

# MAINE STATE LEGISLATURE

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# Maine Charter School Commission

**Annual Report to the**

**Department of Education Commissioner  
James E. Rier, Jr.**

**2013-2014 School Year**

**Maine Charter School Commission**

**September 24, 2014**

# Maine Charter School Commission

## Members:

Shelley Reed, Chair  
Ande Smith, Vice Chair  
John Bird  
Nichi Farnham  
Jana Lapoint  
Laurie Pendleton  
J. Michael Wilhelm

## Staff:

Bob Kautz,  
Executive Director  
Deanne Lavalley  
Administrative Assist.  
Janet Downes  
Office Assistant

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## Maine Public Charter Schools:

Baxter Academy for  
Technology and Science  
Grades 9, 10, 11  
54 York Street, Portland 04101  
Phone: 207-699-5500  
[www.baxter-academy.org](http://www.baxter-academy.org)

Cornville Regional Charter School  
Grades K – 8  
1192 West Ridge Road, Cornville 04976  
Phone: 207-474-8503  
[www.cornvilleregionalcharterschool.org](http://www.cornvilleregionalcharterschool.org)

Fiddlehead School of Arts and Science  
Grades Pre K – 3  
25 Shaker Road, Gray 04039  
Phone: 207-657-2244  
[www.fiddleheadschool.org](http://www.fiddleheadschool.org)

## Address:

Burton M. Cross State Office Building  
Physical: 111 Sewall Street  
Mailing: 182 State House Station  
Augusta 04333-0182

Phone: 207-624-6729  
Email: [mcsc@maine.gov](mailto:mcsc@maine.gov)

## Websites:

Maine Charter School Commission site  
<http://www.maine.gov/csc>

Department of Education  
Charter Schools:  
<http://maine.gov/doe/charterschools/index/html>

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Harpswell Coastal Academy  
Grades 6, 7 and 9, 10  
9 Ash Point Road Harpswell 04079  
Phone: 207-833-3229  
[www.harpswellcoastalacademy.org](http://www.harpswellcoastalacademy.org)

Maine Academy of Natural Sciences “MeANS”  
Grades 9 – 12  
16 Prescott Lane, Hinckley 04944  
Phone: 207-238-4100  
[www.means-gwh.org](http://www.means-gwh.org)

Maine Connections Academy  
Grades 7 – 12 Virtual School  
75 John Robert’s Road, Suite 11B  
South Portland 04106  
Phone: 207-805-3254  
[www.MaineConnectionsAcademy.com](http://www.MaineConnectionsAcademy.com)

## Charter Support Organization:

Maine Association of Charter Schools: “MACS”  
1018 Depot Street, Union 04862  
Phone: 207-785-3071  
[macs@mainecharterschools.org](mailto:macs@mainecharterschools.org)  
[www.maineassociationforcharterschools.org](http://www.maineassociationforcharterschools.org)

# **Annual Report to the Commissioner**

**2013 – 2014 School Year**

**by**

**Maine Charter School Commission**

**September 24, 2014**

## **A. The Maine Charter School Commission's strategic vision for chartering and progress toward achieving that vision:**

The mission of the Maine Charter School Commission (Commission) is to allow charter schools to be established as public schools that improve pupil learning by creating more high quality schools with high standards for pupil performance; that close achievement gaps between high-performing and low-performing groups of public school students; that increase high-quality educational opportunities within the public education system; that provide alternative learning environments for students who are not thriving in traditional school settings; that create new professional opportunities for teachers and other school personnel; that encourage the use of different, high-quality models of teaching and other aspects of schooling; and that provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

This mission is being accomplished in a number of different ways. The Charter Commission has formally adopted Rule 90-668 Chapter 1: Commission Organization and Operation that guides how the Commission will organize and operate. Also, Rule 90-668 Chapter 2: Procedures for Commission Authorization of Public Charter Schools, based upon the experience of two rounds of Requests for Proposals (RFP), was formally amended to improve the process of approving public charter schools. Rule 90-668 Chapter 3: Procedures for Charter School Renewal. Chapter 3 was created to have a procedure established for the renewal process, which will be formally occurring for two of the schools, MEANS and Cornville Regional Charter School, during the 2015-16 school year.

The charter school approval process includes a four step process:

1. The first step is a completeness review. Applications judged not complete are returned to the sponsor for errors or omissions to be corrected within 5 days.
2. Those applications deemed to be complete then move to the second step, approval for continued review. A Review Team, comprised of three Commission members, assisted by technical experts, as needed, review each application and rate it using the evaluative criteria in the RFP. Using the scoring rubric as a tool, the Team develops a recommendation for consideration by the full Commission to determine merit for continued review.

3. The applicants approved for continued review then move to the third step which includes an interview with the Commission and a public hearing.

4. In the final step, the Commission reviews the findings from the review of the application, the information received from the interview and the public hearing and makes a decision to approve or deny the application.

A third round of RFPs, dated August 2, 2013, was completed in the spring of 2014 with the Commission approval of one new public charter school, Maine Connections Academy, Maine's first virtual school, serving grades 7-12. Maine Connections Academy opened on September 2, 2014. This will allow Maine students the opportunity to choose to receive their education from six public charter schools, each offering a different educational focus.

Cornville Regional Charter School is a K-8 school, adding an eighth grade in September, 2014;

Maine Academy of Natural Sciences serves Grades 9-12;

Baxter is serving Freshmen, Sophomores and Juniors, as of September, 2014;

Fiddlehead is a Pre-K – Grade Three Program (Ages 4-8) as of September, 2014;

Harpswell is serving Grades 6, 7, 9 and 10, as of September, 2014; and,

Maine Connections Academy, opening in September, 2014, is serving Grades 7 – 12.

For charter schools that would open in September of 2015, the Commission updated the RFPs used the previous year for the brick and mortar and the virtual public charter school's new application. These RFPs were released on June 11, 2014, with a receipt date of August 25, 2014. The Commission could approve up to four new schools before reaching its legislated maximum of ten schools during the first ten years following the passage of 20-A MRSA, Chapter 112 (2012-2022).

In addition to its work managing the RFP process and the authorization of new charter schools, the Commission was engaged in the legislative process. The Commission introduced the work of the Commission in implementing the law and meeting its authorization and monitoring responsibilities to legislators; monitored legislative proposals that might affect charter schools or amend the charter school law; provided testimony to assist the legislative committee as it considered proposed legislation and was available to address requests for information. An information booklet containing Charter Commission background and information was provided to legislators.

The Commission also maintained close communication with the approved charter schools and attended important functions at the charter schools. The Commission

conducted the required monitoring responsibilities. These included pre-opening and ninety-day reviews with each newly opened school, as well as, an extensive end-of-year review with each charter school.

As part of its conduct of business, the Commission reviews its processes and procedures for the purpose of improving them. The end-of-year review process had been reviewed since the first year and improvements were implemented. These included a lengthier time line with more in-depth review of documentation by the Commission's review team. This resulted in additional review team meetings and correspondence with the schools. The Commission is confident that this has resulted in improved end-of-year reports.

The Commission also amended its application review process. It added a public interview between the Commission review team and the applicant to address any questions that the review team might have based upon the application. This additional interview occurs prior to the review teams' recommendation regarding continued review to the full Commission.

Another result of the Commission's self-assessment will be a review of the performance frameworks for each charter school during the fall of 2014. The intention of this review is to be sure that the performance indicators are specific, measurable, achievable, realistic and time-bound. Also, the change in the statewide assessment program to Smarter Balance will need to be addressed. The performance frameworks in each of the charters were developed during the application process, which was months before the school had opened. Now is an appropriate time to review them, benefited by the school's one or two years of experience and be sure that the targets are appropriate for students and for decisions regarding charter renewal considerations.

Commission members were available to media representatives responding to inquiries, as well as, contributing to a better public understanding of the charter school law and transparency of Commission activities. The Commission did conduct a well-attended clinic on Maine's Charter School Law and public charter schools at the Maine School Management Association Annual Fall Conference, October, 2013.

The Commission was fully engaged in the development of rules and the rewriting of RFPs. Commission members maintained a record of excellent attendance at the Commission's regular monthly business meetings, workshops and also at all special meetings of the Commission. Each of these responsibilities required many hours of voluntary labor.

Supporting the Commission are two administrative employees, an Administrative Assistant and an Executive Director. Each position is budgeted as part-time positions. The support staff provides for the preparation for meetings, notifications, agendas and minutes, maintains the growing amount of records and correspondence of the Commission; provides day-to-day contact with the approved charter schools, applicants, the media, citizens, other government agencies, legislators and interested parties.

**B. The performance of all operating public charter schools overseen by the Maine Charter School Commission, according to the performance measures and expectations specified in the charter contracts:**

The Charter Commission conducted a full-day comprehensive Interim Monitoring Review visit to each public charter school within the first 90 days of the school's operation. A report was generated and approved by the Commission. (The interim reports are included with this document).

A final year-end, Performance Monitoring Review was also conducted for each school. This included a presentation of the required data, as well as, a visit to the public charter school with interviews, observations, and a post-visit review team meeting several weeks after the school visit to analyze complete end-of-year data. A report with findings was generated and accepted by the Commission. (This final report for each school is also included with this document.)

In summary, the Commission is pleased with the performance of each school, the progress they have made, the excitement of the students and parents for the schools, the dedication and hard work of the schools' staff and the evidence of the creativity applied to the teaching and learning process, the adaptations of best practices being used in the schools and, most importantly, the Charter Commission appreciates the success that the students are achieving.

**C. The status of the authorizer's public charter school portfolio of approved charter applications, identifying all public charter schools within that portfolio as:**

- (1) Approved, opening September, 2014:  
Maine Connections Academy.

(2) Operating:

Baxter Academy for Technology and Science (September, 2013);  
Cornville Regional Charter School (October, 2012);  
Fiddlehead School of Arts and Science (September 2013);  
Harpswell Coastal Academy (September 2013);  
Maine Academy of Natural Sciences (October, 2012).

(3) Renewed:

Not Applicable.

(4) Transferred:

None.

(5) Terminated:

None.

(6) Closed:

None.

(7) Never opened:

None.

**D. The oversight and services provided by the Maine Charter School Commission to the public charter schools under the authorizer's purview:**

The Charter Commission provides oversight of the authorized charter schools through an interim and end-of-year monitoring visit. Additionally, charter schools are required to provide information, periodically during the year, as well as, end-of-year data. A monitoring report schedule is provided to each charter school. (A sample of the monitoring schedule is attached).

In the past year, the Commission has held full-day interim monitoring visits and pre-opening visits to the Baxter Academy for Technology and Science, Fiddlehead School of Arts and Science and to the Harpswell Coastal Academy.

The pre-opening visits included Governing Board Members and administration at which the school's contracted pre-opening plan was reviewed for completeness and authorization to open.

The first year of operation, the Commission Review Team administers a 90-day visit at the school. These full-day interim visits are held during the first ninety days of the opening of the school. The visit included focus group meetings with parent representatives, teachers, administration, partners and students. The Team reviewed data provided by the school, toured the school and observed classes and activities; all to assess the school's progress in implementing their proposed educational and organizational plans.



Representing the Charter Commission was a team of three Charter Commission Members, assisted by Department of Education Special Education team members, as well as, the Charter Commission Executive Director. The three-member teams assigned to review an application continue to serve that public charter school conducting the monitoring and visits for compliance with the Contract, which include the Application, Pre-Opening plan, Monitoring Plan, Performance Indicators and Closure Plan.

A report of the Monitoring Visit was developed, reviewed and accepted by the Charter Commission. At the end of the school year, an annual on-site visit is conducted and a report was written. The process is similar to that conducted for the Interim Monitoring visit. The Review Team measured progress on attainment of the charter school's Performance Indicators - Exhibit B (TAB 9).

The Charter Commission conducts periodic visits to the schools during the year, unannounced and scheduled, as well as, email and telephone conferencing with school personnel. These are for the purpose of providing support to the schools, maintaining an awareness of the schools procedures and programs and responding to questions or need for information. As reports are received from the school during the year, they are reviewed and the records are retained.

Members of the Charter Commission were present at:

- ❖ the opening of schools to observe the beginning of the school year;
- ❖ any enrollment lotteries conducted by schools when enrollment declarations exceed the number of openings;
- ❖ pre-opening reviews at each charter school approved for opening in September, 2013;
- ❖ the graduation ceremony at the Maine Academy of Natural Sciences

The Chair of each school's review team maintained communication with each school throughout the year. The staff of the Charter Commission provided assistance to each school when requested and communicated information to assist their progress.

**E. The total amount of funds collected from each public charter school the Maine Charter School Commission authorized and the costs incurred by the authorizer to oversee each public charter school.**

The Commission by law is allowed to receive 3% of annual per-pupil allocations received by each public charter school that it authorizes. These funds must be used to cover the costs for the Commission to oversee its public charter schools.

The 3% amount received from the resident school districts in FY 14 was \$109,326 which was used to pay the Commission per diem in FY 2014, as well as, fund professional development for the Commission and staff.

Professional development of the Commission and staff is to assure that the Commission in its operation adheres faithfully to the requirement of the Public Charter School Law that authorizers meet nationally recognized principles and professional standards. Expenses for FY 2015 will increase exponentially with the increase in schools/students requiring an increase in staff for monitoring, oversight, member training and a fifth round of requests for charter school proposals in 2015.

In Fiscal Year 2014, the Maine Charter School Commission received an appropriation of \$148,775. The Commission expended from its budget \$119,549. (The FY 2014 General Fund expenditure report is attached.) The monies expended were used to operate and staff an office that supports the operational and oversight activities of the Commission.

Robert Kautz, Executive Director  
Maine Charter School Commission



# Maine Charter School Commission

## **Commission Members and Staff Assignments Related to Maine's Operating Public Charter Schools**

**and**

## **Public Charter School Applications in Process for School Opening September 2015**

September 2014



**Maine Charter School Commission  
Public Charter School Review Teams**

MCSC Approved 5-6-14

2014

Jana

Shelley

Ande

John

Laurie

Mike

Nichi

**2015**

**Cornville** Thursday, May 29, 2014

Member

Member

**Chair**

Thurs, May 28, 2015

**Harpswell** Thursday, June 5, 2014

Member

Member

**Chair**

Thurs, June 4, 2015

**Fiddlehead** Tuesday, June 10, 2014

Member

**Chair**

Member

Tues, June 9, 2015

**Baxter** Thursday, June 12, 2014

**Chair**

Member

Member

Thurs, Jun 11, 2015

**MeANS** Tuesday, July 22, 2014

Member

**Chair**

Member

Wed, July 22, 2015

**Maine Connections**

**Chair**

Member

Member

Wed, Jun 17, 2015

Pre-opening Meeting  
Wed. August 20, 9:30 a.m.

**Applicants for 2015**

**Review Team Interview  
Sept. 29 - Oct. 3, 2014**

**In-Person Interview  
Public Hearing  
Oct 27- Oct 31, 2014**

Place

Jana

Shelley

Ande

John

Laurie

Mike

Nichi

9-2-14 Tentatively Scheduled

Pending 10-15-14 Vote and availability

**Acadia Academy** **Friday**  
**September 26, 2014**  
**9:30 a.m.**  
**RM 600**

Member

Member

**Chair**

**Monday**  
**October 27, 2014**  
**1:30 p.m. - 2:45 p.m.**  
**3:15 p.m. - 4:30 p.m.**

CMMC, Auburn

Interview  
Public Hearin

**Inspire ME Academy** **Wednesday**  
**October 1, 2014**  
**10:00 a.m.**  
**RM 541**

Member

**Chair**

Member

**Tuesday**  
**October 28, 2014**  
**10:00 a.m. - 11:15 a.m.**  
**11:45 - 1:00 p.m.**

YCCC, Wells

Interview  
Public Hearin

**Maine Virtual Academy** **Friday**  
**October 3, 2014**  
**9:30 a.m.**  
**RM 103AB**

Member

Member

**Chair**

**Monday**  
**October 27, 2014**  
**10:00 a.m. - 11:15 a.m.**  
**11:45 a.m. - 1:00 p.m.**

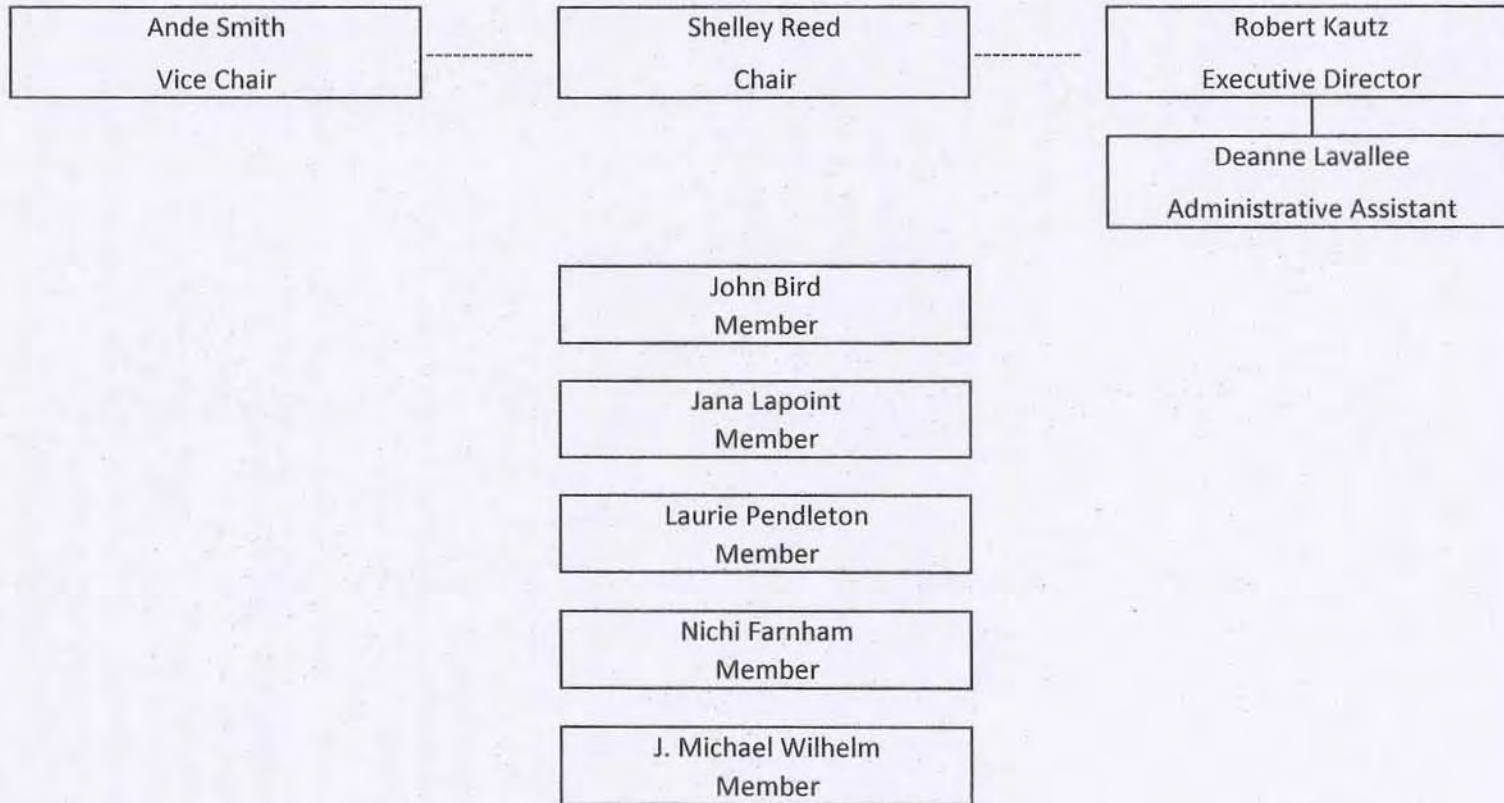
CMMC, Auburn

Interview  
Public Hearin

**October 15, 2014**  
**Bus. Mtg. Vote**

**November 13, 2014**  
**Bus. Mtg. Vote**

Maine State Charter Commission  
September, 2014



# Maine Charter School Commission

## **Maine's Public Charter Schools**

**School Year 2013-2014**

## **Commission Monitoring Reports**





Maine Charter School Commission

**Baxter Academy for Technology and Sciences**

**Year One**

**90-Day Report November 2013**

**Final Report Year Ending - June 2014**



## Baxter Academy of Science – 90 Day Visit – November 7, 2013

### Summary of visit

Jana Lapoint, John Bird, Ande Smith

**School Social and Academic Climate:** The school atmosphere was described as “good as it gets”. Teachers and students appeared to be highly motivated. Students reiterated often how glad they were to be at Baxter. There is obvious strong connection of respect between teachers and students. There did not appear to be a wall of separation of we and us. It was very clear that the teachers are fully invested in the institution and are passionate about its success. When problems arise, they are handled immediately and with all concerned involved. The students have written a code of conduct called “Baxtitation”. They have also developed a judiciary board and disciplinary policy. A parent shared how the discipline of a student was monitored, tracked, and corrected via engagement of their mentor which was very persuasive and compelling, especially to the parent.

The current student population is 126 students, residing in 11 communities.

The Department of Special Education indicated they are satisfied with the services being provided to the students. One recommendation is to hire a temporary office assistant to organize a system for maintaining timelines and paperwork in compliance with the regulations.

**Parent and Community Engagement:** Parents indicated a high-level of understanding of the school’s activities and its challenges. Interviews reveal strong support for the school. Parents appreciated the direct communications from school, are pleased that their children are anxious to go to school and that Baxter is a safe environment for their children. The board indicated that they will catalogue time and create a plan to develop an IT-based product to track involvement and volunteer work.

**Financial Performance and Sustainability:** The financial picture of the school has greatly improved with the \$500,000 sale of the donated land. The loan from a local foundation has been repaid and \$100,000 matching grant accomplished. The school is on strong financial position for the remainder of year one. A company has been hired to develop grant writing options.

**Governance Board Performance and Stewardship:** The board appears cohesive and with planning for expansion and succession in a thoughtful manner. The board is in the process of interviewing candidates with special needed talents to join them. They are working on a strategic plan to be adopted by end of year. At the moment they feel they have been in repair

and rebuilding mode. They need to be sure their minutes and board meetings are posted in a timely manner.

**Student Academic Proficiency & Growth:** Testing is just beginning to get underway with NEWA and PSAT's testing scheduled for November. Internal assessment are underway and have identified the pathway for ensuring that students who came with uneven backgrounds are moved forward. "Infinite Campus" is not up and running yet but is expected to be completed in December.

**Adequacy of Facilities Maintenance in support of Program:** Facilities are excellent. Our only concern is the monthly lease fee which is high.

**Parent and Community Engagement:** Parents seem fully engaged with Baxter. The night of our visit there was an open house with the 9<sup>th</sup> grade students first "Community Project" Presentation. Over 90% of parents were in attendance.

*This report was accepted as voted by the Commission on December 3, 2013.*





**Final Report Year Ending June 2014  
Baxter Academy for Technology and Sciences  
54 York Street  
Portland, Maine**

August 2014 Annual Site-visit Report  
Baxter Academy for Technology & Sciences – June 12, 2014 – Approved by Commission 9/2/14

## **1. Introduction**

**Baxter Academy for Technology and Sciences officially opened their doors with 130 students in 9<sup>th</sup> and 10<sup>th</sup> grade coming from 38 Maine towns. Student demographics appear similar to that of many public schools with 17% special needs, 53 % free and reduced lunch and 14 % ELL.**

**School philosophy promotes innovation where loving to learn and trying new things is part of everyday. It is a school where ethical conduct is expected and exhibited. If behavior is not acceptable, students will say, “We don’t do that at Baxter”. Early on in the year, with guidance from faculty, students developed their own handbook called, “Baxtitution.” This Code of Conduct is inclusive of everyone and defines what it means to be a member of the Baxter student body. Students have commented that they feel safe and that there is an acceptance of all the differences found within the student body. They feel there are no “groups” and no one is ever judged on what they wear, how they look or what they say.**

**Day one was a highly successful emersion program, conducted by “Rippleeffect”, at Fort Williams Park in Cape Elizabeth. The intention of the program was for students to begin developing trust and respect for each other through specific outdoor activities.**

**The first official day of classes began, literally, with assigned teams assembling all the school furniture. Phase 1 of the facilities 11,000 sq. ft. build out had been completed and approved under much unnecessary public scrutiny. The Certificate of Occupancy was issued on August 26<sup>th</sup>.**

**By March of 2014, an additional 4,000 sq. ft. of renovations for Phase 2 was completed providing more space for teaching and learning. Phase 3 renovations, which will provide an additional 6,000 sq. ft. in the basement, is being completed for use in the 2014-15 school year. This space will accommodate 100 new students, for a total student body of 230.**

**With approximately 85 sq.ft. of space per student, this amount of per pupil space is much less than that found in new school planning. The administration feels this smaller space “promotes interaction across social groups and personal interests, decreasing the appearance of exclusive cliques. These spaces support collaborative and active learning due to size as well as furniture choices.”**



Initially, scheduling was not meeting its intended mission and a very courageous staff spent two full days in workshops successfully redefining how it could be accomplished. Communication sessions were necessary for both students and parents to accept and understand the changes.

Flex Friday has developed into a program that is an integral part of the overall success of the first year. The students exclaim and praise the work done in Flex Friday. Many visitors come to Baxter on Friday's to observe students involved with fascinating group projects.

Communication occurs on a regular basis between faculty, students, administration and parents. Parents and students report that teachers and administrators are always available. Students have accepted and understand the responsibilities of open campus privileges. The parents are very enthusiastic about the Student Led Conferences. Students shared comments that they learned a great deal from preparing for these meetings. Also to be noted, every incoming student met with a faculty member, administrator or received a home visit before attending Baxter.

Outreach to the community has been extensive as exhibited with the financial gifts (\$600,000), in-kind donations and business partnerships established. Additionally, individuals and leaders from the community have been invited to visit the school and see the student and staff actively engaged in learning. The academic staff is highly credentialed and ten new staff members will be added to accommodate the incoming class. There is also a waiting list of students in grades 9 and 10. The administration has designed a new organizational framework which will be sent to the Board for final approval this fall.

## **2. Process for Monitoring the Public Charter School**

The Maine Charter School Commission established a visiting review team of three members, Jana Lapoint, Chair, Ande Smith and John Bird. Also present were Robert Kautz, MCSC Executive Director, and Peg Armstrong, from the DOE Division of Special Education.

The Commission team conducted two scheduled on-site visits on November 7, 2013 and June 12, 2014. Along with the visits, the review team received many paper documents as part of the review. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit, but prior to the development of this report. A list of documents provided by the school as part of this report is available from the MCSC office.

**Section 3: Charter Commission Annual Report on Baxter Academy's Performance Indicators August 2014**

Outcome is designated by color.

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<p><b><u>Student Academic Proficiency</u></b>  <i>Measure 1: Proficiency on State Assessments in English language arts.</i></p>	<p><i>Establish Baseline and target of the percentage of students scoring at "proficiency" or above on state assessments in English language arts.</i></p>	<p>Baseline will be established in year 2 using year 1 results.</p>		<p><b>Meets</b>  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Student Academic Proficiency</u></b>  <i>Measure 2: Proficiency on State Assessments in math.</i></p>	<p><i>Establish Baseline and target of the percentage of students scoring at "proficiency" or above on state assessments in Math</i></p>	<p>Baseline will be established in year 2 using year 1 results.</p>	<p>Science will need to be an added curricular category.</p>	<p><b>Meets</b>  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Student Academic Proficiency</u></b>  <i>Measure 3: Proficiency on school selected standardized test in reading.</i></p>	<p><i>Establish baseline using NWEA in reading, PSAT and Readistep.</i></p>	<p>On the NWEA 86.5 % of Freshmen students and 88.2 % of the Sophomore students scored in the Average &amp; Above Average percentile ranges on the spring, 2014 assessment of math. 57.8 % of the Freshmen scored at or above the Norm Grade Level Mean RIT, as did 84.3 % of sophomores.</p> <p>On the PSAT 53.8% are on track to be college and career ready, compared to 39.1% nationally.</p> <p>On the Readistep 73% of the Freshmen performed at or above the expected in Critical Reading, and 80% at or above what is expected in Writing, as compared to the Comparable Group.</p>	<p>There was a single administration of the NWEA: the school plans to administer the NWEA twice of the next years.</p> <p>The PSAT was administered to 52 sophomores; their score on average was 47.69 for Critical Reading and 46.85 for Writing.</p> <p>The College Board Readistep was administered to 66 Freshmen; their mean score was 4.6 out of 7.0 for Critical Reading and 4.0 out of 7.0 for Writing Skills.</p>	<p><b>Meets</b>  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<p><b><u>Student Academic Proficiency</u></b>  <i>Measure 4: Proficiency on school selected standardized test in math.</i></p>	<p><i>Establish baseline using NWEA in math, PSAT and Readistep.</i></p>	<p>On the NWEA 67.6 % of Freshmen students and 80.4 % of the Sophomore students scored in the Average &amp; Above Average percentile ranges on the spring, 2014 assessment of math. 57.8 % of the Freshmen and 72.6 % of the sophomores scored at or above the Norm Grade Level Mean RIT.</p> <p>On the PSAT the composite score was 141, which is 8 points higher than the College ready benchmark of 133.</p> <p>On the Readistep 69% of the Freshmen performed at or above the expected in Math, as compared to the Comparable Group.</p>	<p>There was a single administration of the NWEA: the school plans to administer the NWEA twice in the next years.</p> <p>The PSAT was administered to 52 sophomores; their score on average was a 47.62 for Math.</p> <p>The College Board Readistep was administered to 66 Freshmen; their mean score was 4.0 out of 7.0 for Math.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>
<p><b><u>Student Academic Proficiency</u></b>  <i>Measure 5: Proficiency on school designed assessment program measuring Maine Learning Results.</i></p>	<p><i>Year One: Establish Baseline.</i></p>	<p>In grades 9 and 10, BA students will demonstrate proficiency of Common Core/Maine Learning Results from NWEA's MAP (which compares NWEA RIT scores to Maine proficiency levels). This year's scores will be the baseline to measure the target of 2 % growth in students reaching proficiency on all measures of academic performance.</p>	<p>School is tracking student performance using a proficiency-based assessment system through-out the 2013-2014 school year and is prepared to provide student achievement data beginning in year two.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u><b>Student Academic Proficiency</b></u> Measure 6: Student Portfolio	<i>80 % of students will show that they have met 80 % of their Individualized Learning Plan by the end of each academic year, documented by student portfolios and assessment records and reviewed at annual student portfolio conferences.</i>	94.7 % of Baxter students created digital portfolios as the foundation of the Student-Led Conference process in the 2013-14 school year.	Examples of the portfolios are available on request at the school.	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u><b>Student Academic Growth</b></u> Measure 1: Growth on State Assessment and value-added normed individual and group assessment for English and math	<i>Establish Baseline for year 2 measure .Benchmarks established for each student, target is one year 's growth.</i>	School did not participate in state assessment program, baseline will be established for year 2.  On the NWEA at least 80% of students will perform at least 2% above RIT Growth norms on all areas of achievement assessed.	NWEA administered once, next year it will be administered twice to show growth during the year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u><b>Achievement Gaps</b></u> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.	<i>Establish Baseline for year 2 measure, analyzing gaps in proficiency and growth found in SAT, PSAT, NWEA, and student portfolios.</i>	School did not participate in state assessment program, baseline and agreed growth target will established for year 2.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u><b>Student Attendance</b></u> Measure 1: Average Daily Attendance Rate	<i>An attendance rate at least 1 % above the state average for attendance, with a simultaneous goal of having rates at or above 94 %.</i>	Percent in attendance for 2013-14 full year was 96.8 %.	State average not available but has been in the 94 % range for a number of years.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u><b>Student Enrollment</b></u> Measure 1: Student re-enrollment from one year to the next	<i>90% of students enrolled on last day of school indicate intent to return the following school year</i>	91.1 % have re-enrolled.	There were 139 students in total, 9 left during the year, 3 are not returning, and 127 re-enrolled.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u><b>Student Enrollment</b></u> Measure 2: Continuous Student re-enrollment for multiple years.	<i>90% of students will maintain continuous enrollment for multiple years.</i>	N/A		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<b>Post-Secondary Readiness</b> <i>Measure 1: Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Post-Secondary Readiness</b> <i>Measure 2: Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, and subsection 1.</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Post-Secondary Readiness</b> <i>Measure 3: Percentage of students completing dual enrollment courses</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Post-Secondary Readiness</b> <i>Measure 4: Percentage of students scoring at or above state average on SAT.</i>	<i>51 % Percent of students will score at or above the state average on SAT test</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Post-Secondary Readiness</b> <i>Measure 5: Enrollment in post-secondary institutions</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Post-Secondary Readiness</b> <i>Measure 6: Outcomes for students not attending post-secondary institutions.</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Financial Performance and Sustainability</b> <i>Measure 1: Governance board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.</i>	<i>Governance board and/or financial committee review budget on a quarterly basis at a minimum.</i>	From Board Minutes: Treasurer's Report August 13, 2013 November 12, 2013 January 15, 2014 February 11, 2014 March 11 2014		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<p><b><u>Financial Performance and Sustainability</u></b>  <i>Measure 2: School conducts an external audit.</i></p>	<p><i>Quarterly financial reports and end of year audit are available to authorizer.</i></p>	<p>The quarterly reports were available. Variance between budget and actual revenue and expenditures exceeded a +/- 10%.</p>	<p>Audit has been arranged and will be completed in the fall of 2014.</p> <p>Revenues were unexpectedly higher than anticipated. There is a cash balance of just under \$300K at end of fiscal year . \$ 600K was raised during the year.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Governance Board Performance &amp; Stewardship</u></b>  <i>Measure 1: Governance Board operates in a transparent, responsible, and legally compliant manner.</i></p>	<p><i>Governance Board holds public meetings with posted agendas and minutes.</i></p>	<p><i>Minutes are available on Website.  By-laws and policies developed and being reviewed for formal Board adoption. Board has met frequently.</i></p>	<p>Minutes are posted as soon as possible. The minutes are listed under “News” on its website. Agendas were not found.</p> <p>Board is reviewing its freedom of access policies and practices to assure compliance with the law. All Board members completed freedom of access training.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Governance Board Performance &amp; Stewardship</u></b>  <i>Measure 2: Governance Board provides oversight of school leadership team.</i></p>	<p><i>Board conducts an annual evaluation of school leadership.</i></p>	<p>Board considering new alignment of leadership team based upon first year review.</p>		<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Adequacy of Facilities Maintenance in Support of Program</u></b>  <i>Measure 1: School facilities meet educational and health and safety standards, and are maintained, clean and cost efficient.</i></p>	<p><i>Board certifies that the facilities meet educational and health and safety standards. Are clean, maintained and efficient regarding costs.</i></p>	<p>Inspection reports were provided. Cleaning and maintenance logs are kept.</p>	<p>Facility was in good order during June 5<sup>th</sup> end of year visit .This was also observed during unscheduled visits and the 90 day review.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<p><b><u>Adequacy of Facilities Maintenance in Support of Program</u></b>  <i>Measure 2: Capital improvement plan</i></p>	<p><i>An updated 1-3-5 plan for capital improvements is available.</i></p>	<p>A Building Committee for planning exists and meets every two months. The plan's Phase 1 (original renovation) was completed for the opening of school. Phase 2 (2 additional classrooms, consultation room, conference room, and 6 administrative offices) was completed during the 2013-14 school year. Phase 3, a build out of the basement area, is presently being done to accommodate an additional 100 students for the 2014-15 school year. There are no firm plans for future space for planned growth of an additional 90 students in the 2015-16 school year.</p>	<p>Board minutes indicate capital development plan has been approved for first three phases. The school has only 85 Sq.Ft. per student and yet has adequate space for collaborative and active learning, where students are known and safe.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Transportation &amp; Food Service</u></b>  <i>Measure 1: Record of costs and student utilization of food service.</i></p>	<p><i>School reports on costs and student participation.</i></p>	<p>Lunch services are available to any student at a cost of \$4 per day. Arrangements are made with two local providers who prepare a fresh lunch based upon orders placed a week ahead and delivered daily. 2600 +/- lunches were served to 25% percent of the participating students. Baxter has also provided 2083 lunches free to students eligible for free and reduced price meals. This costs over \$8000.</p>	<p>Baxter does not participate in any state/federal food service programs. Breakfast is not served.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<p><b><u>Transportation &amp; Food Service</u></b>  <i>Measure 2: Record of costs and student utilization of transportation service.</i></p>	<p><i>School reports student survey of transportation, costs and student usage.</i></p>	<p>Baxter has a busing contract and provides three routes. Results of student survey were positive, however school acted assertively to address concerns that were expressed in survey results.</p>		<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>School Social and Academic Climate</u></b>  <i>Measure 1: Instances of bullying, harassment, or other abusive practices.</i></p>	<p>1. <i>Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook.</i>  2. <i>Establish baseline of incidents of per student bullying.</i></p>	<p>1. Policy in Student Handbook  2. Baseline to be established and data to be collected twice a year and analyzed to minimize behavioral issues and determine necessary intervention.</p>	<p>Students and parents report an inclusive environment that is supportive of all students. Students report there are no cliques at the school and that students generally get along well with each other.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>School Social and Academic Climate</u></b>  <i>Measure 2: Family and Student Satisfaction</i></p>	<p><i>Administration of a climate survey administered in-house.</i></p>	<p>On June 9-10 a satisfaction survey (ASCD 2014 School Climate Survey) was administered to teachers, parents and students, addressing safety, teaching and learning interpersonal relationships and institutional environment. Surveys each year will be analyzed.</p>	<p>A summary of the survey results was given as well as the raw data. A strongly positive and consistent trend across each stakeholder group indicates that a healthy school climate that supports learning exists. The results will be compared to national data.</p> <p>Information about the Student Judiciary Board information was provided. The Judiciary Board is responsible for holding members of the school community accountable for violating the school norms explained in the Baxtitation.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Parent and Community Engagement</u></b>  <i>Measure 1: Parent and family Participation in school sponsored activities including volunteer and fundraising activities.</i></p>	<p><i>Parent participation in volunteer, fundraising activities will be measured and a goal set after first year.</i></p>	<p>Data collected and baseline established with goals for improvement. 100% participation is the goal. Data of participation and amount of time contributed is kept.</p>	<p>The school has an active and involved parent advisory association, Friends of Baxter, which meets monthly.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>



Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<p><b><u>Parent and Community Engagement</u></b>            Measure 2: Parent Communication Systems</p>	<p><i>Regular and clear communications between school and parents regarding operations of the school and their children.</i></p>	<p>Goal is to send, at a minimum, monthly communication to parents by e-mail, and/or web-posting to advise them of school happenings and important upcoming dates and decisions.            Evidence of frequent and relevant communication was presented.</p>	<p>Weekly, or even more frequently, newsletter from Head of School is provided to parents. Faculty communicates frequently with parents.             Parents indicated during interviews that communication between school and home was excellent and saw it as a strength of the school.</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Parent and Community Engagement</u></b>            Measure 3: Parent participation in their children's education.</p>	<p><i>Family participation in Student Conferences.</i></p>	<p>Parent/student conferences are held twice a year and content of conference documented. Data is kept to use for increased participation.</p>	<p>In the first year there was one conference with 100% participation and a student project demonstration. Next year there will be two parent /student conferences</p>	<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>
<p><b><u>Parent and Community Engagement</u></b>            Measure 4: Partnerships with community organizations, representatives and non-charter public schools.</p>	<p><i>Baxter will document a portfolio of corporate and community partners aiming to increase the number and depth of engagements.</i></p>	<p>Data presented and partnerships include: Riverview Martial Arts; The Telling Room; The Space Gallery, Build-A-Biz, Casco Bay Tech Hub, Maine Inside Out, MECA &lt; WMPG/Blunt Youth Radio &amp; Local Motives, Rippleffect, Maine Yacht Service.</p>		<p><input checked="" type="checkbox"/> Meets  <input type="checkbox"/> Partially Meets  <input type="checkbox"/> Does Not Meet</p>

## Summary

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

### 3. Commendations

- Both the board and administration should be commended for their dedication, devotion and hard work in overcoming obstacles to successfully launch the School.
- Both the board and administration identified administrative infrastructure issues in year one and applied that experience to modify the administration model going forward.

- Forging an exceptionally strong communication system between the home and school, one of the anchors being the student-led conferences.
- Actively seeking and supporting the engagement of parents in the life of the school. A big challenge considering that families are drawn from 38 communities over a wide geographic area.
- Flex Fridays have become a rousing success.
- A strong financial performance and outlook.
- Student involvement with developing their own “Baxtitution” Code of Conduct.
- Campus where everyone is welcomed.
- Creative and innovative opening of school using resources of “Rippleeffect”.
- Revising policies to update transparency in meeting “Freedom of Access” information.
- Creating an environment where a desire to learn is apparent.
- Respect and tolerance by students for differences within the student body.

#### 4. Recommendations

- Stick with the new administrative model and make it work. The keystone is investing overall administrative authority in the Head of School. She is responsible for creating the team, and while some responsibilities are delegated, is its leader.
- Absolutely essential that the board grow and in so doing recruit new members who can complement the current skill sets. People with strong fundraising and business ties in the community should be a priority.
- The board was necessarily hands-on in the run-up to opening the School and throughout its first year of operation. Now is the time to pull back to being a policy-making and oversight body, with the exception of its fiduciary role, especially in the fundraising and partnership development areas.
- Be more realistic about how much the academic program can absorb in encouraging students to pursue their dreams. Expectations about the

number of projects the students could pursue were raised a bit too high in year one and fueled some disappointment.

- The monthly agenda should be posted as well as all board policies on web site.
- Evaluation of Director should be done yearly by the Board.
- Develop a plan for what the next expansion will look like if the additional 90 students complete the 8-12 grades.
- Staff training in how to evaluate NWEA, Redistep to best support students.
- Although it was evident that many volunteer hours had been given to Baxter, it would helpful if these could be documented.

### Summary

Baxter has completed its first year and as it was stated earlier in the year, "It doesn't get much better." They have had an exceptional year. Students and parents sing nothing but praises of the school. Students are excited to come every day and the parents have seen changes and growth in their children never expected.

Teachers are well educated and anxious to help students share their excitement of learning and teaching. The administration is creative and willing to make changes whenever necessary. The curriculum is always evolving to meet the needs of the students. The board and administration are constantly reaching out to the community to bring them closer to the programs at Baxter.

Although the financial picture is strong, Baxter does carry a heavy burden with its building lease. The location of the school is excellent but it does pose financial concerns for the future of Baxter.

The board must consider more members to continue the exceptional work they have already done. (It is noted that on the day of the review the Board did present resumes for candidates to serve on the board and is in the process of voting on these individuals.)

This coming year should bring many exceptional advances in how students learn and grow.

### Review Team Members:

Jana Lapoint, Chair

Ande Smith

John Bird



Maine Charter School Commission

**Cornville Regional Charter School**

**Year Two**

**Monitoring Report - August 2014**



**MONITORING REPORT  
CORNVILLE REGIONAL CHARTER SCHOOL  
AUGUST 2014**

August 2014 Annual Site-visit Report  
Cornville – May 29, 2014 – Approved by Commission 9-2-14.

**1. Introduction**

The Cornville Regional Charter School was the first charter school to open in Maine in the Fall of 2012. It received notice of its charter school status on July 31, 2012 and opened its doors on on October 1 of that year with an enrollment of 60 students grades K-6. Cornville is located in central Maine and is adjacent to Skowhegan, Canaan, Solon, East Madison and Athens. Currently the school serves students from 8 neighboring communities including Smithfield, Palmyra, and Norridgewock and has an enrollment of 87 students in grades K-7. This 2013-14 school year was a full 175 student year.

**2. Process for Monitoring the Public Charter School**

The Maine Charter School Commission established a visiting review team accompanied by the NCSC Executive Director, Department of Education Special Education Personnel. The Commission team conducted an announced on-site visit on May 29. The review team held interviews with school leadership, staff, students, parents and community, and governing board. They also review available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website.

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

**3. Charter School Commission Annual Report on Performance August 2014**

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Student Academic Proficiency: State Assessments	3% increase proficiency on NECAP Reading and Math	See addendum		<u>M</u> PM DNM
Student Academic Proficiency: School Developed Assessments	80% will master all PLP Performance Indicators 10% will master 75%; 10% will master 50% Unit tests for Math based on MLR/Common Core standards	62% met all indicators		M PM <u>DNM</u>
		36% met 75%-99%		<u>DNM</u>
		2% met 50%-74%		<u>M</u>
		No Data		



Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Student Academic Growth: value added Nationally normed Individual and group Assessments or Equivalent for English and Math	NWEA given Pre/post (midtem for struggling students) to show 3% increase  DRA to be given 2 times a year	See addendum  Singapore Math program Students found to be 1 -2 years below grade level.  See addendum		<u>M</u> PM DNM
Established benchmarks for each student	Each student Will have PLP		Each student has PLP	<u>M</u> PM DNM
Rubric Specific to Charter school				M PM DNM
Achievement gaps In proficiency and Growth between major student subgroups using ESEA based system	Chart population To identify sub-Groups: goal = 4-5% growth  Agreement to Review goals Annually with Authorizer  State date used As comparison			M PM DNM
<b>Student Attendance</b>				
Average Daily Attendance rate	94%  School data Compared to state average/ Comparison Band	94%		<u>M</u> PM DNM

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Individual student Attendance rate		No data		M PM DNM
Unexcused absences	Process for excused Absences	No data: Policy for absences to be revised for '14-'15 to ensure parent contact for every absence.		M PM <u>DNM</u>
Recurrent enrollment From year to year	Enrollment Records: 90% target; Establish exit Interview	78%		M PM <u>DNM</u>
Continuous enrollment For multiple years	N/A			M PM DNM
Post Secondary Readiness	N/A			
Graduation rate	N/A			M PM DNM
Success in dual Enrollment courses	N/A			M PM DNM
SAT or ACT scores	N/A			M PM DNM
Enrollment in post-Secondary schools	N/A			M PM DNM
Student employed full time or enlisted	N/A			M PM DNM
School Social and Academic Climate				
Instances of bullying, Harassment or other Abusive behaviors	No target	1 reported behavior incident		<u>M</u> PM DNM
Confidential surveys Parents, staff, students Regarding social and Academic climate		January 2014 survey: lower scores on safe environment, child likes going to school. Higher scores on parent respect /welcoming teachers	Parents reported positive relations with Teachers.	<u>M</u> PM DNM

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Emotional/social growth Of students			Students positive about school environment And student ability to craft individual programs.	<u>M</u> PM DNM
Financial performance And sustainability	Monthly Financial reports reviewed by Governing board  5% variances flagged for special review	Budget shows balance and sustainability  \$200,000 Federal grant awarded to school .		<u>M</u> PM DNM
Governance Board Performance and Stewardship	Public Accountability, Transparent, Responsive, Legally compliant Oversight of Leadership team		Board very active: Forms & policies, inclusive, Responsive, compliant  Oversight very evident	<u>M</u> PM DNM
Adequacy of facilities Maintenance in support Of program	Actual facility cost Room utilization Maintenance Request log, Capital improvement plan	Capital Improvement plan: Roof leaks Patched, work in progress on library/art rooms and parking. Evidence of building committee meetings		<u>M</u> PM DNM
Transportation and Food Service	As planned stated in contract	Issue with behavior on bus: documentation of action applied, change is role of bus monitor, assembly to address behavior		
Educational Partnerships in community		All students Have participated In community service. No funding for Americorp community service coord. Food program is in partnership with the community	Students positive about community service	<u>M</u> PM DNM

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Parent Communication systems		Surveys, letters To parents Principal blog		M PM DNM
Parent participation in child's Education and Operation of school		Parent involvement Committee active PTF active; participate in PLP plan; conferences	attend Board meetings Teacher/ parent communication strong	M PM DNM
Other requested information				M PM DNM

#### Summary

Indicator	Meets contract agreement	Partially meets	Does not meet
Student Academic proficiency			
Student Academic Growth			
Achievement gap in proficiency And growth between major Student subgroups			
Student Attendance	X		
Recurrent enrollment			X
Post Secondary readiness	N/A		
Financial Performance and sustainability	X		
Governance Board Performance And steward ship	X		
Adequacy of Facilities Maintenance in support of Program	X		
School Social and Academic Climate	X		
Parent and community engagement	X		

#### 4. Commendations

- A. CRCS is to be commended for making application to and receiving a federal charter school grant in the amount of \$200,000 for 3 years to assist in technology and professional development.
- B. The Governing Board has created an atmosphere of inclusivity in which staf and parents feel appreciated and heard on issues.
- C. Staying true to its mission and vision, the school offers teachers the opportunity to think outside the box and have flexibility.

- D. CRCS has continued to create student interest sessions which students really love bringing in parents and community members to conduct the sessions.
- E. Administrators and staff have created a welcoming atmosphere to parents being readily available and providing information through weekly newsletters , facebook, blog, and meeting minutes on the website.
- F. Special education staff is increasing by a .5fte teacher and the school is providing training in special education law.
- G. Recognizing the need for staff teamwork and communication , the school is providing time on Wednesday afternoons in the 2014-15 school year.

## 5. Recommendations

- A. As the Board transitions from founding members to new members, it is recommended that members receive copies of the CRCS contract, including the application and performance framework..
- B. The Board would benefit from board training and from developing a self-evaluation instrument to review information and data to examine the success of the school.
- C. Address a parent group request for greater timeliness in calendar and event planning with formal written communication.
- D. Review the PLP development to determine whether the goals are proficiency based.
- E. Redefine academic performance target to better align with the metrics of each assessment used.

## 6. Closing Summary

Following the May Monitoring site visit and review of the documentation provided by the members of the Maine Charter School Commission and DOE Special Education office, the team consensus is that the Cornville, Regional Charter School is demonstrating its mission to create a safer, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Looking at the academic assessment data against the targets set by the school presents an interpretation challenge. The NECAP target was a 3% increase in proficiency in reading and math. Data shows 54% of students moving up a proficiency level in reading and 61% in math. At the same time, last year 92% of the students showed growth on the assessment and this year 73% showed growth. It is unclear how to interpret this against the target. NWEA data showed an 8% growth in the number of students at the 50<sup>th</sup> percentile. If the 50<sup>th</sup> percentile is the baseline for growth, then the 3% target was exceeded. The target that 80% of students meet their PLP goals was not met and DRA data showed a 19% decrease in the number of students showing progress in the absence of a DRA performance target.

Given that each test assesses something different and that there have only been two years of comparative data available, it makes sense to acknowledge the information provided as indicative of the variability of student and school progress year to year and wait for future data to draw more meaningful conclusions. The assessment results definitely show that students are succeeding academically at CRCS to varying degrees and the school's response to the assessment results has been comprehensive and thoughtful.

## Addendum

**NWEA math** data showed that 88% of the students had growth in RIT scores. 44% met or exceeded their growth target, 55% were within 1 point of meeting their target and 50% were within 2 points. **NWEA reading** data shows 88% of student having growth in RIT Scores between fall and spring. 64% met or exceeded their growth target, 71% were within 1 point of meeting the target and 77% were within 2 points. Data shows 8% growth in the number of students at or above the 50<sup>th</sup> percentile

**NECAP** data showed 28 students tested in both '12 and '13. In reading 15 students (54%) made 1 years growth. 6 of the 28 students moved up a proficiency level , with 17 remaining at the same level. In math 17 students (61%) made a year's growth. 6 students moved up a proficiency level, while twenty remained at the same level.

**DRA** data shows that of the 90 students assessed, 3 students regressed, 21 stayed flat, and 66 made progress. 56 students are at grade level. Last year 56 of 61 students made progress equaling 92% growth, while this year it is 73 % of the students who showed progress.

### Review Team Members:

J. Michael Wilhelm, Chair

Jana Lapoint

Shelley Reed



Maine Charter School Commission

**Fiddlehead School of Arts and Sciences**

**Year One**

**90-Day Report November 2013**

**Year-end Monitoring Report - August 2014**





## Maine Charter School Commission

### 90-Day Visit to Fiddlehead School of Arts and Sciences November 19, 2013

**Site Team Members:** Shelley Reed, Jana Lapoint, Laurie Pendleton, Robert Kautz, MCSC Executive Director, and Maine Department of Education Special Education personnel Peg Armstrong

**Brief overview of the visit:** Fiddlehead School of Arts and Sciences is physically located at 25 Shaker Road, Gray, Maine. It serves preschool through grade 2 students. Site team members were taken on a tour of the school, visiting common areas, and every classroom and met in the theater production room. An overview was given by Jacinda Cotton-Castro, Principal.

Meeting time was spent with Governing Board members, School Administration, Teachers and other staff, students, parents and volunteers.

#### Documents provided to team:

Notebook with responses to Monitoring categories

- Academic proficiencies and growth-preliminary fall assessment, gaps,
- attendance for September and October 43 days at 94%,
- special education compliance
- financial performance and stability-July-October 2013 profit and loss budget vs. actual, monthly budget through June 2014,
- governing board stewardship-minutes of board meetings,
- facilities-cleaning logs available
- social and academic climate,
- and parent and community engagement-log showing 355 volunteer hours, community engagement through field trips

Insurance documentation sent previous to visit.

#### Summary comments of the Team's visit:

Performance Indicator	Not yet documented or begun	Under development/in progress	Substantially underway or completed
Student Academic Proficiency		System for assessing proficiency in place, teacher support training upcoming in December, first parent-teacher conferences Training support for teachers in matching observation to standards	

Performance Indicator	Not yet documented or begun	Under development/in progress	Substantially underway or completed
Student Academic Growth			System in place for individual student data
Achievement Gaps in proficiency and growth between major student subgroups			Additional special education needs identified and staff hired
Student Attendance			94% student attendance to date
Recurrent enrollment from year to year	NA		
Postsecondary Readiness (for HS)	NA		
Financial Performance and Sustainability			Budget for year projected showing positive balance
Governance Board Performance and Stewardship			Governing Board members engaged and active in fundraising, problem solving, scrutiny of budget, recruiting appropriate new members
Adequacy of Facilities Maintenance in support of program			Team observed clean facility, school leased space from center no major plans for improvement until school expands into larger space
School Social and Academic Climate		Survey in development	Supportive and inclusive environment for students, staff, parents

Performance Indicator	Not yet documented or begun	Under development/in progress	Substantially underway or completed
Parent and Community Engagement			100% parent response to conferences 355 volunteer hours in first months Parents receive a detail newsletter regularly, with pictures and skill development ,postings on Shutterfly

**Observations:**

Fiddlehead School of Arts and Sciences was well prepared for the site team visit providing documentation of performance indicators relevant to the time frame.

The school is substantially underway in all designated review categories

The school is applauded for getting the assessment data system up and running and ongoing work to train teachers and standardize data across classrooms

The school has identified special education students quickly and responded by hiring appropriate personnel -a special education director and teacher

The learning environment is supportive, engaging for students, staff and parents

Children were observed to be excited, able to share what they were learning, including Spanish

Financial statements were in order and a positive balance sheet projected

The Governing Board is actively discussing, problem solving and fund raising while learning to be a charter school board with posted agendas, public comment times and actively notifying parents of this opportunity to comment

Teachers are finding that they need more time to plan together so they now have about one hour 3 times a week with lead teachers having a bit more time together.

In Summary the Fiddlehead School of Arts and Sciences is staying true to its mission and vision building an exciting learning community supportive and inclusive for students, staff and parents. One parent's comment stands out "Kids are allowed to be who they are, not what they are not". Throughout the school and programs there are not your kids and my kids but all of ours to nurture.

*This report was accepted as voted by the Commission on December 3, 2013.*







**Monitoring Report**  
***Fiddlehead School of Arts and Sciences***  
**August, 2014**

August 2014 Annual Site-visit Report  
Fiddlehead – June 10, 2014 – Approved by Commission 9-2-14.

**1. Introduction**

Fiddlehead School of Arts and Sciences opened its doors on September 3, 2013 for preschool, kindergarten, first graders and second graders serving 42 students. Located at 25 Shaker Road in Gray, Maine first year students were from eighteen communities. The Charter School is designed to be based on the Reggio Emilia philosophy with place based, multiple intelligences, art integration and inquiry based learning. Jacinda Cotton-Castro is the Principal.

Throughout its first year students have been observed to be excited, and able to share what they are learning, including Spanish. Student work is evident everywhere on tables, on walls. Displayed with work on shapes were drawings and statements such as, “a triangle is just a triangle until you give it a tiara and long hair and then it becomes a princess.” Students share that at this school kids are kind and gentle.

Parents love the school and what it has done for their children. They have been guided by the administration to see themselves not as fundraisers but integral partners focusing on creating a sense of community.

Teachers in this first year have been working to maintain the Reggio Emilia philosophy and be able to translate what they know and observe about students into proficiency on standards maintaining program integrity while demonstrating a state compatible assessment system. Teachers reported that the most exciting aspect of their work in this first year was the progress of the students, the organic learning under the philosophy. One teacher commented that, “it feels like life” when learning occurs in the building and out into the community.

Fiddlehead identified special education students quickly as school opened necessitating the hiring of additional personnel. The special education director and teacher are working to bridge the regulations of special education with the philosophy of the school, trying different approaches and making adjustments based on the needs of students.

The Governing Board has gone through many firsts, continuing to develop policies, procedures, problem solving, fundraising and at the end of this first year taking part in strategic planning using the Planning Ahead tool. The Board feels that this first year has been a success-“The school is financially on target, you see smiling faces, kids are busy and there is a vibrant teaching staff.”



## **2. Process for Monitoring the Public Charter School**

The Maine Charter School Commission established a visiting review team accompanied by the MCSC Executive Director, Department of Education Special Education Personnel. Members of the review team were Chair, Shelley Reed, Jana Lapoint and Laurie Pendleton. Laurie was reassigned whereby Nichi Farnham replaced her on the Review Team.

The Commission team conducted 2 announced on-site visits during the 2013-2014 school year. The dates of the visits were November 19, 2013 and June 10, 2014.

Representatives of the review team were also present for opening day and the 2013 lottery on March 28, 2013 and the 2014 lottery, March 5, 2014 of students.

The review team held interviews with school leadership, staff, students, parents, community and governing board. They also reviewed available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website. Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met their contracted performance targets.

**Section 3: Charter Commission Annual Report on Fiddlehead School of Arts and Sciences Performance Indicators  
August, 2014**

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<b>Student Academic Proficiency: State Assessments</b>	Percentage of (age 8/gr 3 and above) at proficiency level will increase by3% on NECAP(on Smarter Balance in the future)	DNA in 2013-2014 as no grade 3 students	In preparation for student participation and reporting as school grows and grades added	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Student Academic Proficiency: School developed assessments</b>	Local assessment Pearson Work Sampling system	October 2013, March 2014 documentation, year- end data In categories of personal & social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health	Reported process and training for working with Pearson work sampling system	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math</b>	Literacy, math and science - 80% of students will meet or exceed, 10% will achieve 75%, 10 % will achieve 50%	2013-2014 year end assessment data results for Benchmark year Pre-K Literacy Nov to June 28.6 % to 100% proficient Pre-K Math Nov to June 7.1% to 92.9% proficient Pre-K Science Nov to June 21.4% to 100% proficient K Literacy from 40% to 92.3% proficient K Math from 0% to 84.6 proficient K Science from 0% to 76.9% proficient Gr 1 Literacy 40% to 100% proficient Gr 1 Math from 80% to 66.7% proficient 33.3% in process Gr 1 Science 0% to 100 % proficient Gr2 Literacy from 63.6% to 83.3% proficient Gr 2 Math from 0% to 58.3% proficient 41.7% in process Gr 2 Science from 0% to 8.3% proficient 91% in process	Grade K-2 raw data received. Student work evident on tables, and walls	<input checked="" type="checkbox"/> Meets In Grades Pre-k, K, Gr 1 in Literacy and Science and Gr 2 in Literacy  <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet for Gr 2 Math and Science

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Established Benchmarks for each student		Individual student targets established in learning plans and collected in portfolio		X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Rubric specific to charter school		DNA		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Achievement Gaps in proficiency and growth between major student subgroups using ESEA-based system	Goal of 4-5 % growth in identified Students	Benchmark year		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Student Attendance</b>				
Average Daily Attendance Rate	94% attendance target	Maine Department of Education attendance reporting portal data verification of 94% attained female, 95% male		X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Individual Student Attendance Rate		Data not collected statewide-not available	Reported by teacher that a student who previously hated to go to school of residence said, "now I can't wait to go to school" demonstrating major changes	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Unexcused Absences	Process to be created for working through unexcused and excessive absences	Need plan	To date excessive absences have not been a problem	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Recurrent enrollment from Year-to-Year</b>				
Student re-enrollment from one year to next	90% target	Documentation verification email July 29, 2014 demonstrated 89% attainment FSAS Year End Enrollment Statistics 2013-2014.doc		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Continuous enrollment of students for multiple years		FSAS Year End Re-enrollment Statistics demonstrated in first year 89%		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<b>Post-Secondary Readiness</b>				
Graduation Rate	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Success in Dual Enrollment Courses	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
SAT or ACT scores	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Enrollment in post-secondary institutions	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Students employed full-time or enlisted	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>School Social and Academic Climate</b>				
Instances of bullying, harassment or other abusive behavior	Reports of actual or suspected bullying, harassment or other abusive practices	Behavior Certification 2014.xls emailed July 29, 2014 verified no reported incidences of bullying, harassment or other abusive practices	In class observation students stated that at this school kids are kind and gentle	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Confidential surveys of parents, staff and students regarding social and academic climate	School survey and State survey Participation	Fiddlehead School Family & amp; Student Survey 2014 provided in Yearend documents notebook	Governing Board has created action items presented June 30, 2014 Parent Survey Action Steps with 15 items	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Emotional, social growth of students	Survey	Survey completed	Youngest children reported answers with a smiley or a frown face	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<b>Financial Performance and Sustainability</b>	Monthly financial reports Item flagged when 5% variance for board	Fiddlehead School Balance sheet as of May 31, 2014 Profit & Loss Budget vs. Actual July 2-13 through May 2014	Received documents in year-end notebook	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Governance Board Performance and Stewardship</b>	Monthly meetings Review of bylaws and policies, Increase of Governing Board membership	Board minute in year-end notebook provided Minutes posted on website	Board and Staff participation in self-evaluation resulting in Planning Ahead Notes and action steps on what worked well and what needs to change to make the school even better Board consideration of additional members with expertise in law, fundraising, HR. Board forming subcommittees and assigning work tasks.	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Adequacy of Facilities Maintenance in Support of Program</b>	Quarterly Building Committee meetings Cleaning log	Year-end notebook cleaning grid and log, floor plan	Plan for building renovations and expansion, tour of school and walked through new floor plan for 2014	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Food Service</b>	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Transportation</b>	As outlined in the application	Year-end notebook transportation from 32% student usage in the am, 38% student usage in the pm. No new pick up/drop off sites added	<b>Looking into bus acquisition</b>	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b>Educational Partnerships in the Community</b>	Partner with community organizations	Year-end notebook field trips to Libby Hill, Orchard, Animal park, Alpacca Farm, Transfer Station, Planetarium, Pineland, Artie Museum, Six Rivers Boat Building, KinderKoncerts, Maine Wildlife Park, Lewiston Public theater, Mackworth Island	Regular field work , not field trips as evidenced by student work	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Parent Communication Systems	Regular and clear communication		Parents reported access to and responsively of administration and staff, felt welcome and included, “get a ton of communication with newsletters, web, emails, teacher /classroom news, use of shutter fly and other media	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Parent participation in their children’s education and operation of school	80% parent participation of meaningful involvement Plan for parent conferences established List of engagement opportunities available to parents and community Record kept of volunteer and parent participation	Year-end notebook data November 2013 and March 2014 parent conferences show pre-k with 92.86% attending, grades K-2 100% attending Fiddlehead Volunteer Hours Sept. 4,2013-June 10, 2014 log 241 people gave 1059 hours	Parent focus group reported immediate response to an issue raised about the parking lot safety, love what the school is doing for their children, have participated on teacher selection committees, spoke of the balance of values, behaviors, and expectations with learning being kids directed.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Other Requested Information				<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

**Summary**

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency	X		
Student Academic Growth	Pre-k,K, 1		Gr 2 Math and Science
Achievement Gaps in proficiency and growth between major student subgroups	Benchmark year		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	DNA		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Food Service	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

**4. Commendations**

Administration, staff and governing board have learned and grown from this first year making adjustments as needed to maximize charter school success

Roles and responsibilities are identified and sorted for the effective and efficient daily functioning of the school

Governing Board members have established policies and practices that ensure a well- run school. In looking forward they have created committees, HR development, and created orientation for new members which includes orientation to the philosophy of the charter school

Financials are on target with expected goals.

Parents felt communication between themselves and the school was excellent. The Director was always open and a very effective communicator. Multiple avenues for communication amongst parents, teachers and administration have been created.

Parent teacher conference attendance excellent ranging from Pre-K 92.86% to Gr K, 1, 2 100% participation

Parents participated in the development of their expectations before conferences enabling a deep conversation with teachers about their child

Spring conferences with students were very successful, parents rating them as very useful on the survey

Children reflect a loving and respected environment.

Children participated in an abundance of field work instead of field trips.

Vision of school was well understood by everyone.

Unusually high number of volunteer hours given to the school recorded as 1,059 hours and PTO parents over 100 hours a month

Statistical recordkeeping was well done in great detail.

Expansion of the charter school with the addition of grades is well planned out logistically and with the creative remodeling of space

## **5. Recommendations**

Fiddlehead School of Arts and Sciences has a strong understanding of its strengths and weaknesses as identified in its data collection and planning ahead process. Building on a strong first year the school needs to follow through on their findings establishing priority goals for year two.

Continuing staff training on the Pearson Work Sampling and its relationship to a system of assessment will continue to build a comfort in gathering evidence of student proficiency. Continue the process established for parent-teacher conferences .Parents expressed a desire to see conferences extended to 45 minutes.

Create ongoing Governing Board development including a thorough understanding of the application, performance framework, contract, philosophy, evaluation and monitoring procedures.

To increase the number of board members with special areas of expertise which would benefit the school.

Consider use of a Pradeo Chart in future planning which examines issues in the light of if we do this what else is affected?

Consolidate communication vehicles for the Board, Parents and Administrator.

## **6. Closing Summary**

In summary The Fiddlehead School of Arts and Sciences is staying true to its mission and vision building an exciting learning community supportive and inclusive for students, staff and parents. One parent's comment stands out, "Kids are allowed to be who they are, not what they are not." Teachers set the tone throughout the school believing there are not your kids and my kids but all of ours to nurture. The Governing Board and Staff are moving forward in a strategic manner analyzing data to make informed choices about adjustments that need to be made for improvements, maintain effective communication and build on their vision of school.

### **Review Team Members**

**Shelley Reed, Chair**

**Jana Reed**

**Nichi Farnham**





Maine Charter School Commission

**Harpwell Coastal Academy**

**Year One**

**90-Day Report November 2013**

**Year-end Monitoring Report - August 2014**



**Monitoring Report**  
**Harpswell Coastal Academy**  
**November, 2013**

**Introduction**

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

HCA is located on Ash Point Rd. Harpswell, Maine. Its initial enrollment of 57 students in grades 6 and 9 is gathered from 11 different communities from Yarmouth to Woolwich and Wiscasset. 33 students are in 6<sup>th</sup> grade with 24 in the 9<sup>th</sup> grade. 13 of the students attending currently have IEP's.

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

**Process for Monitoring the Public Charter School**

The Maine Charter School Commission established a visiting review team of three members accompanied by the MCSC Executive Director and two-person team from the Division of Special Education at the Maine Dept. of Education. The Commission team conducted its first scheduled on-site visit November 8, 2013. Along with the visit the review team received several paper documents as part of the review process. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit, but prior to the development of this report. A list of documents provided by the school as part of this report is attached as an addendum and is available from the MCSC office. A list of the review team members and a list of all persons interviewed in the August review are included at the end of this report.

**Parents:**

Parents love the school and how the faculty and staff invest in their children. They are very supportive and patient understanding there are details the faculty and staff are still working out. There is an active parent

group. 20+ parents were in attendance and well vested in our team visit. They especially appreciated the difference in their child's attitude about school in general and for many they see their child has a new desire to be motivated for school. They had a positive reaction to what is happening at the school, the diverse student body, and that some children who never showed interest in learning are now researching information at home due to simple curiosity.

However, as with any new endeavor, there are some areas that need to be worked out. Concerns expressed by parents include communication to the parents. For example they would like specific communication about the safety plan. They also desire a full understanding of the paperless philosophy and its inner workings. Parents are craving feedback on many levels. The issue of having more enrichment offerings came up with requests for Foreign Language, Music, Theater and Art. Several expressed concern their children have too much computer time. Parents were unsure how their children were actually performing as the Parent Portal was inaccessible at the time of our visit. Despite these issues, parents expressed patience for some of their concerns to be worked out. Improved communication between school and home communication is imperative.

#### **Students:**

Students are very engaged on many levels from academic to building maintenance. Their field work at the Marsh represents the mission being carried out with students. Students in many aspects are very engaged. It was easy to understand student's growth already in observation skills, a primary scientific investigation skill through their marsh field work. This represents the mission being carried out with students and teachers. Students showed great pride and enthusiasm for keeping their learning environment clean - in serving and cleaning lunch, as well as cleaning floors, bathrooms. Students expressed excitement about the methods with which they are allowed to learn, as a 6<sup>th</sup> grader aptly stated this is how 'information is permanently cementing in my brain'. One student stated her desire was to become a teacher and work at HCA. Another expressed her growth in self-confidence due to the safe environment and encouragement by teachers and students. Others expressed enthusiasm for the various clubs they are able to start and the mentor volunteers who work with them to actually achieve specific skills such as interviewing, writing articles and engaging in discussions, as we witnessed.

#### **Volunteers/Partners:**

The current volunteers are engaged and enthusiastic. Their support includes: Amy Aloe runs the School House Café where students are learning about food preparation and all that is involved with the business of the café. One student stated, "On a scale of 1-10, the food here is a 13." John Anthony has a sailing club that is being launched as well in addition to other nautical pursuits such as Lobster Boat Rides and Oyster Fishing. Rob Logan (a professional artist) will be offering Art once a week for starters which will include painting, drawing, sculpting, design etc. Amy Haible is coordinating the efforts for students wanting to be journalists as

they are learning to conduct interviews etc. Yoga is being offered as well by Audrey Palma. Cider pressing is a seasonal endeavor that began this fall.

#### **Teachers:**

"I get to teach how I dreamed I always wanted to." "Challenges of starting a school are liberating." "We're in it for the long haul." All these are statements by an engaged, committed and success oriented faculty. They spoke to the emerging student co-ownership in their learning and educational environment which include the student, parents, teachers and board. JumpRope is the centerpiece to tracking each student specifically for the proficiency based model of teaching. They compile summative data on a daily basis for every student making it possible to group students, support, show standard progress, as well as attendance. The parent's portal is still in process of being launched but the teachers needed some data in the system first. They will be explaining the details of this program and how they will be able to follow their child's progress on a daily basis at the upcoming parent meeting. Aleks is being used to complement the in-person math class. They are finding this beneficial to supplement with 30 – 45 minute daily sessions listing the standards students have mastered/are working on/have not mastered. Classroom instruction covers the basic math concepts and reinforces their case studies with math and science. The formal reporting period will be on a Trimester basis.

#### **Governing Board:**

This HCA Governing board seems to have invested members who believe they would all benefit from Boardmanship training. The Board is looking to expand their numbers from 9 to 15. They are looking to recruit specific skill sets. They will need to change their by-laws to reflect this change. They are working toward building more depth to the existing board. They have currently been conducting their meeting operations as a non-profit board rather than a public school board that is open to the public. Therefore some suggestions have been made; posting the agenda, posting the minutes once approved, encourage parents to attend as it is open to the public. Parent involvement is not only encouraged, but necessary. There is a recommendation to have a sign in list of parent and public attendance to said meeting to have on file. Public involvement is also essential and a record of activities or involvement should also be maintained. Reference was made to the creation of a Founder's Campaign to enhance their fundraising efforts. The community has been responsive in their recent fundraising efforts by exceeding their goal of \$135,000 by \$2,000.

#### **Administration:**

There has been a positive change with the school leader released from transporting students to teaching responsibilities and a focus on administration, fundraising. Parent partnership with the establishing of a Parent Advisory Committee engages parents who are eager and look for opportunities to work with students in a variety of capacities; Yoga & Art and looking for more opportunities. The efforts are deliberate to assure success with parent involvement.

**Special Education:**

25% of students are Sp-Ed with IEP's. SAD 75 collaborates with HCA with weekly OT & PT. There is a need for a Sp-Ed Literacy specialist. Reading levels require specific intervention. The plan is to add a ½ time Humanities teacher and ½ time Sp-Ed teacher. This would allow the Head of School to step out of the teaching role to focus on the Administrative responsibilities. This will add \$40,000- \$50,000 to the budget. The board has approved funding these additional positions and is focused on raising the funds. DOE Special Ed site visit members are assisting the school with the application process for securing available special education funding, as the first application deadline to secure these funds was missed.

**Assessments:**

All the minute details involved with starting a school are quite overwhelming at times as there can be a sense that administratively a tidal wave has hit. With that being said, certain details do have to be taken care of. With the NECAP testing designated on HCA's performance indicators as the choice of assessment for the first year, this was not possible since those tests are submitted to 5<sup>th</sup> and 8<sup>th</sup> graders respectively. Since HCA has enrolled only 6<sup>th</sup> and 9<sup>th</sup> grades assessments have been an oversight. Some measure of assessment is required and it is therefore the commission's request that an alternative form of assessment be completed this academic school year. Within 3 months (March 1, 2014) an alternative assessment plan must be submitted to the MCSC. This will reflect a material change to the contract and must be submitted in writing.

**Facility:**

Students participate in much of the maintenance of the building. They all pitch in and have their tasks of cleaning and organizing. This is proving to have many unexpected benefits as students recognize that the space belongs to them and they have a sense of ownership while at the same time learning to sweep, vacuum, clean and tidy up.

## Closing Summary

In our estimation the Harpswell Coastal Academy is making progress in achieving its goal:

“...of cultivating a place-based and project-based educational environment tailored to meet the needs of our students. The core curriculum is reinforced with problem solving, task prioritization, and accountability of expectations while students become immersed in a scholastic culture of social and intellectual integrity, creativity and civic involvement.

HCA has made a strong effort in working toward this goal as the school year gets started.

Respectfully submitted,

Heidi Sampson (HCA Review Chair)

Shelley Reed

John Bird

Bob Kautz (MCSC Ex. Dir)









# ***Monitoring Report Harpwell Coastal Academy August, 2014***

August 2014 Annual Site-visit Report  
Harpwell Coastal Academy – June 5, 2014 – Approved by Commission 9-2-14

## **1. Introduction**

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

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

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

## **2. Process for Monitoring the Public Charter School**

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

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

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

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

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

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<b><u>Student Academic Proficiency</u></b> <i>Measure 6: Student Portfolio</i>	<i>95% of students will submit three satisfactory portfolio pieces.</i>			<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b><u>Student Academic Growth</u></b> <i>Measure 1: Growth on State Assessment</i>	<i>Establish Baseline</i>	School did not participate in state assessment program so baseline will be established in year 2.		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<b><u>Achievement Gaps</u></b> <i>Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</i>	<i>Establish Baseline</i>	School did not participate in state assessment program so baseline will be established in year 2.		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<b><u>Student Attendance</u></b> <i>Measure 1: Average Daily Attendance Rate</i>	<i>Division 1: Average Daily Attendance Rate = 95% Division 2: Average Daily Attendance Rate = 92%</i>	Division 1: Division 2:		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b><u>Student Attendance</u></b> <i>Measure 2: Reduce unexcused absences</i>	<i>In each school year, the number of unexcused absences will decrease from the fall to spring trimester.</i>		School will begin tracking this measure in the 2014-2015 school year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b><u>Student Enrollment</u></b> <i>Measure 1: Maintaining student enrollment</i>	<i>80% of students enrolled on state "count day" will still be enrolled on last day of school.</i>	88% of students stayed through the 2013-2014 school year	7 Withdrew during the year of those 7, two moved out of the area.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b><u>Student Enrollment</u></b> <i>Measure 2: Student re-enrollment from one year to the next</i>	<i>80% of students enrolled on last day of school indicate intent to return the following school year.</i>	From data dated 6/2: 53 of 58 students returning (91%)		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b><u>Post Secondary Readiness</u></b> <i>Measure 1: Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<b><u>Post Secondary Readiness</u></b> <i>Measure 2: Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, subsection 1.</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

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

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



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

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

## Summary

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

## 4. Commendations

### Students

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

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

### Teachers

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

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

## **Administration**

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

## **Board**

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

## **Town and Community Partnerships**

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

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

## **5. Recommendations**

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

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

## **6. Closing Summary**

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

Review Team Members  
Laurie Pendleton, Chair  
John Bird  
Shelley Reed



Maine Charter School Commission

**Maine Academy of Natural Sciences**  
**MeANS**

**Year Two**

**Monitoring Report - August 2014**



**Monitoring Report  
Maine Academy of Natural Sciences  
August 2014**

August 2014 Annual Site-visit Report  
MEANS – July 22, 2014 – Approved by Commission 9-2-14.

**1. Introduction**

The Maine Academy of Natural Sciences (MeANS) was the first public charter school authorized, and the second one to open in the State of Maine, beginning its first year as a charter school in September 2012. MeANS operates with a year-round academic program; its second charter school year ended on August 15, 2014.

MeANS is located in Hinckley, Maine, on the campus of Good Will-Hinckley, situated near the town lines of Fairfield and Skowhegan, on Route 201. The School's initial enrollment of 52 students in grades 9-12 grew to 66 in 2013-14 and is projected to be up to 80 in 2014-15. The students gather from several different communities from across the state. While many of the students live within the school's catchment area (approximately a 30 mile radius from the academy) others are housed four nights a week in a residential program operated by the parent organization, Good Will-Hinckley Home Association.

The school operates on a standards-based program, where students are expected to achieve proficiency levels required to meet the graduation requirements that will be in Maine law by 2016. Part of the school's challenge has been created by the fact that significant numbers of the current students have transferred from other high schools and are expecting to graduate under the traditional credit-based system. Another challenge for the school has been the effort to develop new standards and rubrics for measuring proficiency and growth that are both aligned with the Common Core and can be managed under the school's Personal Learning Plan system, whereby each student advances through the standards at an individualized pace. The curriculum and the instructional program are both imbedded in a hands-on learning approach, utilizing an agriculture and natural science-oriented environment. Along with the hands-on, individualized instruction, the school emphasizes a Restorative Justice program designed to help students develop into self-directed learners responsible for their actions.

**2. Process for Monitoring the Public Charter School**

The Maine Charter School Commission established a visiting review team of three members accompanied by the MCSC Executive Director and a two-person team from the Division of Special Education at the Maine Dept. of Education. The Commission team conducted one scheduled on-site visit on July 22, 2014. Along with the visit the review team received several documents as part of the review. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit. They are on file and the list is available from the MCSC office. A list of the review team is included at the end of this report.



### Section 3: Charter Commission Annual Report on MeANS Performance Indicators, August 2014

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<p><b><u>Student Academic Proficiency: State Assessments</u></b></p>	<p>Students will score within 20% of the state average.</p>	<p>Of 11 students who took the SAT's:</p> <ul style="list-style-type: none"> <li>• 4 students scored above the state average in at least one area; and had 9 scores in total above the state average</li> <li>• 1 student scored within 20% of the state average on 2 areas</li> <li>• 3 students scored at 29% of the state average or below on 11 areas</li> <li>• 5 students scored at 5% of the state average or below on 11 areas</li> </ul> <p>Of the 19 students who took the Maine Science Assessment:</p> <ul style="list-style-type: none"> <li>• 8 students proficient/partially proficient</li> <li>• 11 students scored below partially proficient</li> </ul>	<p>Incomplete</p>	<p><input type="checkbox"/> Meets  <input type="checkbox"/> Partially meets  <input type="checkbox"/> Does not meet</p>
<p><b><u>Student Academic Proficiency: School developed assessments</u></b></p>	<p>A. 39% of the student body will meet at least 24 standards at proficient level            B. 36% will meet at least 18 standards            C. 35% will meet at least 10 standards (should be 25% to add up to 100%)            Progress Relative to Length of Time at Means</p>	<p>A. 56% of students have 24 or more standards opened and/or completed;            B. 19% have between 18 and 24 standards opened and/or completed.            C. 13% have between 10 and 18 standards opened and/or completed</p> <p style="text-align: center;">Measure needs to be developed</p>	<p>Incomplete - 41% of students have completed one or more standards as of the completion of the third quarter, 4<sup>th</sup> quarter figures will not be tabulated until September</p>	<p><input type="checkbox"/> Meets  <input type="checkbox"/> Partially meets  <input type="checkbox"/> Does not meet</p> <p style="text-align: right;"><input type="checkbox"/></p>

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<b>Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math</b>	Percentage of students who made one year's growth as measured by the NWEA Target Open	81% of students demonstrated growth in at least one academic area: math, reading or language: NWEA projects growth rates for 9 <sup>th</sup> and 10 <sup>th</sup> graders only [There are three academic areas tested by NWEA – 6% showed growth in each area, 69% showed growth in more than one area]		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<b>Established Benchmarks for Each Student</b>	85% growth in one area through NWEA or other evidence	81% of students showed growth in at least one academic area through NWEA	All students in this subgroup closed a gap in at least one area; 4 out of 5 closed gaps in more than one area.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<b>Rubric specific to charter school</b>				
<b>Achievement Gaps in proficiency and growth between major student subgroups using ESEA-based system</b>	With a gap of 25% or more, between major student subgroups, we will shrink gap by 50% on an individual student basis.	The largest gap between mainstream and IEP students in any subject area was 22% [Males were the only subgroup that scored below the School's growth mean; in language all subgroups scored above the growth mean; and in math, males scored below the School's growth mean]	All students in this subgroup closed a gap in at least one area; 4 out of 5 closed gaps in more than one area.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<b>Student Attendance</b>				
<b>Average Daily Attendance Rate</b>	80%	92%	Over target	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<b>Individual Student Attendance Rate</b>	Average will be 80%	10% of students were below the target, 46% were at 95% or higher attendance	Over target	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<b>Unexcused Absences</b>	8% of possible days attended	6.85%	Better than target	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<b>Recurrent enrollment from Year to Year</b>				
Student re-enrollment from one year to next	85%	96%	Over target	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
Continuous enrollment of students for multiple years	80%	100%	Way over target	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<b>Post-Secondary Readiness</b>				
Graduation Rate	70%	85%	Over target	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
Success in Dual Enrollment Courses	75% of students will be successful in their Dual Enrollment Classes	20 of 24 got a C or better on a course = 83% [34 students enrolled in 37 courses. 5 got a B+ or better, 15 got a C or better, 5 got below a C, 8 withdrew from course, and 6 dropped the course (early decision to leave)]	School intends to provide more formal support this year for students taking KVCC classes	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
SAT or ACT scores	15% will score at or above state average on SAT	See proficiency data		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
Enrollment in post-secondary institutions	75% of graduates have enrolled in post-secondary institutions within 8 months 75% of students taking Accuplacer will pass at least three elements	60% enrolled in post-secondary  60% (6 of 10) passed three core assessments; 91% (10 of 11) passed at least two of the core assessments		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
Students employed full time or enlisted	15% of graduates employed full time or enlisted by April of 2014	60% currently full time employed	Information from two others needed This is the information on 2013 graduates; School does not have missing information at this point	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<b>School Social and Academic Climate</b>				
<b>Instances of bullying, harassment or other abusive behavior</b>	15 or fewer incidents or reports of actual or suspected bullying or harassment	<u>Bullying/harassment:</u> Three incidents reported  <u>Incidence of substance use/abuse:</u> 14 incidents related to substance abuse, 11 suspected incidents of UTI	There were 21 changes made in the resident program, which has fostered an improved environment.  All instances of bullying/harassment and substance abuse/use were dealt with appropriately and in a manner that contributed to improved personal behavior	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<b>Confidential surveys of parents staff and students regarding social and academic climate</b>	90% of parents, students, staff, express satisfaction with school climate;	<u>Student Survey</u> 90% felt the school was the best fit they have experienced;  <u>Parent Survey:</u> Surveys not completed;  <u>Staff Survey:</u> Surveys not completed.	30 students took survey; answered 5 of 6 questions on social and academic climate with 80% or more; 97% felt safe; 71% positive about the discipline process. Slow response = 16 parents to date Parents picked the most positive responses to the survey's questions at least 80% of the time for each question To date staff surveys indicate satisfaction with school climate, especially in the area of social/emotional growth, and safety. Positive responses academic growth and respectful behavior. All other questions answered at a higher than 80@ positive rating .	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<b>Emotional and social growth of students</b>	<p>80% will report growth as reported by pre and post Gallup Poll Hope Survey SPECIAL NOTE: Survey only given once a year so target needs adjusting</p> <p>School Records of Restorative Justice Involvement (no target established)</p>	<p><u>Sense of hope:</u> 43% hopeful, 27% stuck, 30% discouraged</p> <p><u>Being Engaged:</u> 56% engaged</p> <p><u>Well-being:</u> 43% thriving, 57% struggling, 0% suffering</p> <p>18 students participated in 24 restorative meetings leading to 13 agreements</p>	<p>9<sup>th</sup> graders more hopeful and engaged than 11<sup>th</sup> graders than 12<sup>th</sup> graders; 11<sup>th</sup> graders have the highest sense of well-being of the three grades; 92% agreed that there was an adult in their lives who cares about their future</p> <p>These survey items are all positive measures of school climate, they are worse than last year's scores but are better than the national norm No one reports suffering, however perceived health problems are twice the national norm</p> <p>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.</p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input checked="" type="checkbox"/> Does not meet</p>
<b><u>Financial Performance and Sustainability</u></b>	<p>The school will produce monthly and quarterly financial reports and provide evidence that the reports are reviewed by the Governing Board. Quarterly reports to be sent to Commission for its files and review. An annual financial audit is conducted and a report sent to Commission, with MeANS"</p>	<p>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.</p> <p>MEANS did have an audit conducted for the 2012-2013 fiscal year. All management findings and recommendations have been addressed.</p>		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet</p>

	response to all management findings and recommendations.			
<b><u>Governance Board Performance and Stewardship</u></b>	Public accountability – Transparent, responsive and legally compliant Board Operation  Oversight of school leadership team	The Review Team of the Commission has met with several members and officers of the Board. The Board meets monthly and maintains strong working relationships with senior administrative staff and the parent organization’s (GWH) board. The Board contributes its time and talents to the improvement of the school.  Oversight of the leadership was discussed.	Board minutes and agendas are available but access could be improved	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<b><u>Adequacy of Facilities Maintenance in Support of Program</u></b>  <b><u>Transportation</u></b>	The School will provide an annual update on the capital improvement plan for providing facility upgrades to support expanded enrollment.  School will provide transportation for day students within catchment area, either through contracts with other providers or the school’s vans	Exec. Director Glenn Cummings provided an update on plans to renovate Moody Building for use as a school facility. A capital plan for all other GWH facilities (includes the current school used facilities) was also given to the Commission. The current school facility is fully utilized, as it is temporary space 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 serves on GWH Safety Committee which meets monthly and deals with any maintenance issues. A GWH Building and Grounds Committee meets monthly. A monitoring report provided by MEANS. The school contracts with an SAU in the area. Pick up sites are evaluated every 3 months.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet  <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet

<u><b>Food Services</b></u>	The school will participate in the National School Lunch Program and provide an appropriate breakfast and lunch for eligible students through GWH	The food service program provided a monitoring report. The program was under budget last year and on target this year to do the same. Students participate in the program either as interns, paid part time workers, a work study program, as well as growing food for the program in the schools agriculture program. Ingredients for the meals are locally sourced and grown on campus. Commission members had a tasty and nutritious lunch while on site. The program is well run and all take pride in it.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u><b>Educational Partnerships in the Community</b></u>	No specific target for the number of partnerships was established in the contract	Partnerships have been established this year with the following: Kennebec behavioral Health; Cornerstones Counseling, Skowhegan Career Center, Caverly's Farm, Cornville Regional Charter School, etc.	Community volunteers and organizational partners were well represented among the participants at the Commission's on-sight visit.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u><b>Parent Communication Systems</b></u>	Weekly communications between advisor and family.	All parents are contacted weekly by student-advisor by phone or email weekly	Parents present at the Commission on-sight visit reported regular and helpful communications.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u><b>Parent participation in their children's education and operation of school</b></u>	90% parent/guardian participation in student-led conferences  60% of parents participate in school sponsored activities	100% of parents attended at least one student led conference 60% of parents have participated in a school sponsored activity.  33% (22 of 67 potential participants)	Target exceeded  Target not met. MEANS administration noted the high level of communication and the relative distance from student's homes as factors that seem to cause the lower participation rate.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet  <input type="checkbox"/> - Meets <input checked="" type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u><b>Other Requested Information</b></u>	Academic Discipline reports	No target set	No expulsions or suspensions	

## Summary

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

## 4. Commendations

1. As was true a year ago, the School was well prepared for the visit, providing some of the documentation ahead of the visit and arranging for the availability of parents, board members, partners, teachers and students for the focus group.
2. Parents continue to exhibit strong support, enthusiasm and appreciation for the School. Observations included, *Students are treated as individuals and respected for their uniqueness... My son was able to design a course around a topic he was interested in and there was a teacher qualified and ready to teach it.*
3. The student attendance rate continues to be excellent.
4. We commend the School for addressing last year's residential life concerns by hiring a new Director of Student Life and developing a 21-point plan to strengthen the residential program and thus improve the climate within the School as well as enhance communication between the School and residential staff.
5. We continue to commend the School for laying a solid fiscal foundation aimed to put the School in a healthy and sustainable long-term position. The close collaboration with Good Will Hinckley has been and will continue to be essential to realizing this



outcome. That collaboration is outlined in the strategic planning document, *A Past to Preserve – A Future to Build*. The plan's centerpiece is an impressive academic facility, the renovated Moody building, which will enable the School to house its optimal enrollment of 210. At capacity, the School is projected to generate a healthy fund balance reserve from operations.

6. We commend the efforts that resulted in a \$500,000 federal grant to be used for professional and technology development.
7. We applaud the success of the new Greenhouse program.
8. The School continues to make impressive progress in meeting the needs of the growing special education population.
9. We commend the School for placing strong emphasis on staff development, evidenced by the teacher development program initiated by board member Gordon Donaldson and the pursuit and receipt of a generous federal grant to support professional development.
10. We commend the School for exceeding the recurrent enrollment targets, which demonstrates strong family support.
11. We continue to be impressed with the governing board, measured in part by the time and talents devoted to improving the School in a variety of ways.
12. The student-led conferences continue to be highly valued, evidenced by the high participation rate and many positive comments from students and parents.
13. We commend the School for continuing to collaborate effectively with a growing list of community partners.
14. The accessibility and use of Kennebec Valley Community College (KVCC) programs is a major asset for the School in addressing a longstanding issue in Maine, motivating students to continue their education beyond secondary school.
15. We commend the School's mentoring program in collaboration with the Cornville Regional Charter School.
16. We commend the School for addressing the need to expand the breakfast program to include all students.

## **5. Recommendations**

- A. We encourage the school to continue to seek additional sources of funding beyond the Good Will-Hinckley Foundation as part of its effort to achieve long-term financial stability.
- B. The Commission applauds progress-to-date in implementing a proficiency-based academic system with clear record keeping showing student attainment of standards and urges the School to keep the initiative as a high priority.
- C. Continue the search for and implementation of a replacement for the Project Foundry software.
- D. We urge the School to further its effort to appropriately integrate technology into the curriculum, which the federal grant offers the wherewithal to accomplish.

- E. Develop a plan for accommodating the students if the new classroom building is not ready for occupancy in 2015, the deadline for vacating the current facility.
- F. Continue the effective application of the school's restorative justice program by providing more staff training.
- G. Continue staff development to support the differentiation of instruction to achieve increased student attainment of the learning standards.
- H. The School is encouraged to participate in live trainings and webinars offered by the MDOE Department of Special Services, including aligning IEP goals with the Common Core state standards, LRE and transition planning.
- I. The School is urged to continue to strengthen the delivery of special education services as needed.
- J. Continue to use evidence-based practices to improve reading and writing skills for students whose IEPs require direct instruction in those areas.
- K. Develop a plan to maintain the qualities of a small school environment and the ability to address the needs of all students as enrollment grows and staff expansion and turnover occur.

**SPECIAL NOTE:** THE CHARTER SCHOOL COMMISSION'S ASSESSMENT EXPERIENCE WITH CHARTER SCHOOLS THE PAST TWO YEARS HAS PROMPTED A DECISION TO EXAMINE SEVERAL INDICATORS IN THE PERFORMANCE FRAMEWORK TO CLARIFY INFORMATION AND ANALYSIS NEEDED (E.G., ACADEMIC PROFICIENCY).

## **6. Closing Summary**

In our estimation the Maine Academy of Natural Sciences continues to demonstrate success and make progress in achieving its goal:

*Our goal is for every MeANS student to become an engaged, reflective, and self-directed learner. We help students develop habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of other students, their community and their environment. Students will grow as critical thinkers and creative problem solvers. They will complete their education more hopeful and healthy than when they enrolled, and they will have a plan for their next steps as young adults including further education, training, adventure, civic engagement and work.*

Our confidence in the School's long-term prospects for sustainable success is based, in large measure, on the Board and staff's unswerving commitment to continuous improvement as evidenced by our experience with them the past two years.

## **Review Team Members**

- John Bird, Chair (Maine Charter School Commission member)
- Nichi Farnham (Maine Charter School Commission member)
- Jana LaPoint (Maine Charter School Commission member)
- Robert Kautz (Maine Charter School Commission Executive Director)
- Peg Armstrong (Maine Department of Education – Special Education Division)
- Anne D'Alonzo (Maine Department of Education – Special Education Division)



# Maine Charter School Commission

**Fiscal Year 14**

**General Fund Expenditures**

**June 30, 2014**



MAINE CHARTER SCHOOL COMMISSION  
 FY14 GENERAL FUND YEAR TO DATE EXPENDITURES (with FY13 ACTUALS)  
 AS OF JUNE 30, 2014

		Q1	Q2	Q3	Q4	TOTAL	FY13 Actual Expend.
<b>*ALL OTHER ALLOTMENT</b>		<b>124,737</b>	<b>10,371</b>	<b>10,371</b>	<b>10,371</b>	<b>155,850</b>	<b>102,903</b>
<b>PL 2013, c. 368, Part F Savings</b>		<b>(1,225)</b>				<b>(1,225)</b>	
		<b>123,512</b>	<b>10,371</b>	<b>10,371</b>	<b>10,371</b>	<b>154,625</b>	
<i>EXPENDITURES:</i>							
4005	READER & INTERPRETER SERV		351			351	0
4021	ENTERTAIN & CATERERS SERV			74		74	
4073	CONSULTATION SERVICES				1,079	1,079	
4099	MISC PROF FEES & SPEC SRV	12,172	36,638	27,233	19,353	95,396	58,448
4277	MEALS-EXTENDED WORK DAY					0	0
4360	AIR FARE OUT-OF-STATE					0	1,164
4378	OUT-OF ST CONFERENCE REG CHGS		500	500		1,000	
4380	AUTO MILEAGE-GEN OUT-OF-STATE					0	91
4381	OTHER TRANSPORTATION COST					0	36
4383	HOTEL ROOM & LODGING		1,271			1,271	587
4384	MEALS INCLUDING GRATUITIES					0	163
4607	RENT FOR MGMT/TRNG ROOM					0	0
4825	GENERAL LIABILITY INSUR			163		163	
4841	EMPLOYEES BONDS			8		8	
4909	COURIER SERVICE		15	9		24	105
4911	METER POSTAGE	23	71	46	46	185	145
4912	BUS REPLY & POSTAGE DUE				27	27	2
4913	INTRAGOVERNMENTAL SERVICE	4	14	9	7	34	23
4918	NON EMPLOYEE RECOGNITION					0	92
4929	PRINTING AND BINDING					0	13
4938	PHOTO COPYING	219	502	376.46	802	1,899	1,036
4939	PRINTING BINDING ETC STAT					0	34
4946	ADVERTISING NOTICES	490			863	1,353	3,008
4970	OTHER THAN ST MILEAGE	893	1,980	1,908.30	2,268	7,049	11,115
4980	TRAVEL EXP OTHER THAN ST	16	91	63	74	244	266
4983	DUES	1,000				1,000	1,000
5001	REGISTRATION FEE-NON STATE					0	180
5024	POSTAGE			9		9	
5302	TELEPHONE		473	374	277	1,124	853
5304	CELLULAR PHONE SERVICE	121	207	262	207	797	735
5331	NETWORK ACCESS		393	314	236	942	730
5346	PC & NTRWKRNG SOFTWARE/LICENSE				50	50	
5357	PRINTERS					0	478
5370	MINOR COMPUTER EQUIPMENT					0	535
5380	SUBSCRIPTION - PC/LAPTOP/THIN CLIENT		375	300	225	900	525
5381	SUPPORT - PC/LAPTOP/THIN CLIENT		436	349	262	1,047	562
5382	FILE SERVICES		114	91	114	319	166
5383	E-MAIL		94	75	69	239	146
5386	MOBILE DATA DEVICE		71	57	43	170	182
5602	OFFICE SUPPLIES	617	319	371	1,183	2,490	893
5627	PURCHASE OF BOOKS		296	9		305	585
<b>TOTAL ALL OTHER EXPENDITURES</b>		<b>15,555</b>	<b>44,210</b>	<b>32,600</b>	<b>27,184</b>	<b>119,549</b>	<b>83,899</b>
<i>ENCUMBRANCES:</i>							
4099	MISC PROF FEES & SPEC SRV	103,510	(36,638)	(27,053)	(21,555)	18,265	7,864
<b>ALL OTHER ALLOTMENT BALANCE</b>		<b>4,447</b>	<b>2,798</b>	<b>4,824</b>	<b>4,742</b>	<b>16,811</b>	<b>11,140</b>
<b>*Budget includes \$7,864 in encumbered balance forward. FY14 budget amount is 148,775.</b>							
9-24-14 Commissioner's Report							



# Maine Charter School Commission

**Fiscal Year 14**

**Year-to-Date Revenue**

**June 30, 2014**





MAINE CHARTER SCHOOL COMMISSION  
 FY14 OTHER SPECIAL REVENUE FUNDS  
 AS OF JUNE 30, 2014

VENDOR	DATE	REVENUE
K.I.D.S. RSU #2	7/1/2013	(226.53)
MSAD # 59	7/1/2013	(907.82)
MSAD # 75	7/1/2013	(127.42)
RSU # 19	7/1/2013	(365.66)
RSU # 18	7/1/2013	(264.18)
RSU #1	7/1/2013	(698.13)
RSU 9	7/1/2013	(487.39)
SAD #54	7/15/2013	(13,451.30)
RSU 14 - BAXTER	9/25/2013	(1,450.44)
SAD 49 - CORNVILLE	9/25/2013	(101.91)
RSU 21 - BAXTER	9/25/2013	(510.36)
MSAD 53 - CORNVILLE	9/25/2013	(52.78)
WELLS-OGUNQUIT COMMUNITY SCHOOL DISTRICT	9/30/2013	(255.90)
TOWN OF SCARBOROUGH	10/1/2013	(1,687.78)
BANGOR CITY OF	10/4/2013	460.44
LEWISTON CITY OF	10/4/2013	237.81
MSAD 13 TREAS OF	10/4/2013	8.30
MSAD 49	10/4/2013	7.98
MSAD 53	10/4/2013	16.23
MSAD 54 TREAS OF	10/4/2013	396.55
MSAD 59	10/4/2013	9.07
RSU #01	10/4/2013	2,094.39
RSU #02	10/4/2013	453.06
RSU #18	10/4/2013	792.54
RSU #19	10/4/2013	487.06
YORK TOWN OF	10/4/2013	490.62
MSAD # 59	10/8/2013	(697.60)
MSAD # 75	10/8/2013	(2,745.93)
RSU # 4	10/8/2013	(469.32)
SAD # 51	10/8/2013	(2,569.42)
SAD # 6	10/8/2013	(1,435.50)
WESTBROOK SCHOOL DEPT	10/8/2013	(1,885.99)
CITY OF LEWISTON	10/17/2013	(581.65)
GORHAM SCHOOL DEPARTMENT	10/17/2013	(2,250.03)
MSAD 11	10/17/2013	(223.05)
MSAD 57	10/17/2013	(1,186.35)
NOBLEBORO CENTRAL SCHOOL	10/17/2013	(240.87)
RSU 19	10/17/2013	(55.21)
RSU 24	10/17/2013	(127.51)
RSU 64 / MSAD 64	10/17/2013	(471.23)
SAD 15	10/17/2013	(2,753.95)
TOWN OF SCARBOROUGH	10/17/2013	(244.38)
BRISTOL CONSOLIDATED SCHOOL	10/22/2013	(486.12)
CITY OF BANGOR SCHOOL DEPT.	10/22/2013	(230.04)
KVCS-WATERTVILLE PUBLIC SCHOOLS	10/22/2013	(251.43)
MSAD #53	10/22/2013	(251.88)
MSAD # 52	10/22/2013	(116.58)
MSAD # 59	10/22/2013	(480.62)
RSU # 14-WINDHAM RAYMOND SCHOOL DISTRICT	10/22/2013	(122.33)
RSU # 25	10/22/2013	(114.12)
RSU # 38	10/22/2013	(491.79)
RSU # 5	10/22/2013	(2,769.19)

RSU 1	10/22/2013	(531.52)
TOWN OF BRUNSWICK	10/22/2013	(244.74)
SAD # 49	10/28/2013	(250.88)
TOWN OF SCARBOROUGH	10/28/2013	(509.08)
BRISTOL CONSOLIDATED SCHOOL	11/1/2013	(246.90)
RSU 19	11/1/2013	(249.29)
RSU 74	11/1/2013	(685.36)
SOUTH BRISTOL ELEMENTARY SCHOOL	11/1/2013	(248.88)
TOWN OF BRUNSWICK	11/1/2013	(1,545.80)
TOWN OF YARMOUTH	11/1/2013	(135.93)
MSAD # 61	11/8/2013	(1,657.02)
RSU NO 18	11/8/2013	(468.18)
RSU NO 18	11/8/2013	(234.09)
SAD 15	11/8/2013	(31.43)
<i>City of Augusta</i> <i>Baxter = \$55.66</i> <i>MANS = \$118.60</i> ACTON SCHOOL/DEPT	11/8/2013	(174.26)
MSAD # 52	11/14/2013	(237.96)
MSAD 57	11/14/2013	(15.15)
MSAD 57	11/14/2013	(30.96)
RSU #14-WINDHAM RAYMOND SCHOOL DISTRICT	11/14/2013	(297.05)
RSU 19	11/14/2013	(55.21)
WESTBROOK SCHOOL DEPARTMENT	11/14/2013	(61.22)
CITY OF AUGUSTA	11/27/2013	(55.66)
MSAD # 60	11/27/2013	(770.82)
SHEEPSCOT VALLEY RSU # 12	11/27/2013	(2,442.12)
TOWN OF CHEBEAGUE ISLAND	11/27/2013	(300.60)
YORK SCHOOL DEPARTMENT	11/27/2013	(460.86)
CITY OF LEWISTON	12/2/2013	(670.57)
CITY OF SOUTH PORTLAND	12/2/2013	(3,659.61)
MSAD 17	12/2/2013	(55.68)
RSU 4	12/2/2013	(30.02)
SAD # 6	12/2/2013	(31.48)
MSAD # 61	12/10/2013	(57.61)
RSU # 18	12/10/2013	(234.09)
RSU # 4	12/10/2013	(499.34)
RSU 1	12/10/2013	(245.10)
SAD # 15	12/10/2013	(1,462.43)
SAD # 49	12/10/2013	(101.91)
MSAD 15 TREAS OF	12/13/2013	(1,462.43)
MSAD 15 TREAS OF	12/13/2013	1,462.43
MSAD 15 TREAS OF	12/13/2013	1,462.43
RSU # 4	12/13/2013	499.34
RSU # 4	12/13/2013	(499.34)
RSU # 4	12/13/2013	499.34
CITY OF AUGUSTA	12/31/2013	(118.60)
MSAD 49	12/31/2013	(123.84)
MSAD 49	12/31/2013	(63.52)
MSAD 53	12/31/2013	(251.90)
MSAD 59	12/31/2013	(480.62)
MSAD 59	12/31/2013	(697.60)
RSU 38	12/31/2013	(491.79)
SAD 49	12/31/2013	(63.52)
SAD 15	12/31/2013	(1,350.93)
RSU 19	1/7/2014	(83.10)
CITY OF LEWISTON	1/7/2014	(52.82)
MSAD # 61	1/7/2014	(1,657.02)
SHEEPSCOT VALLEY RSU # 12	1/7/2014	(1,371.01)
RSU # 14-WINDHAM RAYMOND SCHOOL DISTRICT	1/7/2014	(122.33)
RSU # 25	1/7/2014	(535.36)

MSAD # 75	1/23/2014	(389.40)
KVCS-VASSALBORO COMMUNITY SCHOOL	1/23/2014	(226.14)
MSAD17	1/31/2014	(55.68)
MSAD # 52	1/31/2014	(131.73)
MSAD # 75	1/31/2014	(2,403.41)
CITY OF AUBURN	2/18/2014	(1,148.14)
PORTLAND PUBLIC SCHOOLS	2/18/2014	(1,638.35)
MAINE SCHOOL ADMINISTRATIVE DISTRICT NO 75	2/18/2014	(254.34)
MAINE SCHOOL ADMINISTRATIVE DISTRICT # 61	2/19/2014	(58.19)
RSU #38	2/20/2014	491.79
RSU #19	2/20/2014	83.10
RSU #12	2/20/2014	1,180.76
RSU #25	2/20/2014	267.68
MSAD 61 TREAS OF	2/20/2014	1,657.02
WESTBROOK SCHOOL DEPARTMENT	2/20/2014	30.00
MSAD #53 / RSU #53	2/20/2014	52.78
RSU 20	2/21/2014	(402.80)
REGIONAL SCHOOL UNIT 1	2/24/2014	(286.43)
REGIONAL SCHOOL UNIT 16	2/24/2014	(2,664.06)
MAINE SCHOOL ADMINISTRATIVE DISTRICT # 58	2/28/2014	(117.88)
SCHOOL ADMINISTRATIVE DISTRICT # 54	2/28/2014	(11,741.66)
RSU 74	3/10/2014	(756.90)
MAINE SCHOOL ADMINISTRATIVE DISTRICT # 59	3/10/2014	(1,240.66)
FIDDLEHEAD SCHOOL <i>RSU 16 = \$1694.96 Portland = \$58.41</i>	41,708.00	(753.37)
RSU 9 - MT BLUE REGIONAL SCHOOL DISTRICT	3/10/2014	(526.58)
SCHOOL ADMINISTRATIVE DISTRICT NO 49	41,708.00	(101.91)
TOWN OF BRUNSWICK	3/11/2014	(1,726.42)
TOWN OF YARMOUTH	3/11/2014	(135.94)
MAINE SCHOOL ADMINISTRATIVE DISTRICT # 13	3/11/2014	(477.17)
RSU 19	3/11/2014	(55.21)
CITY OF LEWISTON	3/11/2014	(486.85)
MAINE SCHOOL ADMINISTRATIVE DISTRICT # 53	3/11/2014	(251.90)
REGIONAL SCHOOL UNIT 1	3/11/2014	(298.80)
TOWN OF SCARBOROUGH	3/11/2014	(150.87)
REGIONAL SCHOOL UNIT # 23	3/11/2014	(278.70)
REGIONAL SCHOOL UNIT NO 4	3/11/2014	(117.33)
FALMOUTH SCHOOL DEPARTMENT	3/11/2014	(252.81)
CITY OF AUGUSTA	41,709.00	(229.92)
MAINE SCHOOL ADMINISTRATIVE DISTRICT NO 75	3/11/2014	(705.25)
RSU 20	3/11/2014	(201.40)
TOWN OF LISBON	3/11/2014	(336.00)
MAINE SCHOOL ADMINISTRATIVE DISTRICT # 58	3/12/2014	(78.58)
KVCS - VASSALBORO COMMUNITY SCHOOL	3/14/2014	(122.99)
YARMOUTH, TOWN OF	3/18/2014	(135.94)
BRUNSWICK, TOWN OF	3/18/2014	(1,710.67)
RSU #14	3/18/2014	(132.40)
RSU #5	3/18/2014	(530.79)
MSAD # 52	3/20/2014	(131.73)
SAD #49	3/21/2014	(292.02)
SOUTH PORTLAND, CITY OF	3/27/2014	(257.58)
GORHAM SCHOOL DEPARTMENT	4/3/2014	(26.79)
M.S.A.D #75	4/3/2014	(2,723.70)
ATHENS PUBLIC SCHOOLS	4/3/2014	(875.06)
RSU #13	4/3/2014	(229.23)
M.S.A.D #61	4/3/2014	(14.97)
RSU #16	4/10/2014	694.96
LEWISTON, CITY OF	4/11/2014	(52.82)
CITY OF AUBURN, DEPT OF EDUCATION	4/23/2014	(54.58)

MSAD 17	4/30/2014	(55.68)
PORTLAND PUBLIC SCHOOLS	4/30/2014	(959.44)
SAD 15	4/30/2014	(1,631.02)
CITY OF AUBURN	5/23/2014	(857.92)
RSU 1	5/23/2014	(245.06)
CITY OF LEWISTON	5/23/2014	(486.85)
MSAD # 75	6/3/2014	(393.55)
MSAD 59	6/9/2014	(1,240.66)
MSAD 53	6/9/2014	(251.90)
SAD 49	6/9/2014	(408.85)
MSAD 75	6/9/2014	(127.17)
MSAD 52	6/9/2014	(131.72)
RSU 1	6/9/2014	(53.70)
SAD 6	6/16/2014	(64.52)
MSAD 75	6/16/2014	(2,723.70)
TOWN OF BRUNSWICK	6/16/2014	(1,710.64)
MSAD 58	6/16/2014	(39.28)
RSU 20	6/16/2014	(201.40)
RSU 74	6/16/2014	(252.28)
GORHAM SCHOOL DEPARTMENT	6/19/2014	(63.19)
CITY OF LEWISTON	6/19/2014	(52.82)
TOWN OF YARMOUTH	6/19/2014	(135.94)
PORTLAND PUBLIC SCHOOLS	6/25/2014	(848.38)
FY14 REVENUE TO DATE		(109,326.27)
FY13 REVENUE		(12,905.01)
TOTAL REVENUE COLLECTED		(122,231.28)
EXPENDITURES AS OF 6/30/14		7,370.00
CASH BALANCE AS OF 6/30/14		(114,861.28)

# Maine Charter School Commission

**Fiscal Year 14**

**Other Special Revenue Expenditures**

**June 30, 2014**



**MAINE CHARTER SCHOOL COMMISSION**

**FY14 EXPENDITURES BY VENDOR -OTHER SPECIAL REVENUE FUNDS**

**AS OF JUNE 30, 2014**

	OBJECT	OBJECT NAME	VENDOR	EXPEND.
	3890	PER DIEM PAYMENT	ANDE SMITH	770
	3890	PER DIEM PAYMENT	HEIDI SAMPSON	825
	3890	PER DIEM PAYMENT	JANA LAPOINT	1,375
	3890	PER DIEM PAYMENT	JOHN A BIRD	1,045
	3890	PER DIEM PAYMENT	JOHN MICHAEL WILHELM	770
	3890	PER DIEM PAYMENT	LAURIE PENDLETON	770
	3890	PER DIEM PAYMENT	NICHI S FARNHAM	165
	3890	PER DIEM PAYMENT	RICHARD E BARNES	275
	3890	PER DIEM PAYMENT	SHELLEY S REED	1,155
	TOTAL PERSONAL SERVICES			7,150
	4970	OTHER THAN ST MILEAGE	SHELLEY S REED	165
	TOTAL ALL OTHER			165
	GRAND TOTAL			\$ 7,315.00





# Maine Charter School Commission

## **Maine's Public Charter Schools'**

### **Sample Monitoring Schedule**



September 16, 2014

## **Reports**

to

### **Department of Education and Maine Charter School Commission**

Public Charter Schools are obligated to report to the Maine Charter School Commission (MCSC) the information found in the Charter Contract and Exhibits B (Performance Framework) and E (Monitoring Plan) of the Charter Contract as well as data and information the MCSC may need for its oversight responsibility. Also, in accordance with Department Of Education (DOE) Rule Chapter 140, "Public Charter Schools are also responsible to provide the DOE with staff, student, and financial information that the department requests, including but not limited to information needed to carry out the purposes of the Essential Programs and Services Funding Act, Title 20-A, chapter 606-B".

It is essential that a Public Charter School be aware of all the required reports for MCSC and DOE and their due dates. To assist you, attached to this document is a listing of documents required by MCSC, including the source of the required document. Also, for required DOE reports the DOE Reporting Calendar at <http://www.maine.gov/doe/reporting/calendar.shtml> and the Past Due and Missing Reporting Items at <http://www.maine.gov/doe/reporting/pastdue.shtml>, both on the DOE website, will inform you as to those required documents. Public Charter Schools are encouraged to review all of this information, develop a procedure for reporting and a calendar to keep track of your progress. All of this information has a purpose and is important. Attached to this email are the documents included below for your convenience.

Thank you for your attention to this responsibility and cooperation.

Bob Kautz, Executive Director  
Maine Charter School Commission

Maine Charter School Commission Required Documents for Files

9/22/2014

School: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewer \_\_\_\_\_

In File	Folders for Charter School File	Required	Page
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	Facilities Agreement Signed Lease/Purchase Agreement	Ct 1.5.5	4
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Ct	Contract
Exh C	Pre-opening Plan
Exh B	Performance Indicators
Exh E	<b>Monitoring Plan</b>
05-071 Chap 140	
Title 20-A Chap 112	

DOE	Qualification of Staff Certification of Personnel	To: DOE SPED	4/22/2014	DOE SPED Requirement of all public schools.
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DOE	Adequacy of Support Services Grid	To: DOE SPED		
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	List of Board of Directors Current. <b>Annually</b> before first day of school.	Ct 1.1.7.5	2
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	Copies of all required policies of insurance provided <b>annually</b>	Ct 4.11.8	18
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	Workers Compensation		
	Property Insurance -	CT 4.10	16

business interruption;  
replacement costs coverage  
inventory and consumables.

Auto Liability  
Professional Liability  
Errors and omissions  
Surety Bond CFO

	Facilities - Capital Improvements	Exh B Exh E 7.	5 2	Year-End Monitoring Plan	<b>Annually</b>
	Transportation Plan/Contract	Exh B Exh E 7.	5 2	Year-End Monitoring Plan	<b>Annually</b>
	Food Plan/Contract	Exh B Exh E 7.	5 2	Year-End Monitoring Plan	<b>Annually</b>
	<b>Certificate of Occupancy</b> with change of location	Exh C Ct 1.5.7	4 4	Permanent certificate should be in file.	
	Emergency Contact Sheet	Exh C	4	Emergency Phone Numbers for Key School Personnel	
	<b>Student Enrollment Reports</b> Reports provided to SAUs	Exh E 4.a.	2	<i>Department of Education October 1 and April 1</i>	
Revenue Binders by Charter School	<b>Notice of Payments Due-Invoices</b> <b>August 1</b> November 1 <b>February 1</b> May 1	Chap 140 5.A.	7		
Payment from Resident Districts	<b>Allocation of Payments Due</b> September 1 December 1 March 1 June 1	Chap 112 § 2412 (2)	26	MSCS 3 percent oversight fee.	
	<b>Annual Enrollment Process</b> Public Notice of charter school openings	Chap 140 Sec 3 #1	4		

Annual Enrollment Process Continued	Notice of Lottery If known, TENTATIVE date/time can be included in notice of openings.	Chap 140 2.A. 1	Section 3 4-Jan 4	
	<b><u>Financial Reports</u></b>			
	Quarterly Financial Reports due:	Exh E 8.a	3	Monitoring Plan
	October 15	Exh B	3	Performance Indicators - <i>Requested</i>
	January 15	Exh E 8.b.	3	Monitoring Plan
	April 15			
	July 15			
DOE Commissioner	Preliminary Audit on/before Nov 1	Exh E 8.c.	3	direct to DOE § 2412-A
DOE Commissioner	Complete Audit by December 30 The School will provide a revised <b>annual</b> Financial Plan ... Prior to Sept 1.	Chap 112 8. d.	6. 3	25 direct to DOE Monitoring Plan
	<i>Student Academic Growth</i> Commission Approved Report	Exh E 2.a.		<i>"Within the first three months has established individual student records and target info..."</i>
			1	<u>Offered</u> quarterly and Annually
	Provide Commission with protocol for fulfilling assessment plan	Exh E 2.a. Exh B Perf.Ind.	1 1	Monitoring Plan <i>"Within 3 months ... Year One..."</i>
<b>End-of-Year</b>	Student Academic Proficiencies	Exh B		See Performance Indicators
<b>End-of-Year</b>	Statistical Summary of student scores	Exh E 2.b.	1	<i>"End of Year One..."</i> Monitoring
	Plan for improving/maintaining student academic growth September 1	Exh E 2.c.	1	<i>"Prior to start of Year Two..."</i> Monitoring

Reports to track student academic growth. January 15 June 30	Exh E 2.d.	1	"In Years Two through Five..."	Monitoring
As necessary: Academic Disciplinary Reports Expulsion Records	Exh E 5. a.b.	2		Monitoring
<b>Annually</b> , current parent-student handbook - highlighting any changes To include: ..a plan for parent engagement and conferences. ...Annual School Calendar	Exh E 6.b.  Exh E 6.a.  Exh C	2  2  4		Monitoring Monitoring Within 3 months, Year one ...

**Contract 5-19-13  
S.F.  
Oversight 5.2 -  
5.2.5**

The Commission shall have board oversight authority over the Charter School and may take all reasonable steps necessary to confirm that the Charter School is and remains in material compliance with this Charter and applicable law.

Documentation that a fire and safety inspection has been conducted by the Fire Marshal or the local fire department with the last five years (III,1.a.)

Documentation that the school's HVAC System and/or boilers have been inspected within the last 12 months. (III. 1.b and c MRSA 20-A §6302)

Copy of the Comprehensive All-hazards Emergency Management Plan (III. 1. d MRSA 20-A § 1001)

Copy of an annual water test if the facility is not on a municipal water service. (III. 1. g)



Copy of Department of Health & Human Services current annual (kitchen ...) license, permit or inspection results. (III. 1. e and f)

Copy of policy statement regarding student immunizations (III. 2.a MRSA 20-A § 6359)

Copy of an annual agreement for the services of designated school physician and school nursing services. (III. 2. b MRSA 20-A § 6402-A and 6403-A)

Copy of policy statements regarding administration of medications, including the requirement that unlicensed staff receives training prior to administering medications.  
(III. 2. c MRSA 20-A§ 254 (5))

Copy of policy statements regarding vision and hearing screening. (III. 2. d MRSA 20-A § 6451)

P/CSC/Monitoring/9-16-14 Reports Required for DOE and MCSC - Com. Annual Report - BK

P/CSC/Monitoring/9-25-14 LOG SHEET Charter School required Documents for the MCSC files.