



MAINE ACADEMY OF
NATURAL SCIENCES

AT GOOD WILL-HINCKLEY

16 Prescott Drive

Hinckley, Maine 04944

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

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2016

Table of Contents

CHARTER RENEWAL PROCESS	2
SCHOOL INFORMATION	4
MAINE ACADEMY OF NATURAL SCIENCES OVERVIEW	5
MEANS' PERFORMANCE INDICATORS	6
ACADEMIC PERFORMANCE	7
ATTENDANCE AND REENROLLMENT	10
POST-SECONDARY READINESS	12
GOVERNANCE AND OPERATIONS	15
FISCAL PERFORMANCE	17
ADEQUACY OF FACILITIES MAINTENANCE IN SUPPORT OF PROGRAM	20
PARENT AND COMMUNITY SUPPORT, STUDENT INVOLVEMENT	22
SCHOOL CLIMATE	25
EFFECTIVE LEADERSHIP	29
INSTRUCTIONAL QUALITY	31
COMPLIANCE WITH TERMS OF CHARTER CONTRACT AND LAWS	32
COMMENDATIONS AND RECOMMENDATIONS	33
APPENDIX A – MEANS SELF-ASSESSMENT 2016	
APPENDIX B – MEANS PERFORMANCE INDICATORS	
APPENDIX C – MEANS END OF YEAR REPORTS	

Charter Renewal Process

According to §2411 Charter Term and Renewal a charter may be renewed for successive terms of 5 years, although an authorizer may grant a renewal for a term not to exceed 15 years based on the performance, demonstrated capacities and particular circumstances of each public charter school. An authorizer may grant renewal with specific conditions for necessary improvements to a public charter school.

No later than June 30th of a public charter school's 4th year of operation under each 5-year term of a charter contract, the authorizer shall issue a public charter school performance report. If the charter of the public charter school is expiring, the authorizer shall offer charter renewal application guidance to the school. The performance report required in this subsection must summarize the public charter school's performance record to date, based on the data required by this chapter and the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer concerning the school that may jeopardize its position in seeking renewal if not timely rectified. The school must be given the opportunity to respond to the performance report and submit any corrections or clarifications for the report. The renewal application guidance required must include or refer explicitly to the criteria and standards that will guide the authorizer's renewal decisions, which must be based on the performance framework under § 2409. The renewal application guidance must, at a minimum, require and provide an opportunity for the public charter school to:

- (1) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
- (2) Describe improvements undertaken or planned for the school; and
- (3) Detail the school's plans for the next charter term.

No later than September 30th of a public charter school's 5th year of operation under a term of a charter contract, or September 30th of a public charter school's final authorized year of operation under a term of a charter contract, the governing board of a public charter school seeking renewal shall submit a renewal application to the Maine Charter School Commission pursuant to any renewal application guidance offered by the Maine Charter School Commission.

The Maine Charter School Commission shall rule by resolution on a renewal application under this section no later than 45 days after the filing of the renewal application. In making charter renewal decisions, every authorizer shall:

- A. Ground its decisions in evidence of the public charter school's performance over the term of the charter in accordance with the performance framework under §2409;
- B. Ensure that data used in making renewal decisions are available to the public charter school and the public; and
- C. Provide a public report summarizing the evidence basis for each decision.

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or: committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter

contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.

If an authorizer revokes or does not renew a charter, the authorizer shall clearly state, in a resolution of its governing entity, the reasons for the revocation or nonrenewal. The authorizer shall include in the charter contract a description of the standards and processes under which the authorizer may pursue revocation of the charter contract. The processes must comply with §2410, subsection 2 and provide an opportunity for the public charter school to be heard prior to a decision on revocation.

The following public charter school performance report shall be issued no later than June 30th, 2016, Maine Academy of Natural Science's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Maine Academy of Natural Science (MEANS) performance record to date, and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. MeANS will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

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

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

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

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

Maine Academy of Natural Sciences Overview

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



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

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

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

At the end of each of the past 3 school years, an announced on-site monitoring visit was made to MeANS. The Maine Charter School Commission (MCSC) review team of 3 Commission members, MCSC staff, and Department of Education Special Education representative held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets. The following table shows MeANS' Performance Indicators and whether those targets were met, partially met, or not met in each of the school's first 3 years of operation.

MeANS' Performance Indicators¹

Indicator	2016			2015			2014			2013		
	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency		X ²		X				X ³		X		
Student Academic Growth		X ⁴			X ⁵		X			X		
Achievement Gaps in proficiency and growth between major student subgroups	X				X ⁶		X			X		
Student Attendance	X			X			X			X		
Recurrent Enrollment from Year to Year	X			X			X			X		
Post-Secondary Readiness	X			X				X ⁷		X		
Governance Board Performance and Stewardship	X			X			X			X		
Financial Performance and Sustainability	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
Parent and Community Engagement	X				X ⁸			X ⁹		X		
School Social and Academic Climate	X			X				X ¹⁰		X		

¹ For yearly Performance Indicators see appendix B

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

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

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

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

⁶ Achievement gaps were narrowed in some areas.

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

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

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

Academic Performance

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

Year 1, 2012 – 13

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

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

Other targets met were:

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

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

Year 2, 2013 – 14

MeANS met the targets of:

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

MeANS did not meet the targets:

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

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

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

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

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

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

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

Year 3, 2014 – 15

MeANS met the targets of:

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

MeANS did not meet the targets of:

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

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

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

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

Year 4, 2015 – 16

MeANS met the targets of:

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

MeANS did not meet the targets of:

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

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

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

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

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

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

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

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

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

Summary

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

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

Attendance and Reenrollment

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

Year 1, 2012 – 13

MeANS met the targets of:

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

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

Year 2, 2013 – 14

MeANS met the targets of:

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

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

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

Year 3, 2014 – 15

MeANS met the targets of:

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

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

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

Year 4, 2015 – 16

Process Goals:

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

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

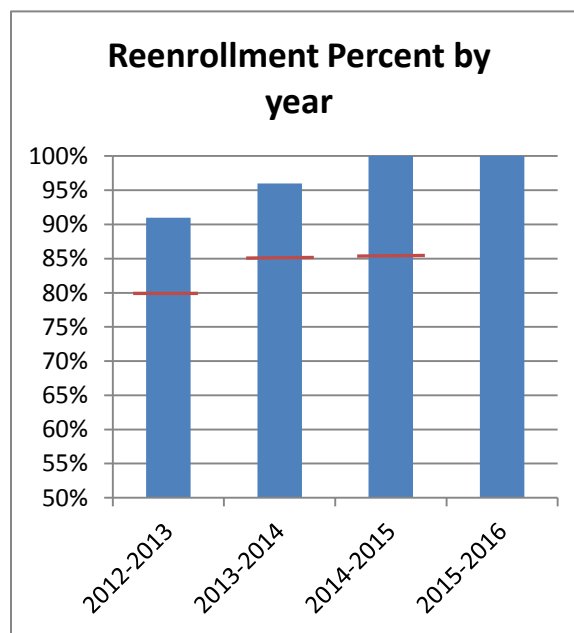
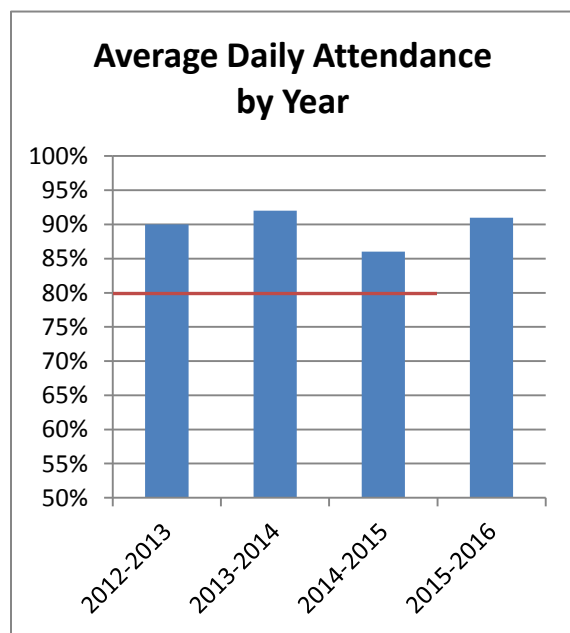
90% of students had an 80% or higher attendance rate.

91% of students had three or fewer unexcused absences.

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

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

Summary



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

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

Post-Secondary Readiness

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

Year 1, 2012 – 13

MeANS met the targets of:

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

Means did not meet the targets of:

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

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

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

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

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

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

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

Year 2, 2013 – 14

MeANS met the targets of:

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

MeANS did not meet the targets of:

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

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

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

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

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

Year 3, 2014 – 15

MeANS met the targets of:

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

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

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

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

Year 4, 2015 – 16

Process Goals:

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

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

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

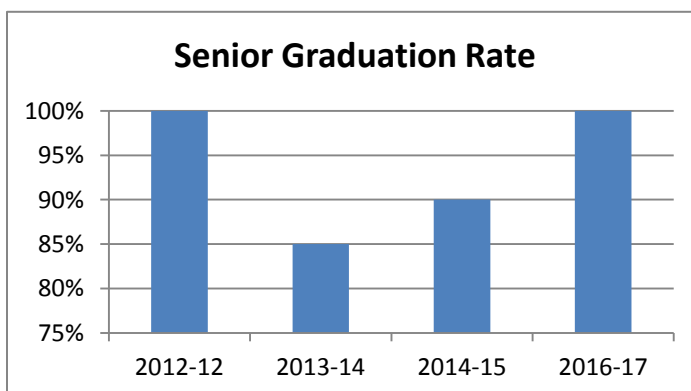
Colby College has opened its courses to MeANS students. Also, MeANS had a student working for Colby in the food service program. MeANS had several student teacher interns from Unity College, Colby College, and one from Bates.

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

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

Summary

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



Governance and Operations

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

Year 1, 2012 – 2013

MeANS met the targets of:

- Monthly Board Meetings
- Responsive Board Operations

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

Year 2, 2013 – 14

MeANS met the targets of:

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

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

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

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

Year 3, 2014 – 15

MeANS met the targets of:

- Monthly Board Meetings
- Responsive Board Operations

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

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

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

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

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

Year 4, 2015 – 16

MeANS met the targets of:

- Monthly Board Meetings
- Responsive Board Operations

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

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

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

Summary

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

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

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2012 – 13

MeANS met the targets of:

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

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

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

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

Year 2, 2013 – 14

MeANS met the targets of:

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

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

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

Year 3, 2014 – 15

MeANS met the targets of:

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

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

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

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

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

An annual financial audit was completed for FY 2014, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Year 4, 2015 – 16

MeANS met the targets of:

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

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

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

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

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

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

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

Summary

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

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

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

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2012 – 13

MeANS met the targets of:

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

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

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

Year 2, 2013 – 14

MeANS met the targets of:

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

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

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

Year 3, 2014 – 15

MeANS met the targets of:

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

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

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

Year 4, 2015 – 16

MeANS met the targets of:

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

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

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

Summary

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

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

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

Parent and Community Support, Student Involvement

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

Year 1, 2012 – 13

MeANS met the targets of:

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

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

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

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

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

Year 2, 2013 – 14

MeANS met the targets of:

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

MeANS did not meet the target of:

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

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

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

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

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

Year 3, 2014 – 15

MeANS met the targets of:

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

MeANS did not meet the target of:

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

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

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

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

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

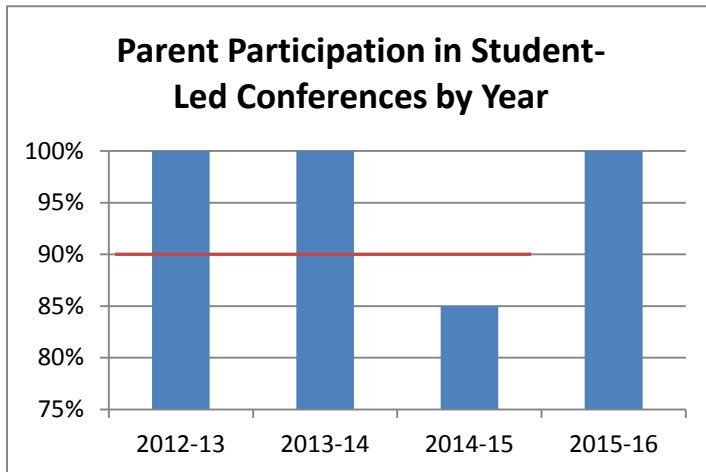
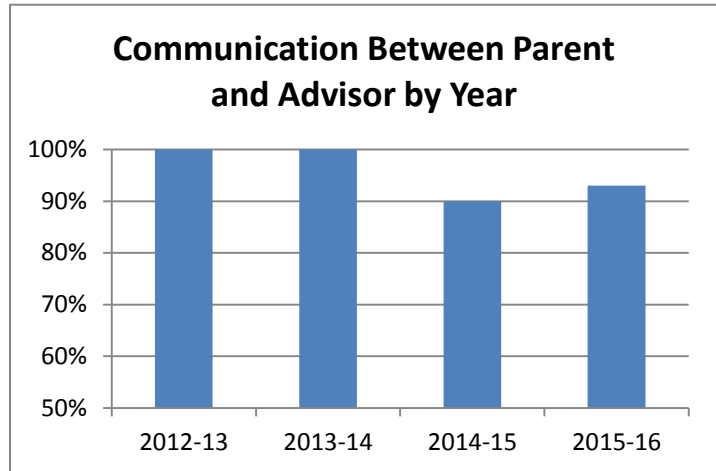
Year 4, 2015 – 16

Process Goals:

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

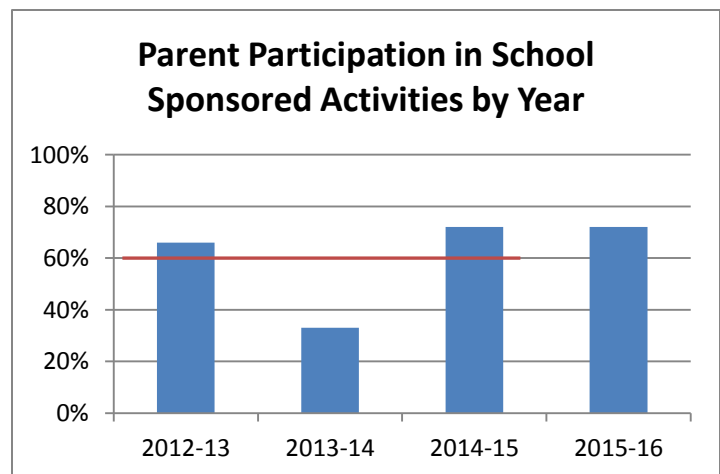
Summary

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



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

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



School Climate

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

Year 1, 2012 – 13

MeANS met its targets of:

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

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

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

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

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

Year 2, 2013 – 14

MeANS met the following targets for School Climate:

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

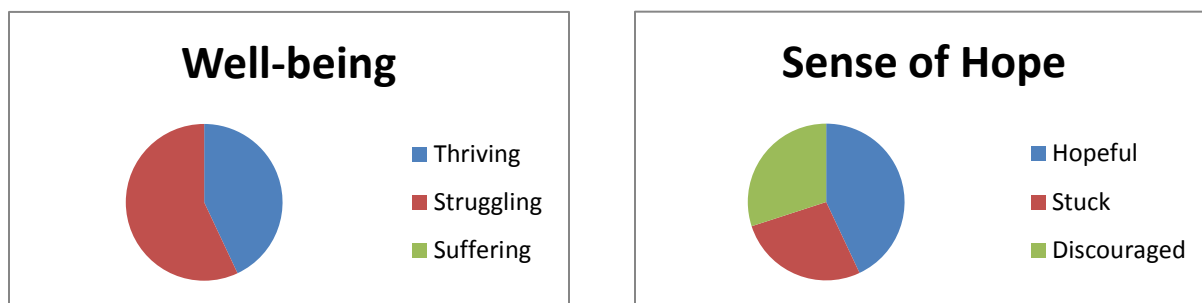
MeANS did not meet the target of:

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

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

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

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



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

Surveys of parents and staff were not completed.

Year 3, 2014 – 15

MeANS met its targets for School Climate.

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

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

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

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

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

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

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

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

Year 4, 2015 – 16

Process Goals:

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

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

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

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

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

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

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

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

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

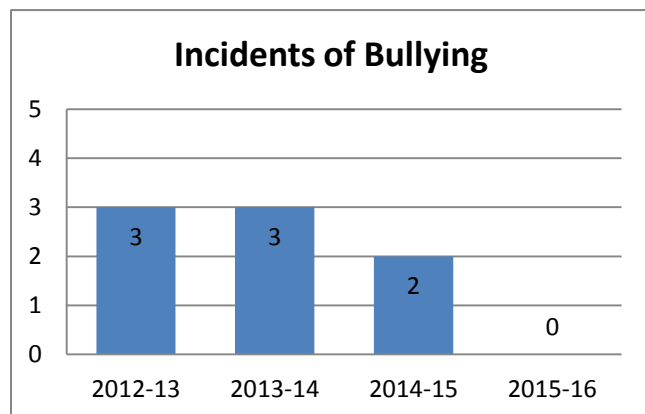
During the 2015-16 school year MeANS had 0 incidents /reports of actual or suspected harassment. MeANS reported 3 incidents/reports of school-based substance abuse and referred 7 students for substance evaluation/counseling.

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

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

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

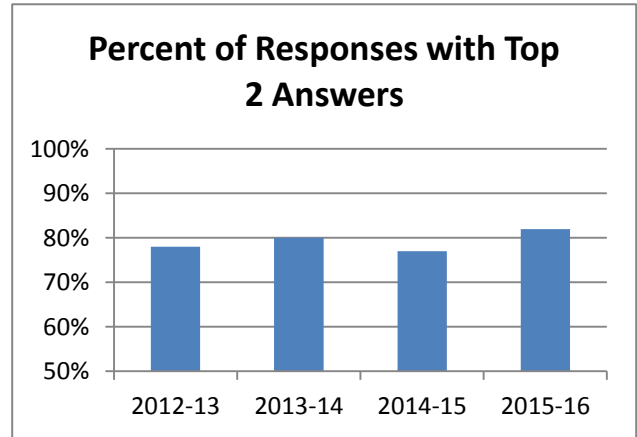
Summary



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

Student Surveys:

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



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

Effective Leadership

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

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

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

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

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

Instructional Quality

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

Year 1, 2012 – 13

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

Year 2, 2013 – 14

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

Year 3, 2014 – 15

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

Year 4, 2015 – 16

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

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

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

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

Summary

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

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

Compliance with Terms of Charter Contract and Laws

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

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

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

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

Commendations, Recommendations, and Considerations for Charter Renewal

Commendations:

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

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

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

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

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

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

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

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

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

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

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

Recommendations:

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

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

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

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

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

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

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

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

Special Considerations for Charter Renewal:

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

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