

# Maine Academy of Natural Sciences

## Year 4 Performance Report



**AGRICULTURE, FORESTRY  
& THE ENVIRONMENT**

June 2021



**MISSION**

The mission of the Maine Charter School Commission is to authorize, monitor and develop unique public charter schools that provide a dynamic, superlative education for every student

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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 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 30<sup>th</sup> of a public charter school's 4<sup>th</sup> 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 30<sup>th</sup> of a public charter school's 5<sup>th</sup> year of operation under a term of a charter contract, or September 30<sup>th</sup> 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 30<sup>th</sup>, 2021, Maine Academy of Natural Sciences' 9<sup>th</sup> year of operation under its second 5-year charter contract. The performance report summarizes Maine Academy of Natural Sciences' performance record during the second charter term 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. Maine Academy of Natural Sciences will be given the opportunity to respond to this report and submit any corrections or clarifications.

## Performance Framework Summary Table

	2017-2018			2018-2019			2019-2020				2020-2021				
	Meets	Partially Meets	Does Not Meet	Exceeds	Meets	Partially Meets	Does Not Meet	Exceeds	Meets	Partially Meets	Does Not Meet	Exceeds	Meets	Partially Meets	Does Not Meet
Student Academic Proficiency		X					X X X X	No data due to COVID-19				Data not yet released by MDOE			
Student Academic Growth	X						X X	No data due to COVID-19							X X X X
Achievement Gaps in proficiency <sup>1</sup> and growth between major student subgroups		X			X			No data due to COVID-19					X		
Student Attendance	X				X						X X		X		X
Enrollment	X				X X				X X				X X		
Post-Secondary Readiness <sup>2</sup>	X				X X X		X		X		X X X	X	X	X	
Governance Board Performance and Stewardship	X				X				X	X			X	X	
Financial Performance and Sustainability	X				X				X X X			Pending financial audit			
Adequacy of Facilities Maintenance in Support of Program	X				X				X		X		X		X
Parent and Community Engagement		X			X X			No survey data due to COVID-19							X
School Social and Academic Climate		X			X	X	X X		X X				X X X		X

<sup>1</sup> Proficiency data not yet released by MDOE

<sup>2</sup> Graduation Rate Data not yet released from MDOE

## Student Academic Proficiency

Academic Proficiency data for 2020-2021 are not yet available. There were no assessments for the 2019-2020 school year due to the COVID-19 pandemic. In the previous two years, MEANS partially met its targets in 2017-2018 and did not meet its targets in 2018-2019.

### 4-Year Summary

Student Academic Proficiency	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
	Partially Met Target	3 Did Not Meet Target	No data due to COVID-19	Not Yet Reported

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. The 2020 -2021 section below will be updated when the Maine Department of Education releases proficiency data.

Measure	Target	Results	
<i>Proficiency on State Assessments in reading</i>	The school will <b>collect baseline data</b> on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed.	Results: Pending Release	Meets Expectation <i>School collected baseline data on the NWEA MAP test for ELA and provided school wide results as well as results at each grade level</i> Does Not Meet Expectation <i>School did not collect baseline data on the NWEA MAP test for ELA and did not provide school wide results as well as results at each grade level</i>
<i>Proficiency on State Assessments in math</i>	The school will <b>collect baseline data</b> on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed.	Results: Pending Release	Meets Expectation <i>School collected baseline data on the NWEA MAP test for math and provided school wide results as well as results at each grade level</i> Does Not Meet Expectation <i>School did not collect baseline data on the NWEA MAP test for math and did not provide school wide results as well as results at each grade level</i>

## Student Academic Growth

MEANS met student academic growth targets in 2017-2018. The school did not meet targets in 2018-2019 or 2020-2021. There are no data for school year 2019-2020 due to the COVID-19 pandemic.

### 4-Year Summary

Student Academic Growth	2017-18	2018-19	2019-20	2020-21
	Met Target	2 Did Not Meet Target	No data due to COVID-19	4 Did Not Meet Target

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Students will show progress in their learning through growth in their NWEA RIT scores in ELA reading and language from fall to spring of each school year.</i>	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each year.	Results: 64%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% <b>Does Not Meet Expectation Below 70%</b>
<i>Students will show progress in their learning through growth in their NWEA RIT scores in math from fall to spring of each school year.</i>	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	Results: 66%	Exceeds Expectation 90% or more Meets Expectation 80% - 89.9% Partially Meets Expectation 70% - 79.9% <b>Does Not Meet Expectation Below 70%</b>
<i>Growth on NWEA as measured by projected growth on MAP assessment: the time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.</i>	School will meet goal of 70% of eligible students meeting their projected growth on NWEA ELA reading by the end of school year 2022-23. 2019-20=54% <b>2020-21=59%</b> 2021-22=64% 2022-23=70%	Results: 25%	Exceeds Expectation 70% or more Meets Expectation <i>School meets annual target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%</i> <b>Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year</b>
<i>Growth on NWEA as measured by projected growth on MAP assessment: the time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students,</i>	School will meet goal of 70% of eligible students meeting their projected growth on NWEA ELA language by the end of school year 2022-23. 2019-20=54% <b>2020-21=59%</b> 2021-22=64% 2022-23=70%	Results: 28%	Exceeds Expectation 70% or more Meets Expectation <i>School meets annual target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%</i> Does Not Meet Expectation <i>2% or more below target, with increase of less than 3% from previous year</i>



<i>found in each charter school.</i>			<b>Not Applicable - First year collecting Language Use data</b>
<i>Growth on NWEA as measured by projected growth on MAP assessment: the time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.</i>	School will meet goal of 70% of eligible students meeting their projected growth on NWEA math by the end of school year 2022-23. 2019-20=61% <b>2020-21=66%</b> 2021-22=70% 2022-23=70%	Results: 34%	Exceeds Expectation <i>70% or more</i> Meets Expectation <i>Meets annual target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%</i> <b>Does Not Meet Expectation</b> <b>2% or more below target, with increase of less than 3% from previous year</b>

## Achievement Gaps

In the last three of four years, MEANS either met or partially met targets for academic achievement gaps between subgroups. There are no data for school year 2019-2020 due to the COVID-19 pandemic.

### 4-Year Summary

Achievement Gaps	2017-18	2018-19	2019-20	2020-21
		Partially Met Target	Met Targets	No data due to COVID-19

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Overall, on the spring NWEA MAP assessments, subgroups with 'n' sizes large enough to be compared are generally performing similarly to the comparison group. There is an achievement gap in math between the subgroup of students with an Individual Education Plan (IEP) for special education and those students who do not have an IEP. Additionally, students who were in the socioeconomically disadvantaged subgroup met targets at a lower rate than their non-socioeconomically disadvantaged peers in both math and reading.

Measure	Target	Results	
<p><i>Achievement gaps in proficiency between major subgroups on the Maine State Assessments.</i></p> <p><i>Subgroups must have at least 10 students to be reported.</i></p> <p><i>Subgroups may not be combined to create a "super-subgroup."</i></p>	<p>The school will provide evidence of closing identified achievements gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).</p>	<p>Results: 2020-2021 data are not yet available. This section will be updated when the Maine Department of Education releases proficiency data.</p>	<p>Meets Expectation <i>Subgroups are performing similarly to comparison groups</i></p> <p>Partially Meets Expectation <i>Subgroups are performing below comparison groups, some gaps have closed since the previous year</i></p> <p>Does Not Meet Expectation <i>Subgroups are performing below comparison groups, and have not improved since the previous year</i></p>
<p><i>Achievement gaps in growth between major subgroups on the NWEA.</i></p> <p><i>Subgroups must have at least 10 students to be reported.</i></p> <p><i>Subgroups may not be combined to create a "super-subgroup."</i></p>	<p>The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).</p>	<p>Results: Overall, subgroups with n sizes large enough to be compared are performing similarly to the comparison group.</p>	<p>Meets Expectation <i>Subgroups are performing similarly to comparison groups</i></p> <p>Partially Meets Expectation <i>Subgroups are performing below comparison groups, some gaps have closed since the previous year</i></p> <p>Does Not Meet Expectation <i>Subgroups are performing below comparison groups, and have not improved since the previous year</i></p>

## Student Attendance

Over the past few years, the school has not met the targets for percentage of chronic absenteeism but has met targets for average daily attendance.

### 4-Year Summary

	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
Student Attendance	Met Target	Met Target	2 Did Not Meet Target	<ul style="list-style-type: none"> <li>• 1 Met Target</li> <li>• 1 Did Not Meet Target</li> </ul>

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

MEANS reported chronic absenteeism had increased in 2020-2021 and believes this was a result of COVID-19. According to MEANS' end of year documents, because the school's focus is on agriculture, forestry, and the environment and students are typically learning through hands-on, project-based learning, hybrid and remote classes were not a good fit for students at MEANS which lead to an increase in absenteeism.

For students whom absenteeism was a concern, MEANS staff reached out to families by email, phone and home visits.

Measure	Target	Results	
<i>Chronic absenteeism rate</i>	Schools will have 10% or fewer students classified as chronically absent on the last day of school.	Results: 72%	Exceeds Expectation <i>Fewer than 7%</i> Meets Expectation <i>7% - 10%</i> Partially Meets Expectation <i>10.1% - 13% or is more than 13%, but has decreased rate from previous year by at least 5%</i> <b>Does Not Meet Expectation</b> <b><i>Greater than 13%</i></b>
<i>Average Daily Attendance Rate</i>	Schools will have an average daily attendance rate in grades 9-12 of 91% or higher.	Results: 91%	Exceeds Expectation <i>95% or higher</i> <b>Meets Expectation</b> <b><i>91% - 94.9%</i></b> Partially Meets Expectation <i>88% - 90.9%</i> Does Not Meet Expectation <i>Below 88%</i>

## Student Enrollment

MEANS has met all continuing and recurrent enrollment targets for the past four years.

### 4-Year Summary

Student Enrollment	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
	Met Target	2 Met Target	2 Met Target	2 Met Target

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Enrollment throughout the school year</i>	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student County Day.	Results: 88.5%	Exceeds Expectation <i>90% or more</i> <b>Meets Expectation</b> <b>85% - 89.9%</b> Partially Meets Expectation <i>75% - 84.9%</i> Does Not Meet Expectation <i>Fewer than 75%</i>
<i>Recurrent enrollment from one year to the next</i>	85% or more of eligible students enrolled on the <u>last day</u> of school will have completed an Intent to Reenroll Form for the next year.	Results: 85%	Exceeds Expectation <i>90% or more</i> <b>Meets Expectation</b> <b>85% - 89.9%</b> Partially Meets Expectation <i>75% - 84.9%</i> Does Not Meet Expectation <i>Fewer than 75%</i>

## Post-Secondary Readiness

In the area of post-secondary readiness, MEANS students have met more targets in post-secondary activities (college classes, internships, etc.) than graduation rates.

### 4-Year Summary

	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
Post-Secondary Readiness	Met Target	<ul style="list-style-type: none"> <li>• 3 Met Target</li> <li>• 1 Did Not Meet Target</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Met Target</li> <li>• 3 Did Not Meet Target</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Partially Met Target</li> <li>• 1 Exceeded Target</li> <li>• 2 Pending data</li> </ul>

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

While graduation rate data are not yet available, MEANS reported in its end of year documents that it expects 75% of the school's 2020-2021 seniors will graduate at the end of the school year in July.

Students participated in post-secondary activities such as college classes with Kennebec Valley Community College and the University of Maine, Career Technical Education courses, [Gear Up Maine](#) virtual tours and coaching, [Finance Authority of Maine](#) activities, and more.

Measure	Target	Results	
<i>4-year high school graduation rate (current cohort)</i>	Schools will meet Maine DOE annual goals: 2021 - 87.74%	Results: 2020-2021 data are not yet available. This section will be updated when the Maine Department of Education releases data.	Exceeds Expectation <i>Exceeds 90%</i> Meets Expectation <i>Met state target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2%</i> Does Not Meet Expectation <i>2% or more below target</i>
<i>5 and 6-year average high school graduation rate (previous years' cohorts averaged)</i>	Schools will meet Maine DOE annual goals: 2021 - 89.74%	Results: 2020-2021 data are not yet available. This section will be updated when the Maine Department of Education releases data.	Exceeds Expectation <i>Exceeds 92%</i> Meets Expectation <i>Met state target</i> Partially Meets Expectation <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2%</i>
<i>Of students in their graduating year, percent participation in post-secondary readiness opportunities</i>	At the end of their graduating year, 70% of each schools' eligible students will have participated in at least one post-secondary activity such	Results: 69%	Exceeds Expectation <i>80% or more</i> Meets Expectation <i>70% - 79.9%</i> <b>Partially Meets Expectation</b> <b><i>60% -69.9%</i></b>

	as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, or internship.		Does Not Meet Expectation <i>Fewer than 60%</i>
<i>Success rate of students participating in post-secondary readiness opportunities</i>	70% of the school's students <u>who participated in at least one post-secondary activity</u> such as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, or internship will complete it successfully.	Results: 100%	<b>Exceeds Expectation 80% or more</b> Meets Expectation 70% - 79.9% Partially Meets Expectation 60% -69.9% Does Not Meet Expectation <i>Fewer than 60%</i>

## Governance Board Performance and Stewardship

Over the past four years, the MEANS board has met and partially met targets for having publicly available meetings and materials.

### 4-Year Summary

Governance Board Performance and Stewardship	2017-18	2018-19	2019-20	2020-21
	Met Target	Met Target	<ul style="list-style-type: none"> <li>• 1 Met Target</li> <li>• 1 Partially Met Target</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Met Target</li> <li>• 1 Partially Met Target</li> </ul>

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

During the 2020-2021 school year, the Human Resources Committee revised all school policies and is now reviewing human resource policies and the Development Committee continued its work on the first year of the Strategic Plan.

In response to recommendations by the Charter Commission, the board has also completed a self-evaluation and created a board matrix to assist with board development and strategic recruitment.

The board will add three new members in the 2021-22 school year, filling 13 of the possible 15 positions.

Measure	Target	Results	
<i>Public Accountability: Transparent, responsive, and legally compliant Board operation.</i>	The Governing Board will hold a minimum of 6 meetings per school year.	Results: 8	Exceeds Expectation <i>11 or more meetings</i> <b>Meets Expectation</b> <b>6-10 meetings</b> Does Not Meet Expectation <i>5 or fewer meetings</i>
	Timely publication of Board meeting agenda and minutes upon approval.	Results: Board meeting agenda and minutes were posted as required 6 out of 8 times.	Meets Expectation <i>All minutes and agenda posted timely</i> <b>Partially Meets Expectation</b> <b>1-2 items not posted timely</b> Does Not Meet Expectation <i>3 or more not posted timely</i>

## Financial Performance and Stability

The school has consistently met its financial targets over the charter term. The financial audit for FY21 has not yet been conducted.

### 4-Year Summary

Financial Performance and Stability	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
	Met Targets	Met Targets	Met Targets	Pending Financial Audit

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table on the following page. (As FY18 was prior to the current Financial Performance Measures Program, the financial results in that year are compared to the Program standards for background only.)

Because previous student enrollment targets have not met, the organization has had to significantly cut costs to maintain viability. MEANS has reduced some expenditures including service fees to [Good Will - Hinckley](#) (GWH), transportation through the purchase of busses, and cutting staff positions. These steps have allowed the organization to maintain a positive financial balance

MEANS expects and budgeted for losses over the next three years. Leaders expect to maintain consistent positive balances by 2025. The school reported it has the cash resources to cover these results over the next few years as the school gets back on track with more reasonable enrollment targets.

MEANS launched its first school annual fund, "By All MeANS", in November. The school also received a very generous private donation which it hopes will attract like donors.

As of FY22, MeANS will become self-sufficient, no longer being granted funds from Good Will - Hinckley. The school has received several small grants for instructional activities such as [Maine Agriculture in the Classroom](#), [Teens to Trails](#), and two [Oak Grove Foundation](#) grants.

MEANS shares a Director of Finance with GWH, as of October 2020. Leaders report the new Director of Finance has gotten up to speed quickly, navigating the many different CRF and ESSERF grants along the way. The Director of Finance has continued MEANS' work of improving efficiency and cost saving, streamlining the Memorandum of Agreement, and reducing other shared costs and services.



Measure	Target	Results	
<i>Financial Performance and Stability</i>	Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	Results: Pending Financial Audit	Near Term Measures are healthy. Near Term Measures require monitoring. Near Term Measures require immediate action.
	Sustainability Measures a) Total Margin b) Debt to asset ratio	Results: Pending Financial Audit	Sustainability Measures are healthy. Sustainability Measures require monitoring. Sustainability Measures require immediate action.
<i>Clean Audit</i>	The school has an annual financial audit conducted. Audit and management letter are submitted to the commission. Audit has no material findings or misstatements.	Results: Pending Financial Audit	Meets Expectation <i>Clean audit submitted</i> Partially Meets Expectation <i>Audit submitted, may have 1 material misstatement</i> Does Not Meet Expectation <i>Audit not submitted or not "clean"</i>

## Adequacy of Facilities Management

MEANS has met the facilities targets and partially met the target for a capital improvement plan.

### 4-Year Summary

	2017-18	2018-19	2019-20	2020-21
Adequacy of Facilities Management	Met Target	Met Target	<ul style="list-style-type: none"> <li>1 Met Target</li> <li>1 Did Not Meet Target</li> </ul>	<ul style="list-style-type: none"> <li>1 Met Target</li> <li>1 Did Not Meet Target</li> </ul>

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

Measure	Target	Results	
<i>Meet Local and State requirements</i>	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	Results: Certified as required	<b>Meets Expectation</b> <i>Certified as required</i> <b>Does Not Meet Expectation</b> <i>Not certified as required</i>
<i>Capital Improvement Plan</i>	The school has a current capital improvement plan approved by its governing board.	Results: No Capital Improvement Plan	Meets Expectation: <i>Current Capital Improvement Plan approved by board</i> <b>Does Not Meet Expectation</b> <i>Capital Improvement Plan not current or not approved by board.</i>

## Parent and Community Engagement & School Social and Academic Climate

MEANS has provided the Panorama School Climate Surveys to families, students, staff, and teachers for several years. Participation targets have been substantially met and a plan has been developed and reviewed annually.

### 4-Year Summary

	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
School Social and Academic Climate	2 Met Target	<ul style="list-style-type: none"> <li>• 3 Met Target</li> <li>• 1 Partially Met Target</li> <li>• 2 Did Not Meet Target</li> </ul>	2 Met Target	<ul style="list-style-type: none"> <li>• 1 Met Target</li> <li>• 2 Did Not Meet Target</li> <li>• 1 pending</li> <li>• 1 not applicable</li> </ul>

Target specific data are available for school years 2017-2018, 2018-2019, and 2019-2020 in attachments 2-4. 2020-2021 data are provided in the table below.

In its end of year documents, MEANS reported staff morale as a concern. It was stated 2020-2021 was a difficult year for students and teachers due to COVID-19 restrictions and changes in practices.

Measure	Target	Results	
<i>Reporting of behavior incidents</i>	The school will follow the Maine DOE required reporting for incidents of behavior.	Results: Pending certification of June 30 report for MDOE	Meets Expectation <i>Reports as required</i> Does Not Meet Expectation <i>Does not report as required</i>
<i>Panorama Survey-Family Participation</i>	40% of families will participate in the Panorama Survey.	Results: 14%	Exceeds Expectation <i>50% or more</i> Meets Expectation <i>40% - 49.9%</i> Partially Meets Expectation <i>30% - 39.9%</i> <b>Does Not Meet Expectation</b> <b><i>Less than 30%</i></b>
<i>Panorama Survey-Student Participation</i>	65% of eligible students will participate in the Panorama Survey	Results: 48%	Exceeds Expectation <i>75% or more</i> Meets Expectation <i>65% - 74.9%</i> Partially Meets Expectation <i>55% - 64.9%</i> <b>Does Not Meet Expectation</b> <b><i>Less than 55%</i></b>
<i>Panorama Survey-Teacher/Staff Participation</i>	70% of teachers/staff will participate in the Panorama Survey.	Results: 76%	Exceeds Expectation <i>80% or more</i> <b>Meets Expectation</b> <b><i>70% - 79.9%</i></b> Partially Meets Expectation <i>60% - 69.9%</i> Does Not Meet Expectation <i>Less than 60%</i>

<i>Panorama Survey</i>	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Results: Not Applicable. Plan not developed. Survey was not conducted in 2020 due to COVID-19 pandemic.	Meets Expectation <i>School develops and implements plan</i> Partially Meets Expectation <i>School develops and partially implements plan</i> Does Not Meet Expectation <i>School does not develop or does not implement plan</i> <b>Not Applicable</b> <i>Survey not administered due to COVID-19</i>
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## Effectiveness of Leadership

At the end of the 2022-2021 school year, MEANS completed the annual performance evaluation and professional growth (PEPG) cycle that was not completed during the 2019-20 school year due to the COVID-19 pandemic. Supervision, evaluation, and feedback were indicated as areas for growth on the Panorama survey from teachers and staff. In the Maine Charter School Commission's 2019-20 Annual Monitoring Report it was recommended that attention be given to the PEPG plan. MEANS reports the process was a success and led to valuable feedback and support for teachers and staff.

MEANS' Head of School has continued to work with Good Will-Hinckley staff. It is reported by MEANS that the relationship between the two organizations has continued to trend in a positive direction, with collaboration on key development events such as the annual Fall Gala and a new spring Earth Day celebration.

## Instructional Quality

During the 2020-2021 school year, MEANS embarked on significant curriculum development led by the school's Instructional Coach with assistance from a consultant from [Rural Aspirations](#).

Using a common curriculum framework, teachers have begun to develop their scope and sequence for courses. The school reported this has aligned teaching to the targets and standards required of students for advancement and graduation. MEANS teachers have been working in both content areas (Math, ELA) and by teams (grades 9/10 and 11/12) to create collaboration and cross-content projects. The school feels its annual Intensives have been well-planned and executed in a manner consistent with this planning.

It was further reported that the school's once "test averse" culture has been improved dramatically and the NWEA MAP was administered three times with little resistance. MEANS is exploring additional, school- specific assessment tools.

## Mission and Vision Implementation Evidence

MEANS continues to focus on its mission and values. A recent revision to the school's mission statement was made with an attempt to attract students who are aligned with the school's curricular themes.

MEANS indicated it continues to draw a significant number of students "running from" their previous schools versus "running to" MEANS. These students often appreciate what MeANS has to offer, but it is not necessarily what excites them most academically.

The school reported in its end of year documents that its values of Respect, Responsibility and Community are "alive and well." Values are taught and emphasized in advisory curriculum and are brought into daily restorative conversations with students and are highlighted in larger group contexts as well.

## Compliance with Terms of the Charter Contract

Maine Academy of Natural Sciences has been in compliance with the charter contract and all applicable laws.



# Commendations and Considerations for Renewal

## Commendations

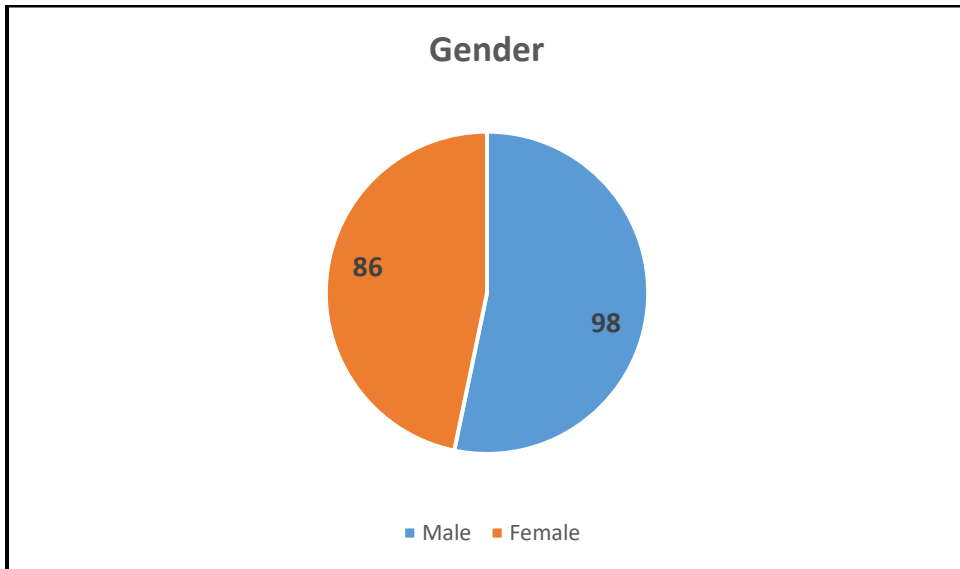
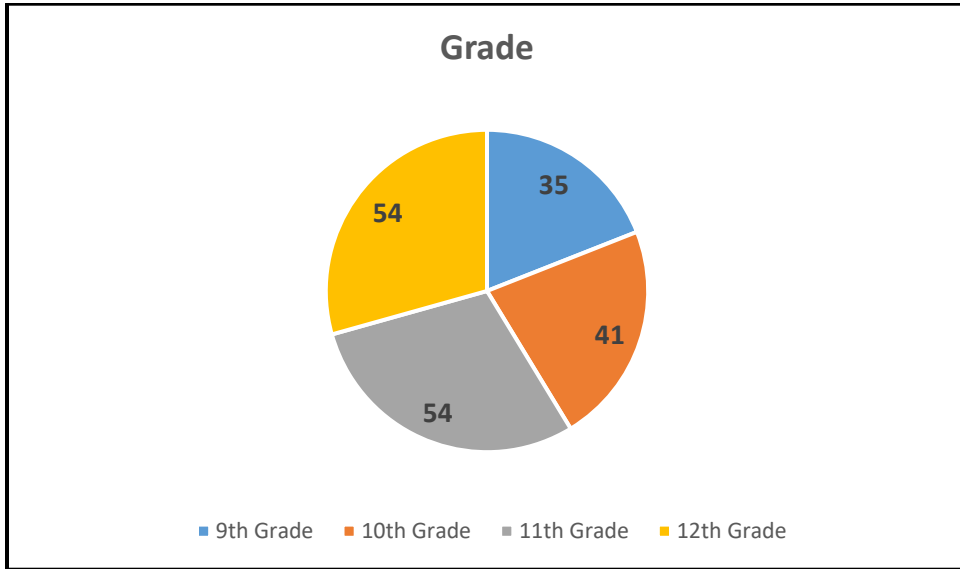
- The recently revised mission statement is being used by the School Administration/Leadership Team to attract a broader range of students and connect students to the mission. *Personal Learning Plans* are used to mark student achievement and personal growth in respect and responsibility.
- The Curriculum Coordinator position has helped teachers align curriculum with assessment. Leaders are developing a scope and sequence to identify graduation requirements more clearly.
- Students are assessed using traditional testing methods and project-based applications with rubrics.
- Student interventions include recovery classes, after school tutoring, and available teacher assistance at the Student Support Center.
- The Board and school leaders have maintained a positive working relationship with Good Will - Hinckley, despite several changes in management practices including the creation of new MOUs, grants, and a new budgeting process.
- The Board and School leaders launched the "By All MEANS" program.
- School leaders are developing a plan to manage trends in enrollment and align with budgets over the next three years.

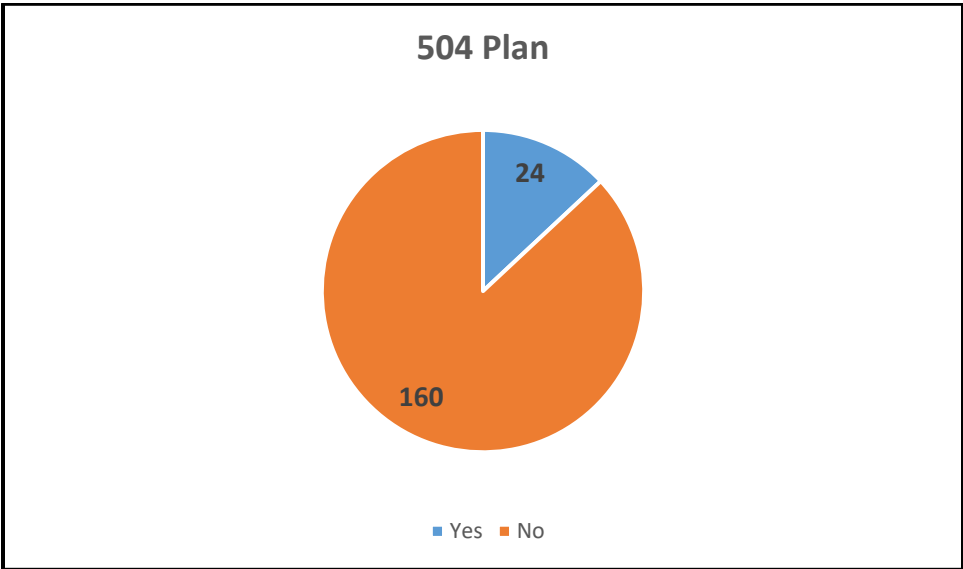
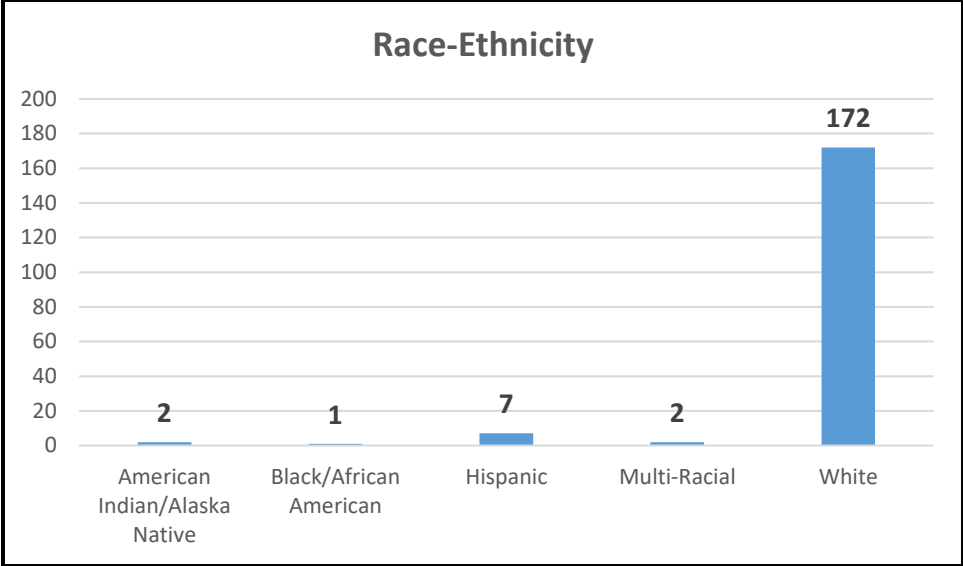
## Considerations

- **INCREASING STUDENT ACHIEVEMENT AND DEVELOPING TEACHERS** - Develop systems and structures to support teacher development and implementation of rubrics for application-based learning (projects); support teachers with alignment between formative and summative assessments and daily lessons.
  - Continue to execute and clarify PEPG for classroom observations, peer observations and review.
- **SUPPORTING STUDENT WELL-BEING AND SOCIAL-EMOTIONAL HEALTH** - Build a network community mentors for those students who lack support at home. Mentors can provide both academic and personal support.
- **CONTINUOUS IMPROVEMENT** - The board of directors needs to establish regular routines for analyzing student performance data, including graduation rates and absenteeism.
- **ORGANIZATIONAL SUSTAINABILITY** - The Board and school leaders should clarify its relationship with Good Will - Hinckley, so that MEANS can become more autonomous in critical decisions impacting school performance.
  - Continue to revamp financial statements into a format that shows the major categories of assets, obligations, revenues, and expenses related to the delivery of educational activities

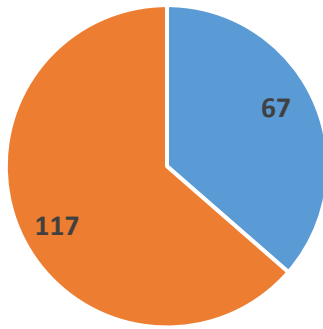
- As part of the 3-yr financial plan, breakout and analyze the financial aspects of the Threshold program for decision support and address facility options to achieve sustainable enrollment
- Continue to strengthen the student recruitment process and related materials, social media and staffing as this is critical to financial health

# 2020-21 Student Demographic Data



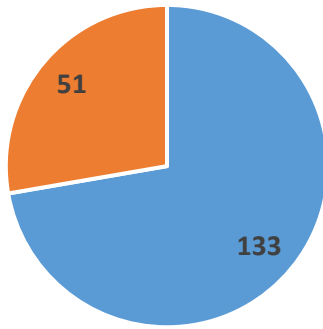


### Special Education



■ Yes ■ No

### Economically Disadvantaged



■ Yes ■ No