Division 1, and increased from 1.8 in the fall to 2.0 in the spring for division 2.

HCA believes that HOWLs are an extremely important part of their program. This year they began to use a certain level for HOWL as a condition to participate in some workshops, and as a faculty, they are looking at other ways to incentivize these very important habits for their students. Increasing the overall HOWL rate is a major goal for HCA.



90% of students participated in the Restorative Justice model this year, and all students participated in Community Meeting, exceeding the target of 80% participation. In their second year, HCA Administration and Faculty found it hard at times to meet the demands for Resolution Circles. In staffing for 2015-16 the school has attempted to identify point people on the faculty to facilitate circles and coordinate its

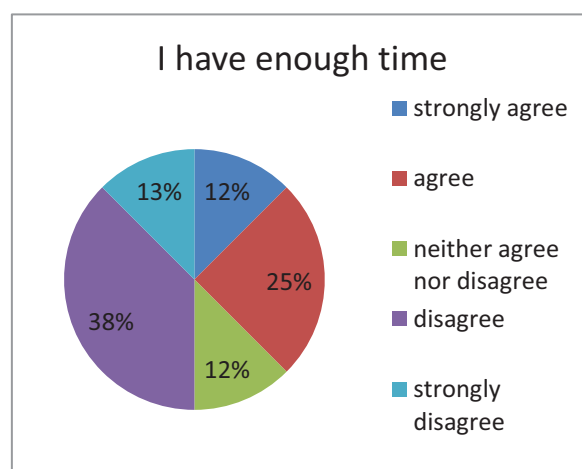
Restorative Justice approach. HCA Administration believes this will help to strengthen the community. HCA reports that students, parents and faculty have commented on the efficacy of Restorative Justice at HCA, and students have said that Community Meeting participation increases their feeling of empowerment and ownership of the school.



HCA teachers were also surveyed during the spring 2015.

Over 85% of teachers surveyed agreed with the statement “I feel supported by the administration.” However, teachers do not feel that they have enough time to perform their duties at HCA as indicated by 50% of them stating on the survey that they disagree or strongly with the statement, “I have the time I need to perform my duties at HCA.”

Teachers interviewed at the End-of-year visit with the Maine Charter School Commission expressed the same feelings concerning adequate time to perform their duties. Teachers also indicated that they feel HCA could use more teachers and Ed. Techs. in order to fully realize the school’s Vision.



Section 8: Parent and Community Engagement

HCA met its targets in the area of Parent and Community Engagement

Parent and Community Engagement

Targets:

- Student participation in activities provided by Community Partnerships.
- Parent Communication
- Parent participation in their children’s education and operation of school
- Celebration of Learning & Passages

Performance:

All HCA students participated in an activity with a community partner at least once, and the vast majority participated 3-5 times. These experiences included workshops, Field Work, and club activities.

HCA continues to develop meaningful relationships with community partners including the Telling Room writing project, the

Voices of the Sea collaboration with the Harpswell Heritage Land Trust, the Boats of Maine Project, and the Community Garden work.

HCA Administration reports that parent usage of JumpRope, the school's student data tracking program, continues to be inconsistent. Individual parent logins to JumpRope since the beginning of the year range from 0 times to 110 times, with an average of 20-30 total logins per week. Usage peaks around Student Led Conferences, and drops off towards 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 this, however, they do not see the level of engagement they hoped to see from parents. They are actively pursuing an alternative platform for proficiency based assessment for the 2015-16 school year, but have yet to find one that satisfies their needs. 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. They also send documents home with students and mail certain things to parents using the USPS when they want to ensure receipt.

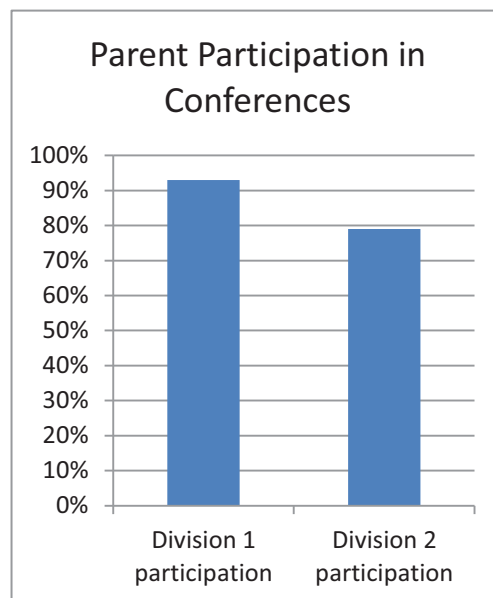
The weekly newsletter is sent to a list of approximately 230 people, including parents, faculty, Charter Commission members, Board members, and Heads of other Charter Schools.

93% of Division 1 parents attended at least one Student Led Conference this year, exceeding the 90% target. 79% of Division 2 parents attended at least one Student Led Conference this year, exceeding the 60% target.

In addition to Student Led Conferences HCA is aware that there is a significant need for information about student progress, and are adding a mid-trimester report home to the parents of any students who are not meeting a HOWL score of 2.5 or above.

In the 2014-15 school year, 96% of HCA students met the target of presenting to the larger school community twice each year. Students presented as a culmination to a number of different investigations including the Children's Book project, Voices of the Sea, Odyssey, Boats of Maine, and Green Building.

HCA is working to establish practices for student presentations. During the 2014-15 school year presentations were multi-media and often involved demonstrations. Next year, their goal is to have students present to a wider audience, making sure parents and community members have more opportunities to participate.



Section 9: Finances

HCA met its targets in the area of 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.

The Board Finance Committee met monthly, with additional meetings as necessary, to review reports and provide oversight to bookkeeper and Head of School. The school completed an audit in September for FY14. A copy was submitted to the Charter Commission. An audit is planned for FY 2015. The Finance Committee grew this year, with the addition of an experienced accountant. The accountant's regular meetings with the part-time bookkeeper and the Head of School improved financial practices and has led to revised fiscal policies and practices, following the recommendations made in the FY14 audit. HCA has also hired a Finance Director for the 2015-16 school.

During the 2014-15 school HCA hired consultants to work on advancement and expanding funding sources, including grants and partnerships. The Director of Advancement and the Grant-writer have been working with HCA since November 2014 to develop a strategic plan for advancement. After working through a transition from the previous fundraising consultant, the new Director of Advancement and Grant-writer have focused on implementing consistent donor management practices (database, tracking follow-up, communication, etc.), developing corporate partnership program, increasing HCA's effectiveness with foundation funding, and helping HCA's Board increase its capacity with fundraising.

Section 10: Facilities & Maintenance, Food Service, and Transportation

HCA met its targets in the area of Facilities, 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, who is providing oversight to our School Health Aid, ensuring that we are following guidelines for school health. With the addition of a half-time facilities coordinator, the on-site support of a supervising school nurse, and a part-time custodian, HCA has taken steps in improving the health and safety of students in our facility.

The Board Facilities Committee successfully facilitated the purchase of the HCA facility at 9 Ash Point Road in Harpswell this year. Additionally, they made plans for an interim home for the Division 2 and 3 students at Brunswick Landing for the 2015-16 school year. The Facilities Committee will continue efforts to establish a permanent home for the Division 2 and 3 students.

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:

Approximately 20% of eligible students utilize the breakfast service.

Approximately 95% of students who qualify for free lunch participate in the lunch program.

HCA continues to operate over budget in Food Service. HCA has hired a consultant to plan for their Food Service contract with The SchoolHouse Cafe, and their long term plans to supply a significant portion of their own food through their garden and farm.

Approximately 98% of eligible students utilize route 1 transportation service (morning and afternoon).

Approximately 96% of eligible students utilize route 2 transportation service (morning and afternoon).

HCA continues to contract with Luce Transportation, and operates 2 full size school buses that run through Topsham, Bowdoinham, Brunswick, Bath and Harpswell daily. Additionally, there is a 10 person handicapped accessible van. HCA will reevaluate the routes when enrollment is settled for next year, and will make adjustments as necessary.

HCA received occasional complaints from parents about late or early pick-ups, drivers being too lax or too severe with regard to discipline, and about inappropriate bus stop behavior. Throughout the year there were several complaints about inappropriate language and inappropriate behavior on the buses. Administration and Faculty addressed the issues with both students and bus drivers. They reviewed expectations and consequences with students, and improved the bus policy. Assigned seating has been used to address problems, and students have been suspended from riding the bus for periods of time.

Section 11: 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 is achieving its mission and vision by providing place-based, project-based, proficiency-based learning for 190 students from 12 Maine school districts, many of whom struggled in their previous school.

During the 2014-15 school year, every student worked closely with community members who were often the subjects of, and/or the audience for authentic, relevant work, such as the "Voices of the Sea" collaboration with Harpswell Heritage Land Trust or "citizen science" studies of invasive species and ocean acidification.

HCA students also regularly practice "Voice and Choice," both in terms of customized approaches to certain standards and by creating and maintaining a school culture that emphasizes students' emotional and physical safety. HCA employs Community Meeting, Community Agreements, Restorative Justice, and regular reflection to ensure that each student is contributing positively to the overall school culture.

Section 12: Commendations and Recommendations

Commendations

- Harpswell Coastal Academy's vision is to use Maine's natural resources, local organizations, and businesses to prepare citizen-scholars who will flourish in a rapidly changing economy. With the school's approach to engaging students in field work, implementing a project-based learning, and building an inclusive community the school is well on its way to realizing this vision.
- Students are engaged in their work and exhibit a great deal of ownership of their completed projects.
- Teachers are working closely as a team and are invested in the success of the school's program.
- The Governing Board is well-organized and focused on growing their membership and improving their processes.

Recommendations

- The Governing Board reviews the contract they hold with the Maine State Charter Commission to ensure they understand their responsibilities and accountability.
- The school should continue their efforts at improving communication with parents with a particular focus on helping parents and families better understand the learning that is taking place.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses, particularly in the area of math, by further analyzing state and local assessment data, and other means of assessment that have been used by the school.

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

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	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:

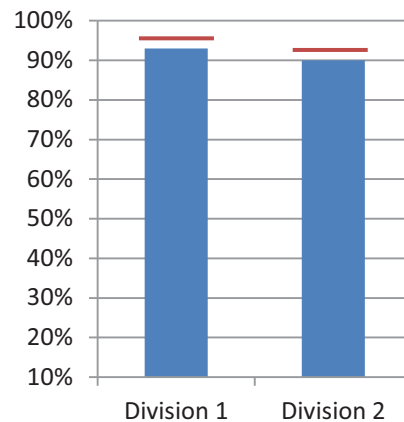
HCA's Average Daily Attendance for school year 2015-16 was 92%. Division 1 attendance was 93% and Division 2 was 90%. Both Division 1 and 2 attendance were below the target.

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.

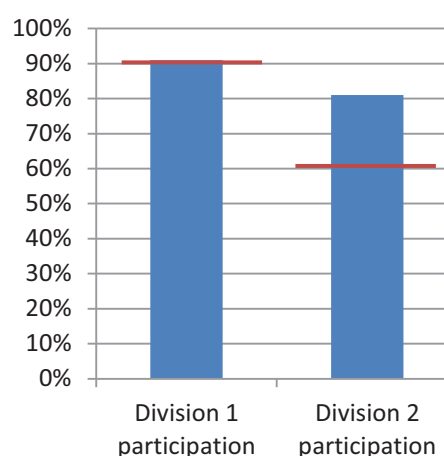
HCA's weekly newsletter is sent to a list of approximately 350 people, including parents, faculty, Charter Commission members, Board members, and Heads of other Charter Schools. On average, 45% of recipients open the newsletter. It is not possible to tell how many others read or skim it in the preview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