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Maine Charter School Commission

ANNUAL REPORT TO THE COMMISSIONER

November 2017

Maine Charter School Commission

Members:

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

Staff:

Bob Kautz, Executive Director
Gina Post, Dir. of Program Management
Amy Allen, Senior Support Coordinator
Kim Kimball, Office Assistant

Maine Public Charter Schools:

ACADIA Academy
12 Westminster Street
Lewiston, ME 04240
<http://www.acadiaacademy.org/>

Baxter Academy for Technology and Science
185 Lancaster Street, Portland 04101
www.Baxter-Academy.org

Cornville Regional Charter School
1192 West Ridge Road, Cornville 04976
www.CornvilleRegionalCharterSchool.org

Fiddlehead School of Arts and Science
25 Shaker Road, Gray 04039
www.Fiddleheadschool.org

Harpswell Coastal Academy
9 Ash Point Road Harpswell 04079
www.HarpswellCoastalAcademy.org

Address:

Burton M. Cross State Office Building
Physical: 111 Sewall Street, 5th Floor
Mailing: 182 State House Station
Augusta 04333-0182
Phone: 207-624-6729
Email: 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>

Maine Academy of Natural Sciences
16 Prescott Lane, Hinckley 04944
www.Means-gwh.org

Maine Connections Academy
75 John Robert's Road, Suite 11B
South Portland 04106
www.MaineConnectionsAcademy.com

Maine Virtual Academy
6 Chestnut Street, Augusta 04333
www.mainevirtual.org

Snow Pond Arts Academy
8 Goldenrod Road
Sidney, ME 04330
<http://www.snowpondartsacademy.org>

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Maine Charter School Commission

Annual Report to the Commissioner 2016-2017 School Year November 2017

This Annual Report to the Commissioner is written to satisfy the requirement of MRSA Title 20-A, Chapter 112, §2405.4 Reporting and Evaluation, an authorizer shall submit to the Commissioner an annual report within 90 days of the end of each school fiscal year summarizing:

- A. The authorizer's strategic vision for chartering and progress toward achieving that vision;
- B. The performance of all operating public charter schools overseen by the authorizer, according to the performance measures and expectations specified in the charter contracts;
- C. The status of the authorizer's public charter school portfolio of approved charter applications, identifying all public charter schools within that portfolio as – approved, but not yet open; operating; renewed; transferred; terminated; closed; or never opened;
- D. The oversight and services provided by the authorizer to the public charter schools under the authorizer's purview; and
- E. The total amount of funds collected from each public charter school the authorizer authorized pursuant to subsection 5, paragraph B and the costs incurred by the authorizer to oversee each public charter school.

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

Mission:

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; Rule 90-668 Chapter 2: Procedures for Commission Authorization of Public Charter Schools; and Rule 90-668 Chapter 3: Procedures for Charter School

Renewal. Chapter 3 was created to have a procedure established for the renewal process. In 2016, two schools completed the renewal process – Cornville Regional Charter School and Maine Academy of Natural Sciences.

Charter School Approval Process:

The charter school must submit a charter application for establishing a charter school as described in the Maine Charter School Commission’s Request for Proposals.

After the receipt of a charter school application, the approval 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.

The RFP for schools opening in the fall of 2018 was issued on May 30, 2017. 2 schools filed an Intent to Apply, neither submitted a complete application by the due date. Currently, Maine students have the opportunity to choose to receive their education from nine public charter schools, each offering a different educational focus:

- ACADIA Academy serves grades K-3 (planning to add grade 4 in the coming school year) with a focus on direct instruction and hands-on learning;
- Baxter Academy for Technology and Science serves grades 9-12 with a focus on science, technology, engineering, and math;
- Cornville Regional Charter School serves grades preK-12 with a focus on standards-based instruction;
- Fiddlehead School of Arts and Sciences serves PreK-5 using the Emilia Reggio philosophy;
- Harpswell Coastal Academy serves grades 6-12 with a focus on project-based learning;
- Maine Academy of Natural Sciences serves grades 9-12 with a focus on agriculture and forestry;
- Maine Connections Academy serves grades 7-12 through a virtual platform;
- Maine Virtual Academy serves grades 7-12 through a virtual platform;
- Snow Pond Arts Academy serves grades 9-12 with a focus on the performing arts.

Legislative Process:

In addition to its work managing the RFP process, authorizing of new charter schools, and overseeing all 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. The Commission presented its budget to both the Education and Cultural Affairs Committee and the Appropriations and Cultural Affairs Committee.

Monitoring:

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 90-Day Reviews with the newly opened schools, as well as an extensive end-of-year review with each charter school.

Commission Activities:

In addition to monthly meetings (*see Calendar in Appendix*), 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 conducted a well-attended clinic on Maine's Charter School Law and public charter schools at the Maine School Management Association Annual Fall Conference, October 2016.

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.

In October 2016, four members of the Commission and two staff attended the National Association for Charter School Authorizer's (NACSA) Annual Conference in Atlanta, Georgia to attend workshops and sessions to assist in developing and maintaining policies and practices consistent with nationally recognized principles and professional standards for authorizing public charter schools.

Staff:

Supporting the Commission were three administrative employees – Administrative Assistant, Director of Program Management, and Executive Director.

The Administrative Assistant provides preparation for meetings, notifications, agendas and minutes, and maintains the growing amount of records and correspondence of the Commission supports the Director of Program Management and Executive Director, and other duties.

The Director of Program Management assists the Commission with many tasks, which include review of charter applications; analyzing and evaluating charter school data, writing of monitoring reports, providing research and analysis, communicating with charter schools to strengthen their performance;

providing feedback to schools regarding accountability metrics; reviewing schools' performance; and legal compliance.

The Executive Director assists the Commission on many levels, particularly in developing policies and procedures. The Executive Director serves as a liaison between the Commission and the Maine Department of Education, Legislature, and Attorney General's Office; provides research and analysis; monitors charter contracts for compliance; manages Commission income and expenses; and works with the Commission throughout the charter application process.

Strategic Plan:

The Charter Commission annually reviews its work from the previous year for the purpose of continuous improvement of its efforts to oversee the public charter schools. This review results in the Commission's strategic plan for the following year.

The 2016-2017 Maine Charter School Commission Strategic Plan was to address the following:

- Goal 1 Implement Renewal Process
- Goal 2 Clarify Commission's Role
- Goal 3 Plan for the Future
- Goal 4 Review and Develop Policies and Procedures
- Goal 5 Create a Long Term Financial Plan

Sub-Committees:

In addition to the work done by the full Commission, the Commission established sub-committees. These sub-committees consisted of 2-3 Commission members, and also included staff as appropriate. The Commission also created standing committees for Finance and Policy.

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 conducts a comprehensive Interim Monitoring Review visit to each public charter school within the first 90 days of the school's operation. During the 2016-2017 school year, two interim visits were conducted. Reports were 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 two visits to the public charter school with interviews, and observations. A report with findings was generated and accepted by the Commission. *(This final report for each school is included with this document).*

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:

(2) Operating:

- ❖ ACADIA Academy (September 2016)
- ❖ Baxter Academy for Technology and Science (September 2013)
- ❖ Cornville Regional Charter School (October 2012)
- ❖ Fiddlehead School of Arts & Sciences (September 2013)
- ❖ Harpswell Coastal Academy (September 2013)
- ❖ Maine Academy of Natural Sciences (October 2012)
- ❖ Maine Connections Academy (September 2014)
- ❖ Maine Virtual Academy (September 2015)
- ❖ Snow Pond Arts Academy (September 2016)

(3) Renewed:

- ❖ Cornville Regional Charter School (*November, 2016*)
- ❖ Maine Academy of Natural Sciences (*November, 2016*)

(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 end-of-year monitoring visits. Additionally, charter schools are required to provide information periodically during the year, as well as end-of-year data. (*See Calendar in Appendix*)

In the past year, the Commission made pre-opening visits to ACADIA Academy and Snow Pond Arts Academy. Representing the Charter Commission was a team of Charter Commission members, assisted by a Department of Education Special Education team member, as well as Charter Commission staff. In general, the three-member teams of Charter Commission members assigned to review an application continues to serve that public charter school conducting the monitoring and visits for compliance with the Contract – which includes the Application, Pre-Opening Plan, Monitoring Plan, Performance Indicators and Closure Plan.

The pre-opening visits included Governing Board members and administration at which the schools' contracted pre-opening plan was reviewed for completeness and authorization to open. *(The Pre-Opening Visit reports are attached.)*

During the first year of operation, the Commission Review Team administers a 90-day visit at the school. These half-day interim visits are held during the first ninety days of the opening of the school. For the 2016-2017 school year, ACADIA Academy and Snow Pond Arts Academy required 90-day visits. The team reviewed data provided by the schools, toured the schools and observed classes and activities; all to assess the schools' progress in implementing their proposed educational and organizational plans. *(The 90-Day Visit Reports are attached.)*

At the end of the school year, an annual on-site visit was conducted and an annual monitoring report was written. The Review Team measured progress on attainment of the charter schools' Performance Indicators in the Charter School Contract.

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 charter school events such as:

- site visits;
- enrollment lotteries conducted by schools ;
- pre-opening reviews at ACADIA Academy and Snow Pond Arts Academy approved for opening in September 2016;
- Graduation ceremonies.

MCSC staff maintained communication with each school throughout the year and provided assistance to each school as needed.

In addition to the oversight activities, the Charter Commission supported programs to assist the charter schools. Workshops included proficiency-based diploma, special education, certification, school security, transportation, and data collection.

In February 2016, the Maine Charter School Commission scored 12 of 12 points on National Association of Charter School Authorizers' (NACSA) Index of Essential Practices. Each year, NACSA releases the Index, its analysis of how well authorizers across the nation are implementing the 12 practices that are critical to fulfilling the responsibilities of being an authorizer. *(Letter of Recognition is attached.)*

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.

By law, the Commission is allowed to receive up to 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. In November 2016, MCSC voted to take only 2.25%. In addition the MCSC returned funds to each school totaling \$428,000.

The revenue received from the Department of Education based on the Essential Program S (EPS) formula in FY 17 was \$581,538.57 of which \$304,007 was used to pay the Commission per diem, fund professional development for the Commission and staff, engage professional and administrative staff, and to fund activities to oversee public charter schools. The balance has been carried into FY 2018.

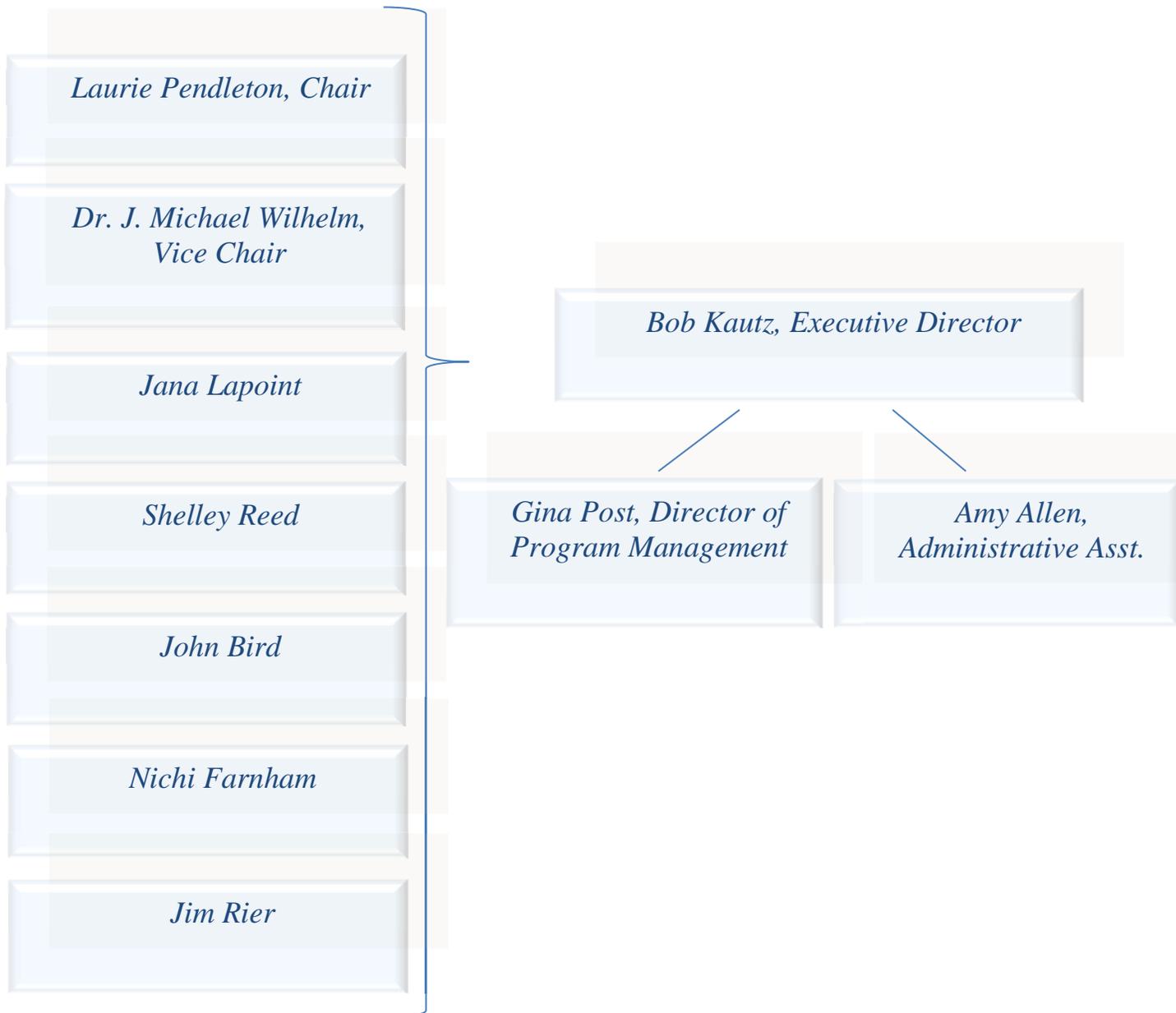
Professional development of the Commission and staff is to assure that the Commission, in its operation, adheres faithfully to the requirement of the Public Charter School Law that authorizers meet nationally recognized principles and professional standards.

Also attached to this report are FY17 year to date expenditures – Other Special Revenue Funds; FY17 expenditures by vendor – Other Special Revenue Funds; FY18 approved budget; and FY18 budget guideline.

Appendix A

Maine Charter School Commission

Organization Chart 2016-2017



Appendix B

Appendix C

MAINE CHARTER SCHOOL COMMISSION
 FY17 YEAR TO DATE EXPENDITURES - OTHER SPECIAL REVENUE FUNDS
 AS OF JUNE 30, 2017

	Q1	Q2	Q3	Q4	TOTAL	FY16 Actual
PERSONAL SERVICES ALLOTMENT	3,025	3,025	3,025	3,025	12,100	12,100
<i>EXPENDITURES</i>						
3890 PER DIEM PAYMENT	1,650	2,530	1,265	3,025	8,470	7,590
PERSONAL SERVICES EXPENDITURES	1,650	2,530	1,265	3,025	8,470	7,590
PERSONAL SERVICES ALLOTMENT BALANCE	1,375	495	1,760	0	3,630	4,510
ALL OTHER ALLOTMENT	209,619	17,805	16,737	42,145	286,306	266,236
UNENCUMBERED BALANCE FORWARD				40,648	40,648	
ENCUMBERED BALANCE FORWARD	17,192				17,192	20,070
TOTAL ALL OTHER ALLOTMENT	226,811	17,805	16,737	82,793	344,146	286,306
<i>EXPENDITURES:</i>						
4015 CASUAL LABOR					0	275
4021 ENTERTAIN & CATERERS SERV	166	140	391	399	1,095	504
4099 MISC PROF FEES & SPEC SRV	49,695	41,305	47,748	62,788	201,537	161,961
4105 SERVICE CENTER				16,351	16,351	
4142 LEGAL SERVICES			8,673		8,673	
4250 W-2 REPORTABLE IN STATE TRAVEL				691	691	
4270 AUTO MILEAGE-GEN IN STATE	1,264	(1,264)			0	
4271 OTHER TRANSPORTATION	32	(32)			0	
4275 MISCELLANEOUS EXPENSE	5,160				5,160	
4360 AIR FARE OUT OF STATE	3,715				3,715	2,965
4378 OUT-OF ST CONFERENCE REG CHGS					0	2,675
4380 AUTO MILEAGE-GEN OUT-OF ST		172			172	163
4381 OTHER TRANSPORTATION COST		470			470	664
4383 HOTEL ROOM AND LODGING		4,036			4,036	2,799
4384 MEALS INCLUDE GRATUITIES		712			712	537
4385 MISCELLANEOUS EXPENSE		40			40	115
4422 REPAIRS LABOR			460		460	
4801 INSURANCE ON BUILDINGS	12				12	12
4825 GENERAL LIABILITY INSUR	338				338	166
4841 EMPLOYEES BONDS	8				8	8
4852 AUTOMOBILE INSURANCE	11				11	8
4909 COURIER SERVICE			45		45	145
4911 POSTAGE	580	55	67	19	721	265
4912 BUS REPLY & POSTAGE DUE			0		0	0
4913 INTRAGOVERNMENTAL SERVICE	8	9	18	3	38	43
4916 CONFERENCE CHARGES	3,000	100			3,100	
4929 PRINTING AND BINDING			1,015		1,015	
4938 PHOTO COPYING	448	1,432	289	715	2,883	1,588
4939 PRINTING BINDING ETC STAT					0	27
4946 ADVERTISING NOTICES		518			518	1,645
4970 OTHER THAN ST MILEAGE	2,080	3,036	1,086	2,857	9,059	7,173
4980 TRAVEL EXP OTHER THAN ST	81	68	36	70	255	195
4982 PERIODICALS NEWSPAPER SUB		443			443	198
4983 DUES	1,250				1,250	1,250
5002 REGISTRATION FEE-STATE	250			20	270	
5020 BOOKS			12		12	298
5150 FOOD		570.88		120	691	
5301 OIT PROFESSIONAL CHARGES	33	32.7	56	33	154	131
5302 TELEPHONE SERVICE	419	516.27	476	456	1,868	1,711
5304 CELLULAR PHONE SERVICE	404	476.92	495	257	1,633	1,800
5310 IT END USER SERVICES		1,997	703	102	2,801	
5316 DP CONSULTING-BY STATE					0	150
5331 NETWORK ACCESS	578		510	619	1,707	1,981
5355 SOFTWARE MAINT / LICENSES				8,000	8,000	
5380 SUBSCRIPTION - PC/LAPTOP/THIN CLIENT	489		349	524	1,361	1,675
5381 SUPPORT - PC/LAPTOP/THIN CLIENT	681		389	729	1,799	2,334
5382 FILE SERVICES	68				68	227
5383 EMAIL	185	129	114	110	539	644
5386 MOBILE DATA DEVICE/CONNECTION	85	85	114	114	397	341
5602 OFFICE SUPPLIES	111	823	497	507	1,938	2,530
5627 PURCHASE OF BOOKS					0	369
5636 MISC SUPPLIES			15		15	
5650 MISC OFFICE EQUIPMENT				633	633	133
8511 TRANS TO GEN FUND STACAP	2,180	1,749	1,941	2,969	8,840	12,626
TOTAL ALL OTHER EXPENDITURES	73,333	57,619	65,500	99,084	295,536	212,331
ALL OTHER ALLOTMENT BALANCE - SUBTOTAL	153,478	(39,814)	(48,763)	(16,291)	48,610	73,975
<i>ENCUMBRANCES:</i>	153,478	(39,815)	(48,763)	(27,838)	37,062	17,192
ALL OTHER ALLOTMENT BALANCE	0	1	0	11,546	11,548	56,783

Appendix D

MAINE CHARTER SCHOOL COMMISSION
 FY17 EXPENDITURES BY VENDOR - OTHER SPECIAL REVENUE FUNDS
 AS OF JUNE 30, 2017

OBJECT	OBJECT NAME	VENDOR	EXPEND.
3890	PER DIEM PAYMENT	JAMES E RIER JR	385.00
3890	PER DIEM PAYMENT	JANA LAPOINT	1,540.00
3890	PER DIEM PAYMENT	JOHN A BIRD	1,210.00
3890	PER DIEM PAYMENT	JOHN MICHAEL WILHELM	1,870.00
3890	PER DIEM PAYMENT	LAURIE PENDLETON	1,155.00
3890	PER DIEM PAYMENT	NICHI S FARNHAM	825.00
3890	PER DIEM PAYMENT	SHELLEY S REED	1,485.00
TOTAL PERSONAL SERVICES			8,470.00
4021	ENTERTAIN & CATERERS SERV	RICH'S CAFE	166.00
4021	ENTERTAIN & CATERERS SERV		929.00
4099	MISC PROF FEES & SPEC SRV	PANORAMA EDUCATION, INC	17,850.00
4099	MISC PROF FEES & SPEC SRV	RICHARD V LARIOS	1,200.00
4099	MISC PROF FEES & SPEC SRV	TRI-STATE STAFFING, INC	182,486.68
4105	SERVICE CENTER		16,351.00
4142	LEGAL SERVICES		8,673.00
4250	W-2 REPORTABLE IN STATE TRAVEL	ROBERT KAUTZ	690.92
4270	AUTO MILEAGE-GEN IN STATE	GINA POST	162.90
4270	AUTO MILEAGE-GEN IN STATE	JOHN A BIRD	167.20
4270	AUTO MILEAGE-GEN IN STATE	JOHN MICHAEL WILHELM	421.96
4270	AUTO MILEAGE-GEN IN STATE	LAURIE PENDLETON	149.60
4270	AUTO MILEAGE-GEN IN STATE	NICHI S FARNHAM	271.04
4270	AUTO MILEAGE-GEN IN STATE	ROBERT KAUTZ	225.28
4270	AUTO MILEAGE-GEN IN STATE	SHELLEY S REED	480.30
4270	AUTO MILEAGE-GEN IN STATE		(1,878.28)
4271	OTHER TRANSPORTATION	GINA POST	11.00
4271	OTHER TRANSPORTATION	JOHN MICHAEL WILHELM	19.50
4271	OTHER TRANSPORTATION	ROBERT KAUTZ	10.50
4271	OTHER TRANSPORTATION		(41.00)
4275	MISCELLANEOUS EXPENSE	PANORAMA EDUCATION, INC	5,160.00
4360	AIR FARE OUT OF STATE		3,714.70
4380	AUTO MILEAGE-GEN OUT-OF ST	JOHN A BIRD	74.80
4380	AUTO MILEAGE-GEN OUT-OF ST	JOHN MICHAEL WILHELM	22.00
4380	AUTO MILEAGE-GEN OUT-OF ST	ROBERT KAUTZ	30.80
4380	AUTO MILEAGE-GEN OUT-OF ST	SHELLEY S REED	44.00
4381	OTHER TRANSPORTATION COST	JOHN A BIRD	48.00
4381	OTHER TRANSPORTATION COST	ROBERT KAUTZ	53.00
4381	OTHER TRANSPORTATION COST	SHELLEY S REED	6.50
4381	OTHER TRANSPORTATION COST		362.00
4383	HOTEL ROOM AND LODGING		4,036.32
4384	MEALS INCLUDE GRATUITIES	JOHN A BIRD	178.00
4384	MEALS INCLUDE GRATUITIES	JOHN MICHAEL WILHELM	178.00
4384	MEALS INCLUDE GRATUITIES	ROBERT KAUTZ	178.00
4384	MEALS INCLUDE GRATUITIES	SHELLEY S REED	178.00
4385	MISCELLANEOUS EXPENSE		40.00
4422	REPAIRS LABOR	INNOVATIVE WORKSPACE SOLUTIONS, LLC	460.00
4801	INSURANCE ON BUILDINGS		12.47
4825	GENERAL LIABILITY INSUR		338.40
4841	EMPLOYEES BONDS		8.00
4852	AUTOMOBILE INSURANCE		11.40
4909	COURIER SERVICE		44.83
4911	POSTAGE		721.19
4912	BUS REPLY & POSTAGE DUE		0.21
4913	INTRAGOVERNMENTAL SERVICE		38.28
4916	CONFERENCE CHARGES		3,100.00
4929	PRINTING AND BINDING	X-PRESS OF MAINE	1,015.00
4938	PHOTO COPYING		2,883.13
4946	ADVERTISING NOTICES		518.24
4970	OTHER THAN ST MILEAGE	GINA POST	739.64
4970	OTHER THAN ST MILEAGE	JOHN A BIRD	717.20
4970	OTHER THAN ST MILEAGE	JOHN MICHAEL WILHELM	1,287.00
4970	OTHER THAN ST MILEAGE	LAURIE PENDLETON	983.84
4970	OTHER THAN ST MILEAGE	NICHI S FARNHAM	833.36
4970	OTHER THAN ST MILEAGE	ROBERT KAUTZ	2,056.56
4970	OTHER THAN ST MILEAGE	SHELLEY S REED	562.88
4970	OTHER THAN ST MILEAGE		1,878.28
4980	TRAVEL EXP OTHER THAN ST	GINA POST	51.00
4980	TRAVEL EXP OTHER THAN ST	JOHN MICHAEL WILHELM	68.25
4980	TRAVEL EXP OTHER THAN ST	ROBERT KAUTZ	94.30
4980	TRAVEL EXP OTHER THAN ST		41.00
4982	PERIODICALS NEWSPAPER SUB		442.90
4983	DUES		1,250.00
5002	REGISTRATION FEE-STATE		270.00
5020	BOOKS		12.11
5150	FOOD	GINA POST	81.64
5150	FOOD		609.51
5301	OIT PROFESSIONAL CHARGES		153.89
5302	TELEPHONE SERVICE		1,868.20
5304	CELLULAR PHONE SERVICE	US CELLULAR	1,618.79
5304	CELLULAR PHONE SERVICE		14.19
5310	IT END USER SERVICES		2,801.48
5331	NETWORK ACCESS		1,706.79
5355	SOFTWARE MAINT / LICENSES	SurveyMonkey.com, LLC	8,000.00
5380	SUBSCRIPTION - PC/LAPTOP/THIN CLIENT		1,361.10
5381	SUPPORT - PC/LAPTOP/THIN CLIENT		1,799.31
5382	FILE SERVICES		67.98
5383	EMAIL		538.77
5386	MOBILE DATA DEVICE/CONNECTION		397.32
5602	OFFICE SUPPLIES		1,938.37
5636	MISC SUPPLIES		15.02
5650	MISC OFFICE EQUIPMENT		632.99
8511	TRANS TO GEN FUND STACAP		8,840.17
TOTAL ALL OTHER			295,535.71
GRAND TOTAL PERSONAL SERVICE AND ALL OTHER			304,005.71

Appendix E

CHARTER SCHOOL COMMISSION, STATE

State Charter School Commission Z137

Initiative: BASELINE BUDGET

GENERAL FUND	2015-16	2016-17
All Other	\$148,406	\$148,406
GENERAL FUND TOTAL	<u>\$148,406</u>	<u>\$148,406</u>

OTHER SPECIAL REVENUE FUNDS	2015-16	2016-17
Personal Services	\$6,600	\$6,600
All Other	\$11,900	\$11,900
OTHER SPECIAL REVENUE FUNDS TOTAL	<u>\$18,500</u>	<u>\$18,500</u>

State Charter School Commission Z137

Initiative: Provides funding for per diems and other costs related to overseeing public charter schools.

OTHER SPECIAL REVENUE FUNDS	2015-16	2016-17
Personal Services	\$5,500	\$5,500
All Other	\$126,000	\$126,000
OTHER SPECIAL REVENUE FUNDS TOTAL	<u>\$131,500</u>	<u>\$131,500</u>

State Charter School Commission Z137

Initiative: Reduces funding in the General Fund for operating costs related to the Maine Charter School Commission and increases funding in Other Special Revenue Funds for operating costs related to the Maine Charter School Commission within the same program.

GENERAL FUND	2015-16	2016-17
All Other	(\$148,406)	(\$148,406)
GENERAL FUND TOTAL	<u>(\$148,406)</u>	<u>(\$148,406)</u>

State Charter School Commission Z137

Initiative: Reduces funding in the General Fund for operating costs related to the Maine Charter School Commission and increases funding in Other Special Revenue Funds for operating costs related to the Maine Charter School Commission within the same program.

OTHER SPECIAL REVENUE FUNDS	2015-16	2016-17
All Other	\$148,406	\$148,406
OTHER SPECIAL REVENUE FUNDS TOTAL	<u>\$148,406</u>	<u>\$148,406</u>

**STATE CHARTER SCHOOL COMMISSION Z137
PROGRAM SUMMARY**

GENERAL FUND	2015-16	2016-17
All Other	\$0	\$0
GENERAL FUND TOTAL	<u>\$0</u>	<u>\$0</u>

OTHER SPECIAL REVENUE FUNDS	2015-16	2016-17
Personal Services	\$12,100	\$12,100
All Other	\$286,306	\$286,306
OTHER SPECIAL REVENUE FUNDS TOTAL	<u>\$298,406</u>	<u>\$298,406</u>

CHARTER SCHOOL COMMISSION, STATE DEPARTMENT TOTALS	2015-16	2016-17
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Sec. A-10. Appropriations and allocations. The following appropriations and allocations are made.

CHILDREN'S TRUST INCORPORATED, BOARD OF THE MAINE

Maine Children's Trust Incorporated 0798

Initiative: BASELINE BUDGET

OTHER SPECIAL REVENUE FUNDS	2015-16	2016-17
All Other	\$48,300	\$48,300
OTHER SPECIAL REVENUE FUNDS TOTAL	<u>\$48,300</u>	<u>\$48,300</u>

MAINE CHILDREN'S TRUST INCORPORATED 0798

PROGRAM SUMMARY

OTHER SPECIAL REVENUE FUNDS	2015-16	2016-17
All Other	\$48,300	\$48,300
OTHER SPECIAL REVENUE FUNDS TOTAL	<u>\$48,300</u>	<u>\$48,300</u>

Sec. A-11. Appropriations and allocations. The following appropriations and allocations are made.

COMMUNITY COLLEGE SYSTEM, BOARD OF TRUSTEES OF THE MAINE

Bring College to ME Program Z168

Initiative: BASELINE BUDGET

GENERAL FUND	2015-16	2016-17
All Other	\$320,000	\$320,000
GENERAL FUND TOTAL	<u>\$320,000</u>	<u>\$320,000</u>

BRING COLLEGE TO ME PROGRAM Z168

PROGRAM SUMMARY

Appendix F

**State of Maine
Budget & Financial Management System**

Budget Guideline Report

Account: 01090SZ13701

MAINE CHARTER SCHOOL COMMISSION

Fund: All Policy: All Unit: All Agency: All Program: All Account: All

	Object	2016-U01 Total FY 16 (Cumulative)	2016-U01 Total FY 17 (Cumulative)	Legislative Document
All Other	2	148,406	148,406	P267A1
		(148,406)	(148,406)	P267A1-7000
	All Other TOTAL	0	0	
	TOTAL	0	0	

State of Maine
Budget & Financial Management System

Budget Guideline Report

Account: 01490SZ13701

MAINE CHARTER SCHOOL COMMISSION

Fund: All Policy: All Unit: All Agency: All Program: All Account: All

	Object	2016-U01 Total FY 16 (Cumulative)	2016-U01 Total FY 17 (Cumulative)	Legislative Document
Personal Services	1			
		6,600	6,600	P267A1
		5,500	5,500	P267A1-3
	Personal Services TOTAL	12,100	12,100	
All Other	2			
		11,900	11,900	P267A1
		126,000	126,000	P267A1-3
		148,406	148,406	P267A1-7000
	All Other TOTAL	286,306	286,306	
	TOTAL	298,406	298,406	

Appendix G

2016-2017
Number of Students Attending a Public Charter School by Resident Town

Resident Town	Number of Students Attending a Public Charter School
Acton	6
Addison	3
Albany Twp	4
Albion	2
Alfred	2
Allagash	2
Alna	1
Anson	3
Arundel	4
Ashland	1
Athens	11
Atkinson	1
Auburn	67
Augusta	34
Avon	1
Bangor	18
Bath	31
Belgrade	7
Benedicta Twp	1
Benton	12
Berwick	6
Bethel	2
Biddeford	10
Bingham	5
Blaine	1
Blanchard Twp	1
Blue Hill	3
Bowdoin	16
Bowdoinham	9
Bradford	5
Brewer	4
Bridgton	5
Brooklin	1
Brooks	3
Brownfield	1
Brownville	5
Brunswick	70
Buckfield	1
Burnham	3
Buxton	17
Canaan	19
Cape Elizabeth	15
Caribou	4
Carmel	4
Carthage	4
Casco	7
Caswell	1
Charleston	1
Chebeague Island	1
Chelsea	1
Chester	2
Chesterville	1
China	4
Clinton	6
Corinth	1
Cornish	2

2016-2017
Number of Students Attending a Public Charter School by Resident Town

Cornville	27
Cumberland	20
Cushing	3
Damariscotta	4
Dedham	1
Deer Isle	1
Denmark	4
Dexter	5
Dover-Foxcroft	3
Dresden	3
Durham	16
East Machias	1
East Millinocket	6
Eastport	1
Eddington	1
Eliot	4
Ellsworth	4
Embden	1
Enfield	2
Exeter	3
Fairfield	29
Falmouth	17
Farmingdale	5
Farmington	6
Fayette	2
Fort Fairfield	2
Fort Kent	2
Franklin	4
Freeport	18
Fryeburg	2
Gardiner	12
Garland	2
Glenburn	2
Gorham	28
Gouldsboro	1
Gray	34
Greenbush	1
Greene	13
Greenville	2
Guilford	2
Hallowell	3
Hampden	3
Hancock	1
Harmony	3
Harpswell	38
Harrington	1
Harrison	4
Hartford	1
Hartland	13
Hebron	5
Hermon	1
Highland Pt	1
Hiram	1
Hollis	5
Houlton	5
Howland	1
Jackman	1
Jay	4

2016-2017
Number of Students Attending a Public Charter School by Resident Town

Jefferson	1
Jonesboro	2
Kennebunk	6
Kennebunkport	3
Kingfield	2
Kittery	8
Lagrange	3
Lebanon	6
Lee	1
Leeds	4
Levant	1
Lewiston	114
Liberty	1
Limerick	9
Limestone	2
Limington	3
Lincoln	4
Linconville	1
Linneus	2
Lisbon	24
Litchfield	6
Littleton	1
Livermore	1
Livermore Falls	4
Lovell	1
Ludlow	1
Lyman	8
Machias	2
Madawaska	1
Madison	27
Manchester	1
Mapleton	1
Mariaville	1
Masardis	1
Mechanic Falls	3
Mercer	3
Merrill	2
Milbridge	2
Milford	2
Millinocket	1
Milo	2
Minot	1
Monmouth	3
Monroe	1
Montville	3
Morrill	1
Mount Desert	2
Mount Vernon	4
Naples	6
New Gloucester	35
New Portland	1
New Sharon	2
New Sweden	1
Newburgh	1
Newcastle	1
Newfield	3
Newport	5
Norridgewock	13

2016-2017
Number of Students Attending a Public Charter School by Resident Town

North Berwick	4
North Yarmouth	9
Northport	3
Norway	4
Oakland	15
Old Orchard Beach	11
Old Town	10
Orland	3
Orono	3
Orrington	3
Otisfield	2
Owls Head	3
Oxford	2
Palermo	3
Palmyra	4
Paris	2
Parkman	1
Parsonsfield	1
Patten	1
Perry	1
Peru	2
Phillips	1
Phippsburg	1
Pittsfield	6
Pittston	1
Pleasant Point	1
Pleasant Rdge Plt	1
Plymouth	1
Poland	16
Porter	2
Portland	56
Pownal	4
Presque Isle	6
Randolph	2
Raymond	10
Readfield	4
Richmond	15
Rockland	6
Rome	6
Rumford	6
Sabattus	10
Saco	1
Saint Albans	9
Sanford	14
Scarborough	35
Searsmont	2
Searsport	4
Sebago	2
Sedgwick	2
Sidney	9
Skowhegan	88
Smithfield	3
Solon	3
Somerville	1
South Berwick	7
South Portland	35
South Thomaston	2
Southwest Hbr	2

2016-2017
Number of Students Attending a Public Charter School by Resident Town

Springfield	1
Stacyville	1
Standish	21
Starks	4
Steuben	4
Strong	1
Sullivan	4
Sumner	1
Surry	1
Sweden	1
Temple	3
Thomaston	1
Thorndike	1
Topsham	37
Turner	4
Union	1
Unity	2
Van Buren	3
Vassalboro	8
Veazie	2
Wade	2
Waldoboro	5
Wales	5
Warren	2
Waterboro	10
Waterville	27
Wells	5
West Bath	6
West Gardiner	4
West Paris	3
Westbrook	29
Westfield	1
Westport	1
Whitefield	2
Wilton	4
Windham	33
Windsor	4
Winn	1
Winslow	24
Winter Harbor	2
Winterport	1
Winthrop	6
Wiscasset	5
Woolwich	4
Yarmouth	10
York	9
<i>Resident Town Breakdown</i>	

Appendix H

2016-2017

Number of Students attending a Public Charter School by Resident SAU

Resident SAU	Number of Students Attending a Public Charter School
Acton Public Schools	6
Athens Public Schools	11
Auburn Public Schools	67
Augusta Public Schools	34
Bangor Public Schools	18
Biddeford Public Schools	10
Blue Hill Public Schools	3
Brewer Public Schools	4
Brooklin Public Schools	1
Brunswick Public Schools	70
Cape Elizabeth Public Schools	15
Caswell Public Schools	1
Chebeague Island Public Schools	1
Damariscotta Public Schools	4
Dedham Public Schools	1
Deer Isle-Stonington CSD	1
East Machias Public Schools	1
East Millinocket Public Schools	6
Eastport Public Schools	1
Education in Unorganized Territory	6
Ellsworth Public Schools	4
Falmouth Public Schools	17
Fayette Public Schools	2
Glenburn Public Schools	2
Gorham Public Schools	28
Greenbush Public Schools	1
Greenville Public Schools	2
Hancock Public Schools	1
Harmony Public Schools	3
Hermon Public Schools	1
Highland Plt Public Schools	1
Jefferson Public Schools	1
Jonesboro Public Schools	2
Kittery Public Schools	8
Lewiston Public Schools	114
Lincolnton Public Schools	1
Lisbon Public Schools	24
Machias Public Schools	2
Madawaska Public Schools	1
Milford Public Schools	2
Millisocket Public Schools	1
MSAD 10	2
MSAD 27	2
MSAD 46	10
Mt Desert CSD	3
New Sweden Public Schools	1
Newcastle Public Schools	1
Northport Public Schools	3
Orrington Public Schools	3
Perry Public Schools	1
Pleasant Point	1
Pleasant Ridge Plt School Dept	1
Portland Public Schools	56
RSU 01 - LKRSU	36
RSU 02	29
RSU 03/MSAD 03	11

2016-2017

Number of Students attending a Public Charter School by Resident SAU

RSU 04	21
RSU 05	38
RSU 06/MSAD 06	46
RSU 09	20
RSU 10	15
RSU 11/MSAD 11	19
RSU 12	13
RSU 13	15
RSU 14	43
RSU 15/MSAD 15	69
RSU 16	20
RSU 17/MSAD 17	22
RSU 18	41
RSU 19	32
RSU 20	4
RSU 21	13
RSU 22	5
RSU 23	11
RSU 24	16
RSU 25	3
RSU 26	3
RSU 29/MSAD 29	6
RSU 30/MSAD 30	3
RSU 31/MSAD 31	3
RSU 32/MSAD 32	2
RSU 34	10
RSU 35/MSAD 35	11
RSU 37/MSAD 37	6
RSU 38	9
RSU 39	6
RSU 40/MSAD 40	8
RSU 41/MSAD 41	11
RSU 42/MSAD 42	1
RSU 44/MSAD 44	2
RSU 45/MSAD 45	2
RSU 49/MSAD 49	49
RSU 50	4
RSU 51/MSAD 51	29
RSU 52/MSAD 52	21
RSU 53/MSAD 53	9
RSU 54/MSAD 54	153
RSU 55/MSAD 55	6
RSU 57/MSAD 57	32
RSU 58/MSAD 58	5
RSU 59/MSAD 59	27
RSU 60/MSAD 60	16
RSU 61/MSAD 61	20
RSU 63/MSAD 63	1
RSU 64/MSAD 64	6
RSU 67	6
RSU 68/MSAD 68	4
RSU 70/MSAD 70	3
RSU 71	3
RSU 72/MSAD 72	9
RSU 73	9
RSU 74/MSAD 74	8
RSU 75/MSAD 75	100
RSU 79/MSAD 01	8

2016-2017

Number of Students attending a Public Charter School by Resident SAU

RSU 80/MSAD 04	3
RSU 82/MSAD 12	1
RSU 83/MSAD 13	5
RSU 86/MSAD 20	2
RSU 87/MSAD 23	5
RSU 88/MSAD 24	3
Saco Public Schools	1
Sanford Public Schools	14
Scarborough Public Schools	35
Sedgwick Public Schools	2
South Portland Public Schools	35
Southwest Harbor Public Schools	1
Surry Public Schools	1
Vassalboro Public Schools	8
Veazie Public Schools	2
Waterville Public Schools	27
Wells-Ogunquit CSD	5
West Bath Public Schools	6
Westbrook Public Schools	29
Winslow Schools	24
Winthrop Public Schools	6
Wiscasset Public Schools	5
Yarmouth Schools	10
York Public Schools	9
Resident SAU Breakdown	

APPENDIX I

ACADIA Academy Pre-Opening Visit August, 8th, 2016

ACADIA Academy has substantively met all the pre-opening requirements for a charter school. This was confirmed in the Review Team's on-site evaluation, conducted August 8, 2016 at their school site, 12 Westminster Avenue, Lewiston, Maine.

Governance

The school's Board of Directors has taken a leadership role in ensuring the school is staffed, the renovations are complete, supplies are purchased, and the school is ready to open. The board has a wide range of skills that should serve the school well.

Enrollment

The school held their lottery on April 1, 2016. The school is fully enrolled with 134 students and has a wait list of 49 students.

- Pre-K: 48 students (4 sessions of 12 students each)
- Kindergarten: 28 students (2 classes of 14 students each)
- 1st grade: 32 students (2 classes of 16 students each)
- 2nd Grade: 24 students (2 classes of 12 students each)

Students are mostly from the Lewiston-Auburn school district but there are also students attending from Greene, Hebron, Lisbon, Livermore, and Turner. The school has conducted evaluations in math, reading, and social emotional development for incoming students.

Staffing

The board has hired Julie Colello as the school's principal. Julie was present during the review team meeting and was well versed in the school's mission, the requirements of their charter contract, and Maine State Education law. They are fully staffed and pre-opening Professional Development plans are in place. The school's Assistant Head of School will also serve as its Special Education Coordinator and is fully certified.

Facilities and Safety

The review team was impressed with the renovations on the building. The school looks great! The Board has done an excellent job of finding ways to furnish the classrooms in a fiscally responsible manner. Although small, the school will have two separate playground facilities, one for pre-k and another for the rest of the school. A few final details remain, but everyone is confident those will be completed in time for the opening of school.

Budget

There have been no changes to the budget since the approval of the contract.

Pre-Opening Checklist

The review team and the school representatives reviewed the pre-opening checklist and the following items were requested from the school:

- Floor plan
- Governing Board Roster
- Organizational Chart with names
- Number of students on waiting list
- Staff Certification Grid
- PD Calendar
- Confirmation of fire alarm system being activated
- HVAC and Air Quality testing documentation
- Parent/student Handbook
- Emergency Contact list
- School Calendar
- Current Fundraiser list
- PE/PG plan for 2016-17
- Transportation Contract
- Contract for School nurse and school Health Advisor
- Insurance policy summary

Acadia Academy submitted all but two required pieces of documentation on August 21, 2016. Those two remaining pieces are the HVAC and air quality testing and the transportation contract. The HVAC and air quality testing began on August 19th and the report is expected to be submitted to the school by August 26th. The school has contracted with Northeast Charter for bussing and although the school has a signed paper contract, as of August 23rd, the school is awaiting an electronic version. The school will forward each item to the Commission as soon as they have been received.

Commendations:

The review team was impressed with the commitment of the board and the quality of the renovations completed on the building. All of the ACADIA Team members present appear to have a strong understanding of their mission and responsibilities they have in creating a quality charter school for their students and families.

Review Team Members

Laurie Pendleton, Chair, J. Michael Wilhelm, and Nichi Farnham

APPENDIX J

ACADIA Academy
90 Day Visit Report
December 12, 2016

INTRODUCTION

The Maine Charter School Commission review team met with ACADIA Academy for its 90 day evaluation on December 8, 2016 at the school at 12 Westminster Street, Lewiston, Maine. The visiting team consisted of Maine Charter School Commission review team members Dr. Michael Wilhelm and Nichi Farnham. Bob Kautz and Gina Post were also in attendance for the Commission. Roberta Lucas and Susan Reed from the Department of Education were in attendance representing Special Services and PreK Programs, respectively. Julie Colello, Head of School and Governing Board members Chris Brann (Chair), Tracy Turner, Travys Fecteau, Sean Siebert, and Mary Verrill were present to represent ACADIA Academy. The visit began with a tour of the school followed by a meeting with the school's administration and Board members to review the materials submitted to the Commission in advance of the meeting.

SITE TOUR

The school tour offered the visiting team an opportunity to see the entry/waiting area, the cafeteria/library, offices, and classrooms. The school is decorated with vibrant wall colors and professional artwork. Classrooms feature natural light and age-appropriate furnishings. Additional space outside the classrooms is decorated and used for reading corners, Lego play, and individual work stations.

DISCUSSION WITH ADMINISTRATION AND BOARD

Prior to the visit, ACADIA Academy submitted the following documents to the Commission for review. These documents served as a guide for the discussion among Commission and ACADIA Academy.

- Enrollment numbers, including demographic information
- Special Education count and Special education staffing
- Update on hiring of teachers and staff
- Success and Challenges in the school's opening and current operation
- Current Budget vs. Actual
- School's plan for gathering necessary documentation to report on Performance Measures

Enrollment numbers, including demographic information

There are currently 130 students enrolled at ACADIA Academy, and there is a waiting list. Students come from several area towns: Auburn, Lewiston, Greene, Durham, Livermore Falls, Sabattus, Lisbon, Gardiner, and Turner. The enrollment by grade is as follows:

- PreK 47
- K 28
- 1 32
- 2 23

Special Education count and Special Education staffing

ACADIA Academy held transition meetings for all students who arrived with an Individual Education Plan (IEP) to adopt or amend IEPs. Since the start of school, additional students have been identified as requiring an IEP. At 18.4%, the school's population of students on IEP's is higher than both the number of students anticipated during pre-opening and the state average. The school plans to have its speech

and language therapist at screenings for incoming students in order to be better prepared going into its second school year. Although, ACADIA Academy had difficulty finding a provider for Physical Therapy services and they have recently filled the position. In the meantime, ACADIA Academy followed protocol and informed all families in writing that services had not begun and that compensatory services would be offered.

Update on hiring of teachers and staff

ACADIA Academy has had its staff in place since the beginning of the school year, with the exception of the after school care, which was being temporarily staffed by teachers in addition to the afterschool care assistants. The school has hired a teacher for the program and is pleased with the number of families taking advantage of the afterschool care.

Teachers have received training on all K-2 programs including Reading Mastery and Saxon Math. PreK had training with Creative Curriculum and Building Blocks. The next two months will focus on professional development; January – math month, February – reading month.

Success and Challenges in the school's opening and current operation

ACADIA Academy reports some of its recent successes as:

- Positive Behavior Intervention and Supports (PBIS) is school-wide and assemblies are held monthly.
- The parents are supportive and active. Monthly PTO meetings are well attended and parents are volunteering in school.
- Fundraising efforts are highly successful- A few events include the Scholastic Book Fair, an auction held with donations from supportive community organizations, a Harvest Supper, and Square 1 Art
- Field trips and community engagement- WOW experience with University of Southern Maine, Veterans Day honor program, Food Drive and Food Bank trip
- Student-led conferences were well-attended
- Curriculum and Response to Intervention documentation and implementation have been successful
- Professional Development has included standards based reporting, PBIS, assessment practices, restorative practices, differentiation strategies, evaluation system for improving instructional practice, safety care training, developmentally appropriate speech patterns and other special education topics
- Special education referral process has been refined and streamlined

ACADIA Academy reports having few challenges:

- Working out expectations of roles for the Special Education coordinator and the Education Service Providers has been a challenge. ACADIA Academy reports having worked through it collaboratively to solve problems and establish procedures.
- The growing number of students requiring specially designed instruction has been a budgetary challenge. The school has adjusted other budget lines to attempt to offset this and continues to fundraise to support these needs. ACADIA Academy is beginning to look into grant opportunities to help with budget constraints.

- With a calendar that mirrored a private education setting, some discrepancies were discovered in holidays and days that support staff were available. With these changes needing to be made, ACADIA Academy plans to submit a proposal to the Commission to alter the school calendar.
- The school reports that having to secure transportation in the few weeks prior to the start of the school year was highly time-consuming. The routes are now solid and working for all families.

Current Budget vs. Actual

ACADIA Academy provided the Commission with an updated Budget vs. Actual report. The school hopes to meet the target of keeping operating costs within 15% of the budget plan, but realizes that the budget was developed using the best information available at the time, which may not reflect the reality of the school in its first year, particularly with start-up costs. At this time the school is projecting a deficit, but is confident that through budget management and fundraising it will be able to cover the deficit.

School's plan for gathering necessary documentation to report on Performance Measures

During the 2016-2017 school year ACADIA Academy will not have students in grade 3 or higher, and will not have students participating in state testing.

The school has begun using its school-selected assessment- FAST Bridge Computer Adaptive Assessment. The first session was in September. Remaining administrations will be held in December, March, and June. Teacher training has begun for effective use of the data provided by the assessments. The other school-selected assessment used by ACADIA Academy is the My Achievement Plans for Success (MAPS), with evidence provided through Personal Records and Individual Demonstration of Excellence (PRIDE) Portfolios. In mid-October students conferenced with their teachers to set goals and select work samples.

Student attendance has been strong. The current average daily attendance rate is 96%. Early in the school year the Director sent home a letter addressing a high rate of tardiness. On time arrival at school improved after the letter went out. Student enrollment has remained strong, with only a few students withdrawing after the start of the school year. Students who withdrew cited reasons other than the educational program, such as moving and changes in family circumstances.

The Governing Board holds regular meetings and posts agendas on the school's website. The school received a letter from the Commission's Director of Project Management a week before this meeting pointing out that Board meeting minutes had not been posted to the website since before the opening of school. Minutes were posted within days, and assurances were given that, moving forward, minutes would be posted promptly after their approval. Board meetings are open to the public, and many parents attended meetings before the school opened, but there have not been many parents at meetings since school began. The school's director would like to add the board meeting schedule to the school's newsletter.

The facility is currently under construction for the creation of a gym in part of the unfinished space. The majority of the work will be done during the two week vacation in December and is expected to be completed and ready for student use upon return to school in January.

Transportation is running smoothly, but ACADIA Academy has realized that transportation costs far exceed the reimbursement amount; the cost is about 1.5 times the reimbursement rate. The school is

looking at various options for making transportation more affordable next year. About half of ACADIA Academy's students use the school provided transportation.

The school does not provide food service, but keeps a fully stocked refrigerator with all food groups for students who do not have a lunch. Most of the food comes from the Good Shepard Food Bank, and other food is purchased at the local grocery store.

ACADIA Academy has not had any reportable bullying or harassment incidents, but is aware of the reporting requirements. A baseline will be established this year. The school's director is aware of the Commission-sponsored survey for teachers, staff, students, and parents.

ACADIA Academy provided the Commission with copies of the monthly newsletter that is sent home to families. Families have participated in a number of events including a Harvest Dinner, Grandparents Day, Ricker Hill, food drive, and more. Parent volunteers are welcome in the school. Some parents volunteer on a regular basis and others visit when their schedule allows. The PTO is very active and involved. It has raised nearly \$6,000. Parent involvement in student-led conferences was nearly 100% in November/December. ACADIA Academy's director reports that parents were very pleased with the conferences. The school is using the Bloomz app for teacher-parent communication for class activities and report it has been well-received by parents.

CONCLUSION

The Commission's Review Team and staff were pleased with the reports shared by ACADIA Academy regarding its first three months of operation. ACADIA Academy appears to be fulfilling all requirements set forth in its charter contract and is gathering the necessary data needed to report on its Performance Indicators.

APPENDIX K

Maine Charter School Commission

September, 2017

On May 11 and June 27, 2017, announced on-site visits were made to ACADIA Academy. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, Department of Education Special Services team member, Department of Education PreK Consultant. The visiting team held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Laurie Pendleton
Commission Member	Nichi Farnham
Commission Member	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Robert Lucas
DOE PreK Consultant	Sue Reed

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT 2016-2017

September 2017

Section 1: School Overview

School Name	ACADIA Academy
Address	12 Westminster Street, Lewiston, ME 04240

Board Chair	Chris Brann
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Executive Director	Julie Colello
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Year Opened	School Year 2016-2017
Years in Operation	1
Number of Sending Districts	11
Grades Served	PreK - 2
Number of Students	130 (October 1, 2016 "count day")
Teacher – Student Ratio	1:11

Mission	ACADIA, A Charter Academy for Developing Independence and Achievement, will provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades PreK through 6 th . ACADIA will promote high educational achievement through directed teaching opportunities that are entwined with extensive experiential learning opportunities. ACADIA faculty and staff will support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation. It is our intent to support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.
Vision	ACADIA, A Charter Academy for Developing Independence and Achievement, will provide for a unique and innovative educational experience. ACADIA students will fully participate within our learning community, experiencing rigorous daily instruction comprised of carefully selected curricula to allow for academic acceleration, small group interaction and meaningful application. Authentic, relevant experiential activities will provide critical opportunities for our students to grasp real world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students. Our students will be challenged to meet high expectations for academic performance, social and emotional competence, and demonstrate evidence of commitment to their community. We expect students to embrace high standards of personal accountability and commitment to their personal learning journey through innovative, projects of self-study and interest.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency		X ¹	
Student Academic Growth ²			
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship		X ³	
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate		X ⁴	
Parent and Community Engagement	X		

¹ The target of 75% of students exhibiting a (ROI) from Fall to Spring that is at the 75th percentile or higher nationally was partially met.

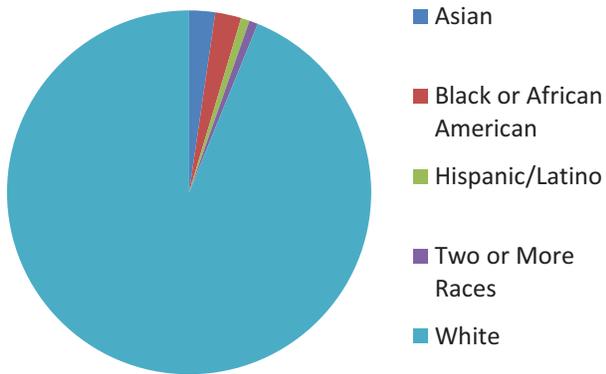
² Because ACADIA Academy began with grades preK-2 in its first year, no students were eligible to participate in Maine State Assessments.

³ ACADIA Academy has inconsistently posted meeting minutes promptly after approval.

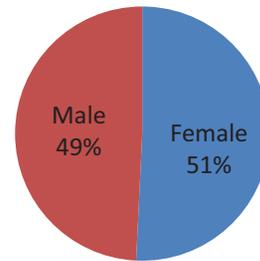
⁴ ACADIA Academy met the 90% response rate from staff, but did not meet it for parents (about 60%).

Section 3: Demographics

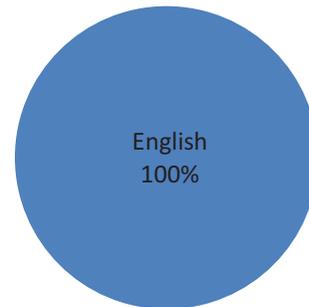
Race/Ethnicity



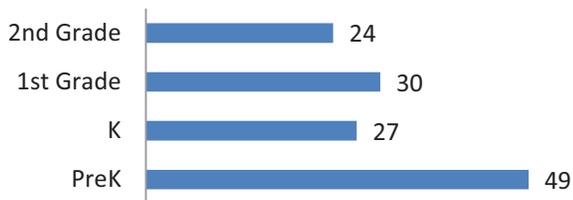
Sex



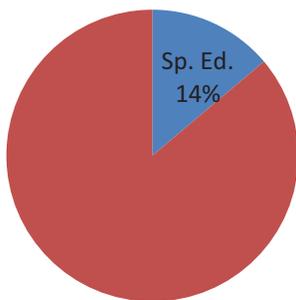
Language



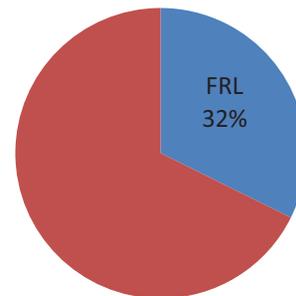
2016-2017 Enrollment by Grade



Special Education



Free/Reduced Lunch



Section 4: Academics

Targets:

Proficiency

- Year 1 of Testing (2017-2018), eligible students will complete ELA and Math testing to determine the baseline data for ACADIA Academy students. Goals will be set using the results of the baseline information and information gained from the larger testing data set generated by Maine students.
- In Years 1-5, the FAST (The Formative Assessment System for Teachers) Bridge Computer Adaptive Assessment for Reading, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring, that falls within the 75th percentile or higher nationally.
- In Years 1-5, using the FAST Bridge Computer Adaptive Assessment for Mathematics, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 75th percentile or higher nationally.
- In Years 1-5, 100% of students will make demonstrated progress towards 100% of MAPS (My Achievement Plans for Success) Goals outlined throughout the school year, as evidenced by work samples collected within the PRIDE Portfolios.
- In Year 1, the MAPS (My Achievement Plans for Success) will be developed and implemented; complete with a rubric designed to objectively define stages of Proficiency. During Year 1, baseline data will be developed about student use of MAPS and proficiency levels. This baseline data will be utilized to develop goals for Years 2-5.
- In Year 1, students will be assessed in Reading utilizing the FAST Bridge Computer Adaptive Assessment. Baseline data will be collected on all students and utilized to establish goals for years 2-5.
- In Year 1, students will be assessed in Math utilizing the FAST Bridge Computer Adaptive Assessment. Baseline data will be collected on all students and utilized to establish goals for years 2-5.
- In Years 1-5, using the FAST Bridge Curriculum Based Measures for reading and early literacy, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 75th percentile or higher nationally.

Growth

- During the 2017-2018 school year ACADIA third grade students will participate in the Maine State Assessment for math and reading. This data will be utilized to establish the ACADIA baseline data and will be utilized to establish goals for growth.

Achievement Gaps

- During Year 2, after completion of the initial testing with the Maine State Assessment, ACADIA staff will determine the performance gaps between major student subgroups and will develop goals to decrease performance gaps across those subgroups.
- During November of 2016, after completion of the initial testing with the FAST Bridge Assessment, ACADIA staff will determine the performance gaps between major student subgroups and will develop goals to decrease performance gaps across those subgroups.

Performance:

Proficiency

Because ACADIA Academy began with grades preK-2 in its first year, no students were eligible to participate in Maine State Assessments.

ACADIA Academy reported that FAST Bridge Adaptive does not offer the ability to calculate the number of students who demonstrated 75% or higher ROI as outlined in the school's Performance Framework. The following data were provided.

Reading:

- 15% of students demonstrated 85% ROI or higher.
- 35% of students were within 30-84.99% ROI.

Math:

- 16% of students demonstrated 85% or higher
- 28% of students fell within the 30-84.99% ROI range.

100% of students made demonstrated progress towards 100% of MAPS (My Achievement Plans for Success) Goals outlined throughout the school year, as evidenced by work samples collected within the PRIDE Portfolios, meeting the 100% target.

ACADIA Academy created a rubric designed to objectively define stages of Proficiency on the MAPS (My Achievement Plans for Success). The school reported that after attending a conference the staff wanted to design a rubric that connected the WINK (What I Need to Know) projects with aspects of Social Emotional Learning (SEL) - thus creating the rubric that 2nd grade piloted for the third semester. The school is using the data collected and set goals for 2017-2018. ACADIA met the MAPS target for this school year.

Students were assessed in reading and math using the FAST (The Formative Assessment System for Teachers) Bridge Computer Adaptive Assessment. Baseline data was collected on all students and is being used to establish goals for years 2-5.

Reading:

- In Kindergarten 58% of students were On Grade Level (OGL).
- In First grade 52% of students were OGL.
- In Second grade 70% of student were OGL.

Math:

- In Kindergarten 65% of students were On Grade Level (OGL).
- In First grade 83% of students were OGL.
- In Second grade 91% of student were OGL.

On the FAST Bridge Curriculum Based Measures (CBM) for reading and early literacy the following percentages of students exhibited a Rate of Improvement (ROI) from Fall to Spring that was at the 75th percentile or higher nationally.

Percentage of students with a (ROI) at 75 th percentile or higher by grade	
Kindergarten	50%
First Grade	23%
Second Grade	19%

The target of 75% of students exhibiting a (ROI) from Fall to Spring that is at the 75th percentile or higher nationally was partially met.

Growth

Because ACADIA Academy began with grades preK-2 in its first year, no students were eligible to participate in Maine State Assessments. Growth targets were not applicable in year 1.

Achievement Gaps

The first administration of FAST Bridge was done in October. In November staff looked at the data and noted a considerable amount of students were on grade level.

ACADIA staff used the FAST Bridge Assessment after the January testing window and after the June testing window to determine the performance gaps between major student subgroups and will develop goals to decrease performance gaps across those subgroups. In January the data were examined to determine which students needed intervention. Teachers reworked instructional groupings at this time and for needed students, they were given Tier 1 or Tier 2 interventions with the assistant teacher or grade level teachers. The process was repeated in June for summer programming.

Sub-groups included: students receiving special education services, first grade struggling readers, and students reading above grade level.

ACADIA Academy met the target of using FAST Bridge Assessment data to determine the performance gaps between major student subgroups and developing goals to decrease performance gaps across those subgroups.

Section 5: Enrollment and Attendance

Student Enrollment Targets:

- In years 1-5, ACADIA will maintain 90% of student enrollment throughout the school year.
- In years 2-5, ACADIA will maintain 90% of students in year-to-year re-enrollment.
- In years 2-5, ACADIA will maintain 90% of students enrolled for these consecutive years for all eligible students.

Performance:

During the 2016-17 school year ACADIA Academy ACADIA maintained 98% of student enrollment throughout the school year, meeting the target of maintaining 90% of student enrollment throughout the school year. The school began the year with 132 students. On the October 1 count day the school reported 130 students. The school enrolled 2 students between October 1st and October 20th and maintained enrollment at 130.

ACADIA has had a re-enrollment rate of 96%. All but 4 students plan to return for the 2017-18 school year.

Student Attendance Target:

- During the 2016-2017 school year attendance data will be collected and reported on all students enrolled in ACADIA Academy during the days in session following the traditional school calendar. This data will be utilized as baseline data, utilized to set attendance goals for year 2.

Performance:

ACADIA Academy's average daily attendance rate was 95%. Attendance was lowest during the months of March and April with 94% ADA. The school reported it would like to maintain this high percentage and plans to increase activities during March and April so that attendance doesn't dip below 95%.

Section 6: Governance

Governance Board Performance & Stewardship

Target:

- In years 1-5, 100% of ACADIA Board meetings will be open to the public; minutes will be kept and made available to the public on-line and upon request, for public review.

Performance:

ACADIA met its target for Governance during the 2016-17 school year. The Board meets monthly and provides support and direction to the administration in setting policies and shaping the future direction of the school.

Chair of the Board	Chris Brann
Board Member	Kelly Cabral
Board Member	Amy Dietrich
Board Member	Travys Fecteau
Board Member	Joel Charpentier
Board Member	Sean Siebert
Board Member	Meaghan Swan
Board Member	Tracy Turner
Board Member	Mary Verrill

The Board members have a diverse set of skills and expertise including a PhD and School Psychologist, attorney, banker, police officer, adult education specialist, former elementary school teacher, finance professional, and case manager. All members of the Board are active participants.

Board meetings are open to the public. Notices are posted on the ACADIA webpage. Meeting minutes are posted after approval at the subsequent board meeting with inconsistency. During the 2016-2017 school year ACADIA Academy received three communications from the Commission requesting minutes be posted promptly. In response, ACADIA identified the causes of the delay and posted all minutes. Additionally the school has a plan in place for verifying the prompt posting of minutes.

Section 7: Administration

ADACIA Academy had a leader in place before the start of the school year. During the school year she worked to develop the

Head of School	Julie Colello
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culture of the school and the collaborative work of the staff. A Performance Evaluation and Professional Growth (PEPG) system for evaluation of teacher effectiveness was developed and will be fully implemented in year 2.

Section 8: School Climate

Targets:

- In year 1 all incidences of bullying, harassment or other abusive behavior will be formally documented and reported to parents or guardians.
- The data will be utilized as Baseline data and goals will be developed for years 2-5.
- In years 1-5, confidential surveys concerning social and academic climate will be completed with a minimum of a 90% response rate from parents, staff and students. This data will establish baseline for performance standards to be set for years 2-5.

Performance:

ACADIA Academy did not have any reportable incidents of bullying, harassment, or abusive behavior during the 2016-17 school year.

ACADIA Academy participated in Panorama Education Surveys in 2017. Families and staff/teachers provided feedback for ACADIA.

- ACADIA had 64 responses to the family survey. ACADIA had 107 families. While some families may have participated twice, it appears as though there was a 60% participation rate in the family survey.
- 100% of staff responded (20) to the teacher/staff surveys.
- ACADIA Academy did not have any students in grade 3 or higher, so there were no student survey results to report.

The table on the following page summarizes ACADIA's strengths and areas of growth, as demonstrated by the survey results. ACADIA Academy met the 90% response rate from staff, but did not meet it for parents.

ACADIA participated in Panorama Education Surveys in 2017. Families and staff/teachers provided feedback for ACADIA. The table on the following page summarizes MCA's strengths and areas of growth, as demonstrated by the survey results.

STRENGTHS

AREAS OF GROWTH

FAMILY

STRONG SCHOOL SAFETY: Families reported 97% favorability in the area of School Safety and when compared to other *similar schools*, ACADIA ranks the 90th percentile. Notably, there was very little variation among subgroups demonstrating that all families feel the same level of safety at school. The only subgroup which did show variation from this trend was families whose students have been enrolled for less than a year.

STRONG FAMILY ENGAGEMENT: Families report low barriers to engagement (90% favorability) and a strong sense of engagement with the school. While only 46% of families responded favorably to the topic of Family Engagement, it is important to consider this number in comparison to national percentiles. In fact, ACADIA is in the 90th percentile in the area of family engagement when compared to *similar schools*.

POSITIVE RELATIONSHIPS WITH SCHOOL LEADERS: Both teachers and staff rank their relationships with their school leaders as the most positive topic with 97% of staff and 93% of teachers responding favorably. These scores place ACADIA in the 99th percentile for staff and the 90th percentile for teachers when compared to all schools in the national dataset. When compared to *similar schools* teachers favorability is near the 80th percentile while staff favorability is near the 90th percentile.

FOCUS ON PROFESSIONAL LEARNING: The topic of Professional Learning was perceived less favorably than most survey topics by both teachers and staff. However, when compared to national benchmarks, ACADIA is performing well in this topic. Teachers ranked Professional Learning as fifth most favorable out of seven topics and staff ranked Professional Learning as fifth most favorable out of six topics. Both teacher and staff favorability rating of Professional Learning ranks in the 80th percentile compared to *similar schools* but when compared to all schools, both groups are near the 90th percentile.

TEACHER & STAFF

FOCUS ON BUILDING GRIT: Family perception of student Grit is less favorable than other topics, with 46% of responses considered "favorable". Compared to schools across the country, this average puts ACADIA near the 30th percentile. In particular, there is a 17 percentage point difference between perception of grit based on gender as well as a 21 percentage point difference between perception of grit based on grade level.

CONTINUED FOCUS ON SCHOOL CLIMATE: ACADIA's family perception of School Climate ranks in the 90th percentile compared to all schools. However, when compared to *similar schools*, ACADIA's national percentile rank decreases to the 70th percentile.

EMPHASIS ON FEEDBACK AND COACHING: ACADIA's ranking of Feedback and Coaching is a relatively less favorable outcome. Teachers and staff reported 44% and 58% favorability respectively. When taking into account national benchmarks, teacher scores were corroborated by national benchmarks. In this area, ACADIA ranks in the 40th percentile when compared to *similar schools*. However, the reverse is true for staff national benchmark scores where the staff Feedback and Coaching ranks in the 80th percentile when compared to all schools in the national dataset.

Section 9: Parent and Community Engagement

Targets:

- In years 1-5, monthly ACADIA newsletters will be provided to all families and posted on the ACADIA webpage.
- In years 1-5, ACADIA will offer monthly events open to parents and community members. These events will be advertised in languages representing our student demographics.
- In year 1, ACADIA will collect baseline data on parent volunteer efforts and hours. This data will be used to create involvement goals for years 2-5.
- In years 1-5, parent participation in student-led conferences will be reached at a minimum level of 90%, including in person attendance, video conferencing, and telephone conferencing.

Performance:

Newsletters were created and posted on the ACADIA webpage as well as sent home to all families. On short months, newsletters were combined. During the school year 7 newsletters were distributed.

ACADIA Academy offered monthly events open to parents, with the exception of February. Events included visit to Ricker Hill Orchard, Harvest Supper, Literacy Night, Flap Jack Breakfast, and many others. Most events had 3-5 parent volunteers helping out.

Parents were asked to volunteer at many of the monthly events (including those listed above) as well as participating in other events such as library maintenance, reading support, classroom volunteers, and classroom field trips. ACADIA Academy's parents volunteered a total of 386 hours during the 2016-17 school year.

Parent participation in student led conferences was reported as 100% meeting the target of 90%. Students participated in 3 student led conferences during the school year. To prepare for these conferences, each student created a student portfolio to collect evidence and artifacts of learning, set learning goals in each content area, and to set goals for growth areas of SEL and mindset. The school reports future work in this area will include making the use of the portfolios a weekly opportunity rather than periodic with the conferences.

Section 10: Finances

Financial Performance and Sustainability

Targets:

- Year 1: Operating Costs within 15 % of the budget plan.
- Year 2-5: Operating Costs within 10% of the budget plan.

Performance:

In its first year ACADIA Academy's operating costs were below budget, and met the target of not going over budget by more than 15%.

The budget is adequate to support a year round program, field trips are occurring and individual student needs are being met. ACADIA's special education seed for the coming 2017-18 school year is projected to be over \$100K.

Section 11: Facilities & Maintenance and Transportation

Facilities Target:

- Capital Improvement Plan for Years 2-5 developed in the Spring of 2017, plan adhered to in years 2-5.

Performance:

ACADIA Academy's Capital Improvement Plan for year 2 has been approved by the fire marshal and the construction permit was received in June.

The Year 2 plan includes the addition of 3 classrooms, a "cool down" room, and the addition of a partial wall and door to PreK.

ACADIA Academy plans to develop the Year 3 plan after a grade 4 curriculum is approved by the Commission.

ACADIA met the target of developing a capital improvement plan for years 2 and 3.

Transportation Targets:

- In years 1-5, transportation costs will be kept within 10% of the budget.
- In years 1-5, data for student utilization of transportation will be recorded on a quarterly basis.

Performance

ACADIA Academy spent less than its budgeted amount for transportation and met the goal of keeping transportation costs within 10% over or below the budget.

Quarterly bus use:

- October- 79 students (61% of population)
- January- 57 students (44% of population)
- April- 44 students (34% of population)
- June- 44 students (34% of population)

The number of students riding in the morning did not differ greatly from the afternoon, with the exception of the Auburn afternoon bus on Fridays. ACADIA has a new bus contract for 2017-18 and has eliminated the need for mid-day busing with the transition to full day preK. The 2017-18 bus budget is approximately half of the 2016-17 budget. ACADIA Academy met the target for tracking transportation use. ACADIA Academy reported that the decline in bus use during the school year was a result of students enrolling in aftercare and families choosing to pick up due to work schedules.

Section 12: Evidence of Mission and Vision Implementation (see page 2 for mission and vision)

ACADIA Academy reports that it refers to its mission and vision frequently. When discussing changes, implementation of new programs or ideas, the staff is regularly asked to align its decision making with the schools mission or vision. In its first year ACADIA has supported the development of the whole child in a safe community.

Section 13: Commendations and Recommendations

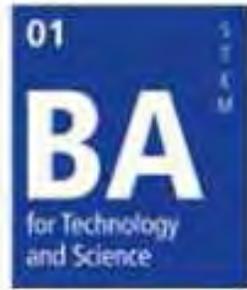
Commendations:

- Parent participation in student led conferences was 100%
- Capital Improvement plan for year 2 has been approved by the fire marshal and permitted
- ACADIA Academy has fully implemented its vision including a year-round program, within budget.
- ACADIA Academy took the advice of the Commission and the Department of Education preK Consultant and built a wall separating its 2 preK classrooms for year 2.

Recommendations:

- Revise/update Performance Framework based on year 1.
- Monitor effectiveness of the school's plan to verify meeting minutes are posted to website.
- Related Services should be held in an office/classroom space

APPENDIX L



**Baxter
Academy**

Baxter Academy
54 York Street
Portland, ME 04101

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2017

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Charter Renewal Process

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

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

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

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

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

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

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or: committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.

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

The following public charter school performance report shall be issued no later than June 30th, 2017, Baxter Academy for Technology and Science's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Baxter Academy for Technology and Science's (Baxter Academy) performance record to date, and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. Baxter Academy will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

School Name	Baxter Academy for Technology and Science (BA)
Address	54 York Street, Portland, ME 04101

Governing Board	
Board Chair	Dr. Allison Crean Davis
Board Secretary	Peter Morrison
Board Treasurer	Peter Montano
Board Member	Ruth Dean
Board Member	Kim Gustafson
Board Member	Christian Sparling
Board Member	Patti Oldmixon

Principal	Michele LaForge
Executive Director	Kelli Pryor
Special Education Assistant Director	Tammy Holmes

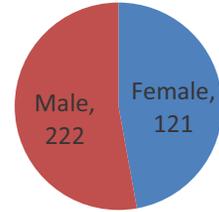
Year Opened	2013-2014 school year
Years in Operation	4
Number of Sending Districts	37
Grades Served	9-12
Current Enrollment	343 (as of October 1, 2016 "count day")
Number of Students on Waiting List	168 (as of February 2017)

Demographic Information

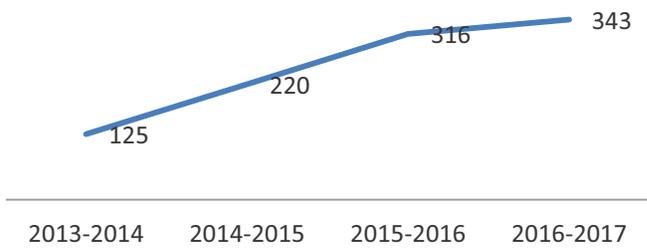
Enrollment by Grade



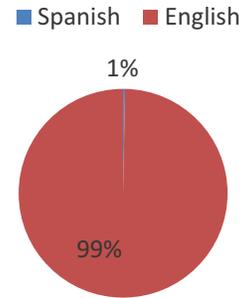
Sex



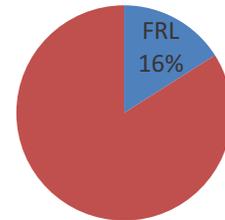
Enrollment by Year



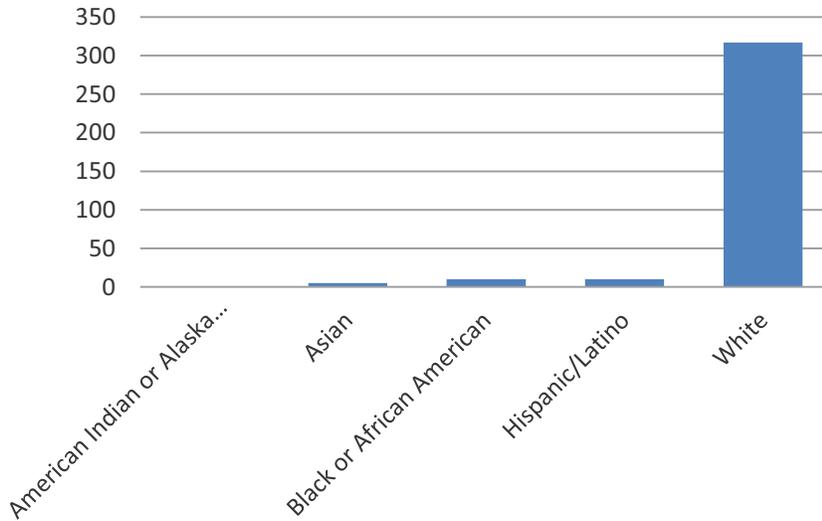
Language



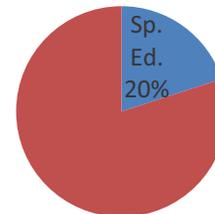
Free/Reduced Lunch



Race/Ethnicity



Special Education



Demographic Data based on October 1, 2016 school reported data

Baxter Academy for Technology and Science Overview

Baxter Academy for Technology and Science (Baxter) is a STEM¹-focused charter high school in Portland, Maine. It features an innovative, project-based curriculum. A key feature of the school is Flex Friday, a unique program designed to invest 20 percent of the week in yearlong student-driven projects solving real-world problems.



Baxter students commute daily from 66 towns to go to school in downtown Portland where they are plugged directly into the economic engine of the state through internships, mentorships, and industry partnerships as part of their education.

In 2013 the school opened its doors at 54 York Street to 125 freshmen and sophomore students from 28 towns. Now in its fourth year, Baxter educates 342 students in grades 9-12 and has added a satellite space on Congress Street in addition to its space on York Street. Its first graduation was held in June 2016.

Baxter's mission is that inquiry leads learning. Its project-based STEM curriculum emphasizes real-world problem solving and is paired with a humanities program that connects ideas across disciplines and cultivates strong communication skills. Students design innovative projects through Flex Friday, a unique program requiring initiative, perseverance, and collaboration, as well as reflection on the work and its impact in the community.

Baxter's vision is that its students choose work that inspires their imaginations. They persevere through setbacks and innovate with curiosity, conscience, and creativity. They solve real-world problems. Baxter's students matter not only to their school, but also to a strong future for Maine.

¹ science, technology, engineering, and mathematics

Baxter Academy for Technology and Science's Performance Indicators

Indicator	2017			2016			2015			2014		
	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency	X			X ²			X			X		
Student Academic Growth	3			4			X			X		
Achievement Gaps in proficiency and growth between major student subgroups	3			5			6			X		
Student Attendance	X			X			X			X		
Recurrent Enrollment from Year to Year	X			X			X			7		
Post-Secondary Readiness	X			X			X			8		
Governance Board Performance and Stewardship	X			X			X			X		
Financial Performance and Sustainability	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
Parent and Community Engagement	X			X			X			X		
School Social and Academic Climate	X			X			X			X		

² 63.3% of graduating seniors took all three types of courses.

³ Data not available due to changes in the test.

⁴ Because of the change in the State test growth is not measurable.

⁵ Baxter Academy set baselines for achievement gaps in the 2015-16 school year.

⁶ Achievement gaps- setting baseline

⁷ Recurrent enrollment not applicable in the school's first year

⁸ Post-Secondary Readiness not applicable in the school's first year

Academic Performance

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

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its academic goals.

Targets:

- Proficiency on State Assessments in Reading and Math
 - Establish Baseline and target of the percentage of students scoring at “proficiency” or above on state assessments in English language arts and math – not applicable in year 1
- Proficiency on School-selected standardized tests in Reading and Math
 - Establish baseline using NWEA⁹, PSAT and Readistep¹⁰.
 - 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.
- Growth on State Assessment for Reading and Math – not applicable in year 1
- Growth on value- added normed individual and group assessment for English and math
- Decrease in reported gaps in proficiency between major student subgroups on Maine Assessment in Reading and Math – not applicable in year 1
- Student Proficiency on SAT – not applicable in year 1

Performance:

Baxter Academy for Technology and Science enrolled ninth and tenth grade students in its opening year, 2012-13. Because state testing at the high school level was for eleventh grade only, Baxter Academy did not have state test results during its first year.

Baxter Academy administered NWEA, PSAT and Readistep.

On the NWEA 86.5% of freshmen students and 88.2% of sophomore students scored in the Average & 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 RIT¹¹, as did 84.3% of sophomores. On the PSAT, 53.8% were on track to be college and career ready, compared to

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

¹⁰ Readistep is a middle school assessment consisting of three multiple choice tests in the areas of Critical Reading, Mathematics and Writing Skills.

¹¹ RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (across grades). A RIT score has the same meaning regardless of the grade or age of the student.

39.1% nationally. On the Readistep 73% of the freshmen performed at or above the expectations in Critical Reading, and 80% at or above what is expected in Writing.

Baxter Academy students also created student portfolios. 94.7% of Baxter students created digital portfolios as the foundation of the Student-Led Conference process in the 2013-14 school year.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its academic goals.

Targets:

- Proficiency on State Assessments in Reading and Math
 - Establish Baseline and target of the percentage of students scoring at “proficiency” or above on state assessments in English language arts and
- Proficiency on School-selected standardized tests in Reading and Math
 - 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.
- Growth on State Assessment for Reading and Math – not applicable in year 2
- Growth on value- added normed individual and group assessment for English and math
- Decrease in reported gaps in proficiency between major student subgroups on Maine Assessment in Reading and Math – not applicable in year 2
- Student Proficiency on SAT

Performance:

Smarter Balanced Completion Rates

Third year students at Baxter, a class of 54, completed the Smarter Balanced Assessment in April and May 2015. Baxter’s Smarter Balanced test scores were 23% higher than the state average in ELA and 17% higher than the state average in Math.

ELA	% level 3 or above - Baxter	% level 3 or above - Maine
Grade 11	70%	47%

Math	% level 3 or above - Baxter	% level 3 or above - Maine
Grade 11	42%	25%

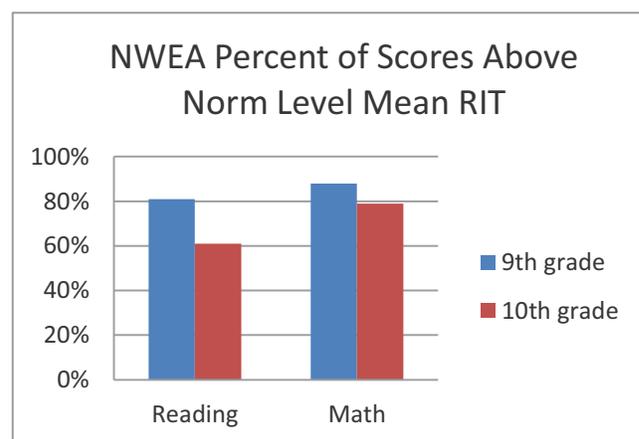
In the 2014-2015 school year, Baxter Academy tested students using the College Board PSAT and Readistep tests, as well as the NWEA test. Baxter students performed well on all standardized testing with a high percentage performing at or above grade level on the NWEA. Baxter's average PSAT and Readistep scores were at or above all state and national means.

READISTEP	Baxter Mean	State Mean	National Mean
Critical Reading	4.7	4.2	3.9
Writing	4.4	3.9	3.7
Math	4.5	4.1	3.9

PSAT - Juniors	Baxter Mean	State Mean	National Mean
Critical Reading	51.0	45.4	46.2
Writing	46.7	43.7	44.7
Math	48.7	47.1	47.9

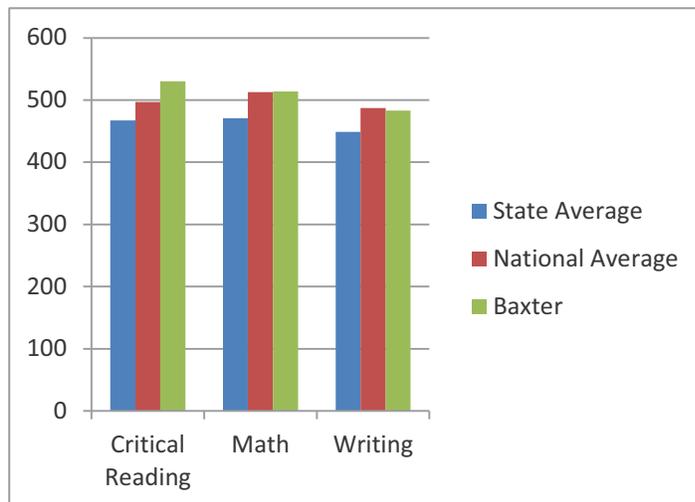
PSAT - Sophomores	Baxter Mean	State Mean	National Mean
Critical Reading	47.6	42.1	41.6
Writing	44.4	39.8	39.6
Math	43.2	43.2	41.6

On NWEA testing 81% of students in grade 9 scored at or above Norm Grade Level Mean RIT in Reading, and 61% of students in grade 10 scored at or above Norm Grade Level Mean RIT in Reading. 88% of grade 9 students scored at or above Norm Grade Level Mean RIT in Math, and 79% of students in grade 10 scored at or above Norm Grade Level Mean RIT in Math. Of 172 9th and 10th grade students, 14 students (8%) opted out of testing.



46 Baxter students took the SATs and scored in the 57th percentile overall in Reading nationally, and at the 65th percentile overall in reading when compared with other Maine students. For Math, Baxter's students were in the 48th percentile nationally and the 58th percentile for Maine students. In Writing, Baxter's students were in the 48th percentile nationally and the 57th percentile for the state of Maine.

Class of 2016 Average SAT Scores:
Reading 530, Math 514, Writing 483



(State and National Average Data based on data from December 2014)

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its academic goals.

Proficiency Targets:

- Percent of students at each grade level scoring proficient on the reading portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the mathematics portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the science portions of any Maine State Assessment given in a particular year.
- Proficiency on school selected standardized test in reading and math.
- 90% or more students will have taken all three types of courses by graduation (Engineering, Design, and Fabrication) beginning with the graduating class of 2018.

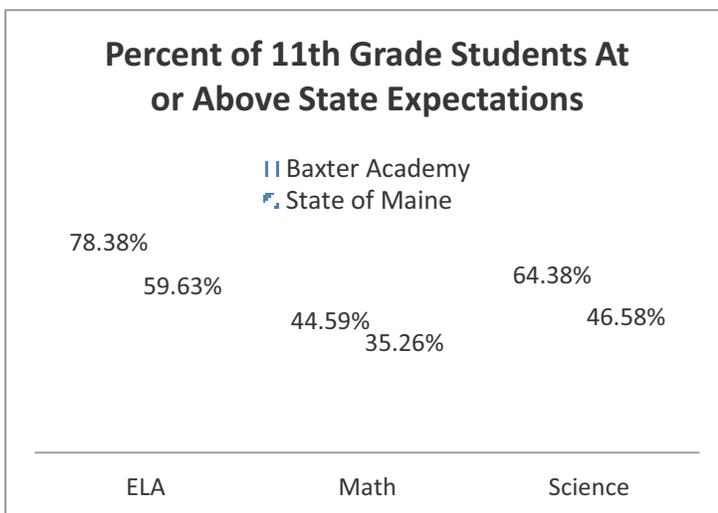
During the 2015-16 school year Baxter Academy for Technology and Science students participated in the Maine State Assessments for English Language Arts/Literacy, Mathematics, and Science.

74 students, or 97.4% of Baxter Academy 11th grade students participated in the English Language Arts/Literacy and Mathematics assessments, and 73 students, or 96%, of Baxter Academy 11th grade students participated in the Science assessment.

- 78.38% of Baxter Academy for Technology and Science students who participated in English Language Arts/Literacy testing scored "At or Above State Expectations."
- 44.59% of Baxter Academy for Technology and Science students who participated in Mathematics testing scored "At or Above State Expectations."
- 64.38% of Baxter Academy for Technology and Science students who participated in Science testing scored "At or Above State Expectations."

Baxter Academy for Technology and Science’s test scores were 18.75% higher than the state average for 11th grade in ELA, 9.33% higher than the state average in Math, and 17.8% higher in Science.

On the Evidence Based Reading and Writing portion of the SAT 80% of Baxter’s participants met the College Career Ready Benchmark. On the Math portion 46% met the College Career Ready Benchmark. Baxter Academy Students’ average SAT score for the Evidence Based Reading and Writing portion of the SAT was 560, and for Math the average was 517.



Baxter Academy for Technology and Science students also participated in NWEA testing. NWEA testing was conducted in April 2016.

- Math: 72.6% of 9th grade students who participated scored At or Above Grade Level Mean RIT in Math, and 91.7% of 10th grade students who participated scored At or Above Grade Level Mean RIT in Math.
- Reading: 82.8% of 9th grade students who participated scored At or Above Grade Level Mean RIT in Reading, and 91.3% of 10th grade students who participated scored At or Above Grade Level Mean RIT in Reading.

Baxter Academy offered classes in engineering, design, and fabrication. Of the 305 students who attended Baxter Academy during the 2015-16 school year:

- 44.9% had taken courses in Design, Fabrication, and Engineering during their tenure at Baxter.
- 38.7% had taken courses in two of these areas.
- 14.1% had taken one course in these areas.
- 97.7% of all students (9th-12th grade) had taken at least one course in engineering, design or fabrication.

63.3% of graduating seniors took all three types of courses. With its first two graduating classes (2016 and 2017), the school was in a ramp-up period for having the capacity to meet the

requirement that 90% or more students take all three types of courses (Engineering, Design, and Fabrication) by graduation beginning with the graduating class of 2018.

Growth Targets

- Growth on State Assessment for Reading
- Growth on State Assessment for Math

Maine State Assessment was new and a baseline was established. Growth could not be measured.

Achievement Gap Targets

- Decrease in reported gaps in proficiency between major student subgroups on State Assessment in Reading.
- Decrease in reported gaps in proficiency in proficiency between major student subgroups on State Assessment in Math.

SAT results for students with an IEP showed 36% met the College and Career Ready Benchmark, as defined and reported by the College Board, for math. 54% met the met the College and Career Ready Benchmark, as defined and reported by the College Board for reading.

Year 4, 2016– 17

Baxter Academy for Technology and Science met its academic goals.

Proficiency Targets:

- Percent of students at each grade level scoring proficient on the reading portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the mathematics portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the science portions of any Maine State Assessment given in a particular year.
- Proficiency on school selected standardized test in reading and math.
- Participation in classes in fabrication, design and/or engineering:
 - For class of 2017, 85% of graduates will have taken courses in two areas
 - Beginning with the class of 2018, 80% of graduates will take courses in all three areas
 - Beginning with the class of 2018, 95% of graduates will take courses in two of three areas

Growth Targets

- Growth on State Assessment for Reading
- Growth on State Assessment for Math

Achievement Gap Targets

- Decrease in reported gaps in proficiency between major student subgroups on State Assessment in Reading.
- Decrease in reported gaps in proficiency in proficiency between major student subgroups on State Assessment in Math.

Performance:

NWEA testing is completed two times during each academic year - in fall and spring, for 9th and 10th grade students.

April 2017 NWEA	Reading		Math	
	# of participants	% At or Above Grade Level	# of participants	% At or Above Grade Level
9 th Grade	80	90%	81	84%
10 th Grade	77	90%	78	81%

72 out of 75 grade 11 students (96%) participated in the SAT in April 2017.

Subject Area	Mean	% Meeting Benchmark
Composite Score	1120	Not applicable
Math	541	61% met the established benchmark
Evidence Based Reading and Writing	579	83% met the established benchmark

Achievement Gaps in SAT/MEA

Subject Area	Gender		Special Education Status	
	Male (n=52)	Female (n=20)	Reg. Ed. (n=55)	Special Ed. (n=17)
Composite Score	1133	1090	1152	1019
Math	560	515	559	470
Evidence Based Reading and Writing	581	575	592	538

Comparisons to last year's SAT were not made due to the redesign of the test.

91% of class of 2017 students took at least two classes in fabrication, design and/or engineering, meeting the 85% target.

Summary

	2013-14	2014-15	2015-16	2016-17
Academic Proficiency	Met	Met	Met	Met
Academic Growth	Met	Met	NA	Data not available due to change in test
Achievement Gaps	Met	NA	NA	Data not available due to change in test

Attendance and Reenrollment

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

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets for Attendance and Enrollment.

Targets:

- Average Daily Attendance
 - An attendance rate at least 1% above the state average for attendance, with a simultaneous goal of having rates at or above 94 %.
- Student re-enrollment
 - 90% of students enrolled on last day of school indicate intent to return the following school year
- Continuous enrollment for multiple years
 - 90% of students will maintain continuous enrollment for multiple years- not applicable in year 1

Student attendance for 2013-14 was 96.8%. The state average was 94%. Baxter Academy for Technology and Science met the target of 94% attendance and at least 1% above the state average.

91.1% of eligible Baxter Academy students re-enrolled. There were 139 students in total, 9 left during the year, 3 did not return, and 127 re-enrolled. Baxter Academy for Technology and Science met the target of 90% re-enrollment.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets for Attendance and Enrollment.

Targets:

- 90% of students enrolled on “student count day” will still be enrolled on the last day of school.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- Students enrolled continuously for multiple years

Performance:

98.6% of students enrolled at the end of the 2014-15 school year re-enrolled for the 2015-16 school year, meeting the 90% re-enrollment target.

Student Attendance Targets:

- Average Daily Attendance
- Reduce Unexcused Absences
- Dual Enrollment Rate

Performance:

Percent in attendance for 2014-15 school year was 95.37%.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets for Attendance and Enrollment.

Targets:

- An attendance rate at least 1% above the state average, with a simultaneous goal of having rates at or above 94%.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- 90% of students will maintain continuous enrollment for multiple years.

Performance:

Baxter Academy had a 94% attendance rate during the 2015-16 school year. The Maine state average for grades 9-12 for the 2015-16 school year was 93%. Baxter Academy met the target for 94% attendance rate and for having a rate at least 1% higher than the state average.

98% of students enrolled at the end of the 2015-16 school year re-enrolled for the 2016-17 school year, meeting the 90% re-enrollment target.

Baxter Academy maintained a continuous enrollment above 90%, with yearly re-enrollment being 94% or higher for three years, and met the target in this area.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets for Attendance and Enrollment.

Targets:

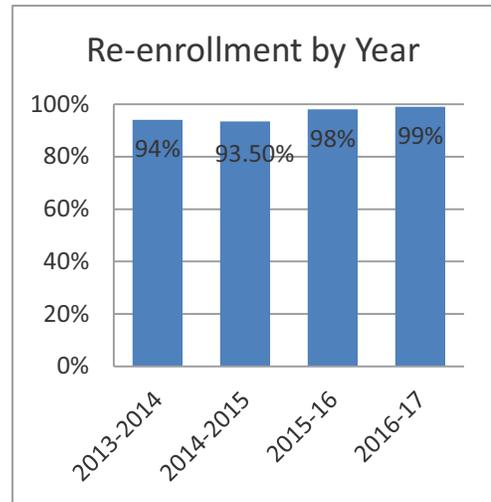
- An attendance rate at least 1% above the state average, with a simultaneous goal of having rates at or above 94%.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- 90% of students will maintain continuous enrollment for multiple years.

Performance:

During the 2016-17 school year Baxter Academy had a 94.94% attendance rate, meeting the 94% target.

99.99% of students eligible to return to Baxter Academy have reenrolled for the 2017-18 school year, meeting the 90% target.

Continuous enrollment for multiple years is above 90% and met the target. Reenrollment every year for the 4 years the school has been open has been above 90% - ranging from 93.5%-99%.



Summary

	2013-14	2014-15	2015-16	2016-17
Attendance	Met	Met	Met	Met
Enrollment/Reenrollment	Met	Met	Met	Met

Post-Secondary Readiness

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

Year 1, 2013 – 14

Baxter Academy for Technology and Science's Targets for Post-Secondary readiness were not applicable in year 1.

Targets:

- Graduation Rate
 - 4-year Adjusted Cohort Graduation Rate (ACGR)
 - Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, and subsection 1
- Success in dual enrollment classes
 - Percentage of students completing dual enrollment courses
- SAT or ACT scores
 - 51 % Percent of students will score at or above the state average on SAT test
- Enrollment in post-secondary institutions
 - Enrollment in post-secondary institutions
 - Outcomes for students not attending post-secondary institutions

Because Baxter Academy for Technology and Science enrolled only freshmen and sophomores in its first year, its targets for Post-Secondary readiness were not applicable in year one.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets for Post-Secondary readiness when applicable.

Targets:

- Graduation Rate – Not applicable in year 2¹²
 - 4-year Adjusted Cohort Graduation Rate¹³ (ACGR)
 - Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, and subsection 1
- Success in dual enrollment classes
 - Percentage of students completing dual enrollment courses

¹² Because Baxter Academy for Technology and Science enrolled only 9th – 11th grades in its second year, some targets for Post-Secondary readiness were not applicable in year two.

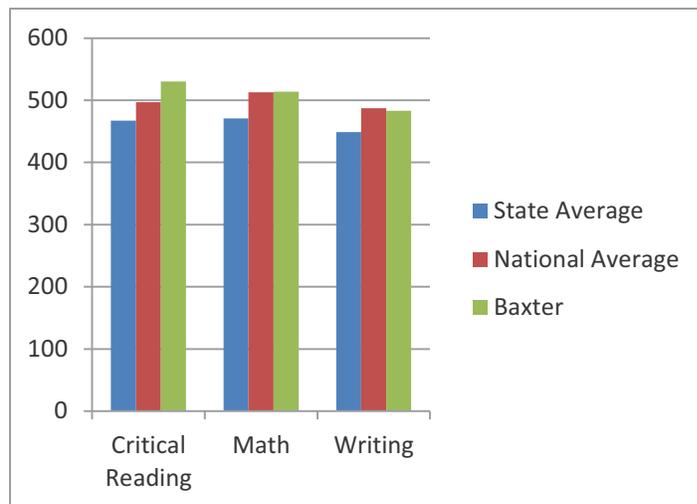
¹³ ACGR is found by identifying the “cohort” of first-time 9th graders in a particular school year, and adjusting this number by adding any students who transfer into the cohort after 9th grade and subtracting any students who leave. The ACGR is the percentage of the students in this cohort who graduate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

- SAT or ACT scores
 - 51 % Percent of students will score at or above the state average on SAT test
- Enrollment in post-secondary institutions – Not applicable in year 2¹⁴
 - Enrollment in post-secondary institutions
 - Outcomes for students not attending post-secondary institutions

24% of Baxter juniors took at least 1 college course with a passing rate of 100%. Seven students took 1 dual enrollment course, 4 students took 2 courses, one student took 3 courses, and 1 student took 4 dual enrollment courses.

Because a survey administered at Baxter Academy revealed that more than 90% of Baxter’s class of 2016 students was interested in exploring dual enrollment college courses, the Director of Guidance made plans to assist students in enrollment and developed a cohort of juniors and seniors for dual enrollment classes for the following fall (2015).

46 Baxter students took the SATs and scored in the 57th percentile overall in Reading nationally, and at the 65th percentile overall in reading when compared with other Maine students. For Math, Baxter’s students are in the 48th percentile nationally and in the 58th percentile for Maine students. In Writing, Baxter’s students are in the 48th percentile nationally and the 57th percentile for the state of Maine.



(State and National Average Data based on data from December 2014)

Class of 2016 Average SAT Scores:
Reading 530, Math 514, Writing 483

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets for Post-Secondary readiness.

Targets:

- Graduation Rate
- Percent of juniors and seniors attempting dual enrollment courses.

¹⁴ Because Baxter Academy for Technology and Science enrolled only 9th – 11th grades in its second year, some targets for Post-Secondary readiness were not applicable in year two.

Performance:

In June 2016, 49 students attended Baxter's first graduation ceremony, and had a graduation rate of 100%.

2015-16 was the second continuous year of dual enrollment college courses offered to Baxter Academy juniors and seniors. 41% of Baxter Academy seniors (20 students) took at least one college course during the 2015-16 school year and 12% of Baxter Academy juniors (10 students) took at least one college course during the 2015-16 school year.

As of June 1, 2016, 87.8% of Baxter Academy's 2016 graduates had been accepted to a post-secondary institution.

For the total number of seniors (49):		
Post-Secondary Status	Number	Percent
Accepted to college	43	88%
Going on to college	41	84%
Attending 2-year institution	8	16%
Attending 4-year institution	33	67%

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets for Post-Secondary readiness.

Targets:

- Graduation Rate
- Percent of juniors and seniors attempting dual enrollment courses.

Performance:

95% of Baxter Academy's seniors graduated at the end of the school year. Of the 4 students who did not graduate, 2 plan to work over the summer to graduate as part of the cohort. One student plans to return to the school for another year.

22% of seniors (n=18) took at least one college course during the 2016-17 school year and 4% of juniors (n=3) took at least one college course during the 2016-17 school year. All students satisfactorily completed the coursework.

Fewer percentages of students in grades 12 and 11 enrolled in college courses at Baxter Academy during the 2016-17 school year as compared to previous years. Baxter Academy plans to continue to communicate the importance of accessing college courses as soon as students are able so they become familiar with college-level expectations and take advantage of reduced costs.

The school is designing systems to make it easier for students to access dual enrollment both through scheduling and through upper-class programming that is more flexible and driven by student goals. Baxter Academy Administration believes the new location for 2017-18 will ease transportation issues because both the Maine College of Art and the University of Southern Maine will be within walking distance.

Post- Secondary Plans:

- Accepted to College 63/77 (82% of class; 100% of students who applied were accepted)
- Going to College 62/77 (81% of class)
 - Attending 2 Year 12/77 (16% of class)
 - Attending 4 Year 50/77 (65% of class)
- Employment
 - 10/77 graduates (13%) will pursue full time employment
- Other
 - 4/77 graduates undecided

Summary

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

Governance and Operations

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

Year 1, 2013 – 2014

Baxter Academy for Technology and Science met its targets in the area of Governance.

Targets:

- Governance Board operates in a transparent, responsible, and legally compliant manner.
 - Governance Board holds public meetings with posted agendas and minutes.
- Governance Board provides oversight of school leadership team.
 - Board conducts an annual evaluation of school leadership.

During its first year, Baxter Academy developed by-laws and policies and reviewed them for formal Board adoption. The Board met frequently and its meeting minutes were posted to the school's website.

The Governing Board reviewed its freedom of access policies and practices to assure compliance with the law. All Board members completed freedom of access training.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of Governance.

Targets:

- Transparent Board operations
- Responsible Board operations
- Legally compliant Board operations
- Provide oversight to school leadership team

Performance:

During the 2014-15 school year the Baxter Academy for Technology and Science Governing Board consisted of all 5 founding members and 2 additional new board members. The board continued to have interest in expanding board membership with members with strong backgrounds in development and ties to STEM industries.

The Board met monthly and meeting agendas and minutes were posted to the school's website. During the year, 2 board members attended a board training provided by Maine Association for Charter Schools.

Due to personnel changes, the Board Chair stepped in to pick up more development responsibilities with grant writing, marketing, provided opportunities for community leaders to visit Baxter on Flex Fridays, and assisted with transportation issues. Other board members reported that they had been able to reduce their volunteer time in administrative matters this year and focused more on board governance.

The Governing Board reported that its greatest accomplishment during the 2014-15 school year was in development and outreach. Much of the school's outreach remains in the hands of the board as it seeks to find wider support and partnerships that will sustain the school into the future. The board coordinated tours that introduced the school, and particularly the Flex Friday program, to community leaders including the Commissioner of Education, legislators, economists, workforce development officers, university deans, local independent and public school educators, and STEM professionals. The school maintained its membership in the local Chamber of Commerce and the board and administrators attended functions that related to the school's mission. The board planned to shift more of its focus from start up to long-term strategic planning.

The need for additional space required Baxter Academy for Technology and Science Governing Board to continue to work to ensure that its location, as well as its satellite space, met all applicable health, safety and fire code requirements and was sufficient in size to safely house the anticipated enrollment, and meet ADA/ state requirements.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of Governance.

Targets:

- Board conducts an annual evaluation of school leadership
- Board certifies that the facilities meet educational and health and safety standards, are clean, maintained and efficient regarding costs

Performance:

During the 2015-16 school year the Baxter Academy for Technology and Science Governing Board consisted of seven members. In filling the vacant seats, the Board carefully considered candidates who would bring strong development potential, as well as a demonstrated commitment to the school's unique mission.

Baxter Academy transitioned its Board Chair to the position of Executive Director. The Board was able to maintain continuity of leadership with its founding vice chair moving to the position of Board Chair.

During the 2015-16 school year the Board implemented a formal review process for the school leader who reports to the board, and met the target for evaluation of school leadership.

Baxter’s Governing Board held open meetings monthly, and agendas and minutes were posted on the school’s website.

The board continued to participate in a process to secure a sustainable permanent home for Baxter that would meet all applicable health, safety and fire code requirements and would be sufficient in size to safely house the school’s full enrollment, and meet ADA/ state requirements.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of Governance.

Targets:

- Board conducts an annual evaluation of school leadership
- Board certifies that the facilities meet educational and health and safety standards, are clean, maintained and efficient regarding costs

Performance:

The board maintained its membership during the 2016-17 school year and continued to have members with varied skill sets. Baxter’s Governing Board held open meetings monthly, and agendas and minutes were posted on the school’s website.

Baxter’s board engages in ongoing support for and evaluation of the executive director and conducts a year-end culminating review to reflect on alignment of performance in meeting the school’s mission as well as its operating needs.

Summary

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

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets in the area of Finances.

Targets:

- Governing Board reviews budget and makes adjustments to ensure financial health
 - Governance board and/or financial committee review budget on a quarterly basis at a minimum.
- School has external audit conducted
 - Quarterly financial reports and end of year audit are available to authorizer.

Baxter Academy's Governing Board reviewed its budget at most Board meetings, more frequently than quarterly.

An external audit for Baxter Academy's first year was completed in the fall of 2014.

Baxter Academy's revenues were higher than anticipated. At the end of the fiscal year there was a cash balance of just under \$300,000. \$600,000 was raised during the year.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of Finances.

Targets:

- Governing Board reviews budget and makes adjustments to ensure financial health
 - Governance board and/or financial committee review budget on a quarterly basis at a minimum.
- School has external audit conducted
 - Quarterly financial reports and end of year audit are available to authorizer.

Performance:

An external audit was completed in August 2014 and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns. Baxter's line of credit was at zero as of May 2015.

According to Baxter Academy's Board Treasurer, the school raised \$183,276, which was 90 percent of the \$205,000 budgeted. The Board reduced donation expectations in the budget for the 2015-16 school year. This budget, based on an enrollment of 320 students, was offset with revenue from adding the final class of students. The 2015-16 budget anticipated a net income projection of \$24,713 for the end of FY16.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of Finances.

Targets:

- Quarterly financial reports and end-of-year audit are available to authorizer.

Performance:

During the 2015-16 school year, ending June 30, 2016, Baxter Academy had a positive net income of \$61,731. The school did not use its line of credit during the 2015-16 school year. Baxter Academy received notice of award for a federal grant for \$250,000 to help support expansion of community partnerships.

An annual financial audit was completed for FY 2015, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of Finances.

Targets:

- Quarterly financial reports and end-of-year audit are available to authorizer.

Performance:

Baxter Academy shares its monthly financial reports with the MCSC.

An annual financial audit was completed for FY 2016, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

During the school's fourth year the board treasurer worked to find and secure funding toward establishing a permanent home for the school. For approval of the school's new location, the board sought and received Charter Commission approval for amendments to the school's charter to increase enrollment to 400 and to allow financing of the new facility. The school received almost \$440,000 in contributions, with \$353,000 targeted toward expenses related to the Lancaster building.

Summary

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

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets in the area of Facilities Maintenance.

Targets:

- School facilities meet educational and health and safety standards, and are maintained, clean, and cost efficient.

At the Review Team's end of year visit it was observed that the facility was clean and in good order. This was also observed during unscheduled visits and the 90 day review. A Building Committee for planning 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, was completed for the 2014-2015 school year to accommodate an additional 100 students. Board minutes indicate capital development plan has been approved for the first three phases.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of Facilities Maintenance.

Targets:

- School facilities meet educational and health and safety standards

Performance:

During its second year Baxter Academy used 75% of its classroom spaces during any given time. Options to address space concerns included utilizing two oversized rooms that could be divided into two classrooms; for additional classroom space, and investigating additional nearby off-site space. The school anticipated thirty to forty juniors and seniors would be off-site taking courses at USM; and expected that to help alleviate space constraints.

There were occasional maintenance issues with plumbing and the lift at Baxter Academy, which were addressed in a timely manner through the building owner and outside personnel.

Baxter Academy for Technology and Science outsourced the cleaning of its building to an outside vendor.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of Facilities Maintenance.

Targets:

- School facilities meet educational and health and safety standards

Performance:

During its third year, Baxter Academy for Technology and Science had 2 locations; the primary (and original) location on York Street and a satellite location on Congress Street. The school planned to add two additional classrooms at the 561 Congress Street facility and two oversized rooms at the 54 York Street facility were to be divided into two classrooms to provide additional classroom space.

The school's Governing Board continued to provide guidance and oversight for long-term facilities solutions. Baxter Academy's Climate Survey revealed low scores in student perception of the facilities.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of Facilities Maintenance.

Targets:

- School facilities meet educational and health and safety standards

Performance:

BA administration told the MCSC that it was challenging in years 3 and 4 to have the school divided between two downtown campuses. The budget had to stretch to cover facilities, and students, teachers, and staff had to remain flexible around complicated logistics including traveling back and forth during the course of the day. Because of these challenges, the school located a permanent home in Portland's Bayside neighborhood where the school could house all 400 students.

Summary

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

Parent and Community Support, Student Involvement

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

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Targets:

- Parent and family participation in school sponsored activities including volunteer and fundraising activities.
- Parent Communication Systems - Regular and clear communications between school and parents regarding operations of the school and their children.
- Parent participation in their children's education- Family participation in Student Conferences
- Partnerships with community organizations, representatives and non-charter public schools. - Baxter will document a portfolio of corporate and community partners aiming to increase the number and depth of engagements

Data were collected and a baseline was established for parent and family participation in school sponsored activities.

At the Review Team's end-of-year visit, evidence of frequent and relevant communication was presented. Weekly newsletters from the Head of School were provided to parents and the faculty communicated frequently with parents. Parents indicated during interviews with the Review Team that communication between school and home was excellent and saw it as a strength of the school.

In the first year Baxter Academy for Technology and Science held one conference, which had 100% participation. The conference also included a student project demonstration.

Baxter Academy began partnerships with community organizations, representatives and non-charter public schools including: Riverview Martial Arts; The Telling Room; The Space Gallery, Build-A-Biz, Casco Bay Tech Hub, Maine Inside Out, MECA, WMPG/Blunt Youth Radio & Local Motives, Rippleffect, Maine Yacht Service.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Targets:

- Parent Engagement
- Community Engagement

Performance:

In year two, email communications from the Head of School averaged once a week. In addition, a texting sign-up service was utilized for information blasts around snow days, communication delays, and transportation. The school's website calendar was kept up to date and dates for Parent Advisory meetings were made a year in advance. Feedback from parents indicated that email communications are sufficient to provide information and parents perceived having more direct communication with the Head of School than they would have otherwise at their child's previous school.

In addition to Student Led Conferences with a participation rate of 92.2%, participation in the Parent Advisory meetings was strong, with 20-46 attendees every month.

During the 2014-15 school year Baxter Academy for Technology and Science hosted a STEM College Fair. Seven colleges participated in the event. Six participating schools were from Maine and one was from out of state.

Baxter Academy partnered with community organizations in various capacities during the 2014-15 school year. Partnerships included internships, project partnerships, and other educational experiences. Some of the community partners were: Wells Reserve, Biodiversity Research Institute, the Gulf of Maine Research Institute, ReVision Energy, University of New England, Salt Institute, The Bob Crewe Foundation, and others.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Targets:

- Frequency of communications
- Number of Parent advisory meetings
- Percent of families contributing to the annual appeal
- Participation in student-led conferences
- Portfolio of corporate, community, and/or academic partners showing growth in the depth of partner engagement and/or breadth of partners

Performance:

In year three, communication with parents occurred weekly, and multiple times per month. Email was the most frequently used form of communication, followed by mail and web-postings.

Anecdotal feedback from parents indicated that email communication was sufficient to provide information.

The school developed a new system for communications among parents on initiatives undertaken for the school. The system used the new parents' site on the website as a billboard and also created an email tree system based on the school's advisory system.

Baxter Academy's Parent advisory board members met with the head of school each trimester, and as a group, as needed.

During the 2015-16 school year Baxter Academy had 95% participation in Student Led Conferences (SLC).

Baxter Academy reported an estimated 50 business, public, nonprofit, and individual community and academic partners worked with students, faculty, and staff. Partners served as mentors and project sponsors and offer internships. They worked with Baxter to provide early-college options. Courses were open at Maine College of Art (MECA) with a special Baxter scholarship and the University of Southern Maine offers a Calculus-based Physics class taught by Baxter's physics teacher at Baxter. The University of Southern Maine's Extended Teacher Education Program (ETEP) trained teachers in Baxter's classrooms.

Baxter Academy's receipt of a federal charter school grant of \$250,000 awarded in April, 2016, helped support expansion of these partnerships and included the following activities:

- Developing Flex Friday teacher and student handbooks to extend the ways in which the curriculum can be used at Baxter, and beyond
- Addressing gender inequalities in STEM through middle-school outreach, mentorship, awareness campaign, and a student-produced documentary film about women in STEM.
- Expanding and creating opportunity around anytime, anywhere learning, including facilitating connections and organizations working with Baxter students.
- Designing and implementing a project-based program for ELL students, including new community partnerships to accomplish this initiative.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Targets:

- Frequency of communications
- Number of Parent advisory meetings
- Percent of families contributing to the annual appeal
- Participation in student-led conferences

- Portfolio of corporate, community, and/or academic partners showing growth in the depth of partner engagement and/or breadth of partners

Performance:

BA reports that anecdotal feedback from parents indicates that email communication is sufficient to provide information and is perceived as having more direct communication with the Head of School than they would have otherwise.

Parent advisory board members meet with the Head of School each quarter, and more frequently as activities dictate with the Outreach Coordinator and Executive Director.

Baxter’s leadership focused on fundraising that would move the school into a permanent home; it therefore did not conduct a full-scale annual appeal this year. The school community, including parents, was very supportive: The school has raised \$573,299 to this point but expects to raise more as it is currently in the midst of a matching grant campaign that will culminate at the end of the fiscal year.

During the 2016-2017 school year BA had 85% participation in Student Lead Conferences. Additionally, seniors participated in group-forums often attended by families.

BA estimates that about 50 business/public/nonprofit/individual community and academic partners working with Baxter Academy’s students, faculty and staff. The recent award of a federal Charter School Planning, Implementation and Dissemination grant has funds earmarked specifically for creating partnerships to benefit students.

Summary

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

School Climate

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

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets in the area of School Climate.

Targets:

- Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook.
- Establish baseline of incidents of per student bullying.
- Family and Student Satisfaction - Administration of a climate survey administered in-house.

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. A summary of the survey results and the raw data were shared with the Review Team. A strongly positive and consistent trend across each stakeholder group was that Baxter Academy had a healthy school climate that supported learning.

In year one, Baxter Academy for Technology and Science had a Student Judiciary Board¹⁵. The Judiciary Board was responsible for holding members of the school community accountable for violating the school norms explained in the Baxtitation¹⁶.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of School Climate.

Targets:

- Safe School Climate
- Family and Student Satisfaction

Performance:

During the 2014-15 school year there were 2 reported incidents of bullying/harassment at Baxter Academy. These incidents were dealt with through the Restorative Justice¹⁷ process.

¹⁵ The Judiciary Board is a judicial branch of the Student Government.

¹⁶ The Baxtitation is a document created by Baxter students for behavior.

¹⁷ Restorative justice is an approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community.

Follow-up included parent conferences, letters of apology, weekly meetings with Head of School, and suspension.

Baxter Academy for Technology and Science teachers, students, and parents were given a satisfaction survey. 15 teachers responded (100%), 73 students responded (32%), and 80 parents responded (approximately one response for every 2.8 students).

On a scale from 1 through 6, 1 being “strongly agree,” and 6 being “strongly disagree,” all 3 groups agreed with the following statements:

- I feel physically safe in all areas of the school building.
- I feel good about what I accomplish at Baxter Academy.
- The Baxter Academy building is kept in good condition.
- My teachers encourage me to think independently.

At the end-of-year visit with the Maine Charter School Commission, Baxter Academy teachers reported that they share duties and work together, that students feel comfortable being who they are, that students receiving Special Education Services thrive, and that problem-solving together produces positive outcomes. Teachers would like more resources, time and money, to accomplish their goals.

Parents who participated in the end-of-year visit interview described Baxter as still being in start-up mode, but felt it was working for their children. Parents appreciated the commitment of Baxter’s faculty and the ability to get answers to their questions.

The students that participated in the end-of-year visit interview with the Maine Charter School Commission reported being pleased with Baxter Academy’s technology and art opportunities, particularly noting the vast array of electives offered. They appreciated the scheduling flexibility, Flex Fridays and Snow-Day projects, and the opportunity to go out into the community. Students reported bullying rarely happened and when it did happen, was addressed immediately. Students expressed concern about anticipated crowding in the coming school year with a larger student population, as well as concern regarding teachers’ inconsistency in grading from class to class. Students reported they missed playing sports, but felt that Baxter Academy was making an effort to satisfy needs regarding activities and athletics.

To nurture the emotional and social growth of its students, Baxter divided students into advisories with a teacher and cohort of students who remain their “home base” for their entire high school careers. Advisors had 16 students in the cohort and met 3 times each week for 30 minutes, and every morning for 10 minutes.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of School Climate.

Targets:

- Number of behavioral incidents using state and federal reporting requirements.
- Results from annual administration of a climate survey (in-house) representing stable or rising positive perceptions from each stakeholder group concerning school climate and support for learning.

Performance:

During the 2015-16 school year there were 3 reported incidents of bullying/harassment at Baxter Academy. All three incidents were resolved in-house.

Baxter's use of mediation and the student-led Judiciary Board (J Board) continued to be an integral part of addressing behavioral incidents. Students were able to opt to use the J Board or work directly with administration to address behavioral incidents and pursue conflict resolution. During the 2015-16 school year Baxter Academy implemented the Behavior Management function of its student information system. This allowed teachers to submit behavior reports to document student behavior and make connections to academic success and school climate.

An annual confidential survey of parents/guardians, students, and teachers was conducted in April 2016 and assessed 4 different domains:

- Safety (6 questions)
- Teaching and Learning (5 questions)
- Interpersonal Relationships (6 questions)
- Institutional Environment (5 questions)

Response Rates

Respondent	Total Number In School	Total Number Answering Survey	Response Rate
Parent	320	77	24.1%
Student	320	70	21.9%
Teacher (excludes staff)	25	8	32%

For each of the twenty-two questions posed in the survey, respondents could choose from a 6-point scale and where a high percent indicates a more positive response.

SAFETY	
Respondent	Percent
Parents/Guardians	86%
Students	79%
Teachers	92%
Average	86%

TEACHING AND LEARNING	
Respondent	Percent
Parents/Guardians	77%
Students	59%
Teachers	73%
Average	70%

INTERPERSONAL RELATIONSHIPS	
Respondent	Percent
Parents/Guardians	82%
Students	76%
Teachers	83%
Average	80%

INSTITUTIONAL ENVIRONMENT	
Respondent	Percent
Parents/Guardians	63%
Students	46%
Teachers	46%
Average	52%

High marks were achieved in most domains, with the lowest rankings among all three respondent categories throughout the survey in the domain of Institutional Environment. The two lowest ranked questions were:

- Baxter Academy is physically attractive (pleasing architecture, nicely decorated, etc.).
- The Baxter Academy building is kept in good condition.

Survey data were provided to the Governing Board to consider in planning for Baxter Academy's future and was shared with administration, staff and teachers to consider measures needed in all areas of the school's operations.

Baxter Academy also participated in the Maine Charter School Commission sponsored Panorama Education surveys in spring 2016.

The majority of responses across all scales and all three populations surveyed were positive. All three Baxter Academy populations surveyed responded positively as often as, or more than, the Maine Charter School Commission average.

The family survey was 70% favorable overall, 1% higher than the Maine Charter School Commission average. The highest scoring scale among families was School Safety (91% favorable), and the lowest was Family Engagement (17%). Baxter Academy draws its student from a very large geographical area and uses technology to its advantage for connecting with families. Questions on this survey were directed toward face-to-face contact, not contact via phone, video conference, or email. As explained by parents at the Maine Charter School

Commission review team's on-site interview, families have many opportunities to connect and stay involved by using technology in addition to in-person contact.

The student survey was 66% favorable overall, the same as the Maine Charter School Commission average. The highest scoring scale among students was School Safety (84% favorable). The lowest scoring scale was School Engagement (45% favorable), which was consistent with the Maine Charter School Commission average.

The staff survey was 68% positive overall and was 3% higher than the Maine Charter School Commission average. The highest scoring scale among staff was Staff-Leadership Relationships (94% favorable), and the lowest scoring scale was Feedback and Coaching (32% favorable). Baxter Academy submitted its Performance Evaluation and Professional Growth Model (PE PG) plan to the Maine Department of Education during the 2015-2016 school year. Baxter Academy will likely see increased scores on the Feedback and Coaching scale on future surveys after implementation of the PEPG plan.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of School Climate.

Targets:

- Number of behavioral incidents using state and federal reporting requirements.
- Results from annual administration of a climate survey representing stable or rising positive perceptions from each stakeholder group concerning school climate and support for learning.

Performance:

Baxter Academy reported 5 instances of bullying or harassment this year. Three of these incidents took place at the end of the year and were resolved by the school.

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

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

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>STUDENTS FEEL PHYSICALLY SAFE AT SCHOOL: Overall, students at Baxter Academy report 79% favorably when it comes to School Safety, which is near the 90th percentile compared to all schools across the country and near the 70th percentile when compared to <i>other similar high schools</i>¹.</p> <p>STUDENTS REPORT ABOVE AVERAGE ENGAGEMENT IN SCHOOL: Though there is certainly room for improvement at 45% favorable, students at Baxter Academy report 5% above the MCSC average and above 70% of <i>similar high schools</i>².</p>	<p>EXPECTATIONS OF STUDENTS: Baxter Academy ranks near the 40th percentile compared to <i>other similar high schools</i>¹ on Rigorous Expectations. Overall, the topic decreased in favorability by 6% from Spring 2016.</p> <p>CONNECTIONS BETWEEN STUDENTS AND TEACHERS: While it is important to recognize the strength of Teacher-Student Relationships relative to <i>other similar high schools</i>¹ (70th percentile), it is equally important to recognize the decreasing trajectory of the topic from Spring 2016 to Spring 2017 (-6%).</p>
TEACHER & STAFF	<p>STRONG RELATIONSHIPS WITH FAMILIES: When compared to <i>other similar high schools</i>², staff and teachers report near the 80th and 90th percentile, respectively, when it comes to Staff-Family Relationships. The majority of staff and teachers agree that relations with families are friendly (100% of teachers and staff) and respectful (89% of teachers and 91% of staff).</p> <p>LEADERSHIP SUPPORT OF TEACHERS AND STAFF: Teachers and staff report above MCSC average when it comes to questions around leaderships' supportiveness, friendliness, understanding and respectfulness.</p>	<p>EFFECTIVENESS OF FEEDBACK AND COACHING: Of all topics, staff and teachers both report least favorably on Feedback and Coaching, with staff reporting 36% favorable (30th percentile compared to all schools across the country) and teachers reporting 18% favorable (10th percentile compared to all schools; 20th percentile compared to <i>other similar high schools</i>²).</p> <p>COMMUNICATION BETWEEN TEACHERS/STAFF AND SCHOOL LEADERS: Of all questions on the School Leadership topic, staff and teachers respond least favorably when it comes to communication and clarity of information and goals for school faculty.</p>
FAMILY	<p>STRONG SENSE OF SCHOOL CLIMATE: Overall, the majority of Baxter Academy families feel that the social and learning climate of the school is favorable. When compared to schools across the country, School Climate at Baxter is near the 70th percentile. Compared to <i>other similar high schools</i>² across the country, Baxter moves up to the 99th percentile.</p>	<p>FAMILY ENGAGEMENT: While families report relatively low barriers to engagement (78% favorability), they report low involvement and interaction with Baxter Academy (Family Engagement - 11% favorability).</p> <p>PERCEPTIONS OF STUDENT GRIT: Corroborated by student and teacher data, family perception of student Grit is mostly unfavorable. Compared to schools across the country, Baxter Academy is near the 40th percentile when it comes to family perception of student grit.</p>

Summary

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

Effective Leadership

In its 4th year the school had a full-time Executive Director, who transitioned from the position of founding Board Chair at the end of the school's third year. The Executive Director has managed a complicated long-term facilities planning process. In anticipation of the move to Bayside, the Executive Director worked closely with the Head of School, the Dean of Students, and the Director of Guidance to set priorities for the transitional work that will bridge Baxter Academy into its new home.

The Head of School continues to set the instructional vision for the school and worked this year to create a new infrastructure in the special education department. A new Assistant Special Education Director was hired to implement the changes. The Dean of Students is responsible for implementing a robust RTI¹⁸ program and also served as administrator of the federal grant. The Director of Guidance led the work on the school's evolving transcript and communicated with college admissions office about Baxter's unique programming. The school also employs a Business Manager who is supported by an operations manager and a front office manager.

¹⁸ Response to Intervention - a multi-tier approach to the early identification and support of students with learning and behavior needs.

Instructional Quality

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

Baxter Academy's Performance Evaluation and Professional Growth Model (PE PG) was approved by the Maine Department of Education (MDOE) in 2016. The approved process was not fully implemented during the 2016-17 school year. The school administration plans to implement the plan for the 2017-18 school year.

The majority of Baxter Academy's teachers and ed. techs are certified through the Maine Department of Education for the subject area they teach. Several teachers are either: considered qualified because of expertise in the area they teach or they are going to become certified within 3 years of their date of hire – consistent with Maine's charter law. All employees have the required Criminal History Record Check Approval through the MDOE.

In January 2017, one math teacher, one humanities teacher, and one counselor attended CollegeBoard and Maine Department of Education SAT Content Workshops. This group is planning to continue work this spring using SAT and PSAT results from both the state reporting system and the College Board Assessment Reporting Portal to examine trends to help inform curriculum and instruction.

BA provides students with an individualized, collaborative, and interdisciplinary community, guided by teachers who have experiences that include everything from long-distance sailing and mountain climbing to entrepreneurship. The teachers support students in mastering 21st-century skills such as problem-solving and collaboration. All students are expected to make formal presentations across all academic content areas. They write papers that require critical thinking, but they also convey complex information info graphics and through documentary films. They solve problems using their intellect and their imaginations. Flex Friday and Anywhere/Anytime Learning use individualized learning approaches that foster high levels of engagement. Student activities are aligned with standards and learning outcomes are monitored and tracked by teachers and mentors.

Compliance with Terms of Charter Contract and Laws

In its 4 years of operation Baxter Academy for Technology and Science had one instance of noncompliance on record.

On March 17, 2016 the Department of Education received a complaint alleging violations of the Maine Unified Special Education Regulations (MUSER), Chapter 101. The complaint stated failure to identify a student as a student who may need special education and related services. The complaint was investigated and it was determined that Baxter Academy for Technology and Science was in violation and a Corrective Action Plan was put in place. The terms of the Corrective Action Plan were met and the case was closed in November 2016.

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

Commendations, Recommendations, and Considerations for Charter Renewal

Commendations:

- Success of Flex Friday its growth, willingness to change as needed, not being afraid of failure.
- Exceptional influence of the advisory program upon both students and teacher. Could be expanded to reach into greater depths for learning and understanding for everyone.
- Expansion of summer programs and outreach into community.
- Individual internships for many students.
- Respect for all students as individuals.
- Hiring of a project coordinator for Flex Friday.
- Baxter Learning Commons where students can receive extra help from faculty or other students developed by a student with oversight guidance which is to be continued next year
- Creation of a "signing day" for all seniors where entire student body learns from each student their plans for the following year.
- International 4th place winners in Robotics competition.
- New facility where all students will be housed in one location
- Successful use of a \$250,000 federal grant to improve innovative education

Recommendations:

- Implement SLATE program for tracking of student grades and transcripts.
- Although the Marshall model for teacher evaluation has been approved there needs to be a clearer plan of supervision and this needs to be a priority.
- More communication with the faculty to help them better understand how the philosophy, vision and contract fit into the overall success of Baxter.
- Need to develop more avenues to reach out to parents to keep them involved.

Special Considerations for Charter Renewal:

- To date the school has been very successful in remaining financially viable. With the lease to the new location successfully executed, the governing board should be able to more easily maintain financial viability.
- Close Department of Education Special Education Corrective Action Plan.

APPENDIX M

Maine Charter School Commission

September, 2017

On June 15, 2017, an announced on-site visit was made to Cornville Regional Charter School. 2 members of the Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director and MCSC Director of Program Management. The visiting team held interviews with school leadership, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Mike Wilhelm
Commission	Jana Lapoint
Commission	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT 2016-2017

September 2017

Section 1: School Overview

School Name	Cornville Regional Charter School (CRCS)
Address	1192 West Ridge Road Cornville, Maine 04976

Board Chair	Jean Walker
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Executive Director	Travis Works
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Year Opened	2012-2013 school year
Years in Operation	5
Number of Sending Districts	10
Grades Served	K-8
Number of Students	143 (October 1, 2016 "count day")
Teacher – Student Ratio	1:15

Mission	To create a safe, 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.
Vision	To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency		X ¹	
Student Academic Growth		X ²	
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance			X ³
Recurrent Enrollment from Year to Year	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Food Service	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement		X ⁴	

¹ 50% of students met or exceeded proficiency on NWEA in reading. This did not meet the 75% target. 36% of grade 3-8 CRCS students scored proficient or better on the ELA portion of the Maine State Assessment. This is 17% less than the state average of 53% that was proficient or better and did not meet the target to meet or exceed the state average. 18% of grade 3-8 CRCS students scored proficient or better on the math portion of the Maine State Assessment. This is 21% less than the state average of 39% that was proficient or better and did not meet the target to meet or exceed the state average.

42% of students met or exceeded proficiency on NWEA in math. This did not meet the 75% target.

² 67% of students met their individual growth target in reading (NWEA). This did not meet the 80% target.

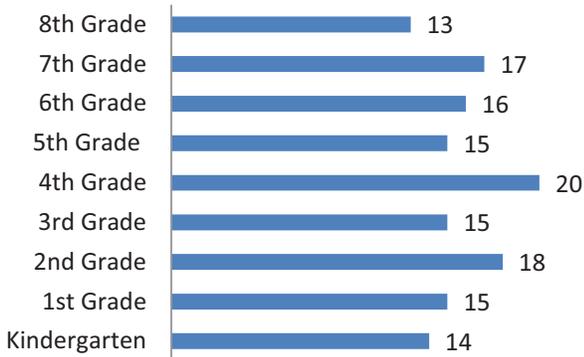
54% of students will meet their individual growth target in math (NWEA). This did not meet the 70% target.

³ CRCS' average daily attendance rate was 92%, 2% short of the 94% target.

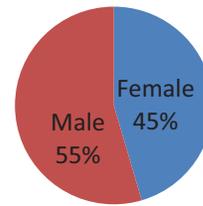
⁴ There was 73% participation from parents in PLP meetings. CRCS did not meet 90% target.

Section 3: Demographics

2016-17 Enrollment by Grade



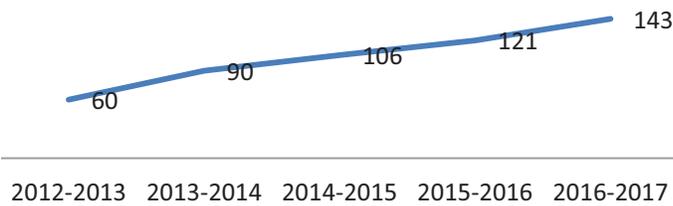
Sex



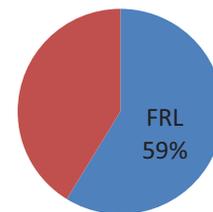
Language



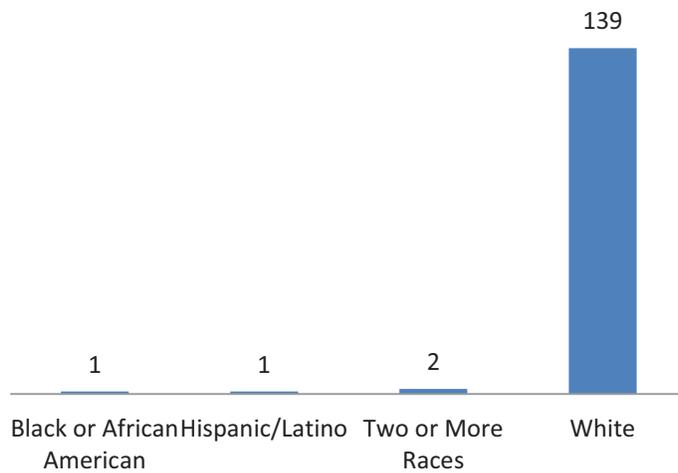
Enrollment by Year



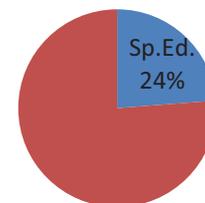
Free/Reduced Lunch



Race/Ethnicity



Special Education



Section 4: Academics

CRCS met its targets in the area of achievement gaps in growth and partially met its targets in the areas of academic achievement and academic growth.

Targets:

Student Academic Proficiency: State Assessments

- Percent of grade 3-8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 3-8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.

Student Academic Proficiency: School Selected Assessments

- 80% of students will meet their PLP (Personal Learning Plan) goals
- 75% of students will meet or exceed proficiency on NWEA in reading
- 60% of students will meet or exceed proficiency on NWEA in math

Student Academic Growth: State Assessments

- Same cohort growth on State Assessment in ELA – establish baseline
- Same cohort growth on State Assessment in math– establish baseline

Student Academic Growth: School Selected Assessments

- 80% of students will make a minimum of 1 level of growth on their F&P assessment
- 80% of students will meet their individual growth target in reading (NWEA)
- 70% of students will meet their individual growth target in math (NWEA)

Achievement Gaps:

- 80% of students will meet their PLP (Personal Learning Plan) goals
- Report on subgroup data on Maine State Assessment
- Report on subgroup data on school selected assessment

Performance:

Student Academic Proficiency: State Assessments

36% of grade 3-8 CRCS students scored proficient or better on the ELA portion of the Maine State Assessment. This is 17% less than the state average of 53% that was proficient or better and did not meet the target to meet or exceed the state average.

18% of grade 3-8 CRCS students scored proficient or better on the math portion of the Maine State Assessment. This is 21% less than the state average of 39% that was proficient or better and did not meet the target to meet or exceed the state average.

Student Academic Proficiency: School Selected Assessments

Over 80% of students met their PLP goals meeting the 80% target.

50% of students met or exceeded proficiency on NWEA in reading. This did not meet the 75% target.

42% of students met or exceeded proficiency on NWEA in math. This did not meet the 75% target.

Student Academic Growth: State Assessments

The school collected its second year of baseline data.

Student Academic Growth: School Selected Assessments

100% of eligible students made a minimum of 1 level of growth on their F&P reading assessment meeting the 80% target.

67% of students met their individual growth target in reading (NWEA). This did not meet the 80% target.
54% of students will meet their individual growth target in math (NWEA). This did not meet the 70% target

Achievement Gaps:

CRCS reported subgroup data for math and reading on the Maine State Assessment and the NWEA, meeting the reporting target. Due to small group sizes and maintaining student confidentiality data are not publically available.

80% of students in identified subgroups met their PLP (Personal Learning Plan) goals meeting the 80% target.

Section 5: Enrollment and Attendance

CRCS met its targets in the area of enrollment and did not meet its target for attendance.

Targets:

- average daily attendance rate of 94%
- 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year
- 90% of students enrolled on state “count day” who are still enrolled on the last day of school
- 75% of students enrolled continuously for multiple years

Performance:

CRCS’ average daily attendance rate was 92%, 2% short of the 94% target. CRCS attributes the lower attendance rate to a school year with lots of illness, particularly during the winter months. The school recorded a few days of up to 30% of students being out sick.

On the last day of school 94% of the 127 students enrolled indicated their intent to re-enroll, meeting the 90% re-enrollment target. Reasons for student withdrawal included: student preference, relocation and transportation difficulties.

On the last day of school 91% of the 143 students enrolled on October 1 were still enrolled on the last day of school, meeting the 90% target.

At the end of the spring of 2017, CRCS reported 79% of learners in grades 1 - 5 maintain enrollment for multiple years and 80% of learners in grades 6-8 maintain enrollment for multiple years. Kindergarten learners were excluded from these data because they are not eligible to be enrolled for multiple years. The school met the 75% continuous enrollment target.

Section 6: Governance Board Performance & Stewardship

CRCS met its targets in the area of governance board performance

Targets:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

Performance:

The CRCS Governing Board consists of 5 members with skills from varied backgrounds including education, administration and business.

Governing Board meeting times and dates are posted on the school website for the entire school year and Board meeting agendas are on the website at least four days prior to the meeting. Meeting minutes are posted after approval.

CRCS Governing Board 2016-17

Chair of the Board	Jean Walker
Vice Chair of the Board	Stephanie Miller
Board Treasurer	Jason Herrick
Board Secretary	Lorri Cahill
Board Member	Beth Enman

Section 7: Administration

In addition to the Principal, Cornville added 2 Teaching Principals to its administration. One teaching principal focused on data collection and the other on curriculum and instruction. The Executive Director/Principal functioned more in the role as Executive Director than as Principal

Section 8: Parent and Community Engagement

CRCS partially met its targets in the area of Parent Engagement.

Targets:

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from students and 90% participation from parents in PLP meetings and goal setting on PLPs

Performance:

During the 16-17 school year 100% of students were involved in student interest groups each round meeting the 100% target.

All parents are subscribed to the CRCS electronic weekly newsletter. Additional communication is sent to families through homeroom teachers via website, blog, etc. and content area teachers send home bi-weekly communication as well. CRCS met the weekly communication target.

91% of returned parent surveys indicated satisfaction with communication exceeding the 80% target.

All parents were invited and 73% of families participated in 1 or more activities throughout the year meeting the 70% participation target.

There was 100% participation from students and 73% participation from parents in PLP meetings and goal setting on PLPs. CRCS met the student participation target, but did not meet the parent participation target.

Section 9: School Climate

CRCS met its targets in the area of School Climate.

Targets:

- School will report the number of behavioral incidents using the state and federal reporting requirements

Performance:

During the 2016-17 school year there were 0 reported incidents of bullying/harassment. All incidents were reported as required.

During the spring 2017, CRCS conducted surveys of parents, students, and teachers. The table to the right, prepared by Panorama Education as part of a larger Insights Report, summarizes CRCS' strengths and areas of growth, as demonstrated by the survey results. As Panorama Education points out it's important to consider school- & community-level context in conjunction with these strengths and weaknesses when determining next steps and future goals.

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>+ POSITIVE PERCEPTIONS OF 4TH GRADE STUDENTS: 4th grade students at Cornville Regional Charter School report above average favorability on all six topics. In particular, while 4th grade students across the Maine Charter School Commission report 7% below average when it comes to Grit, 4th graders at Cornville report 1% above average. Additionally, 4th graders report well above average on Climate (+13%), Rigorous Expectations (+9%) and Engagement (+8%).</p>	<p>- STUDENT GRIT, ESPECIALLY OF FEMALES & 3RD GRADERS: At 40% favorability and near the 10th percentile compared to schools across the country, Cornville students report mostly unfavorable regarding their own Grit. In particular, females report below average Grit, especially in grades 6-8, where females report 17% less favorably than males. In addition, contrary to the overall MCSC trend, 3rd grade students at Cornville respond the least favorably of any elementary grade level, at 5% below the school average.</p> <p>- RIGOR OF EXPECTATIONS: Though Rigorous Expectations is one of the most favorable topics for grades 3-5 (62% favorability) and 6-8 (57% favorability), when compared to schools across the country, Cornville ranks only near the 10th percentile. Consistent with the trends apparent on the Grit topic, female students in grades 6-8 report particularly low favorability of Rigorous Expectations, at 45% favorability, 22% below their male peers.</p>
FAMILY	<p>+ FAMILY ENGAGEMENT: While Family Engagement received the lowest favorability of any topic at 28% favorable, families at Cornville Regional Charter School report 14% above the MCSC average, near the 60th percentile compared to <i>similar elementary schools</i> and near the 90th percentile compared to <i>similar middle schools</i>. In the past year, 65% of Cornville families report having visited the school 'monthly' or 'weekly or more', compared to a MCSC average of only 25% of families.</p>	<p>- STUDENT GRIT: Corroborated by student and teacher data, family perception of student grit is mostly unfavorable. At 7% below the MCSC average and near the 10th percentile compared to all schools across the country, family perception of Grit is 39% favorable and favorable responses decreased by 6% from Spring 2016 to Spring 2017. Consistent with the trends observed in the student data, families of female students report 7% less favorably than families of male students.</p> <p>- SCHOOL SAFETY: Safety is identified as an area of concern because of the large divergence between student and family perception. While families report at 80% favorability, 3-5 grade students report 36% lower at 44% favorability and 6-8 students report 32% lower at 48% favorability. It's important to further examine <i>why</i> student and family perceptions of safety at school are so far apart.</p>
STAFF & TEACHER	<p>+ POSITIVE TRAJECTORY OF THE SCHOOL'S EVALUATION PROCESS: Teacher favorability to the question "How much do you learn from the teacher evaluation processes at your school?" increased by 13% from Spring 2016 to Spring 2017, to 43% favorability. 40% of staff and 43% of teachers report that they 'learn quite a bit' or 'learn a tremendous amount' from the evaluation process, both above the MCSC average. What's working well in regards to Cornville's evaluation process? How can the school build upon what's working well to continue to strengthen the evaluation process as well as other aspects of the feedback process?</p>	<p>- FEEDBACK AND COACHING: Of all topics, staff and teachers both report least favorably on Feedback and Coaching, staff at 24% favorable (10th percentile compared to all schools across the country) and teachers at 31% favorable (20th percentile compared to all schools). In particular, there is significant room for improvement when it comes to the quantity of feedback received - only 20% of staff and 14% of teachers report receiving 'quite a bit of feedback'.</p> <p>- STUDENT GRIT: Consistent with the feedback provided by students and families, teachers report significant room for improvement when it comes to student 'gritiness'. At 17% favorable, teachers report the least favorable perception of student Grit of any stakeholder group - students, families or teachers. At 22% below the Maine Charter School Commission average, compared to all schools across the country, Cornville's teacher perception of student Grit falls near the 10th percentile; when compared to only other elementary schools, Cornville ranks near the 10th percentile as well and when compared to other middle schools only, it ranks closer to the 30th percentile.</p>

Section 10: Finances

CRCS met its targets in the area of finances.

Targets:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

Performance:

CRCS' budget and financial data are reviewed monthly by the Executive Director, Finance Committee, and Governing Board. The school also compares monthly and quarterly reports and forecast regularly to make sure it on track financially. CRCS has been able to maintain a 10% reserve balance and hopes to continue to increase that over the next five years. The board has a procedure in place to flag and considered any financial variance over 5%.

Section 11: Facilities & Maintenance, Food Service, and Transportation

CRCS met its targets in the areas of facilities, Food Service, and Transportation.

Facilities Targets:

- Facility will meet all applicable state expectations for public schools

Performance:

CRCS met all applicable expectations for public schools. The school will be evaluating its capital improvement plan in the coming year after settling into its 2 new locations. The school met the target to meet all applicable state expectations for public schools.

Food Service Targets:

- Record of costs and student utilization

Performance:

- Approximately 50% of students eat breakfast provided at CRCS on a daily basis and approximately 80% of students eat lunch provided at CRCS on a daily basis. CRCS continued its contract with Good Will Hinckley for food service that provides its learners with fresh food. The school met the target to provide a record of costs and student utilization.

Transportation Targets:

- Record of costs and student utilization

Performance:

- During the 2016-17 school year CRCS continued to contract with Poland's Bus Service for transportation. There were 3 bus routes available. 80% of eligible students used the transportation (morning and afternoon). The school met the target to provide a record of costs and student utilization.

Section 12: Evidence of Mission and Vision Implementation (see page 2 for mission and vision)

Evidence of CRCS's Mission is evident in the use and promotion of Responsive Classroom, Positive Behavioral Intervention Supports, and Mass Customized Learning.

Evidence of CRCS's Vision is evident in its hands-on Agricultural Education Program and Mass Customized Learning.

Section 13: Commendations and Recommendations

Commendations

- The charter school organization, with the addition of the teaching principals, should maximize the skills and time of the staff.
- Cornville continues to have a dedicated and engaged Governing Board.
- Communication to parents, as indicated by the parent survey, is viewed as positive.
- The school has parent participation in school events.
- Cornville continues to provide a positive learning environment through use of the Responsive Classroom, PBIS and Mass Customized Learning.
- The school is financially stable.

Recommendation

While all students are demonstrating growth on their individual targets including students in identified subgroups (who are meeting their Personal Learning Plan goals) data needs to be analyzed and strategies need to be developed to improve results in ELA and Math and on both the NWEA and the state assessment.

APPENDIX N



25 Shaker Road
Gray, ME 04039

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2017

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Charter Renewal Process

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

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

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

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

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

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

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

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

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

The following public charter school performance report shall be issued no later than June 30th, 2017, Fiddlehead School for Arts & Sciences' 4th year of operation under its initial 5-year charter contract. The performance report summarizes Fiddlehead School for Arts & Sciences' (FSAS) performance record to date, and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. Fiddlehead School for Arts & Sciences will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

School Name	Fiddlehead School for Arts & Sciences (FSAS)
Address	25 Shaker Road, Gray, Maine 04039

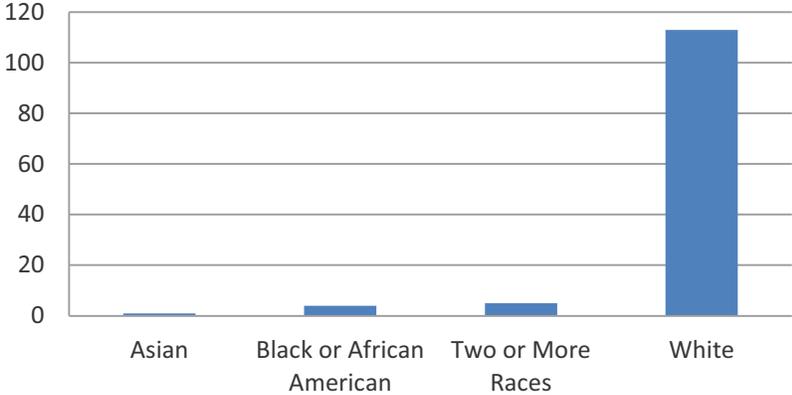
Governing Board	
Board Chair	Alison Moser
Board Vice Chair	Adam Gilman
Board Secretary	Alyson Spencer-Reed
Board Member	Melanie Prinz
Board Member	Kathleen Clements
Board Member	Sally Morris

Head of School	Jacinda Cotton-Castro
Director of Curriculum	Joanna Frankel
Special Education Director	TBD

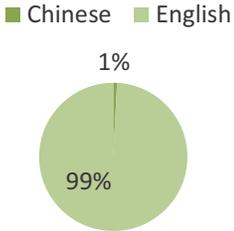
Year Opened	2013-2014 school year
Years in Operation	4
Number of Sending Districts	13
Grades Served	PreK-5
Current Enrollment	123 (as of October 1, 2016 "count day")
Number of Students on Waiting List	58 (as of February 2017)

Fiddlehead School for Arts and Science's Demographic Information

Race/Ethnicity

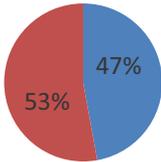


Language



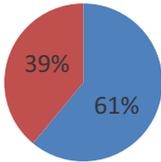
Sex

■ Female ■ Male



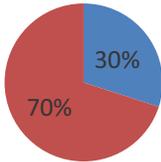
Free/Reduced Lunch

■ Free and Reduced Lunch

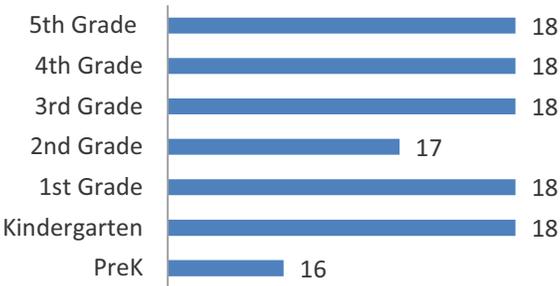


Special Education

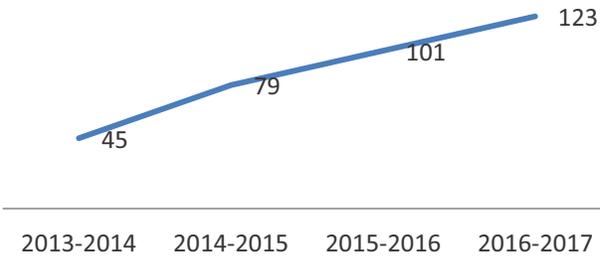
■ Special Education



Enrollment by Grade



Enrollment by Year



Demographic Data based on October 1, 2016 school reported data

Fiddlehead School for Arts & Sciences Overview

Fiddlehead School for Arts and Science opened in the fall of 2013 with 45 children from 10 communities. The school has added students and grade levels each year, and now in its 4th year the school serves 123 students in grades preK-5.

The Mission of Fiddlehead School is to unfold the potential of children in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, foster a love of learning, and embrace the interconnectedness of all things. Fiddlehead School supports happy and vibrant learners who create and shape their own lives and contribute to the quality of life around them.



Fiddlehead School provides for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment. It is a school that honors children's curiosities, interests and uniqueness, and facilitates progressive learning at the highest level. At Fiddlehead, children demonstrate competency in literacy, mathematics, science, visual and performing arts, and Spanish. Using an inquiry-based model, children also develop vital skills for 21st century citizenship: critical thinking skills, communication, collaboration, creativity, and compassion.

Fiddlehead School of Arts & Sciences uses a Reggio Emilia-inspired approach to learning. At Fiddlehead School of Arts and Sciences, the fundamentals of the Reggio Approach guide and inform:

- The image of the child – children are viewed as capable, curious and competent, active in the construction of knowledge and the pursuit of relationships.
- Children's relationships and interactions within a system – children are seen in relation to their family, school, community and the larger society.
- The role of families – families are vital to their children's learning and to the learning community. Family participation is invited and encouraged.
- The role of space – space encourages interaction, relationship and communication. The environment is considered "the third teacher".
- Teachers and children as partners in learning – teachers are considered researchers and co-constructors of knowledge with the children. Collaboration is fostered between the children, teachers, parents and the community. Children assist each other in learning taking on the role of teacher, and teachers take on the role of facilitator and learner. Children are the protagonists of their learning and need to participate in the planning process.

Fiddlehead School for Arts and Science's Performance Indicators

Indicator	2017			2016			2015			2014		
	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency		X ¹			X ²		3			X		
Student Academic Growth			X ⁴	X			X				X ⁵	
Achievement Gaps in proficiency and growth between major student subgroups ⁶	X			4			4			4		
Student Attendance			X ⁷			X ⁸		X ⁹		X		
Recurrent Enrollment from Year to Year	X			X			X					X ¹⁰
Governance Board Performance and Stewardship	X			X			X			X		
Financial Performance and Sustainability	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
Parent and Community Engagement	X			X			X			X		
School Social and Academic Climate	X			X			X			X		

¹ Students in grades 3 and 4 did not achieve the proficiency targets on the local assessment. State assessment data are not yet available.

² FSAS met literacy targets as measured by the Work Sampling System in 5 out of 6 grade levels, and in math in 4 out of 6 grade levels. FSAS met math goals on the MEA in gr. 3 and 4, and met ELA goal in gr. 3.

³ Baseline year

⁴ The grade 4 and grade 5 cohorts did not make 65% growth.

⁵ The targets for growth were met in grades Pre-k, K, Gr. 1 in literacy, math and science and in Gr. 2 in literacy only.

⁶ Subgroups were too small to report or to be considered a large enough sample for reliable data

⁷ FSAS's average daily attendance rate was 91%, 3% below the 94% target.

⁸ During the 2015-16 school year FSAS's Average Daily Attendance Rate was 93%, putting them one percent below the target of 94%.

⁹ The target for Average Daily Attendance of 94% was just missed, with ADA at 93%.

¹⁰ FSAS had 89% reenrollment and did not reach the 90% target

Academic Performance

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

Year 1, 2013 – 14

FSAS partially met its academic goals.

Proficiency Targets:

- Percentage of (age 8/gr 3 and above) at proficiency level will increase by 3% on NECAP¹¹
- Local assessment - Pearson Work Sampling system¹² (PWS)

Growth Targets:

- Literacy, math and science -80% of students will meet or exceed, 10% will achieve 75%, 10% will achieve 50%

Achievement Gap Targets:

- Goal of 4-5 % growth in identified Students

Performance:

In its first year FSAS did not have any students in grade 3 or higher to participate in State Testing. No NECAPs were taken.

Data for PWS were collected in the categories of personal & social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health.

The targets for growth were met in grades Pre-k, K, Gr. 1 in literacy, math and science and in Gr 2 in literacy only.

Benchmarks were established for achievement gaps in proficiency and growth in student subgroups.

¹¹ The New England Common Assessment Program - a series of reading, writing, mathematics and science achievement tests

¹² The Work Sampling System is an early childhood assessment tool which allows teachers to evaluate students age 3 through third grade.

Year 2, 2014 – 15

FSAS met its academic goals.

Proficiency Targets:

- Percentage of (age 8/gr. 3 and above) at proficiency level will increase by 3% on NECAP (on Smarter Balanced in the future).
- Local assessment Pearson Work Sampling system

Growth Targets:

- Literacy, math and science -80% of students will meet or exceed, 10% will achieve 75%, 10% will achieve 50%

Achievement Gap Targets:

- Goal of 4-5 % growth in identified Students

Performance:

14 Fiddlehead third grade students participated in Smarter Balanced state testing in 2015. Third grade was added in school year 2014-15, and 2014-15 scores were to serve as baseline data. In order to protect student privacy, Fiddlehead's Smarter Balanced test scores could not be publicly reported due to small class size.

Work Sampling System (WSS) - The School Average of 82.78% met the target of 80% of students will meet or exceed Work Sampling System Literacy, Math and Science performance indicators typical of their age/grade by the end of each year.

During the 2014-15 schoolyear Fiddlehead School of Arts and Sciences began using Fountas & Pinnell for measuring reading levels and student progress as well as Curriculum Based Measurement in math for benchmarks 3 times per year.

Year 3, 2015 – 16

FSAS met its academic growth goals. It met some academic proficiency goals.

Proficiency Targets:

Student Academic Proficiency: State Assessments

- The percent of Grade 3, 4 and 5 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
- Grade 3, 4 and 5 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment.

Student Academic Proficiency: School Developed Assessments

- 65% of students in each grade level will meet or exceed proficiency in reading as measured by the June administration of the Work Sampling System.
- 65% of students in each grade level will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
- Iowa Test of Basic Skills: Establish baseline using National percentile rank of average standard score for reading and math

Growth Targets:

- Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math
 - 2015-2016 will serve as a baseline year for the Maine State Assessment System. Within 60 days of receiving the state results for 2015-2016, the school will generate growth goals for the following school year assuming the assessment will remain the same.

Achievement Gap Targets:

- Achievement gaps in proficiency and growth between major student subgroups

Performance:

16 third grade students and 16 fourth grade students (100% of third and fourth graders) participated in Maine State testing in 2016.

ELA

- 50% of students in Grade 3 scored proficient or above on the ELA portion of the Maine State Assessment in 2016, as compared to 47% across the state of Maine meeting the target to meet or exceed the state's percentage of students scoring proficient or above.
- 50% of students in Grade 4 scored proficient or above on the ELA portion of the Maine State Assessment in 2016, as compared to 53% across the state of Maine and did not meet the target to meet or exceed the state's percentage of students scoring proficient or above.

Math

- 38% of students in Grade 3 scored proficient or above on the ELA portion of the Maine State Assessment in 2016, as compared to 48% across the state of Maine meeting the target of being within 20% of the state average of students scoring proficient or above.
- 26% of students in Grade 4 scored proficient or above on the ELA portion of the Maine State Assessment in 2016, as compared to 39% across the state of Maine meeting the target of being within 20% of the state average of students scoring proficient or above.

Fiddlehead School did not have a 5th grade in the 2015-2016 school year – no MEA data to report.

Data from the 2016 MEA was consistent with other measures of student proficiency at FSAS. Scores in ELA were better than in math (See PWS below). Scores were close to meeting the established targets, with the only exception being the 4th grade ELA test.

Pearson Work Sampling:

On the PWS FSAS met the targets for language and literacy in five out of six grades. The only grade that did not reach the target was 3rd grade. FSAS was not surprised with the third grade results and cited a large number of students with academic needs in the group as a reason for lower scores.

FSAS met the targets for math in four out of six grades. Both 3rd and 4th grades fell short of the 65% proficiency goal.

FSAS identified math as a school-wide area for growth and improvement and began to bolster professional development in math, with a focus on the Investigations curriculum and becoming familiar with the Common Core Standards in mathematics at each grade level. FSAS planned to continue this initiative in the 2016-2017 school year with ongoing professional development in the teaching of math.

In 2016 FSAS administered the Iowa Test of Basic Skills for the first time. FSAS established its baseline.

FSAS Subgroup numbers were too small to report for the target of reporting on achievement gaps in proficiency and growth between major student subgroups.

Year 4, 2016– 17

FSAS Partially met its targets for Student Academic Proficiency on School Developed Assessments. Data from State testing are not yet available.

Proficiency Targets:

Student Academic Proficiency: State Assessments

- The percent of Grade 3, 4 and 5 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
- Grade 3, 4 and 5 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment.

Student Academic Proficiency: School Developed Assessments

- 65% of students in each grade level will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
- 65% of students in each grade level will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.

Growth Targets:

- Student Academic Growth: 65% of students meeting or exceeding expected growth on Value added nationally normed individual and group assessment or equivalent for English and Math.

Achievement Gap Targets:

- Achievement gaps in proficiency and growth between major student subgroups

Performance:

2017 MEA data will be reported when they become available.

Work Sampling System

Data from the June 2017 administration of the Work Sampling System show 65% of students in grades preK, K, 1, 2, and 5 met or exceeded proficiency in both reading and math. Students in grades 3 and 4 did not meet the 65% meeting or exceeding proficiency target in reading or math.

Grade Level	% proficient – READING	Target	+/-
preK	93%	65%	+28%
k	76%	65%	+11%
1	86%	65%	+21%
2	74%	65%	+9%
3	41%	65%	-24%
4	52%	65%	-13%
5	94%	65%	+29%
		Average 86%	

Grade Level	% proficient - MATH	Target	+/-
preK	95%	65%	+30%
k	89%	65%	+24%
1	100%	65%	+35%
2	81%	65%	+16%
3	30%	65%	-35%
4	53%	65%	-12%
5	91%	65%	+26%
		Average 90%	

FSAS administration believes more education is needed for teachers on using the WSS tool with fidelity and inter-rater reliability. The school trusts in the WSS's ability to reflect the school's mission to educate the whole child, as it includes seven domains of learning that round out the portrait of the student (including Social and Emotional development, development in the Arts, and Physical development, in addition to five academic content areas).

The school is considering purchasing the accompanying online system to assist in the objectivity of the reporting, or creating an intermediate step to assure that all teachers are reporting in a consistent way. The school plans to begin investigating options and planning for future professional development during the summer.

Academic Growth - Gain Scores for ITBS

Due to the small number of students in cohorts at FSAS the school will use Iowa's growth goals to look at individual student growth and set reasonable goals for the cohort's growth. The school has set a goal at 65% of students meeting or exceeding expected growth. FSAS did not hit that number this year, but will continue to work towards it through targeted academic interventions and professional development.

Gain scores, also known as observed growth, quantify the change in performance from one year to the next. It is calculated by finding the difference between a student's National Standard Score from one year to the next.

*The cohorts being reported are students for whom FSAS had two consecutive years of data.

Cohort	Class Average of Composite Gain Scores	% of cohort meeting or exceeding expected growth in reading	% of cohort meeting or exceeding expected growth in math
3rd grade 2015-2016 to 4th grade 2016-2017	+16.11	56%	33%
4th grade 2015-2016 to 5th grade 2016-2017	+11.85	54%	46%

Achievement Gaps

No major gaps in proficiency were indicated by ITBS scores and growth targets, as measured by gender or special education vs. regular education students

Summary

	2013-14	2014-15	2015-16	2016-17
Academic Proficiency	na	Met	Partially met	Partially Met
Academic Growth	Partially met	Met	Met	Partially Met
Achievement Gaps	na	Met	na	Met

Attendance and Enrollment

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

Year 1, 2013 – 14

FSAS met its targets in the area of attendance and did not meet the target in the area of reenrollment- was 1% below the target in this area.

Enrollment Targets:

- 90% student re-enrollment from one year to the next
- Continuous enrollment of students for multiple years

Performance:

FSAS had 89% reenrollment and did not reach the 90% target. Continuous enrollment for multiple years was not applicable in year 1.

Student Attendance Targets:

- 94% Average Daily Attendance Rate
- Individual Student Attendance Rate
- Unexcused Absences

Performance

FSAS had 94% attendance for the year meeting the 94% target. Individual student attendance rates were not collected. FSAS has not had students with excessive absences and was creating a process for addressing excessive absences.

Year 2, 2014 – 15

FSAS met its targets in the area of Enrollment and did not meet the target in the area of Attendance - was 1% below the target in this area.

Enrollment Targets:

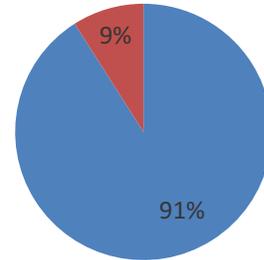
- 90% student re-enrollment from one year to the next
- Continuous enrollment of students for multiple years

Performance:

Of 79 students enrolled at Fiddlehead School of Arts & Sciences, 72 planned to return for the 2015-16 schoolyear for a re-enrollment rate of 91%, exceeding the target of 90%.

2014-15 Re-Enrollment

■ returning ■ not returning



Student Attendance Targets:

- 94% Average Daily Attendance Rate
- Individual Student Attendance Rate
- Unexcused Absences

Performance:

During the 2014-15 schoolyear Fiddlehead’s Average Daily Attendance Rate was 93%, putting the school one percent below the target of 94%. Individual attendance was within limits and no truanancies were reported.

Year 3, 2015 – 16

FSAS met its targets in the area of Enrollment and did not meet the target in the area of Attendance - was 1% below the target in this area.

Enrollment Targets:

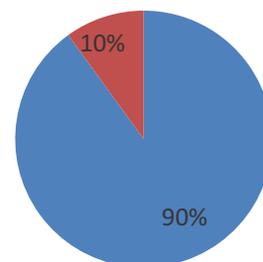
- 90% of students enrolled on state “count day”¹³ will still be enrolled on the last day of school.
- Continuous enrollment of students for multiple years: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.

Performance:

96% of students enrolled on state “count day” were still enrolled on the last day of school, exceeding the target of 90%.

2015-16 Re-Enrollment

■ returning ■ not returning



90% of the student body who were eligible for re-enrollment at the end of the 2015-16 school year indicated their intent to return the following school year, meeting the 90% target.

Student Attendance Targets:

- Average Daily Attendance Rate - 94% attendance rate

¹³ Count Day is when all public schools in Maine tally the number of students attending their schools, primarily for purposes of funding calculations

Performance:

During the 2015-16 school year FSAS's Average Daily Attendance Rate was 93%, putting the school one percent below the target of 94%.

Year 4, 2016 – 17

FSAS met its targets in the area of Enrollment. The school did not meet that Attendance target.

Student Enrollment Targets:

- 90% of students enrolled on state “count day”¹⁴ will still be enrolled on the last day of school.
- Continuous enrollment of students for multiple years: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.

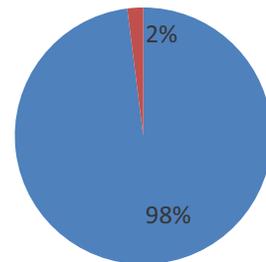
Performance:

Student enrollment at FSAS was 123 on October 1, 2016. At the end of the school year 4 students had left; maintaining 96.7% of enrolled students during the course of the year. This exceeds the 90% target.

At the end of the school year all but 1 eligible student had completed an intent to reenroll form, a 98% reenrollment rate. This exceeds the 90% target.

2016-17 Re-Enrollment

■ returning ■ not returning



Student Attendance Target:

- 94% Average Daily Attendance Rate

Performance:

FSAS's average daily attendance rate was 91%, 3% below the 94% target.

Summary

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

¹⁴ Count Day is when all public schools in Maine tally the number of students attending their schools, primarily for purposes of funding calculations

Governance and Operations

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

Year 1, 2013 – 2014

FSAS met its targets in the area of Governance.

Targets:

- Monthly meetings
- Review of bylaws and policies
- Increase of Governing Board membership

Performance:

The Board held public meetings regularly and posted its minutes on the website. The governing board considered additional members with expertise in law, fundraising, and human resources. The Board also formed subcommittees and assigned work tasks.

Year 2, 2014 – 15

FSAS met its targets in the area of Governance.

Targets:

- Monthly meetings
- Review of bylaws and policies
- Increase of Governing Board membership

Performance:

The Fiddlehead School of Arts & Sciences Governing Board created several sub-committees during the 2014-15 schoolyear and established goals and objectives. The Board reports that these committees worked diligently and have successfully accomplished many tasks including developing a budget, writing the handbooks, reworking the salary and benefits structure, writing job descriptions, evaluating the Director, planning Family Night, addressing tension around curriculum and assessment, offering professional development for teachers, proposing the Coordinator of Learning and Teaching position, and more.

During the 2014-2015 schoolyear there were discussions between the Education sub-committee and teachers regarding the best way to assess student performance in a manner consistent with the school's philosophy.

Board members reported that fundraising wasn't at its best during the 2014-2015 school year. The Governing Board has enlisted the help of the PTO and they planned to work together to create a more robust list of fundraising events for the following year.

Governing Board meeting notices, agendas and minutes are posted to the Fiddlehead School of Arts & Sciences website.

Year 3, 2015 – 16

FSAS met its targets in the area of Governance.

Targets:

- Governance board meetings to be held monthly
- Bylaws and policies will be in place and regularly reviewed
- The Governing Board will maintain a minimum of seven members

Performance:

The FSAS Governing Board met monthly during the 2015-16 school year with additional meetings as needed. FSAS met the target for monthly board meetings. The school established bylaws and policies, and met the target in this area.

The governing board had some turnover, but filled the vacancies during the school year. FSAS met the target in this area, maintaining a seven member minimum.

With the growth of the school and increased size of the student body, the Board worked closely with the Executive Director to continue to build the school's teaching, administrative and financial infrastructure; to maintain a financially sustainable organization in the short and longer term; and to formalize and implement a number of school policies and procedures.

Much of the work of the Board was conducted in its subcommittees that meet between Board meetings. The Board has four committees: Finance, Personnel, Education and Governance. These committees met to review and draft policies; to review and revise performance measures; to review personnel/staffing issues; and to review the school's bylaws.

Year 4, 2016 – 17

FSAS met its targets in the area of Governance.

Targets:

- Governance board meetings to be held monthly
- Bylaws and policies will be in place and regularly reviewed
- The Governing Board will maintain a minimum of seven members

Performance:

The FSAS governing Board met regularly during the 2016-17 school year. FSAS met the target for board meetings.

The governing Board added new board members during the 2016-17 schoolyear, adding expertise in various areas including law and finance.

Much of the work of the Board was conducted in its subcommittees that meet between Board meetings. The Board has four committees: Finance, Personnel, Education, and Governance. These committees met to review and draft policies; to review and revise performance measures; to review personnel/staffing issues; and to review the school's bylaws.

Summary

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

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2012 – 13

FSAS met its targets in the area of Finances.

Targets:

- Monthly financial reports
- Item flagged when 5% variance for board

Performance:

The FSAS Board reviewed its finances monthly and submitted required documentation to the MCSC.

Year 2, 2013 – 14

FSAS met its targets in the area of Finances.

Targets:

- Monthly financial reports
- Item flagged when 5% variance for board

Performance:

Fiddlehead School of Arts & Sciences hired a new accountant during the 2014-15 schoolyear and submitted all reports to the state. An outside audit was performed for FY2013.

Fundraising was identified by the Governing Board as an area of weakness. There will be a joint effort on the part of the Board and the PTO to boost fundraising efforts in the coming 2015-16 schoolyear.

Fiddlehead School ended the 2014-15 year with a small cash reserve.

Year 3, 2014 – 15

FSAS met its targets in the area of Finances.

Targets:

- School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item.

- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

FSAS produced monthly financial reports that were reviewed monthly by the governing board, meeting the target of monthly review.

If monthly financials varied by more than 5%, the variance was flagged for special governing board consideration to ensure a positive cash flow at the end of each school year, meeting the target.

FSAS's operational budget was balanced.

FSAS worked to improve its financial processes during the 2015-16 school year. Improvement included:

- Fiscal Management Policies
- Capital Improvement Policy Developed
- Cash Reserve Fund Policy Developed
- Budgeting Process began in February
- Fiscal Review from the DOE Special Education TEAM

Year 4, 2015 – 16

FSAS met its targets in the area of Finances.

Targets:

- School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item.
- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

FSAS produced monthly financial reports that were reviewed monthly by the governing board, meeting the target of monthly review.

If monthly financials varied by more than 5%, the variance was flagged for special governing board consideration to ensure a positive cash flow at the end of each school year, meeting the target.

FSAS's operational budget was balanced.

An external financial audit was performed for Fiscal Year 2016. The auditor did not report any findings.

Continued financial success included a Capital Improvement Plan Account, a Reserve Account, fundraising and development including Heroes Monthly Contribution Plan.

Summary

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

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2013 – 14

FSAS met its targets in the area of Facilities Maintenance.

Targets:

- Quarterly Building Committee meetings
- Cleaning log

Performance:

The Building Committee held monthly meetings. A Plan was created for building renovations and expansion.

Year 2, 2014 – 15

FSAS met its targets in the area of Facilities Maintenance.

Targets:

- Quarterly Building Committee meetings
- Cleaning log

Performance:

The school was cleaned regularly and daily cleaning logs are kept for review.

The Fiddlehead facility was at 100% capacity. An architectural design for school renovation was created. The renovation was to expand the area where 3rd grade was located and divide that space into 2 classrooms. Proposals from contractors were reviewed by the Facility/Building Committee.

The Governing Board looked at both short and long term Capital Improvement Plans in its annual review.

Year 3, 2015 – 16

FSAS met its targets in the area of Facilities Maintenance.

Targets:

- Facility will meet all applicable state expectations for public schools

Performance:

The FSAS facility met all applicable state expectations for public schools, meeting the target for facilities. FSAS’s physical space continued to evolve and at the end of year 3 was in its final multi-phase renovation, which will included the transformation and addition of three classrooms.

Year 4, 2016 – 17

FSAS met its targets in the area of Facilities Maintenance.

Targets:

- Facility will meet all applicable state expectations for public schools

Performance:

The FSAS facility met all applicable state expectations for public schools, meeting the target for facilities. FSAS’s final multi-phase renovation was completed just before the start of the 2016-17 school year and allowed for functional space for all grade levels.

Summary

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

Parent and Community Support, Student Involvement

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

Year 1, 2013 – 14

FSAS met its targets in the area of Parent and Community Engagement.

Targets:

- Regular and clear communication with parents
- 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
- Partner with community organizations

Performance:

November 2013 and March 2014 parent conferences had 92.86% attendance for preK and 100% attendance for grades K-2.

Fiddlehead's Volunteer Log showed 1059 volunteer hours at the school during the 2013-14 school year.

Field work included trips to Libby Hill, Orchard, Animal Park, Alpaca Farm, Transfer Station, Planetarium, Pineland Farms, Artic Museum, Six Rivers Boat Building, KinderKonzerts, Maine Wildlife Park, Lewiston Public Theater, and Mackworth Island.

Year 2, 2014 – 15

FSAS met its targets in the area of Parent and Community Engagement.

Targets:

- Regular and clear communication with parents
- 80% parent participation of meaningful involvement
- List of engagement opportunities available to parents and community
- Record kept of volunteer and parent participation
- Partner with community organizations

Performance:

In addition to weekly communication, Fiddlehead School of Arts & Sciences Executive Director sent home a monthly update. In-person communication includes 3 conferences per year, monthly coffee with the Executive Director, Math Night, and a Family Workshop explaining the school's philosophy and methods of measuring student performance.

During the 2014-2015 schoolyear Fiddlehead School celebrated a 96% Parent-Teacher Conference participation rate, maintaining the same level of participation from the previous schoolyear. Conferences were student-led, and were supplemented with teacher-written narratives.

A recent survey revealed that:

- 54% of parents feel they understand the school's philosophy very well.
- 37% of parents feel they somewhat understand the school's philosophy.

In addition to traditional classroom volunteering opportunities and the PTO, families of Fiddlehead School students are included in writing school policies, school philosophy and direction, and interviewing applicants for staff positions. Volunteers also started an after school club to engage students in the world around them; to explore, create, and connect.

Fiddlehead School of Arts & Sciences had formal connections with community organizations including Libby Hill, The Shaker Village, Pineland Farms, The National Oceanic and Atmospheric Association (NOAA), Mayo Street Arts, and Portland Ovations. Students take many field trips to these locations.

Year 3, 2015 – 16

FSAS met its targets in the area of Parent and Community Engagement.

Targets:

- To have families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation.
- To have 85% of parents in attendance at parent conferences, annually.

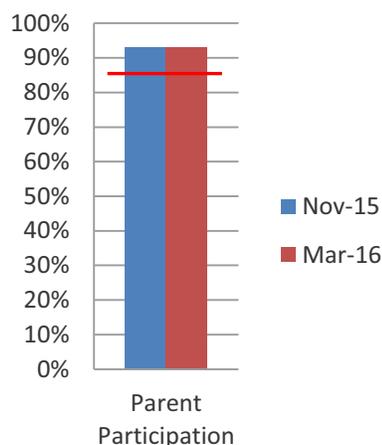
Performance:

FSAS met the target of having families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation, with over 1,400 volunteer hours logged before May 1, 2016.

Both the November and March parent/teacher conferences had 93% parent participation, exceeding the 85% target.

The school's Executive Director holds a monthly "Coffee" where parents can chat, ask questions and listen to others. The Pre-K and Kindergarten classes held Fiesta nights where kids put on a play or demonstration of something they have learned and the class families come together to enjoy their child's work. The school also held a parent night in the fall as well as hosting a Stakeholders night in the spring.

Parent/Teacher Conferences



Year 4, 2016 – 17

FSAS met its targets in the area of Parent and Community Engagement.

Targets:

- To have families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation.
- To have 85% of parents in attendance at parent conferences, annually.

Performance:

Additionally, FSAS had several opportunities for families to participate in field trips, potlucks, poetry nights, community theater, and Celebration of Learning Day. 1629 volunteer hours were documented during the year.

Community partnerships in 2016-17 included Libby Hill, Thompson's Apple Orchard, Pineland Farms, The National Oceanic and Atmospheric Association (NOAA), YMCA, Gray Library, and Shaker Village.

Percentage of parents in attendance at parent conferences was 94, surpassing the 85% target.

Summary

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

School Climate

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

Year 1, 2013 – 14

FSAS met its targets in the area of School Climate.

Targets:

- Instances of bullying, harassment or other abusive behavior
- Confidential surveys of parents, staff, and students regarding social and academic climate
- Emotional and social growth of students measure by school survey

Performance:

FSAS had no reported incidences of bullying, harassment or other abusive practices. A survey was administered and the Governing Board created action items based on the survey's findings.

Year 2, 2014 – 15

FSAS met its targets in the area of School Climate.

Targets:

- Instances of bullying, harassment or other abusive behavior
- Confidential surveys of parents, staff, and students regarding social and academic climate
- Emotional and social growth of students measure by school survey

Performance:

During the 2014-15 schoolyear, a Fiddlehead 3rd grader wrote a pass-it-on note saying, "bombs are evreware [sic]." The authorities were contacted immediately and the school evacuation procedure was followed. During the investigation the 3rd grade student was identified. A family conference with the authorities followed, and the school chose not to press charges. The incident was followed with counseling for the student.

At the Maine Charter School Commission's Year-End visit Fiddlehead School students report that any bullying is addressed immediately. Students are aware of the consequences for bullying behavior at school. The student who found the bomb note spoke up about having found it and said the situation had been handled.

Recently, when asked “how enjoyable is school,” 80% of survey participants answered “very much.” On the same student survey, 74% of participants report feeling safe around the outside of school, and 84% of participants feel safe inside the school.

Teachers at Fiddlehead School for Arts & Sciences reported feeling very appreciated. During Teacher Appreciation Week families prepared a meal for the teachers and covered the classrooms so the teachers could eat together.

Teachers reported a challenge in staying true to the Reggio Emilia philosophy of emergent learning, while finding an appropriate measurement of academic proficiency that fit with the style of the learning environment. Some teachers explored the “Emergent Investigation preK” and the “Cycle of Inquiry.”

Teachers said they would like to see more family education on Fiddlehead’s Philosophy, Mission and Vision.

Year 3, 2015 – 16

FSAS met its targets in the area of School Climate.

Targets:

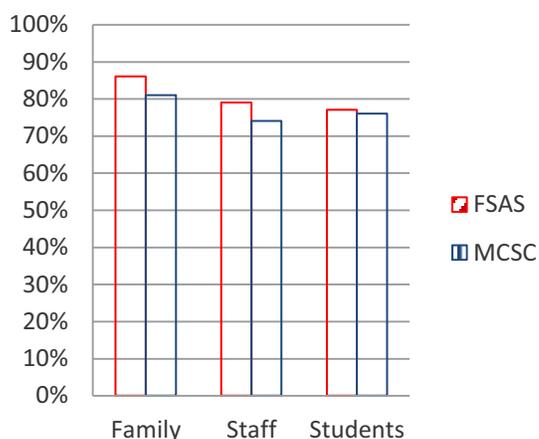
- The school will maintain the same state and federal reporting requirements as public schools
- Percentage of surveyed parents, staff and students who express satisfaction with school’s social and academic climate.

Performance:

FSAS maintained the same state and federal reporting requirements as non-charter public schools, and met this target. Teachers record incidents of bullying or violence in a consistent way, using the FSAS Incident Report form that allows for monitoring of such behavior. They discuss appropriate standards of behavior and school rules with all students and involve school or community professionals as necessary.

FSAS uses a collaborative, restorative approach that focuses on prevention of upset and conflict. It uses a fair, compassionate, multi-pronged approach that focuses on responding when there is conflict of any kind. Staff models this mutual respect as well as appropriate conflict resolution skills. FSAS encourages teachers to embody peaceful programs against bullying and violence in their classroom curriculum in order to develop a positive educational approach to prevent and respond to such behavior.

School Climate



FSAS families, staff, and students participated in the Panorama Education surveys in the spring of 2016. FSAS families responded 86% favorable in this area. FSAS Staff responded 79% favorable, and FSAS students responded 77% favorable. FSAS results were higher than the Maine Charter School Commission average in the area of school climate among all three respondent groups.

Year 4, 2016 – 17

FSAS met its targets in the area of School Climate.

Targets:

- The school will maintain the same state and federal reporting requirements as public schools
- Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate.

Performance:

During the 2016-17 FSAS did not have any reportable incidents (as required by Maine DOE) of bullying or harassment.

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

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

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>STUDENTS FEEL EXPECTATIONS ARE HIGH: Students at Fiddlehead School report 81% favorably regarding Rigorous Expectations, which is 9% above the MCSC elementary average and near the 60th percentile compared to <i>other similar elementary schools</i> across the country.</p> <p>STRONG RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS: Near the 70th percentile when compared to <i>other similar elementary schools</i> across the country, students at Fiddlehead School report 81% favorable when it comes to Student-Teacher Relationships, 7% above the MCSC elementary average.</p>	<p>STUDENT GRIT, ESPECIALLY 4TH GRADERS: Students at Fiddlehead School of Arts & Sciences respond 52% favorably on Grit. While they report 6% above MCSC's elementary school average, when compared to schools across the country, Fiddlehead falls only near the 10th percentile. 4th grade students report a particularly low sense of Grit, at 14% below the school average.</p> <p>NEGATIVE TRAJECTORY OF STUDENT ENGAGEMENT: Although Fiddlehead School students report 5% above the MCSC elementary average and near the 40th percentile compared to <i>similar elementary schools</i>, it's important to recognize that student response to Engagement decreased by 8% from Spring 2016. In particular, responses to each individual question either stayed the same or decreased from 2016, one by as much as -20%.</p>

	STRENGTHS	AREAS OF GROWTH
FAMILY	<p>STRONG FAMILY ENGAGEMENT, IN PARTICULAR OF 1ST GRADE FAMILIES: Though the overall topic score is Fiddlehead's second to lowest at 43%. Family Engagement at Fiddlehead School is 29% higher than the MCSC average, and compared to <i>other similar elementary schools across the country</i>², it ranks near the 80th percentile. In particular, families of 1st grade students respond 37% above the school average, at 80% favorable.</p>	<p>STUDENT GRIT: At 42% favorability, Fiddlehead's family perception of student Grit falls 4% below the MCSC average. Compared to schools across the country, Fiddlehead falls in only the 10th percentile. Family perception of student grit is corroborated by student self-perception of their own Grit as well as teacher perception of student Grit.</p> <p>SCHOOL FIT: Compared to <i>other similar elementary schools</i>² across the country, Fiddlehead School families report near the 50th percentile on School Fit, at 72% favorable. While families report 5% more favorably than the MCSC average, when compared to the MCSC elementary average, they report 5% less favorably.</p>

	STRENGTHS	AREAS OF GROWTH
TEACHER & STAFF	<p>USEFULNESS OF FEEDBACK AND EVALUATION PROCESS: Teachers report well above average favorability when it comes to the <i>usefulness of feedback</i> (78% favorability) and the <i>amount learned from the teacher evaluation process</i> at school (61% favorability).</p> <p>STRONG PROFESSIONAL LEARNING OPPORTUNITIES: When it comes to Professional Learning, teachers report most favorably about how <i>valuable professional development opportunities</i> are: 83% believe that the opportunities available are 'quite valuable' or 'extremely valuable'.</p> <p>RESPECT BETWEEN STAFF AND FAMILIES: With a 9% increase from Spring 2016, Fiddlehead teachers report 82% favorably on Staff-Family Relationships. Most notably, over 80% of teachers believe families are quite or extremely respectful, fair, caring and friendly.</p>	<p>FREQUENCY AND QUANTITY OF FEEDBACK AND COACHING: While teachers report above average favorability when it comes to the <i>usefulness of feedback</i> and the <i>amount learned from the teacher evaluation process</i> at school, teachers report least favorably on the <i>frequency and quantity</i> of feedback received, each at 33% favorability. Furthermore, favorability to the frequency of feedback decreased by 17% from Spring 2016 and favorability to the quantity of feedback received decreased by 7%.</p>

Summary

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

Effective Leadership

Fiddlehead School's administration consisted of an Executive Director and Special Education Director in the first 2 years. In year 3 at the start of the 2015-16 school year the position of Coordinator of Teaching and Learning was added. This position aided in the continuation of FSAS's emergent curriculum philosophy.

Also in 2015-16 the Executive Director's role became more clearly defined and the administrative team looked at building and re-organizing its organizational structure.

In year 4 FSAS hired a Business Manager to join the Administrative team.

Instructional Quality

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

During the 2016-17 school year FSAS piloted the Performance Evaluation and Professional Growth (PEPG) process that all faculty members follow in terms of assessment and evaluation as required by the state of Maine.

FSAS hires teachers who are qualified to teach under Maine's charter school law. Its teachers have an advanced degree, professional certification, or unique expertise or experience in the curricular area in which they teach. Additionally, FSAS has revised its hiring practices to ensure all staff have a current MDOE Criminal History Record Check Approval.

FSAS will be changing its early release day from Wednesdays to Fridays. The change has to do with shortening the pre-k schedule to 4 days per week and keeping a consistent schedule without a break in the middle of the week. Beginning with the 2017-18 school year pre-k will run Monday – Thursday with both a.m. and p.m. schedules. FSAS has found Early Release days to be very successful for teacher professional development.

Compliance with Terms of Charter Contract and Laws

In its first 4 years of operation Fiddlehead School of Arts & Science had one instance of noncompliance on record.

Noncompliance

During the 2014-2015 school year, Fiddlehead School of Arts & Science made an error in its enrollment practice and went over its enrollment cap by 4 students without filing a material amendment with the MCSC. In April of 2015, the school submitted a plan of corrective action to the MCSC ensure that future excess enrollments would not occur. To date, there have been no additional enrollment issues.

Other

During the 2016-2017 school year, Fiddlehead School of Arts & Science appeared to have employed an individual who did not have the proper Criminal History Record Check (CHRC) Approval through the MDOE. Upon further investigation the MCSC discovered that the employee was on the FSAS substitute teacher list and was not an employee of the school. The Governing Board, at its February 2017 meeting, chose to add fingerprinting and criminal records check to the existing hiring policy and provided the Commission a copy of the new policy. Since that change there have been no CHRC approval issues with any of Fiddlehead's staff. It is noteworthy that Fiddlehead discovered the situation and took the proper steps to correct the error before any further MCSC involvement.

Commendations, Recommendations, and Considerations for Charter Renewal

Commendations:

- FSAS continues to assess and respond to staffing needs with the hiring of a business manager and front desk-community coordinator.
- Climate and discipline are supported with a collaborative, restorative process with students understanding and articulating what amounts to small, middle size and big problems and have known processes to work through them. Self-regulation uses natural or logical consequences.
- FSAS enjoys parent and community involvement. This year pairing new families with old ones for support Fundraising supports programs for the school such as \$10,000 raised for the violin program.
- The Governing Board and the Administration have clearly identified roles and work distribution which have evolved over time of the charter.

Recommendations:

- Follow through on the WSS professional development on performance indicators.
- Continue the PEPG system which has positive support from the staff
- Continue working through the challenge of messaging its program
- Continue to pursue methods of working through student behavior challenges remaining true to their philosophy while being flexible enough to support the needs of enrolled students.

Special Considerations for Charter Renewal:

- FSAS has stayed true to its mission and vision of a school inspired by the Reggio Emilia philosophy while adjusting to state assessment and other state requirements.
- The Governing Board and its subcommittees have met on a regular basis analyzing infrastructure needs, adopting appropriate policies, overseeing finances, and promoting academic success through support of professional development and hiring a Coordinator of Teaching and Learning.
- FSAS students have met Language and Literacy targets and majority of classes have met Math targets.
- Enrollment and Attendance targets have been met.
- FSAS maintains an attractive facility meeting state expectations for public schools and creating dynamic learning environments while reshaping their space.

APPENDIX O



9 Ash Point Road
Harpswell, ME 04079
&
8 Leavitt Drive
Brunswick, ME

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT
June 2017

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Charter Renewal Process

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

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

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

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

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

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

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

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

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

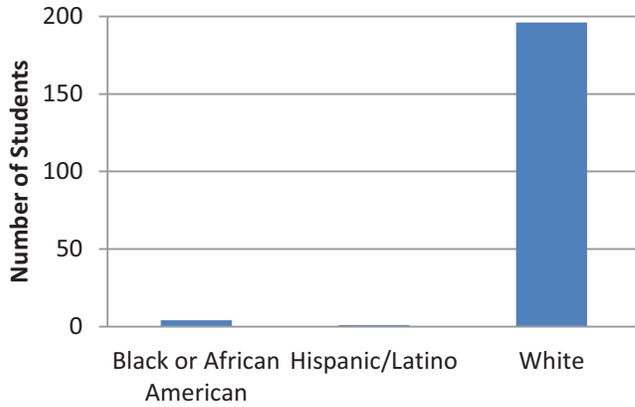
The following public charter school performance report shall be issued no later than June 30th, 2017, Harpswell Coastal Academy's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Harpswell Coastal Academy's (HCA) performance record to date, and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. Harpswell Coastal Academy will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

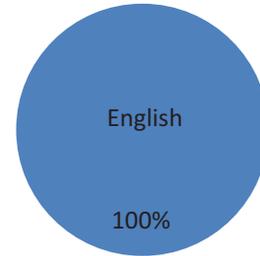
School Name	Harpowell Coastal Academy (HCA)
Address Div 1	9 Ash Point Road, Harpswell, ME 04079
Div 2 and 3	8 Leavitt Drive, Brunswick, ME
Board Chair	Dr. Sarah Mackenzie
Board Vice Chair	Ed Harris
Board Secretary	Sharon Whitney
Board Treasurer	Dave Eldridge
Board Member	Joe Grady
Board Member	Eileen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

Demographic Information

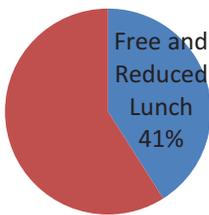
Students by Race



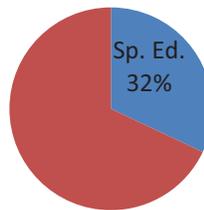
Language



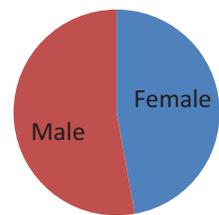
Free/Reduced Lunch



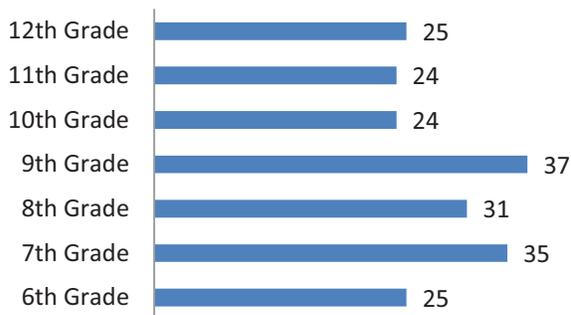
Special Education



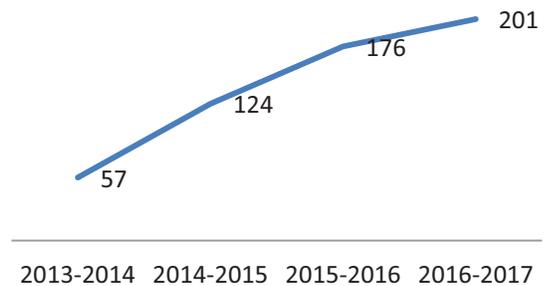
Sex



Enrollment by Grade



Enrollment by Year



Demographic Data based on October 1, 2016 school reported data

Harpswell Coastal Academy Overview

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

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

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

Harpswell Coastal Academy's Performance Framework

Indicator	2017			2016			2015			2014		
	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency	Results not yet available				X ¹		X				X ¹	
Student Academic Growth		X		X			X					X ²
Achievement Gaps in proficiency and growth between major student subgroups	Results not yet available			X			X					X ¹
Student Attendance			X ³			X ⁴		X ⁵		X		
Recurrent Enrollment from Year to Year	X			X			X			X		
Post-Secondary Readiness	X			X			na			na		
Governance Board Performance and Stewardship	X			X			X			X		
Financial Performance and Sustainability	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
Parent and Community Engagement		X ⁶			X ⁷		X			X		
School Social and Academic Climate		X ⁸			X		X			X		

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

² HCA did not participate in state assessment program

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

⁴ HCA's Average Daily Attendance for school year 2015-16 was 92%. Division 1 attendance was 93% and Division 2 was 90%. Both Division 1 and 2 attendance were below the targets (Div 1 95%, Div 2 92%).

During the school year the number of unexcused absences increased from 2.4 on average, per day, during the first trimester, to 2.9 during the third trimester; HCA did not meet the goal of the number of unexcused absences decreasing from the fall to the spring trimester.

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

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

⁷ Students & families received reports on HOWLs at Student Led Conferences in the fall (October) and winter (March), and with the end of year reports (June). Overall, HOWL grades remained steady at 2.3 in the fall and in the spring. HCA did not meet the goal for HOWLS, as HOWL grades did not improve and were not proficient. 92% of students presented to the larger school community at least twice during the school year; HCA did not meet the 100% target.

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

Academic Performance

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

Year 1, 2013 – 14

HCA partially met its academic goals.

Targets:

Student Academic Proficiency:

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

Student Academic Growth

- Establish baseline for growth on State Assessment

Achievement Gaps

- Establish baseline for gaps in proficiency and growth between major student subgroups on Maine State Assessment

Performance:

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

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

School designed assessment

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

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

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

Year 2, 2014 – 15

HCA met its academic goals.

Targets:

Student Academic Proficiency:

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

Student Academic Growth

- Establish baseline for growth on State Assessment

Achievement Gaps

- Establish baseline for gaps in proficiency and growth between major student subgroups on Maine State Assessment

Performance

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

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

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

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

Year 3, 2015– 16

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

Targets:

Student Academic Proficiency:

State Assessments in Reading & Math

- Difference between the percentage of HCA students scoring proficient (or exceeds) on the MEA and the percentage of all Maine students scoring proficient (or exceeds) in the state: Grade 6=0, Grade 7=0, Grade 8=0, HS= 0
- Percent of students scoring proficient on MEA Reading: Grade 6 = baseline, Grade 7 = 40%, Grade 8 = 60%, HS = 10%
- Percent of students scoring proficient on MEA Math: Grade 6 = baseline, Grade 7 = 34%, Grade 8 = 46%, HS = 10%

School selected standardized tests in Reading & Math

- Percent of students in grades 6-12 scoring in the average to above average RIT band in reading on the NWEA: Grade 6 = 45%, Grade 7 = 65%, Grade 8 = 45%, Grade 9 = 45%, Grade 10 = 70%, Grade 11 = 45%, Grade 12 = 45%
- Percent of students in grades 6-12 scoring in the average to above average RIT band in math on the NWEA: Grade 6 = 45%, Grade 7 = 45%, Grade 8 = 45%, Grade 9 = 40%, Grade 10 = 40%, Grade 11 = 45%, Grade 12 = 45%.

School designed assessment program measuring Maine Learning Results

- Division 1: 6th grade: 95% students will approach proficiency (score 2 or higher) in 50% of Division 1 measurement categories.
7th grade: 80% students will approach proficiency in 85% of Division 1 measurement categories.

8th grade: 80% students will approach proficiency in 100% of Division 1 measurement categories.

- Division 2: 9th grade: 80% students will approach proficiency in 75% of Division 2 measurement categories.
10th grade: 90% students will approach proficiency in 75% of Division 2 measurement categories.
11th grade: 80% students will approach proficiency in 80% of Division 2 measurement categories.
12th grade: 80% students will approach proficiency in 80% of Division 2 measurement categories.
- 95% of students will submit three satisfactory portfolio pieces.

Student Academic Growth

- Establish baseline for growth on State Assessment

Achievement Gaps

- Establish baseline for gaps in proficiency and growth between major student subgroups on Maine State Assessment

Performance:

HCA students participated in NWEA testing during the fall, winter, and spring during the 2015-16 school year. HCA students met the established target for % average to above average RIT band in 5 of 12 areas.

NWEA results show that in Division 2, 64.3% of students met or exceeded their projected RIT for reading, 67.7% for mathematics. In Division 1, 45.8% of students met or exceeded their projected RIT for reading, 41.9% for mathematics.

95% of HCA students collected their best work and submitted three satisfactory portfolio pieces for presentation to parents at Student Led Conferences, meeting the goal of 95% of students submitting three satisfactory portfolio pieces. The school is currently in the process of implementing Project Foundry, a web-based computer application, to maintain digital portfolios for each student.

HCA students were measured using the School designed assessment program measuring Maine Learning Results. This is faculty assessment of student work including papers, classwork, homework, presentations, and other work samples.

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

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

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

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

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

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

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

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

Year 4, 2016 – 17

Targets:

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

Student Academic Proficiency:

State Assessments in Reading & Math

- Difference between the percentage of HCA students scoring proficient (or exceeds) on the MEA and the percentage of all Maine students scoring proficient (or exceeds) in the state: Grade 6=3, Grade 7=3, Grade 8=3, HS= 3

School selected standardized tests in Reading & Math

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

School designed assessment program measuring Maine Learning Results

- Division 1: 6th grade: 99% students will approach proficiency (score 2 or higher) in 50% of Division 1 measurement categories.
7th grade: 80% students will approach proficiency in 90% of Division 1 measurement categories.
8th grade: 85% students will approach proficiency in 100% of Division 1 measurement categories.
- Division 2: 9th grade: 85% students will approach proficiency in 75% of Division 2 measurement categories.
10th grade: 95% students will approach proficiency in 75% of Division 2 measurement categories.
11th grade: 85% students will approach proficiency in 80% of Division 2 measurement categories.
12th grade: 85% students will approach proficiency in 80% of Division 2 measurement categories.
- 98% of students will submit three satisfactory portfolio pieces.

Student Academic Growth

- Establish baseline for growth on State Assessment

Achievement Gaps

- Establish baseline for gaps in proficiency and growth between major student subgroups on Maine State Assessment

Performance

HCA students participated in Maine State Testing (MEA) in spring 2017. Test scores will be reported when available.

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

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

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

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

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

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

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

Summary

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

Attendance and Reenrollment

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

Year 1, 2013 – 14

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

Enrollment Targets:

- 90% of students enrolled on state “student count day”¹¹ will still be enrolled on the last day of school.
- 80% of students enrolled on the last day of school indicate intent to return the following school year.

Performance:

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

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

Student Attendance Targets:

- 95% Average Daily Attendance for Division 1, 92% Average Daily Attendance for Division 2
- In each school year the number of unexcused absences will decrease from the fall to the spring trimester

Performance:

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

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

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

Year 2, 2014 – 15

HCA partially met its Enrollment and Attendance targets.

Enrollment Targets:

- 90% of students enrolled on state “student count day” will still be enrolled on the last day of school.
- 80% of students enrolled on the last day of school indicate intent to return the following school year.

Performance:

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

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

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

Student Attendance Targets:

- 95% Average Daily Attendance for Division. 1, 92% Average Daily Attendance for Division. 2
- In each school year the number of unexcused absences will decrease from the fall to the spring trimester

Performance:

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

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

Year 3, 2015 – 16

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

Enrollment Targets:

- 90% of students enrolled on state “student count day” will still be enrolled on the last day of school.
- 80% of students enrolled on the last day of school indicate intent to return the following school year.

Performance:

HCA had 176 students enrolled on “student count day”, October 1, 2015. As of June 17, 2016, enrollment of continuing students was at 163. As a result, 92% of students enrolled on student count day were still enrolled, exceeding the 90% target by 2%.

92% of students enrolled on the last day of school signed Commitment to Enroll forms for the 2016-2017 school year, exceeding the 90% target by 2%.

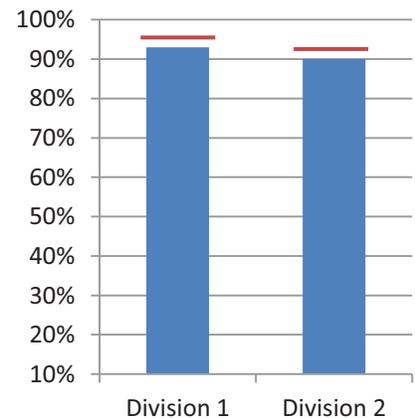
Student Attendance Targets:

- 95% Average Daily Attendance for Division 1, 92% Average Daily Attendance for Division 2
- In each school year the number of unexcused absences will decrease from the fall to the spring trimester

Performance:

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

15-16 Attendance by Division



During the school year the number of unexcused absences increased from 2.4 on average, per day, during the first trimester, to 2.9 during the third trimester; HCA did not meet the goal of the number of unexcused absences decreasing from the fall to the spring trimester.

Year 4, 2016 – 17

Enrollment Targets:

- 90% of students enrolled on state “student count day” will still be enrolled on the last day of school.
- 80% of students enrolled on the last day of school indicate intent to return the following school year.

Performance:

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

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

Student Attendance Targets:

- 95% Average Daily Attendance for Division 1, 92% Average Daily Attendance for Division 2
- In each school year the number of unexcused absences will decrease from the fall to the spring trimester

Performance:

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

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

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

Summary

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

Post-Secondary Readiness

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

Year 1, 2013 – 14

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

Year 2, 2014 – 15

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

Year 3, 2015 – 16

HCA met its targets for Post-Secondary readiness.

Targets:

- Federal Graduation 4 year Adjusted Cohort Graduation Rate¹² (ACGR)
- Maine determined graduation rate as determined under Title 20A MRSA, §5031, 1: 90%
- Percentage of students completing dual enrollment courses
- Percentage of students scoring at or above state average on SAT
- Enrollment in postsecondary institutions
- Outcomes for students not attending postsecondary institutions.

Performance:

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

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

Seven students, approximately 28% of 11th and 12th grade students successfully completed courses at Southern Maine Community College during the 2015-2016 school year.

21 Division 2 students took the SAT in the 2015-16 school year as required by the State of Maine. Scores are not reportable due to small class size and the need to maintain student confidentiality.

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

Year 4, 2016 – 17

HCA met its targets for Post-Secondary readiness.

Targets:

- Federal Graduation 4 year Adjusted Cohort Graduation Rate¹³ (ACGR)
- Maine determined graduation rate as determined under Title 20A MRSA, §5031, 1: 90%
- Percentage of students completing dual enrollment courses
- Percentage of students scoring at or above state average on SAT
- Enrollment in postsecondary institutions
- Outcomes for students not attending postsecondary institutions.

Performance:

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

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

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

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

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

Summary

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

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

Governance and Operations

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

Year 1, 2013 – 2014

HCA met its targets in the area of Governance.

Targets:

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

Performance:

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

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

Year 2, 2014 – 15

HCA met its targets in the area of Governance.

Targets:

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

Performance:

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

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

¹⁴ The Interstate School Leaders Licensure Consortium

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

Year 3, 2015 – 16

HCA met its targets in the area of Governance.

Targets:

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

Performance:

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

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

At the MCSC's on site meeting with the HCA Governing Board, the Board shared that it had a retreat the previous summer and focused on what it needed to do to focus on sustainability. The Board members determined that connecting to the charter contract was a priority.

The Board also reported that it believed its proficiency-based focus gives students the ability to show what they know and that in-house measures reflect HCAs' students' abilities more accurately than the other assessments being administered.

The Board conducted an evaluation of the Head of School at the end of the 2015-16 school year.

Board members expressed that the addition of a second facility for Division 2/3 for the 2015-16 school year was both a challenge and a success. The Board members felt that the growth and location were positive, while having two locations made it difficult to get to both locations. The Board is exploring a location for HCA's Division 2/3 for 2016-17, as it will no longer be at the same address at Brunswick Landing.

The Board members reported some other challenges during the school year were funding, wanting to add more programs particularly in the area of the arts, the high percentage of students with special needs and the high cost associated with educating them.

Year 4, 2016 – 17

HCA met its targets in the area of Governance.

Targets:

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

Performance:

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

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

Summary

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

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2012 – 13

HCA met its targets in the area of Finances.

Targets:

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

Performance:

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

Year 2, 2013 – 14

HCA met its targets in the area of Finances.

Targets:

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

Performance:

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

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

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

Year 3, 2014 – 15

HCA met its targets in the area of Finances.

Targets:

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

Performance:

The Board and/or Finance Committee reviewed the budget on a quarterly basis. The Board Finance Committee met monthly, with additional meetings as necessary, to review reports and provide oversight to Finance Director and Head of School. The Finance Committee refined its practices during the year, and supported the Finance Director in the implementation of routines and procedures.

HCA had an audit completed in the fall for FY15 and did not have any findings for the fiscal year 2015.

HCA's advancement committee continued to be active and raised \$158,000 through various fundraising efforts.

Year 4, 2015 – 16

HCA met its targets in the area of Finances.

Targets:

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

Performance:

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

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

Summary

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

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2013 – 14

HCA met its targets in the area of Facilities Maintenance.

Targets:

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

Performance:

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

Year 2, 2014 – 15

HCA met its targets in the area of Facilities Maintenance.

Targets:

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

Performance:

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

Year 3, 2015 – 16

HCA met its targets in the area of Facilities Maintenance.

Targets:

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

Performance:

The Board Facilities Committee addressed two main goals for the year: finding a suitable site for Division 2 students for the fall of 2016 and planning for updates, upgrades, maintenance and repair of the 9 Ash Point Road.

In August, 2016 the school entered a lease for a new location for the Division 2 & 3 students to relocate to beginning with the 2016-17 school year. The new location has more space than the previous location and is more suitable for the needs of the school.

Year 4, 2016 – 17

HCA met its targets in the area of Facilities Maintenance.

Targets:

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

Performance:

HCA has the appropriate certifications for health and safety including a health inspection of the kitchen, monthly water testing, boiler and air ventilation system serviced and inspected, and inspections of the fire equipment.

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

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

Summary

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

Parent and Community Support, Student Involvement

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

Year 1, 2013 – 14

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

Targets:

- Student participation in activities provided by Community Partnerships: Each student participates in at least one Workshop, club or internship during the year
- Parent Communication
 - Parent checks JumpRope portal at least once every other week.
 - Parent opens weekly newsletter
- Parent participation in their children's education and operation of school
 - Division 1: 90% of parents attend at least one Student Led Conference (SLC) per year
 - Division 2: 60% of parents attend at least one SLC per year

Performance:

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

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

Year 2, 2014 – 15

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

Targets:

- Student participation in activities provided by Community Partnerships: Each student participates in at least one Workshop, club or internship during the year
- Parent Communication
 - Parent checks JumpRope portal at least once every other week.
 - Parent opens weekly newsletter
- Parent participation in their children's education and operation of school
 - Division 1: 90% of parents attend at least one Student Led Conference (SLC) per year

- Division 2: 60% of parents attend at least one SLC per year
- Celebration of Learning & Passages: Each student presents to the larger school community twice each year at minimum.

Performance:

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

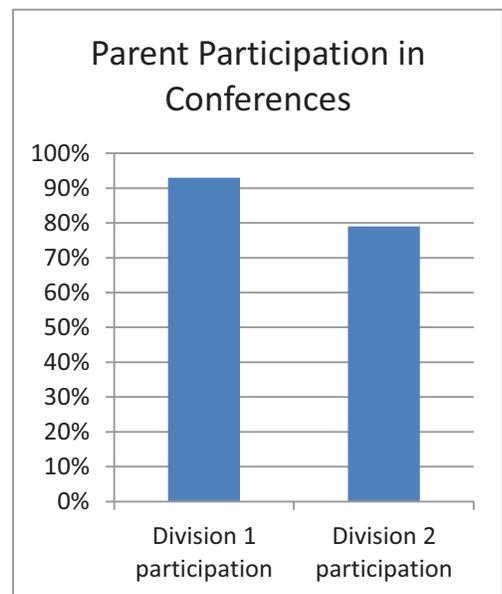
HCA continued to develop meaningful relationships with community partners including the Telling Room writing project, the Voices of the Sea collaboration with the Harpswell Heritage Land Trust, the Boats of Maine Project, and the Community Garden work.

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

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

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

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



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

Year 3, 2015 – 16

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

Targets:

- Student participation in activities provided by Community Partnerships: Each student participates in at least one Workshop, club or internship during the year
- Parent Communication
 - Parent checks JumpRope portal at least once every other week.
 - Parent opens weekly newsletter
- Parent participation in their children's education and operation of school
 - Division 1: 90% of parents attend at least one Student Led Conference (SLC) per year
 - Division 2: 60% of parents attend at least one SLC per year
- Celebration of Learning & Passages: Each student presents to the larger school community twice each year at minimum.

Performance:

In year 3 all HCA students participated in an activity with a community partner at least once, and the majority participated 3-5 times, meeting the minimum of one per year. These experiences included workshops, Field Work, and club activities. HCA reported that meaningful relationships with community partners deepened during the 2015-16 school year. Some partnerships include the Holbrook Community Foundation, the Harpswell Heritage Land Trust, and the Boats of Maine Project.

Parent usage of JumpRope continues to be inconsistent. Individual parent logins to JumpRope from the beginning of the school year range from 154 to 0 times; resulting in HCA not meeting its goal of bi-weekly parent logins. The average number of total logins per week was 2,030.

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

HCA's weekly newsletter was sent to a list of approximately 350 people, including parents, faculty, Charter Commission members, Board members, and Heads of other Charter Schools. On average, 45% of recipients opened the newsletter.

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

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

92% of students presented to the larger school community at least twice during the school year; HCA did not meet the 100% target. Students presented as a culmination to a number of different investigations.

Year 4, 2016 – 17

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

Targets:

- Student participation in activities provided by Community Partnerships: Each student participates in at least one Workshop, club or internship during the year
- Parent Communication
 - Parent checks JumpRope portal at least once every other week.
 - Parent opens weekly newsletter
- Parent participation in their children's education and operation of school
 - Division 1: 90% of parents attend at least one Student Led Conference (SLC) per year
 - Division 2: 60% of parents attend at least one SLC per year
- Celebration of Learning & Passages: Each student presents to the larger school community twice each year at minimum.

Performance:

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

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

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

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

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

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

meetings, and Crew communications as avenues to teach parents how best to monitor student progress. Based on last year's survey data and conversation with parents, HCA feels most families are accessing the weekly newsletter to stay up to date with events and information from HCA. HCA also sends documents home with students and mails certain things to parents using the USPS when they want to ensure receipt.

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

Summary

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

School Climate

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

Year 1, 2013 – 14

HCA met its targets in the area of School Climate.

Targets:

- Decrease in instances of bullying, harassment, or other abusive practices
- Student Habits of Work and Learning¹⁵ (HOWLs)
 - HOWLs are reported to students & families 3 times yearly
 - HOWLs improve or reach proficiency from fall to spring each year for each Division
- 80% of students report via school climate survey, active participation in Restorative Justice¹⁶ and Community Meeting
- Annual improvement in targeted areas on student and family climate survey

Performance:

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

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

Satisfaction survey was administered to parents and students.

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

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

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

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

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

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

Year 2, 2014 – 15

HCA met its targets in the area of School Climate.

Targets:

- Decrease in instances of bullying, harassment, or other abusive practices
- Student (HOWLs) Habits of Work and Learning
 - HOWLs are reported to students & families 3 times yearly
 - HOWLs improve or reach proficiency from fall to spring each year for each Division
- 80% of students report via school climate survey, active participation in Restorative Justice and Community Meeting
- Annual improvement in targeted areas on student and family climate survey

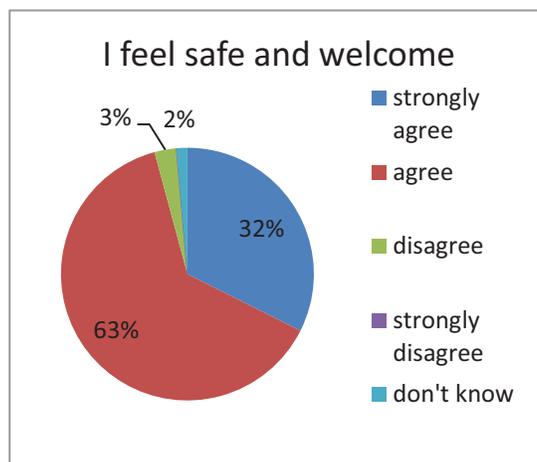
Performance:

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

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

Family and Student Satisfaction

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



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

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

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

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

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

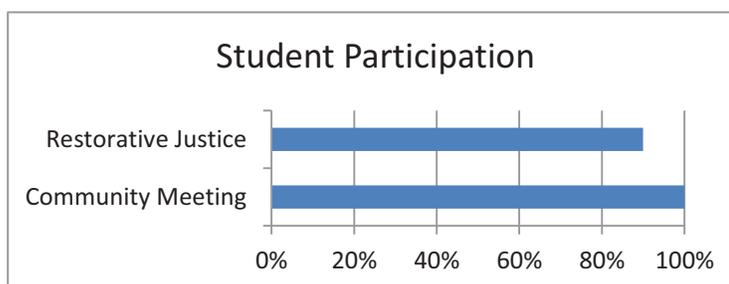
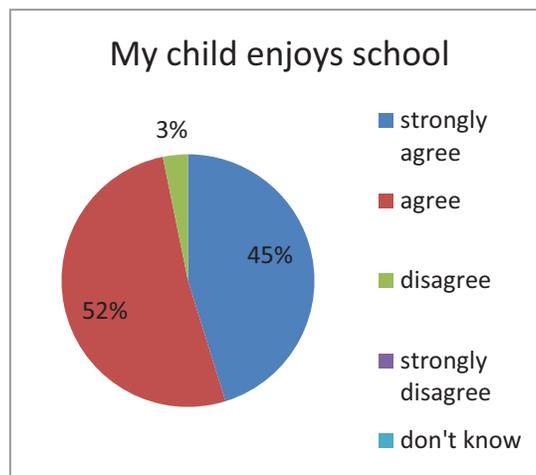
The student group interviewed by the Maine Charter School Commission at the end-of-year visit reported feeling supported at HCA. Students report that they appreciate the relationships they have with their teachers, they understand the standards they are working on, and they feel prepared for college.

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

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

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

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

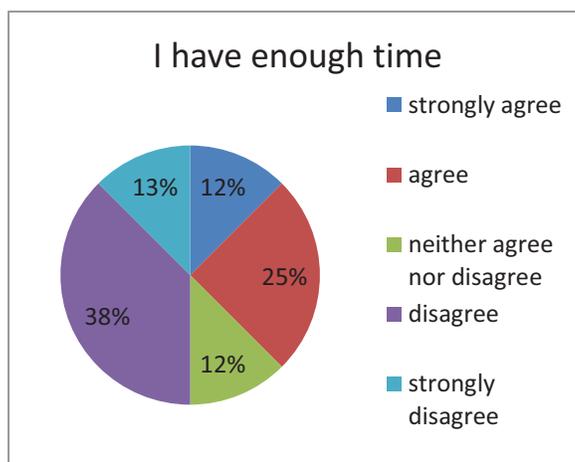


In their second year, HCA Administration and Faculty found it hard at times to meet the demands for Resolution Circles. In staffing for 2015-16 the school attempted to identify point people on the faculty to facilitate circles and coordinate its Restorative Justice approach. HCA Administration believed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

HCA teachers were also surveyed during the spring 2015.

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

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



Year 3, 2015 – 16

HCA partially met its targets in the area of School Climate.

Targets:

- Decrease in instances of bullying, harassment, or other abusive practices
- Student (HOWLs) Habits of Work and Learning
 - HOWLs are reported to students & families 3 times yearly
 - HOWLs improve or reach proficiency from fall to spring each year for each Division
- 80% of students report via school climate survey, active participation in Restorative Justice and Community Meeting
- Annual improvement in targeted areas on student and family climate survey

Performance:

During the 2015-16 school year there were 40 reported incidents of bullying or harassment representing about 23% of the student body. During the 2014-2015 school year, a total of 35 incidents were reported, about 28% of the student body. While the number of occurrences was

higher, proportionately, this indicates a 5% decrease in the percent of reported incidents between years two and three. HCA met the target of decreased incidents of bullying and harassment.

Students & families received reports on HOWLs at Student Led Conferences in the fall (October) and winter (March), and with the end of year reports (June). Overall, HOWL grades remained steady at 2.3 in the fall and in the spring. HCA did not meet the goal for HOWLS, as HOWL grades did not improve and did not reach proficiency.

80% of students participated in the Restorative Justice model during the 2015-16 year, and 100% participated in Community Meeting, meeting the target of 80% participation in Restorative Justice and Community Meetings. HCA reported that Resolution Circles were used routinely at Division 1 throughout the year, and that Division 2 implemented the practice less frequently. HCA planned to instruct faculty on the use of Restorative Justice practices during professional development time during the 2016-17 school year.

Parents and students participated in the Panorama Education Surveys.

Overall, the surveys show that parents and students are favorable toward HCA. HCA had consistently slightly lower favorable percentages than the Maine Charter School average in all areas. The school has identified Family engagement and school culture as areas that the school would address in the next year.

It was noted by HCA that the grade levels with students that had been attending HCA the longest (8th, 11th) reported being more favorable results than the other grades. HCA feels that its model takes time for students and families to understand and buy into.

Year 4, 2016 – 17

HCA partially met its targets in the area of School Climate.

Targets:

- Decrease in instances of bullying, harassment, or other abusive practices
- Student (HOWLs) Habits of Work and Learning
 - HOWLs are reported to students & families 3 times yearly
 - HOWLs improve or reach proficiency from fall to spring each year for each Division
- 80% of students report via school climate survey, active participation in Restorative Justice and Community Meeting
- Annual improvement in targeted areas on student and family climate survey

Performance:

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

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

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

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

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

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

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

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

Summary

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

Effective Leadership

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

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

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

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

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

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

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

Instructional Quality

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

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

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

Compliance with Terms of Charter Contract and Laws

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

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

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

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

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

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

Commendations, Recommendations, and Considerations for Charter Renewal

Commendations:

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

Recommendations:

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

Special Considerations for Charter Renewal:

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

APPENDIX P

Maine Charter School Commission

September, 2017

On June 20, 2017, an announced on-site visit was made to the Maine Academy of Natural Sciences public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, and MCSC Director of Program Management. The visiting team held interviews with school leadership, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	John Bird
Commission	Jana Lapoint
Commission	Nichi Farnham
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT 2016-2017

September 2017

Section 1: School Overview

School Name	Maine Academy of Natural Sciences
Address	16 Prescott Drive PO Box 159 Hinckley, Maine

Board Chair	Tom Edwards
Principal	Tonya Arnold
Director of Curriculum and Assessment	Emanuel Pariser

Year Opened	2012-2013 school year
Years in Operation	5
Number of Sending Districts	27
Grades Served	9-12
Number of Students	147 (October 1, 2016 "count day")
Teacher – Student Ratio	1:14

Mission	MeANS offers the public a student centered, staff guided high school whose purpose is to inspire and engage students. We welcome a diverse range of students including those whose previous learning environment has not inspired them to fulfill their potential as learners, those who have become profoundly disconnected from their education as well as those who have a passion for the school's themes of agriculture, forestry and sustainability.
Vision	To encourage students to re-engage with their education. They will grow as critical thinkers and problem solvers by developing habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of their community.

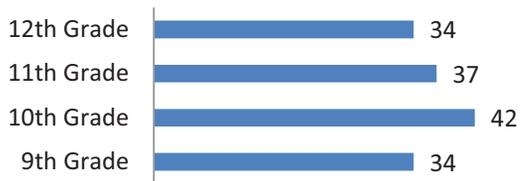
Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets	Does not meet
Student Academic Proficiency	X		
Student Academic Growth		X ¹	
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

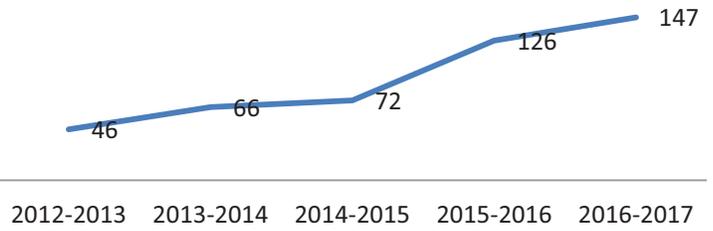
¹ 59% of math students met or exceeded the projected year's growth on the NWEA, 11 percent below the 70% target.

Section 3: Demographics

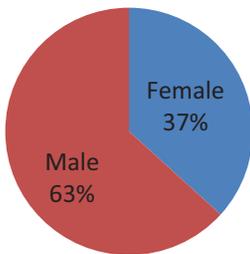
Enrollment by Grade



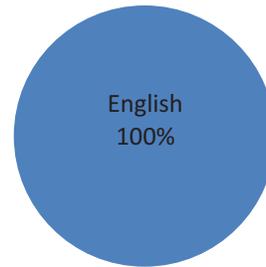
Enrollment by Year



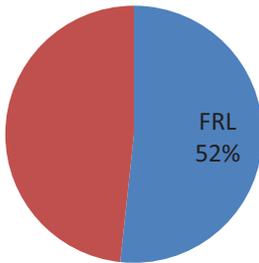
Sex



Language

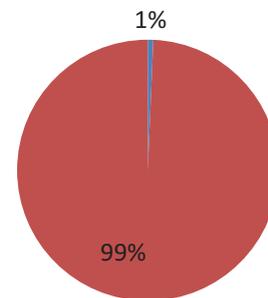


Free/Reduced Lunch

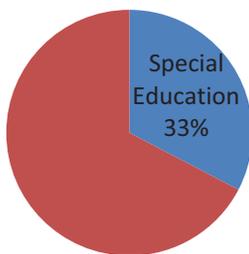


Race/Ethnicity

■ Hispanic/Latino ■ White



Special Education



Section 4: Academics

MeANS met its achievement gap and academic proficiency targets and partially met its and growth targets for the 2016-17 school year.

Targets:

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

Performance:

Academic Achievement

34 of 36 (94.4%) of eligible MeANS students took the SAT in April 2017. MeANS reported scores and analysis to the Commission, but the results are not publicly reportable due to small class size and maintaining student confidentiality. MeANS met the target of setting a baseline.

Standards completion:

- 85% of students are at or above pace to complete all standards to graduate on time.
- 11% of students are below pace to complete all standards graduate on time.
- 4% of students are significantly below pace to graduate on time.

MeANS reports that some of the students who are significantly below pace to graduate on time enrolled at MeANS without any previous credits, and are going to be further behind because more standards will be required for graduation. MeANS met the target for standards completion. All students had attended MeANS for at least one year.

Academic Growth

88% of students who tested on all three NWEA assessments (math, reading, and language usage), met or exceeded the NWEA generated growth target in at least one area.

60% of students met or exceeded the projected year's growth in reading, exceeding the 50% target.

51% of students met or exceeded the projected year's growth in language usage, exceeding the 50% target.

59% of math students met or exceeded the projected year's growth, 11 percent below the 70% target.

Achievement Gaps

MeANS is working to close achievement gaps among subgroups.

Subgroups for NWEA growth:

Reading

58% of economically disadvantaged students met or exceeded target growth.

41% of special education students met or exceeded target growth.

43 % of non-subgroup students met or exceeded annual target growth.

Language Usage

39% of Economically Disadvantaged students met or exceeded target growth.

32% of special education students met or exceeded target growth.

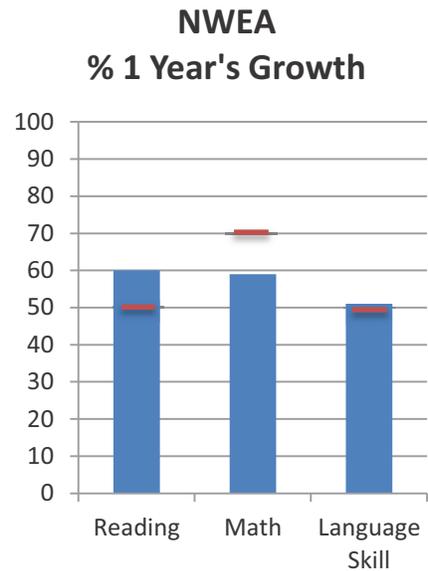
35% of non-subgroup students met or exceeded annual target growth.

Math

52% of Economically Disadvantaged students met or exceeded target growth.

44% of special education students met or exceeded target growth.

48% of non-subgroup students met or exceeded annual target growth.



50% of students in the "far below" performance band exceeded typical national growth norms for students with their original (fall) RIT scores regardless of their category. MeANS met its Achievement gap targets.

Section 5: Attendance & Enrollment

MeANS met the target of reporting on process goals.

Process Goals:

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

Performance:

Average daily attendance rate at MeANS for the 2016-17 school year was 89%. 86% of students had an attendance rate at or above 80%. 83% percent of students had three or fewer unexcused absences.

The re-enrollment rate from 2016-17 to 2017-18 was 99%, and 100% of previously enrolled students have enrolled for more than two years.

Section 6: Post-Secondary Readiness:

MeANS met the target of reporting on process goals.

Process Goals:

- What percent of students with graduation as a Personal Learning Plan (PLP) goal for that year graduated?
- What percent of students who took classes at Kennebec Valley Community College (KVCC) completed them with a passing grade?
- What percent of juniors and seniors taking the full Accuplacer test pass at least three elements?
- What percent of graduates are working full-time or enlisted within 8 months of graduation?
- What percent graduates have enrolled in Post-Secondary Programs within 8 months of graduation?

Performance:

92% of students who had graduation as a PLP goal for graduation did graduate.

97% of students who took classes at KVCC completed them with a passing grade.

60% of graduates from the class of 2016 were working full-time or were enlisted within 8 months of graduation (as of June, 2017).

30% of graduates from the class of 2016 were enrolled in Post-Secondary Programs within 8 months of graduation (as of June, 2017).

MeANS no longer uses the Accuplacer. For students to enroll in concurrent enrollment courses while in high school, KVCC takes MeANS' recommendation for placement. Students without concurrent courses enrolling in a post high school program can use the PSAT or SAT test in lieu of Accuplacer.

Section 7: Governance

MeANS met its Governance targets for the 2016-17 school year.

Targets:

- Monthly Board Meetings
- Responsive Board Operations

Performance:

Meeting agendas and minutes are posted on the MeANS website.

Governing Board subcommittees include finance, academic, nominating, human resources. The Principal and Director of Curriculum and Assessment also attend the board meetings

Governing Board 2016-2017	
Chair of the Board	Dr. Gordon Donaldson
Board Member	Mara Casey Tieken
Board Member	Scott Cyrway
Board Member	Tom Edwards
Board Member	Troy Frost
Board Member	Karen Kusiak
Board Member	Pam Mattos
Board Member	Cheryl Bulmer
Board Member	Stephanie Johnson
Board Member	Mike Muir

Section 8: Administration

Performance:

During the 2016-2017 school year MeANS was again lead by the returning Principal and Director of Curriculum and assessment.

Principal	Tonya Arnold
Director of Curriculum and Assessment	Emanuel Pariser

MeANS administration reports that the shock to the school climate when adding new students to each existing cohort is a challenge. The school reports that restorative practice and community circle models, which MeANS uses, are foreign to most outside students and families. The administration continues to ramp up the training related to restorative practice and community circle models and the Building Assets Reducing Risks (BARR) practices for all members of the school community. The BARR routines served as MeANS' regular intervention structure as well as the basis for tier 2 and 3 risk review meetings. MeANS reports the BARR grant evaluator has been very impressed with the school's improvement in implementation of the key elements of the program. MeANS' goal in these areas will be to keep up the practices it has developed and continue to refine elements to find efficiencies in data management and record keeping.

MeANS' Performance Evaluation and Professional Growth (PEPG) System approved by the DOE included goals to improve student growth in reading comprehension and math in an effort to close the gaps among subgroups. MeANS administration reports this appears to be a contributing factor to the school's improvements. MeANS reports it will be setting new goals for continued growth and think about tracking cohorts of students so as not to be distracted by the changes in results due to influx of new students.

For the coming 2017-2018 school year MeANS created a position and hired a school counselor who will provide expertise in matching students with resources to support their significant social, emotional, and basic needs, guide the improvements to the school's advisory and post-secondary GEAR UP program.

Section 9: School Climate

MeANS met the target of reporting on process goals.

Process Goals:

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

Performance:

MeANS did not administer the Gallup Poll Hope Survey in 2016-2017. Instead, MeANS conducted school climate surveys of parents, students, and teachers. The table to the right indicates the percent of favorable responses from each stakeholder group on the Panorama surveys regarding school climate. Parents of MeANS students have the highest perception of school climate (74% favorable), while students at MeANS have the lowest perception of school climate (58% favorable).

Group	Percent Favorable
Parents	74%
Students	58%
Staff	70%

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

During the 2016-17 school year MeANS had 0 incidents/reports of actual or suspected harassment.

MeANS reported 2 incidents/reports of school-based substance abuse and referred 4 students for substance evaluation/counseling.

MeANS met the targets of reporting on reminders and enrichment. 12% of students had more than 11 reminders in a quarter and 16% of students that owed enrichment for more than five weeks in a quarter.

MeANS met the target of reporting on the percentage of students in each status category:

- 36% Community Status,
- 32% Collaborative Status
- 32% Restorative Status

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>+HIGH PERCEPTION OF RIGOROUS EXPECTATIONS: At 66% favorable, students responded most favorably about the rigor of expectations. While this score places Maine Academy of Natural Sciences near the 20th national percentile for this topic, it's encouraging to see that student perceptions of Rigorous Expectations vary little between female and male students, as well as most grade levels.</p>	<p>-LOW STUDENT ENGAGEMENT AT SCHOOL, PARTICULARLY FOR MALE STUDENTS AND HIGH GRADERS: Students report 33% favorably on this topic, placing Maine Academy of Natural Sciences 7 percentage points below the MCSC average and near the 10th national percentile. In particular, male students report 12% lower than female students. Similarly, 11th grade students report 11 percentage points below this school's average on this topic.</p> <p>-LOW PERCEPTIONS OF SCHOOL SAFETY, PARTICULARLY AMONG 8th GRADE STUDENTS: At 60% favorable, Maine Academy of Natural Sciences' average score in School Safety is 23% below the MCSC average.</p>
FAMILY	<p>+POSITIVE PERCEPTIONS OF SCHOOL FIT: Families report high scores on School Fit at Maine Academy of Natural Sciences (7% higher than the MCSC average score on this topic). At 75% favorable, Maine Academy of Natural Sciences is also near the 60th percentile nationally compared to all schools, and near the 80th percentile when compared to only high schools.</p>	<p>-LOW REPORTS FAMILY ENGAGEMENT: This topic received the lowest favorability on the family survey. At 14% favorable, Maine Academy of Natural Sciences' Family Engagement score is near the 30th national percentile. Parents of 11th grade students report the lowest level of family engagement, while parents of 10th grade students report the highest. Relatedly, family engagement is most positive among families whose students have attended Maine Academy of Natural Sciences between 1 and 2 years.</p> <p>-NEGATIVE PERCEPTIONS OF PARENTS WHOSE STUDENTS HAVE BEEN ENROLLED FOR 3 YEARS: Parents who have identified their student as having attended Maine Academy of Natural Sciences for 3 years report lower scores across all 6 topics, especially Grit.</p>
STAFF & TEACHER	<p>+POSITIVE PERCEPTION OF STAFF-FAMILY RELATIONSHIPS: At 81% favorable, Maine Academy of Natural Sciences' score is 12 percentage points higher than the MCSC average. Compared to other high schools nationally, Maine Academy of Natural Sciences is near the 99th percentile on this topic.</p> <p>+POSITIVE TRAJECTORY OF PROFESSIONAL LEARNING: While all but one topic increased in favorability between Spring 2016 and Spring 2017, Professional Learning saw the largest increase in favorability; this topic's score in Spring 2017 is 29 percentage points higher than in Spring 2016.</p>	<p>-NEGATIVE TRAJECTORY OF STAFF-LEADERSHIP RELATIONSHIPS: Perceptions of Staff-Leadership Relationships decreased by 16 percentage points between Spring 2016 and Spring 2017. While the favorability of 4 questions decreased by more than 20 percentage points, perceptions of how understanding school leaders are when challenges arise in teachers' personal lives decreased by 40 percentage points.</p> <p>-PERCEPTIONS OF FEEDBACK AND COACHING: Teachers responded least favorably when asked about their perceptions of Feedback and Coaching. At 23% favorable, Maine Academy of Natural Sciences is 11 percentage points below the MCSC average and near the 10th national percentile on this topic.</p>

Section 10: Parent and Community Engagement

MeANS met the target of reporting on process goals.

Process Goals:

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

Performance:

93% of student's parents/guardians heard from the school's advisor at least once a week during the quarter.

98% of parent/guardians participated in at least one student-led conference. 50% participated in all 3 SLCs.

Some school activities/events had 4% of families in attendance, some had 72% in attendance and some events had attendance somewhere between 4% and 72%.

Section 11: Finances

MeANS met its goal for finances for the 2016-2017 school year.

Targets:

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

Performance:

MeANS produces financial reports for its governing board meetings and if monthly financials vary more than 5% the item is flagged for governing board consideration. MeANS submits quarterly reports to the Commission. An annual financial audit was conducted and reported as required. The auditor reported no findings.

Section 12: Facilities & Maintenance, Transportation, and Food Service

MeANS met its goals for Facilities & Maintenance, Transportation, and Food Service for the 2016-2017 school year.

Targets:

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

Performance:

School Facilities: The school building meets all public school requirements. 100% of the Moody building is in use. The new facility does not require any work. The school does plan to add additional parking.

Transportation: Approximately 85% of students used MeANS' bus transportation provided through Poland Bus Services and Good Will-Hinckley.

Food Service: Approximately 47% of students utilized breakfast service, and approximately 51% utilized the lunch service. The school reported that students and staff like the salad and sandwich bar.

Section 13: Evidence of Mission and Vision Implementation (see page 2 for mission and vision)

MeANS' Mission and Vision are evident in that the school offers the public a student-centered, staff-guided secondary education whose purpose is to inspire and engage students. MeANS welcomes a diverse range of students including students whose previous learning environment has not inspired them to fulfill their potential as learners, students who have become profoundly disconnected from their education and students who have a passion for the school's themes of agriculture, forestry and sustainability. MeANS expects to graduate young adults who have developed positive habits of heart and mind, and greater self-direction.

Section 14: Commendations and Recommendations**Commendations**

1. There was increased staff training in the areas of restorative practices.
2. The school spent considerable time and effort on planning the Threshold program, which supports the school's mission, to meet the needs of a population in Central Maine not being served.
3. MeANS has high levels of student participation in Kennebec Valley Community College Courses and strong results in these courses.
4. The BARR program has been implemented and improved.
5. Good Will Hinckley hired a president who is taking an active role in providing infrastructure at MeANS in the form of space and development.

Recommendations

1. Keep governing board section of the school's website up to date with agendas, minutes, and cancellations.
2. Continue to explore opportunities to meet the school's mission using the natural sciences and natural world.
3. Create an action plan in response to the Panorama Surveys that takes into consideration the results of
 - Feedback and coaching in relation to the school's Performance Evaluation and Professional Growth (PEPG); and
 - Student engagement. While the MCSC has seen information otherwise regarding student engagement at the school there should be some investigation into the recent results.

APPENDIX Q

Maine Charter School Commission

October, 2017

On May 23 and July 10, 2017, announced on-site visits were made to Maine Connections Academy public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Services team member. The visiting team held interviews with school leadership, staff, students, parents, community partners, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Mike Wilhelm
Commission	Laurie Pendleton
Commission	Jim Rier
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT 2016-17

October 2017

Section 1: School Overview

School Name	Maine Connections Academy (MCA)
Address	75 John Roberts Road South Portland, Maine 04106

Board Chair	Amy Linscott
School Leader	Chad Strout
Special Education Director	Joy Keily

Year Opened	School year 2014-2015
Years in Operation	3
Number of Sending Districts	108
Grades Served	7-12
Number of Students	407 (October 1, 2016 "count day")
Student - teacher Ratio	1:23

Mission	The mission of Maine Connections Academy (MCA) is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program in grades 7-12 throughout the state of Maine for students who need an alternative to the traditional classroom.
Vision	The vision of MCA will be to reach students for whom a cutting-edge virtual approach provides the very best pathway to school success through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community to promote academic and emotional success for every learner.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets	Does not meet
Student Academic Proficiency		X ¹	
Student Academic Growth		X ²	
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance		X ³	
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness		X ⁴	
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

¹ Year 2 students did not meet the goal of performing at 90% of the state average in math.

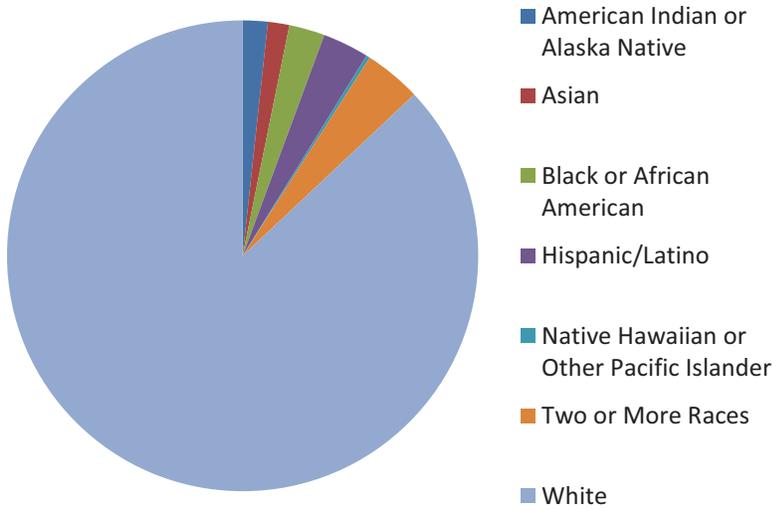
² MCA did not meet the target if increasing the percentage of students with 5% growth in math or reading.

³ The average daily attendance rate for students in grades 9 -12 was 91.1%, falling shy of the target of 92%.

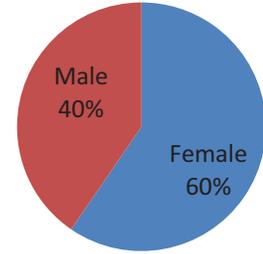
⁴ MCA did not provide data on the percent of graduates enrolled in a post-secondary institution, college, trade, and apprenticeship or on the percent of graduates who were employed full time or enlisted in the military by February of year 1 after graduation.

Section 3: Demographics

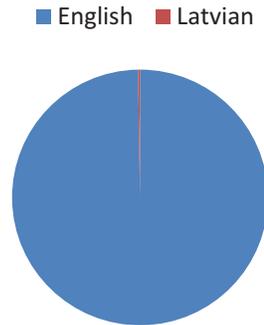
Race/Ethnicity



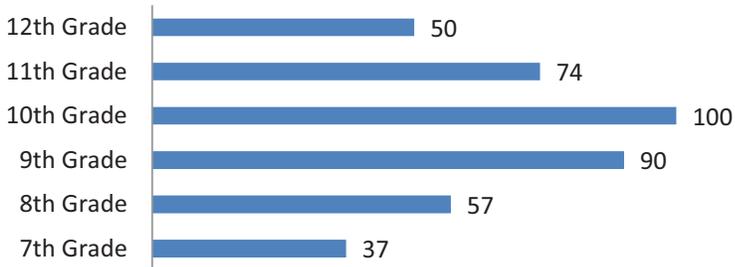
Sex



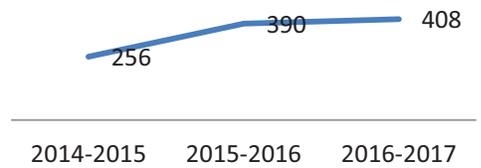
Language



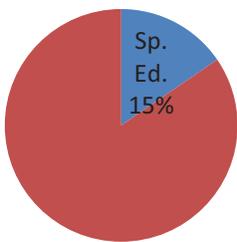
2016-2017 Enrollment by Grade



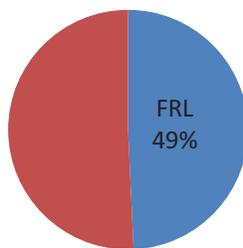
Enrollment by Year



Special Education



Free/Reduced Lunch



Section 4: Academics

Targets:

Student Academic Proficiency:

State Assessments

- Percentage of students at proficiency level will increase every year by at least 2% points over the prior year. Year 2 students will be at 90% of state average for those students at met or above.

School Developed Assessments

- School specified assessment - data, formative and viewed as support for staff.

Student Academic Growth:

- Target of 2% annual growth expected for continuously enrolled students.
- 75% score on the LEAP post-test or a 10% point gain from their pretest score will be 85% or higher, or will increase 5% points each year until it reaches 85%.
- Establish benchmarks for each student

Achievement Gaps in proficiency and growth between major student subgroups:

- Achievement gaps in proficiency and growth between major subgroups using ESEA-based system

Performance:

Student Academic Proficiency

Students in grades 7, 8, and 11 participated in the Maine State Assessments in 2017. This was the second year the test was used. MCA met the target of a 2% increase in proficiency in ELA, but not in math.

Grades 7, 8, 11

	2016		2017		% change	Target met?
	# of students tested	% at or above expectations	# of students tested	% at or above expectations		
ELA	155	52.9%	152	61.2%	+8.3%	yes
Math	153	33.9	150	28.7	-5.2	no

On school developed assessments pass/fail rate results for the First semester were mixed. The school generally saw more success in the second semester than first. Failure rates generally increased at the high school level where they decreased in the previous year. In some ways, this represented a leveling out from 2015-16; student scores in 2016-17 were generally more even than in years prior. MCA will continue to monitor and evaluate results and needs. MCA indicated math continues to be an area of focus. The tables on the following page provide a breakdown of results. The tables on the following page show student grades for the first and second semester (A-D = pass, E = fail).

MCA Fall Semester Results (All Students)					
Subject Area	A	B	C	D	F
Language Arts					
Grades 7-8	18%	28%	28%	9%	17%
High School	16%	32%	21%	12%	18%
Mathematics					
Grades 7-8	13%	23%	18%	24%	23%
High School	16%	24%	21%	18%	21%
Science					
Grades 7-8	29%	26%	19%	16%	11%
High School	36%	29%	16%	10%	9%
Social Studies					
Grades 7-8	20%	27%	22%	20%	12%
High School	39%	30%	11%	10%	11%

MCA Spring Semester Results (enrolled on or before 10/1)					
Subject Area	A	B	C	D	F
Language Arts					
Grades 7-8	20%	19%	22%	19%	19%
High School	18%	31%	16%	11%	24%
Mathematics					
Grades 7-8	13%	19%	16%	34%	18%
High School	17%	25%	19%	16%	24%
Science					
Grades 7-8	42%	24%	19%	2%	13%
High School	44%	27%	12%	6%	11%
Social Studies					
Grades 7-8	25%	30%	20%	12%	12%
High School	41%	30%	8%	7%	1%

MCA used a variety of tools at the beginning of the year to determine a student's individual learning needs, including the initial Leap and Scantron assessments. MCA met the target for establishing individual benchmarks.

Students in grades 7 and 8 completed the LEAP test in both Math & Reading. Students in Grades 9-12 completed the Scantron Performance Series (SPS) in both Math & Reading. Students were included in the data if they had both a pretest and posttest score in Connexus.

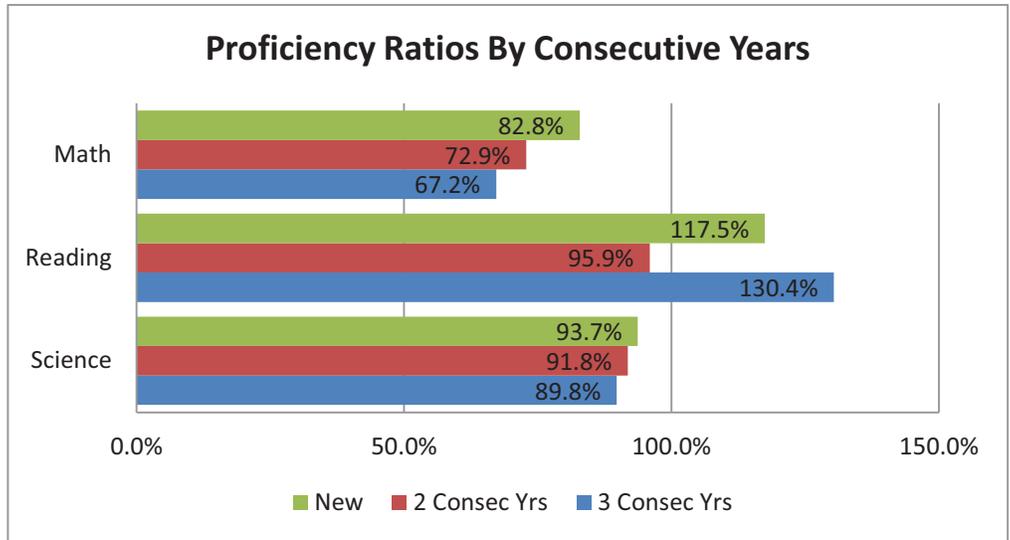
LEAP: Growth for the LEAP is defined as having a score of at least 75% on the posttest or improving by at least 10 percentage points from pretest to posttest. The number of students who completed both a pre- and posttest increased slightly in the 16-17 school year. The percent of students showing growth in Math increased from 43.2% to 56.8% meeting the target. The percent of students showing growth in Reading increased from 62.7% to 65.5%.

Scantron Performance Series: Growth for the Scantron Performance Series is defined as having a score at High Average or Above Average on the posttest, maintaining Above Average, or improving by at least one level of normative scores from pretest to posttest. The number of students who completed both a pre- and posttest improved this school year. However, the percentage of students showing growth in Math decreased from 68.8% to 63.8%, and the percent of students showing growth in Reading dropped from 92.3% to 59.3%. The target was not met in this area.

	LEAP Math	LEAP Reading	Scantron Math	Scantron Reading
Number of Students	57	57	126	128
Pretest Results: Average Score for LEAP % scoring High Average or Above Average for SPS	43.2	62.7	62.8	72.1
Posttest Results: Average Score for LEAP % scoring High Average or Above Average for SPS	56.8	65.5	61.6	69.9
% with Growth	52.6	56.1	52.4	64.8

MEA Growth:

The chart to the right shows that Year 2 students met the goal of performing at 90% of the state average in Reading and Science. Year 2 students did not meet the goal in Math.



LEAP Growth:

- In 2016-17, for students who had been enrolled at least two continuous years, the LEAP Math post-test scores showed 64.5% (20 out of 31 students) met the target of at least 75% or a 10% gain from pre to post-test.
- In 2015-16, for students who had been enrolled at least two continuous years, the LEAP Math post-test scores showed 37.0% (10 out of 27 students) met the target of at least 75% or a 10% gain from pre to post-test.
- In 2016-17, for students who had been enrolled at least two continuous years, the LEAP Reading post-test scores showed 64.5% (20 out of 31 students) met the target of at least 75% or a 10% gain from pre to post-test.
- In 2015-16, for students who had been enrolled at least two continuous years, the LEAP Reading post-test scores showed 29.6% (8 out of 27 students)) met the target of at least 75% or a 10% gain from pre to post-test.

MCA met the target of 2% annual growth expected for continuously enrolled students in both math and reading.

LEAP Math Growth

The chart to the right shows the percentage of students with growth on the LEAP Math test. In 2016-17, 60.0% of 7th grade students showed growth (compared to 68.4% in 2015-16). In 2016-17, 48.6% of 8th grade students showed growth (compared to 69.4% in 2015-16). MCA did not meet the target of increasing by 5% points.

Grade	Number of students with pre and post test scores	% of students with growth
7	20	60%
8	37	48.6%
overall	57	52.6%

LEAP Reading Growth

The chart below shows the percentage of students with growth on the LEAP Reading test. In 2016-17, 61.9% of 7th grade students showed growth (compared to 68.8% in 2015-16). In 2016-17, 52.8% of 8th grade students showed growth (compared to 60.0% in 2015-16). MCA did not meet the target of increasing by 5% points.

Grade	Number of students with pre and post test scores	% of students with growth
7	21	61.9%
8	36	52.8%
overall	57	56.1%

Achievement gaps in proficiency and growth on MEA

MCA performance in Math overall decreased from 2015-16 to 2016-17. The performance gap for Low Income & White/Caucasian students increased from 2015-16 to 2016-17. Performance for students with an Individual Education Plan (IEP) remained relatively constant.

In ELA, MCA performance improved by 23.1 percentage points. While the Low Income subgroup demonstrated a small increase, the students with an Individual Education Plan and White/Caucasian subgroups demonstrated larger increases in performance from 2015-16 to 2016-17.

Overall MCA performance in Science remained relatively constant across the two years. By examining the performance ratios, we can see that relative performance improved for the students with an IEP. Performance was relatively unchanged for the White/Caucasian subgroup. A small decline was present for the Low Income subgroup.

Section 5: Enrollment & Attendance

MCA met its enrollment targets and partially met its attendance targets.

Targets:

- Average Daily Attendance Rate of 93% for grades 7 and 8, and 92% for grades 9-12
- Unexcused Absences
- Retention rate of 70% of students during the school year
- 50% of students to be re-enrolled from one year to the next
- Continuous enrollment of students for multiple years

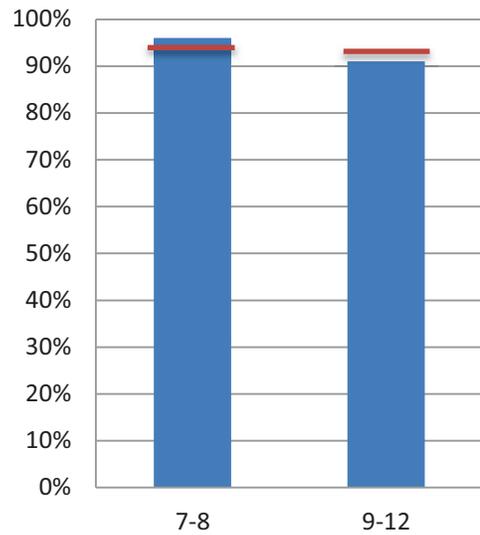
Performance:

The average daily attendance rate for students in grades 7 - 8 was 96.3%, meeting the target of 93%. The average daily attendance rate for students in grades 9 -12 was 91.1%, falling shy of the target of 92%.

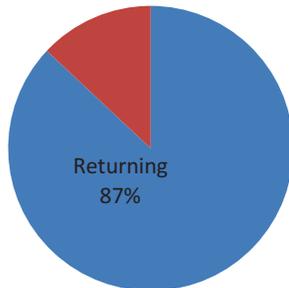
The majority of students (323) had an attendance rate above 90%. However, ten students had an attendance rate that is less than 25%. There were 23 students who had an attendance rate below 50% and 37 students who had an attendance rate below 75%.

MCA reported 28 counts of truancy for a total of 1849 days truant. The average days per incident were 66.

Average Daily Attendance



Re-enrollment Rate



The during-school year retention rate was 85%. MCA met the target of a during-school year retention rate of 70%.

Of 349 students eligible to return to MCA, 302 have indicated they plan to return for the 2017-18 school year. This is an 87% Intent to Return Rate, exceeding the target of 50%.

At the end of the 2016-17 school year 24% of students at MCA had been enrolled for 3 years; 30% for 2 years; and 46% for 1 year. MCA met the target of reporting on continuous enrollment.

Section 6: Post-Secondary Readiness:

MCA partially met its post-secondary readiness targets.

Targets:

- Senior graduation rate of 70% increasing 5 points in every year getting to 90% in year 5
- Explore possibility of dual enrollment courses
- ACT, SAT, Accuplacer, and other tests to be determined
- 30% of graduates enrolled in a post-secondary institution, college, trade, and apprenticeship by February of year 1 after graduation.
- 10% of graduates not enrolled in post-secondary institutions but employed full time or enlisted in the military by February of year 1 after graduation.

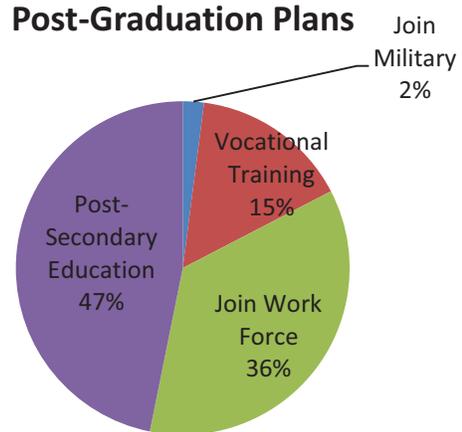
The class of 2017 Graduation Rate was 91.7%, 44 out of 48 seniors. 4.2% (2 out of 48) graduated early. MCA met the graduation rate target of 90%.

During the 2016-17 school year 55% (48 out of 88) of MCA’s juniors and seniors earned Dual-Enrollment College Credit. MCA met the target of dual enrollment course participation.

45.8% of 2017 Graduates Enrolling in 2-4 year

Post-Secondary Institutions

- 18.8% Applied and Accepted to 2 year College (9 graduates)
- 33.3% Applied and Accepted to 4 Year College (16 graduates)
- 14.6% Pursuing Vocational Training (7 graduates)
- 35.4% are planning to join the work force (17 students)
- 2% are planning to join the Military (1 student)



Of 70 juniors 63 (90%) participated in the SAT.

ELA	Below/Well Below State Expectations	At/Above State Expectations
# of students (percentage of participants)	23 Students (36.5%)	40 Students (63.5%)

Math	Below/Well Below State Expectations	At/Above State Expectations
# of students (percentage of participants)	50 Students (79.3%)	13 Students (20.7%)

MCA did not provide data on the percent of graduates enrolled in a post-secondary institution, college, trade, and apprenticeship by February of year 1 after graduation. It is unknown whether or not 30% of graduates were enrolled in a post-secondary institution, college, trade, and apprenticeship by February of year 1 after graduation.

MCA did not provide data on the percent of graduates who were employed full time or enlisted in the military by February of year 1 after graduation. It is unknown whether or not 10% of graduates not enrolled in post-secondary institutions were employed full time or enlisted in the military by February of year 1 after graduation.

Section 7: Governance

MCA met its governance targets.

Targets

- Monthly Governance Board Meetings
- Bylaws and policies in application regularly reviewed

Board President	Amy Linscott
Board Treasurer	Nick McGee
Board Secretary	Carol Weston
Board Member	Bernice Stockley
Board Member	John Larouche
Board Member	Amy Volk

In accordance with the school's charter application and applicable Maine laws, the Board meets at least eight times per year, but meets more often if needed. The agenda for regular meetings are posted on the website and at the location of the meeting in accordance with Public Records and Proceedings Act, Maine Revised Statutes, Title 1, Ch 13. The public may address the Board at meetings. Approved meeting minutes are posted to the school Board's website shortly after the Board has approved them.

Section 8: Administration

School Leader	Doug Bourget
CFO	Amy Trunnell
Special Education Director	Joy Kiely

Between the 2016-17 and the 2016-17 school years MCA had a change in Head of School. The new Head of School transitioned smoothly into the role from his prior teaching position at the school.

At the end of the 2016-17 school year the principal of one year resigned. The school's new Dean of Students, an MCA teacher of 3 years, took the role of interim principal until a principal was hired.

Section 9: School Climate

MCA met its School Climate targets.

Targets:

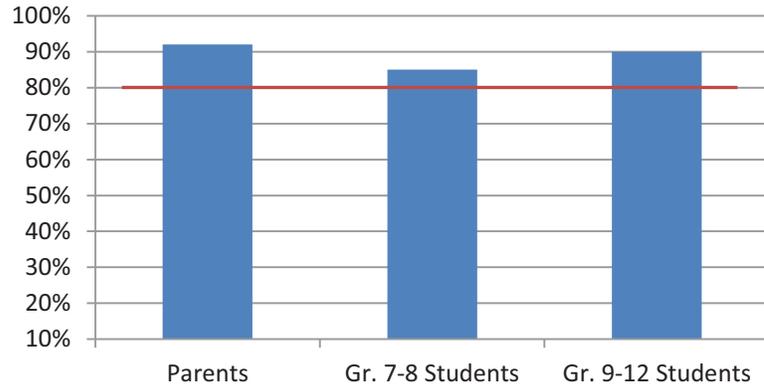
- Instances of bullying, harassment or other abusive behavior
- 80% of parents, staff, and students will express satisfaction on a confidential survey regarding social and academic climate
- Emotional and social growth of students

Performance:

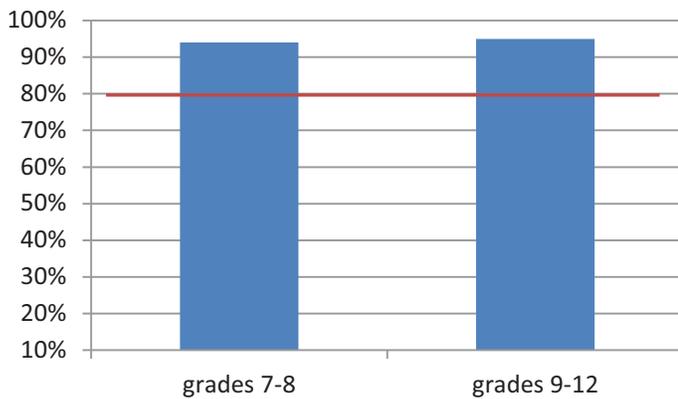
During the 2016-17 school year MCA reported one instance of abusive behavior. An MCA teacher reached out to a student offering a summer school opportunity and the student replied to the staff member with a sexually harassing message. The student was suspended and the staff member chose not to press charges. MCA met the target of reporting on bullying, harassment, or other abusive behaviors.

MCA conducted a 2016-2017 survey of parents and students. Almost 92% of parents gave the school an A or a B on the Parent Satisfaction Survey. 86% of students in grades 7-8 and 93% of students in grades 9-12 gave the school an A or B on the Student Satisfaction Survey. MCA met the target of 80% satisfaction.

Percent of Population Rating MCA A or B



Satisfaction with MCA Program



Also, on the same survey, 85% of students in grades 7-8 and 92% of students in grades 9-12 reported being satisfied with the Maine Connections Academy program. MCA met the target for 80% satisfaction.

MCA participated in Panorama Education Surveys for a second year in 2017. Families, students, and staff/teachers provided feedback for MCA. The table on the following page summarizes MCA's strengths and areas of growth, as demonstrated by the survey results.

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>+STUDENT GRIT: Overall, students at Maine Connections Academy respond 62% favorably to questions about their own Grit. When compared to other schools in the MCSC, MCA students report 6% more favorably and rank near the 70th percentile when compared to schools across the country. Students respond particularly favorably when asked about their likelihood to try again after failing to reach an important goal: 69% of students report being 'quite likely' or 'extremely likely' to try again.</p>	<p>-LEVEL OF ENGAGEMENT: At 32% favorable, School Engagement favorability decreased by 12% from Spring 2016 to Spring 2017. Compared to schools across the country, students at Maine Connections Academy respond near the 10th percentile. In particular, 8th grade students report the lowest level of Engagement at 23% favorable.</p> <p>-RIGOR OF EXPECTATIONS ESPECIALLY IN THE GRADE 11 STUDENTS: Overall, students at Maine Connections Academy report 73% favorability about the rigor of expectations at school, which ranks near the 40th percentile when compared to schools across the country. Of note, students in lower grade levels report less favorably about Rigorous Expectations than students in upper grade levels. While 8th grade students report least favorably at 58% favorability, 12th grade students report the most favorably at 83% favorable.</p>
FAMILY	<p>+FAMILIES REPORT LOW BARRIERS TO ENGAGEMENT: Overall, families at Maine Connections Academy respond 87% favorably to questions about Barriers to Engagement, which is 2% above the Maine Charter School Commission average. Most notably, families respond most favorably about the school's communication with people from their own culture and about the school's welcoming of parents. Of importance and worth celebrating, when it comes to Barriers to Engagement, there are few significant reported differences among subgroups.</p>	<p>-FAMILY PERCEPTIONS OF STUDENT GRIT ARE WELL BELOW STUDENT SELF-PERCEPTIONS: At 44% favorable, family perception of student Grit at Maine Connections Academy is 2% below the MCSC average and falls near the 20th percentile compared to other schools across the country. Of particular concern, family perception of student Grit is significantly lower than student self-perception of Grit. While students report 62% favorability and near the 70th percentile compared to schools across the country, families report only 44% favorability which places MCA near the 20th percentile on this topic.</p> <p>-FAMILIES PERCEPTION OF SCHOOL FIT: At 55% favorable, family perception of School Fit at Maine Connections Academy is 13% below the MCSC average and is near the 20th percentile compared to other schools across the country. Of particular concern, the favorable perception of School Fit dropped by 15% from Spring 2016 to Spring 2017, more than any other topic.</p>
TEACHER & STAFF	<p>+POSITIVE TRAJECTORY OF PROFESSIONAL LEARNING: Of all topics, Professional Learning improved the most in terms of favorability from Spring 2016 to Spring 2017 (with a 12% increase in favorability). Five questions in particular increased by over 20% between last year and this year. With an overall topic score of 56%, staff & teacher perception of Professional Learning at Maine Connections Academy is slightly higher than the MCSC average of 54% and is near the 60th percentile when compared to other schools across the country.</p>	<p>+FEEDBACK AND COACHING: At 36% favorable, teachers and staff at MCA view Feedback & Coaching as one of the least favorable topics. Compared to other schools across the country, MCA is near the 30th percentile and is 2% above the MCSC average of 34%. Teachers and staff respond least favorably when asked about the quantity and usefulness of feedback received (though there is cause for celebration in the close to 30% increase in favorability over the evaluation process from last year to this year).</p>

Section 10: Parent and Community Engagement

MCA met its Parent and Community engagement targets.

Targets:

- A plan for Parent Conferences established
- Capture data to show percent of logged contact between learning coaches and teachers
- Establish 3 Partnerships in year 1, maintain partnerships and develop one new one

Performance:

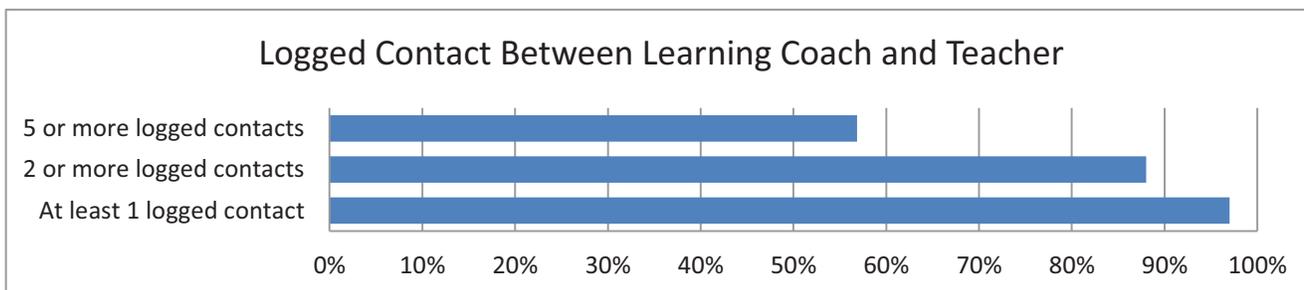
After the initial PLP conference at the beginning of the year, teachers have at minimum bi-weekly phone calls scheduled with families. Additional conferences are scheduled as needed. There are also conferences at the end of the year for course placement purposes. MCA met its conference target.

Banner messaging, school newsletters and informational WebMails on notifications and events are other forms of parent communication utilized by the school. Communication records are maintained through the Student Log system.

94% of students have at least 1 logged contact between the Learning Coach and teacher. MCA met the target of reporting teacher and learning coach contact.

MCA met its goal of capturing logged contact data.

- 76% of students have their Learning Coach contacts met
- 97% of students have at least 1 logged contact between Learning Coach and teacher 88% of students have at least 2 logged contacts between Learning Coach and teacher
- 58% of students have 5 or more logged contacts between Learning Coach and teacher



During the 2016-17 school year MCA continued with previously established partners and developed new partnerships.

Educational partnerships include:

- University of Maine Fort Kent (for dual enrollment)
- University of Maine system (for state assessment administration)
- Maine Principal's Association
- Mitchell Institute (student scholarship, networking and leadership organization)
- The Locker Project- provided resources for food drive at End of Year Celebration; MCA is aiming to become a food pantry school.
- National Honors Society

These educational partnerships meet the target of maintaining three partnerships and establishing at least one new partnership.

Section 11: Finances

MCA met its targets for Finances.

Targets:

- Monthly Financial Reports
- Target of plus or minus 10% variation between budget and actual revenue and expenditures

Performance:

MCA's school board is updated on a monthly basis with a complete set of financial reports including balance sheet, actual to budget updates, bank reconciliations, and year end projections as needed to name a few. During the 2016-17 school year the Board Treasurer continued to work with the Head of School and CFO on an as needed basis to make sure the school is operating under sound financial decisions. The governing board continues to vote monthly to authorize payment of expenses, thus offering another layer of protection and continued oversight. MCA will have a new finance manager in the 2017-18 school year.

An annual financial audit was completed for FY 2016, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Section 12: Facilities & Maintenance and Transportation

MCA met its targets for Facilities & Maintenance and Transportation

Targets:

- Adequacy of Facilities Maintenance in Support of the Program
- Adequacy of Transportation in Support of the Program

Performance:

During the 2016-17 school year MCA office space operated at full capacity. MCA is cleaned regularly. The school reported there are no room utilization issues and the space is functional for staff, though the office is starting to feel cramped. The Head of School believes additional office and meeting space could improve operations. As the school grows and additional staff is added, the school feels it will need to expand or relocate to another facility.

During the 2015-16 school year, there was a small issue with water leaking in one of the outside doors. Work was immediately done to mitigate the issue and when the weather improved, a new door was installed to ensure the issue was fully corrected. Repairs continued in 2016-17 but the most recent repair this spring resolved the issue.

MCA did not have to provide any transportation for students. When transportation was a challenge for students, MCA sent a teacher to the student's home to facilitate testing. Transportation fees were incurred transporting teachers to facilitation of state wide assessments and student activities.

Section 13: Evidence of Mission and Vision Implementation (see page 2)

In order to improve its awareness of its own Mission and Vision, MCA created artistic, framed versions of the documents posted within the building. This year the school used the mission and vision to improve its focus on making academic connections. The school increased academic field trips and hosted its first Academic Summit at Kennebec Valley Community College in Fairfield, Maine. To ensure that each student finds success at school, MCA increased its focus on student support and conducted over 100 student support team meetings during the 2016-17 school year.

Section 14: Commendations and Recommendations

Commendations

1. MCA has been successful in increasing its partnerships with supportive organizations; i.e, University of Maine, National honor society, and others
2. The staff has had a positive response to the school provided professional learning
3. The school has had successful application of dual enrollment opportunities.
4. There has been an increase in the graduation rate.

Recommendations

1. Assess the students' perception of school fit and grit
2. Understand the contradictory teacher responses to professional development over all (+)and feedback and coaching (-).
3. Understand the poor academic test results re: targets and establish a plan to improve those that fall below expectations
4. Continue to address attendance and truancy issues

APPENDIX R

Maine Charter School Commission

October, 2017

On May 26 and June 19, 2017, announced on-site visits were made to Maine Virtual Academy (MEVA) public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Services team member. The visiting team held interviews with school leadership, staff, students, parents, community partners, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Mike Wilhelm
Commission	Laurie Pendleton
Commission	Nichi Farnham
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT 2016-2017 October 2016

Section 1: School Overview

School Name	Maine Virtual Academy (MEVA)
Address	Ballard Center, Suite 230, 6 Chestnut Street Augusta, Maine 04330

Board Chair	Amy Carlisle
Head of School	Dr. Melinda Browne

Year Opened	School year 2015-2016
Years in Operation	2
Number of Sending Districts	107
Grades Served	7-12
Number of Students	355 (October 1 count, 2016)
Student - teacher Ratio	22:1

Mission	Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.
Vision	MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets	Does not meet
Student Academic Proficiency		X ¹	
Student Academic Growth		X ²	
Achievement Gaps in proficiency and growth between major student subgroups ³			
Student Attendance		X ⁴	
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate		X ⁵	
Parent and Community Engagement			X ⁶

¹ MEVA met the proficiency target on the Maine State Assessments in 2 of 8 areas.

² The growth target of 80% was not met for reading or math. Other growth targets were met.

³ Baseline data collected

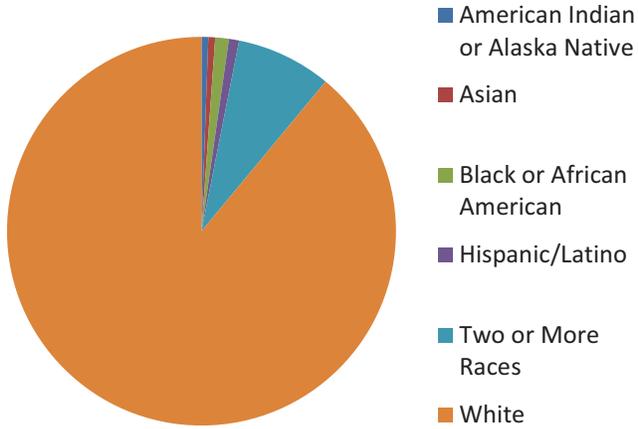
⁴ The average attendance rate for MeVA students was 87%. The state average is 93%. MeVA did not meet the target of being at or above the state averages for attendance.

⁵ MeVA did not meet the 85% participation target for student survey completion.

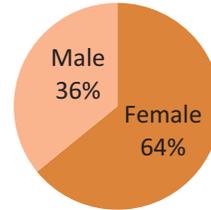
⁶ MEVA did not reach the 100% target of families will meet with teachers for Individualized Learning Plans (ILP's) at a minimum of once a year. 97% meet with teachers for Individualized Learning Plans (ILP's) at a minimum of once a year. MEVA did not reach the target of 100% of Learning Coaches logged into the Online School (OLS) at a minimum of once a week. 97% of Learning Coaches logged into the Online School (OLS) at a minimum of once a week.

Section 3: Demographics

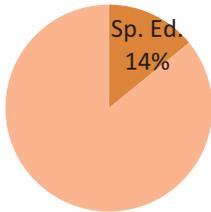
Race/Ethnicity



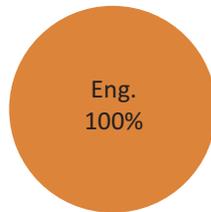
Sex



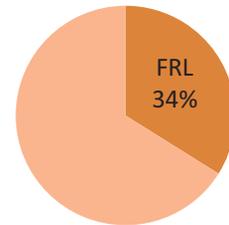
Special Education



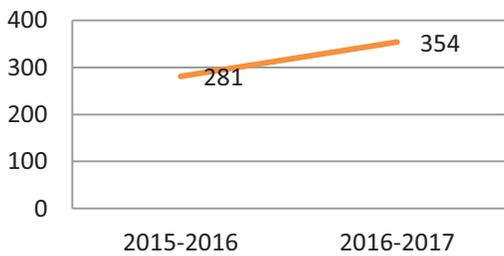
Language



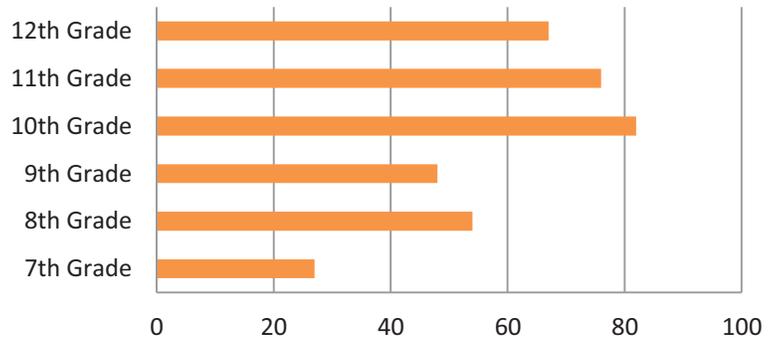
Free/Reduced Lunch



Enrollment by Year



2016-17 Enrollment by Grade



Section 4: Student Academic Proficiency

MEVA partially met its Student Academic Proficiency targets.

Targets:

State Assessments

- Percent of grade 7 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 7 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the Science portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the Science portion of the Maine State Assessment will meet or exceed the state average.

School Selected Assessments

- Year 1: Establish baseline using NWEA Reading Assessment for each grade level 7-12.
- Year 1: Establish baseline using NWEA Math Assessment for each grade level 7-12.
- Year 1: Establish baseline for the percent of course enrollments in which students meet the standards for that course. Meeting standard will be defined as mastering 80% or more of the course objectives and will be reported using the OLS system.

Performance:

Student Academic Proficiency:

MEVA's academic proficiency targets were for the percent of grade 7, 8 and 11 students scoring proficient on each subject area of the Maine State Assessment to meet or exceed the state average (math and ELA 7, 8, 11 and science 8 and 11). MEVA met the target in 2 of 8 areas. See table below.

	# of students tested	% at or above state average	State Average	Difference	Target met?
ELA					
Grade 7		36%	54%	-18%	no
Grade 8		59%	52%	+7%	yes
Grade 11		53%	59%	-6%	no
Math					
Grade 7		16%	41%	-25%	no
Grade 8		9%	35%	-26%	no
Grade 11		22%	35%	-13%	no
Science					
Grade 8		78%	69%	+9%	yes
Grade 11		38%	47%	-9%	no

MeVA will establish a baseline using NWEA Math and Reading Assessment data from years one and two for each grade level 7-12. Data provided in the tables below.

Percent of students in each grade 7-12 scoring in the average to above average RIT band in reading on the NWEA. (Based on Spring 16 scores.)	
7 th grade	92%
8 th grade	80%
9 th grade	71%
10 th grade	90%
11 th grade	86%
12 th grade	not tested

Percent of students in each grade 7-12 scoring in the average to above average RIT band in math on the NWEA. (Based on Spring 16 scores.)	
7 th grade	50%
8 th grade	60%
9 th grade	52%
10 th grade	83%
11 th grade	64%
12 th grade	not tested

MeVA measured the percent of course enrollments in which students meet the standards for that course. Meeting standard is defined as mastering 80% or more of the course objectives. The School-wide Passing Rate for the first semester was 78%, and for the second semester it was 91%.

Section 5: Student Academic Growth

MEVA partially met its academic growth targets.

Targets:

State Assessments

- Year 1: Establish baseline. Percent of same cohort students who reach proficiency from 7th grade to 8th grade in ELA.
- Year 1: Establish baseline. Percent of same cohort students who reach proficiency from 7th grade to 8th grade in math
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state reading assessment from one year to the next for each grade level tested.
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state math assessment from one year to the next for each grade level tested.
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state science assessment from one year to the next for each grade level tested.

School Selected Assessments

- Percent of students who meet their individual growth targets with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the end point on a yearly basis. Yearly Target: 80% of students will meet their individual growth targets in reading.
- Percent of students who meet their individual growth targets with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the end point on a yearly basis. Yearly Target: 80% of students will meet their individual growth targets in Math
- 80% of students will meet the benchmarks established on their ILP's.

Performance:

Targets for student academic growth on the state assessment will be determined based on the 2 years of baseline data the school currently has.

75% of students met their individual growth targets in reading, and 63% of students met their individual growth targets in math. The target of 85% was not met for reading or math.

Grade	Percent of students meeting projected growth - READING	Percent of students meeting projected growth – MATH
7	72%	50%
8	61%	52%
9	78%	69%
10	90%	82%
11	NWEA projection not provided for grade 11	

97% of students met the benchmarks established on their ILP’s, exceeding the 80% target.

Section 6: Achievement Gaps in proficiency and growth between major student subgroups:

MeVA met the target to gather baseline data.

Targets

- Year 1: Establish baseline. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in reading.
- Year 1: Establish baseline. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in math.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades 7-12 in reading.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades 7-12 in math.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their Individual Growth Targets on their ILP’s

Performance:

Baseline data were collected. Targets will be established.

Section 7: Enrollment & Attendance

MeVA partially met the targets for enrollment and attendance.

Targets:

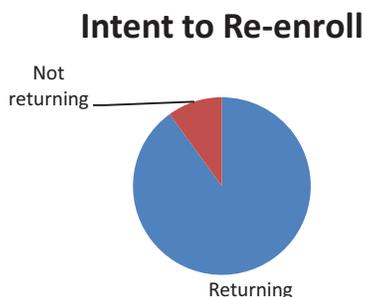
- The Average attendance rate as reported in the State data system for MEVA will be at or above the state average.
- Year 1: Establish baseline. Percent of students enrolled on state “count day” who are still enrolled on last day of school.
- Year 1: Establish baseline. Percent of students enrolled on last day of school indicating intent to return the following school year.

Performance:

The average attendance rate for MeVA students was 87%. The state average is 93%. MeVA did not meet the target of being at or above the state averages for attendance.

The percent of students enrolled on state “count day” who were still enrolled on last day of school was 73%. The school will use this baseline data to establish targets.

The percent of students enrolled on last day of school who indicated intent to return the following school year was 90%. The school will use this baseline data to establish targets.



Section 8: Post-Secondary Readiness:

MeVA met the targets for Post-Secondary Readiness.

Targets:

- Adjusted Cohort Graduation Rate.
- Percentage of students accepted to post-secondary schools.

Performance:

Graduation Rate

- Of the juniors enrolled on October 1, 2015, 30% graduated in June 2017.
- Of the seniors enrolled on October 1, 2016, 70% graduated in June 2017.
- Of the seniors enrolled in June of the 2016-17 school year 90% graduated that month.
- MEVA expects a few students to complete their remaining credits during the summer and graduate in August, for a graduation rate of seniors enrolled in June of the 2016-17 school who graduated to 98%.

31% of students were accepted to post-secondary schools.

Out of 60 students:

- 70% plan to continue education after high school;
- 16% plan to enter the world of work. Most of these students are continuing with their current employers;
- 1% plan to enlist (or have already enlisted) in the US Military;
- 13% plan to return to MEVA next year to recover credits needed for a diploma.

Section 9: Governance

MeVA met the targets for Governance.

Targets

- Board will meet one time per month at a minimum.
- Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes.
- 100% of Governing Board agendas and minutes are made available to the public.
- Bylaws and policies in application regularly reviewed.

President of the Board	Amy Carlisle
Board Member	Peter Mills
Board Member	Ed LeBlanc
Board Member	Kevin Pomerleau
Board Member	Donna Madore

The MeVA Governing Board is composed of five members of diverse skills and experiences. The Board meets monthly. All board meetings are posted on the school's website and are open to the public. Minutes are kept and, after approval, are shared on the school's website. MEVA's governing board is dedicated to the school. The governing board works to provide visionary

leadership and executive oversight. The Head of School sees to it that the governing board is kept informed by providing it with weekly updates.

Section 10: Administration

During the 2016-17 school year MeVA was under the leadership of its returning Head of School. The Head of School continues to serve as the school's Special Education Director. The CFO also continued to work with MeVA in year two. The K12 Operations Manager was replaced with a new Manager of School Programs and Operations, also a K12 position.

Head of School	Dr. Melinda Browne
CFO	Jennifer Hight
Manager of School Programs and Operations	Fadia Afaneh

Section 11: School Climate

MeVA partially met its targets for School Climate.

Targets:

- School will report the number of behavioral incidents using the state and federal reporting requirements and in Year 1: will establish baseline.
- School will gather and respond to family, student, and staff perceptions of the quality of the school's social and academic climate. Percent of participation in state student climate surveys will be 85%.
- Year 1: will establish baseline of percent of students who participate in at least one school sponsored or outside activity.

Performance:

MeVA did not have any reportable behavior incidents during the 2016-17 school year.

MeVA offered Field trips throughout the state during the 2016-17 school year. Approximately 50% of MEVA students participated in at least one school sponsored activity.

MeVA met the target of gathering and responding to family, student, and staff perceptions of the quality of the school’s social and academic climate. MeVA participated in Panorama Education Surveys for a second year in 2017. Families, students, and staff/teachers provided feedback for MeVA. The tables below and on the following page, provided by Panorama Education as part of a larger Insights Report, summarizes MeVA’s strengths and areas of growth, as demonstrated by the survey results.

- Teacher/staff survey participation was 100% (19)
- Family survey participation was 185 out of around 260 families. While some families may have participated twice, it appears as though there was a 71% participation rate in the family survey.
- Percent of participation in student climate surveys was 72%. MeVA did not meet the 85% participation target for students.

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>HIGH STUDENT PERCEPTION OF SCHOOL SAFETY: Students' perceptions of School Safety place Maine Virtual Academy near the 92th national percentile for this topic. Compared to other schools in the MCSC, Maine Virtual Academy is 10 points above average (93% vs 83% average) for School Safety.</p> <p>POSITIVE PERCEPTIONS FROM 3TH, 5TH, AND 8TH GRADE STUDENTS: Students in the lower grades respond more favorably on all topics compared to students in the older grade levels. What might be causing students in lower grades to have higher perceptions than students in other grades in these topics? Are there strategies that are implemented in these grades that increase students' perceptions in these areas that can be shared with older students?</p>	<p>TEACHER-STUDENT RELATIONSHIPS PARTICULARLY IMPROVED IN 2017: At 77% favorable, Maine Virtual Academy's average score in Teacher-Student Relationships is slightly above the MCSC average (65%), yet this score is a 5-point decrease from last year's results. While still in the average range compared to the national dataset, this dip reflects a change in student perceptions on varying facets of these relationships.</p>
FAMILY	<p>IMPROVEMENT IN SCHOOL CLIMATE: Families of Maine Virtual Academy rate the school's climate in the average range compared to other schools in Panorama's national dataset and to the MCSC overall. However, the school saw a 10-point increase on the topic from Spring 2016's family surveys, with all questions seeing steady improvement.</p>	<p>CHANGE IN PERCEPTION OF STUDENT GRIFF: While many family survey topics saw improvements from last year at Maine Virtual, families' perceptions of their own students' Grif saw a decrease of 11 percentage points, the largest change in either direction across all family topics.</p>

	STRENGTHS	AREAS OF GROWTH
STAFF & TEACHER	<p>FEEDBACK AND COACHING: At 56% favorable, Maine Virtual's School Climate score is 24 percentage points higher than the MCSC average of 34% and near the 70th percentile compared to all schools. Additionally, this topic saw a 10 point increase from 2019.</p>	<p>SCHOOL LEADERSHIP: *of all topics, teachers report least favorably on School Leadership with an overall score of 49% favorable. This score places Maine Virtual 9 percentage points below the MCSC average and near the 50th national percentile compared to other schools. Comparing to last year's score, there is potential room for improvement when it comes to teacher perceptions of the school's leadership.</p> <p>STUDENT GRIT: Teachers perceive student Grit as less favorable than both students and families' perceptions of the same. While students are most positive in their self-perceptions at 56% favorable and families in relative agreement at 49% favorable, teachers report student Grit at 30% favorable. It's worth exploring why teachers have lower perceptions of student Grit than both students and families.</p>

*Teachers only

Section 12: Parent and Community Engagement

MeVA partially met its targets for Parent and Community Engagement.

Targets:

- 100% of staff, students, and families will utilize k-mail communication and documentation system.
- School Improvement Team and the Parent Advisory Committee meetings will have parent participation. In Year 1 a baseline of the number of parents participating will be collected.
- 100% of families will meet with teachers for Individualized Learning Plans (ILP's) at a minimum of once a year.
- 100% of Learning Coaches will log into the Online School (OLS) at a minimum of once a week.

Performance:

Kmail is no longer used by the K12 system. The Kmail use target is no longer applicable.

School Improvement Team and the Parent Advisory Committee meetings are held and recordings are sent out to all families.

97% of families met with teachers for Individualized Learning Plans (ILP's) at a minimum of once a year. MEVA did not reach the 100% target.

97% of Learning Coaches logged into the Online School (OLS) at a minimum of once a week. MEVA did not reach the 100% target.

Section 13: Finances

MeVA met its target for Finances.

Targets:

- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

The operating budget is balanced. The governing board is engaged in strategic discussions about the school's needs and its operating expenses in creating annual budgets.

An annual financial audit was completed by MacPage in December 2016 for the 2015/16 fiscal year and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

MEVA recently completed two internal audits, (1) in special services and (2) operations, which provide evidence that MEVA's procedures are compliant with state and federal laws, as well as the needs of the school community.

Section 14: Facilities & Maintenance and Transportation

MEVA met its targets for Facilities and Maintenance.

Targets:

- Facility will meet all applicable state expectations for public schools
- School will provide record of costs and student utilization if applicable.

Performance:

Maine Virtual Academy's office suite accommodates all teaching and collaborative activities. The office suite is fully utilized by the entire faculty. The owner of the property provides a weekly cleaning service. The school's maintenance log-book is up to date. MeVA met the target of having its facility meet all applicable state expectations for public schools.

MeVA did not have any costs for student transportation during the 2016-17 school year.

Section 15: Evidence of Mission and Vision Implementation

MeVA serves students and their families who need the flexibility that virtual education affords. This flexibility may be necessary for a variety of reasons including providing time for talent development, accommodating internship schedules and other experiential learning opportunities.

In its second operating year, Maine Virtual Academy (MEVA) has grown in serving the school's mission and vision. The school has implemented a comprehensive academic plan that has increased the effectiveness of

the program by focusing on data-driven instruction, assessment, observation/feedback, school culture and professional development.

Section 16: Commendations and Recommendations

Commendations

1. The institution of a summer Title I program provides academic continuity for students through the summer months.
2. The school has developed a comprehensive academic plan which holds promise for greater academic coordination.
3. Monthly open-houses events have made the school more accessible to parents.
4. The average school-wide student passing rate was 84.6%.
5. The NWEA participation rate increased substantially.
6. Student and parent interviews largely described a school that met student needs.
7. Teachers reported the school offers a positive teaching experience and a collaborative professional camaraderie.
8. The school has developed a PEPG plan.
9. MEVA realizes it has room to grow and is actively looking at data and setting goals for improvement.

Recommendations

1. An exploration of socialization options to address the student-expressed need to meet more with their peers.
2. Concerns expressed by students regarding the curriculum should be explored.
3. Concerns expressed by teachers regarding the ease by which modifications can be made to the K12 curriculum, the tech support for the K12 curriculum, and the loss of the chat platform should be considered.
4. Further efforts should be made to provide new students with an understanding of the expectations of the virtual academic experience to help reduce student withdrawal.
5. Further efforts should be made to engage family support for struggling students.
6. Efforts to improve the retention of special education staff should be considered.
7. The school should review its current achievement data in the area of math and make a plan to address the lack of student progress.

APPENDIX S

SNOW POND Arts Academy Pre-opening Visit

August 12, 2016

SNOW POND Arts Academy has substantively met all the pre-opening requirements for a charter school. This was confirmed in the Review Team's on-site evaluation, conducted August 12, 2016 at their school site, 8 Goldenrod Lane, Sidney, Maine.

Governance

The school's Board of Directors, led by its chair, Anne Hammond, has taken a leadership role in ensuring the school is staffed, enrollment targets are being met, training has been provided for staff by K12 for the blended learning, and assuring the school will be ready to open. The board has a wide range of skills that should serve the school well.

Enrollment

The school did not need to hold a lottery by April 1, 2016, as enrollments did not require one. The school engaged in an aggressive recruitment campaign to acquaint the catchment area and beyond with the Academy and the opportunity to enroll. These efforts included television appearances, direct mailings, open houses with tours and pizza, newspaper articles, and appearances at public events. This resulted in the school enrollment increasing from an initial 35 students in June to a present (9-1-2016) enrollment of 109 students, with 6 more offered the opportunity to enroll. This places their enrollment within the contracted range. The enrollment is:

- Grade 9: 54 students
- Grade 10: 37 students
- Grade 11: 18 students

The review team complimented the school for its very positive recruitment program and enrollment results. Students are coming to the school mostly from the catchment and central Maine area and there are seven students who will be residing on the campus. Additional preparations are being made to be able to accommodate some students needing a residential venue with area host families.

After acceptance of enrollment to the school, students are given an arts interest area survey that is used for program and staffing planning purposes.

Staffing

The board has hired Rich Abramson to serve as Head of School and as Special Education Director. Mike Guarino will serve as Executive Director, J. Jurdak as Business Advisor and H. Neal as Accountant. All are experienced for their position and the Special Education Director is certified for the position. Academic, special education, and arts staff have been hired. The academic staff has been trained by K12 trainers in the use of the curriculum and in blended learning techniques. All staff has completed fingerprinting and background checks.

Facilities and Safety

The review team was impressed with the condition of the buildings and the renovations that have been made. The campus is very beautiful, serves a summer music camp, has the needed facilities, and is well equipped for the purposes of the Snow Pond Arts Academy. There were a few details that were being completed to be able to receive the certificate of occupancy. The leadership is confident that these details will be completed in time for the opening of school.

Budget

The review team had previously discussed a budget for an enrollment of 75 students, an amount anticipated prior to the time of the pre-opening review. Since that time, actual enrollment has increased to a level that is addressed by the approved original budget. The positive results of their fundraising efforts to support the school were reviewed.

Pre-Opening Checklist

The review team and the school representatives reviewed the pre-opening checklist and the following items were requested from the school:

- Membership of shared services oversight committee (received)
- Certificate of occupancy (received)
- Membership of Board teams (received)
- Staff resumes
- Student handbook
- Emergency contact list (received)
- Transportation contract and routes
- School Nurse and health advisor (received)
- Health and wellness plan
- Staff information grid as to certification and assignment

Commendations

The review team was impressed with the commitment of the board, the preparation for this pre-opening visit, the work of the administrative team, the quality of the preparation of the campus for the Snow Pond Arts Academy, the results of their recruitment and enrollment efforts, and the cooperation of the Snow Pond Center for the Arts. The board and administration of the Snow Pond Arts Academy appear to have a strong understanding of their mission and responsibilities they have in creating a quality charter school for their students and families.

Review Team Members

John Bird, Chair, Jana Lapoint, and Shelley Reed

APPENDIX T

Snow Pond Arts Academy
90 Day Visit Report
December 5, 2016

INTRODUCTION

The Maine Charter School Commission review team met with Snow Pond Arts Academy for its 90 day evaluation on December 5, 2016 at the school at 8 Goldenrod Lane, Sidney, Maine. The visiting team consisted of Maine Charter School Commission review team members John Bird, chair, Jana Lapoint, and Shelley Reed. Bob Kautz and Gina Post were also in attendance for the Commission. Roberta Lucas from the Department of Education was in attendance representing Special Services. Joseph Mattos, Interim Head of School, Koren Coughlin Interim Principal, and Governing Board members Julie Richard, Sherri Gilbert, and Janna Townsend were present to represent Snow Pond Arts Academy.

DISCUSSION WITH ADMINISTRATION AND BOARD

Prior to the visit, Snow Pond Arts Academy submitted the following documents to the Commission for review. These documents served as a guide for the discussion.

- Enrollment numbers, including demographic information
- Special Education count and Special education staffing
- Update on hiring of teachers and staff
- Success and Challenges in the school's opening and current operation
- Current Budget vs. Actual
- School's plan for gathering necessary documentation to report on Performance Measures

Meeting with Snow Pond Arts Academy Students

An informal meeting with seven Snow Pond Arts Academy Students described the school as a small school where everybody knows everybody. Students reported being very happy and comfortable at the school and said the school culture is very accepting of students' differences.

Student opinions of the virtual learning model used at the school varied greatly. While one student reported having gone from being a C-D student to an A-B student at Snow Pond Arts Academy because she learns better that way, another student reported finding the curriculum too fast and not allowing for mastery. This student said she had seen improvement in the pace of the coursework recently, but still didn't like it.

When asked how they felt about having arts classes in the morning and academic classes in the afternoon, students unanimously reported being happy with the schedule; finding that arts classes in the morning gets them excited to start the day.

Some things the students would like to see at Snow Pond Arts Academy include:

- more visual arts
- student choice with learning via K-12 on the computer or with a more teacher-centered approach
- putting on a production featuring the arts
- GSTA or Civil rights team
- SAT preparation

Enrollment numbers, including demographic information

There are currently 101 students enrolled at Snow Pond Arts Academy. Students come from local towns, and other towns over 40 miles away including Bath, Cape Elizabeth, Farmington, Greenville, and Portland. The enrollment by grade is as follows:

- 9 41
- 10 39
- 11 20

*One student had just enrolled and records had not yet been received from the sending district to inform what grade s/he is in.

Special Education count and Special Education staffing

Snow Pond Arts Academy hired one part-time special education teacher in October. A school psychologist was employed to test students and to coordinate special services at the school. At the time of the 90 day visit both the special education teacher and psychologist had given the school notice of their resignation. The school will be filling those vacancies. Snow Pond Arts Academy is also looking for an Ed. Tech. 3.

Because the school has had staffing difficulties, students requiring specially designed instruction have not received services and the school will need to offer compensatory services to students. It was recommended that Snow Pond Arts Academy send letters to parents immediately about the status of special education services not being provided to students and that compensatory services would be made available.

Update on hiring of teachers and staff

Snow Ponds Arts Academy staff have been hired for both the academic program and the arts program. The school reports that, while most teaching positions have been filled, several key administrative positions, such as Student Services Coordinator, Information Technology Director, and Special Education Coordinator are currently vacant. The school has plans to adopt a model of blended learning that is appropriate for Snow Ponds Arts Academy and all instruction will be based on that model.

Academic subject teachers were trained on the K-12 system and continue to refine the blended learning style of teaching. The school has identified this area as needing improvement and requiring more training. Teachers are also working to infuse the arts into academic classes. Snow Pond Arts Academy reports that both the blended learning of in-class and online learning and the infusion of arts into the academic subject areas has been a challenge.

Success and Challenges in the school's opening and current operation

Snow Pond Arts Academy reports some of its recent successes as:

- Programming – Snow Pond Arts Academy provides students with a comprehensive selection of course offerings and clubs and has recently revised its afternoon academic schedule to provide teachers with more time for teacher/student contact.
- Performance Showcases - Once a month, students in all academic areas have the opportunity to perform for the school community to demonstrate learning from their courses. Student performances rotate so that all students have an opportunity to participate. Families are welcomed to attend these events.

- Student Cabaret – Starting in December, Snow Pond Arts Academy will offer a student –led Cabaret for students wishing to perform contemporary pieces to their peers. Students are responsible for organizing, planning and running this coffee-house style venue.
- Enrollment – Snow Pond Arts Academy student enrollment has increased from 65 students registered in July to a current level of 101 students in grades 9, 10, and 11.
- Positive School Climate – Students and Snow Pond Arts Academy employees are dedicated to an Arts education, which is reflected in their commitment to their work and studies.
- Safe and Healthy School Environment –Nutritious meals and snacks are provided to students on a daily basis, and Snow Pond Arts Academy has worked closely with the Oakland Fire Department to create emergency plans and procedures to ensure student and staff safety.

Snow Pond Arts Academy reports some of its recent challenges as:

- Staffing - Staffing has been an ongoing challenge since the opening of school because of students' enrollment needs and employee resignations. Most teaching positions have been filled but several key administrative positions are currently vacant.
- Leadership –In respect to overseeing the operation of Snow Pond Arts Academy in both management and academic areas leadership in operating a public charter required more appropriate skills for that task. Factors contributing to this problem include not hiring a Head of School, an absence of job descriptions and job expectations, and an unclear Organizational Chart for managing Snow Pond Arts Academy. Steps are being taken to address these areas of concern. These include hiring qualified and experienced personnel for the positions of Head of School, Principal, and Operations Manager.
- Academic Programming – Snow Pond Arts Academy has encountered problems implementing a “blended learning” model. Factors contributing to this problem include a lack of training and experience in working with K-12 online courses and an unclear Snow Pond Arts Academy definition and description of “blended learning.”
- Academic and Arts Performance Measures – Performance Measure as identified in the Snow Pond Arts Academy Charter Contract have yet to be addressed. The NWEA is not currently being used to measure students' achievement in English. Plans are currently underway to create individual student Personal Learning Plans and performance assessments (with rubrics) for both Arts and Academics that provide accurate measures in determining students' proficiency in demonstrating important curriculum standards.

Current Budget vs. Actual

Snow Pond Arts Academy provided an updated “working” budget as well as Current vs. Actual. Snow Pond Arts Academy reported \$90,000 has been pledged or received from fundraising, and revised state subsidy revenues have been calculated into the budget. The bottom line shows a deficit of \$44,048. Any new salaries or unexpected expenses will increase this bottom line. The school is in the process of reconciling some specific payroll issues that have resulted from payroll overpayments since the beginning of the school year. The school has hired an experienced public school operations person to manage the finances of the school and address identified budget issues.

School's plan for gathering necessary documentation to report on Performance Measures

During the 2016-2017 school year Snow Ponds Arts Academy 11th grade students will participate in state testing.

The school has not begun using its school-selected assessment- NWEA Map Test. The other school-selected assessment, Personal Learning Plans, are currently being developed.

Student enrollment has fluctuated. Students who withdrew cited reasons such as the school was not a good fit and the use of K-12 technology.

The Governing Board holds regular meeting and posts the agenda on the school's website. The school received a letter from the Commission's Director of Project Management a week before this meeting pointing out that Board meeting minutes had not been posted to the website since before the opening of school. Minutes were posted within days, and assurances were given that, moving forward, minutes would be posted promptly after their approval. Board meetings are open to the public.

The facility was renovated prior to the start of school to provide year-round locations for academic and arts classes. Resident's housing is provided when needed for student attendance.

Transportation is offered to students in the catchment area. The transportation routes have undergone a few adjustments since the start of the school year to better accommodate students' needs.

The school's food service is provided through Snow Pond Arts Center. Students can purchase nutritious meals and snacks.

Snow Pond Arts Academy has not had any reportable bullying or harassment incidents, but is aware of the reporting requirements. A baseline will be established this year. The school's director is aware of the Commission-sponsored survey for teachers, staff, students, and parents.

CONCLUSION

Snow Pond Arts Academy will provide the Commission with a plan for moving into the second semester at the end of the month. With the changes planned for the leadership of the school the expectation is that items of concern will be addressed. The Commission will closely monitor the progress the school makes toward addressing the concerns as summarized in the challenges noted in this report.

APPENDIX U

Maine Charter School Commission

September, 2017

On May 9 and June 13, 2017, announced on-site visits were made to Snow Pond Arts Academy. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Services team member. The visiting team held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	John Bird
Commission Member	Jana Lapoint
Commission Member	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT 2016-2017

September 2017

Section 1: School Overview

School Name	Snow Pond Arts Academy (SPAA)
Address	8 Goldenrod Lane, Sidney, ME 04330

Board Chair	Janna Townsend
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Head of School	Deborah Emery
Principal	Heather King

Year Opened	School Year 2016-2017
Years in Operation	1
Number of Sending Districts	27
Grades Served	9 - 11
Number of Students	106 (October 1, 2016 "count day")
Teacher – Student Ratio	1:15

Mission	Snow Pond Arts Academy (SPAA) aims to transform students' lives and contribute to the cultural capital of Central Maine by providing high quality, comprehensive, college preparatory Academic and Arts education in an inclusive, nurturing, and culturally rich environment for high school age students.
Vision	Snow Pond Arts Academy (SPAA) will serve as a center of excellence for both academic and arts learning in Central Maine. Snow Pond looks at education as both the accumulation of knowledge along with the cultivation of engagement, imagination, leadership and collaboration. Through the initial introduction of Music, Theatre, and Dance, and ultimately the inclusion of all the Creative and Visual Arts, Snow Pond will be a witness to the magical power of the Arts to bring people together, to create an engaged vibrant community, and to cultivate the traits that are so vitally important in the next generation of citizens. As a community of engaged learners, Snow Pond Arts Academy will develop more than musicians and artists, but also responsible, joyful, contributing citizens. In this way, and by ensuring as many people as possible can benefit from the exposure to Performing & Creative Arts, hiring talented arts educators who bring their expertise to Central Maine, and further collaborating with other educational arts, and cultural organizations, Snow Pond will become an integral part of the community and a much needed beacon for the arts.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency		X ¹	
Student Academic Growth		X ²	
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance			X ³
Enrollment		X ⁴	
Post-Secondary Readiness	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship		X ⁵	
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 ⁶	

¹ SPAA did not collect data on Personal Learning Plan goal completion.

² In math 73% of students met or exceeded individual annual growth by RIT score. The 85% target was not met for math.

³ SPAA's average daily attendance rate was 90% and did not meet the 95% target.

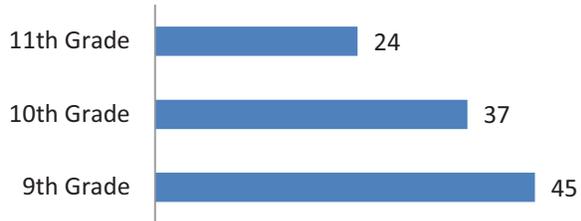
⁴ 86% of students enrolled on October 1, 2016 were still enrolled on the last day of school. The 90% target was not met.

⁵ SPAA received a letter from the Maine Charter School Commission requesting minutes be posted in a timely manner.

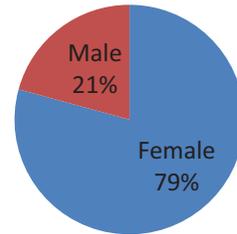
⁶ SPAA had one parent conference in the 2016-17 school year. There was 50% parent participation. The school did not meet the 90% target. SPAA was unable to report on the documentation of parent participation in volunteer activities due to the turnover in administration. Anecdotally the school reported that it did have parent volunteers for a variety of activities.

Section 3: Demographics

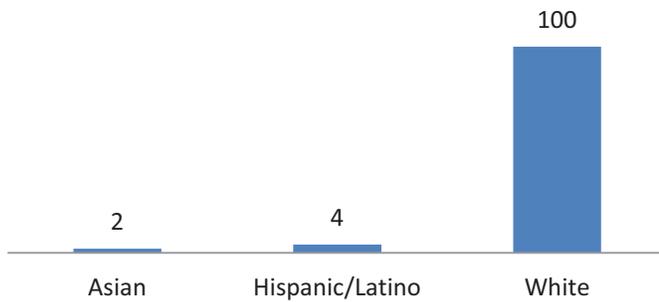
Enrollment by Grade



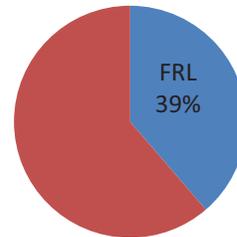
Sex



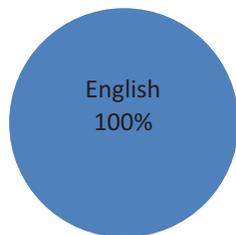
Race/Ethnicity



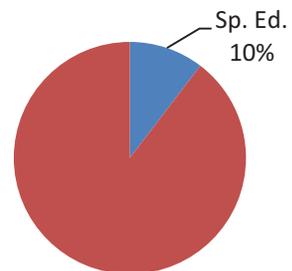
Free/Reduced Lunch



Language



Special Education



Section 4: Academics

SPAA partially met its academic proficiency and growth targets.

Targets:

Proficiency

State Assessments:

- Year 1- Gather baseline data and set goal for proficiency on State Assessments in Reading and Math

School Assessments:

- 80% of students will meet all of their Personal Learning Plan (PLP) goals
- Year 1- Gather baseline data and set goal for proficiency on school selected assessment in Reading and Math

Growth

State Assessments:

- Year 1- Gather baseline data and set goal for Same cohort growth on State Assessment in ELA a math

School Assessments:

- 85% of students will meet or exceed individual expected annual growth by RIT score as identified by NWEA in reading.
- 85% of students will meet or exceed individual expected annual growth by RIT score as identified by NWEA in math.

Achievement Gaps

- Year 1- Gather baseline data and set goal for decreasing gaps in proficiency and growth between major student subgroups on Maine State Assessment and school selected assessment in reading and math.

Performance:

Snow Pond Arts Academy administered the MEA and gathered baseline data for student academic proficiency and growth. Data will be analyzed to set goals for proficiency and growth for the remainder of the charter contract.

16 students (94%) in 11th grade participated in the MEA. The results are shown in the table below.

MEA Grade 11 (16 students)	% At or Above State Expectations	% Below or Well below State Expectations
MATH	37.5	62.5
ELA	<i>not reportable*</i>	<i>not reportable*</i>

The percent of students *At or Above State Expectations* in math was slightly higher than the state average of 34.9%.

**While results were reported to the Maine Charter School Commission results for ELA are not publicly reportable due to the small class size and maintaining student confidentiality.*

On the NWEA, which was administered to SPAA's 9th and 10th grade students as the school selected assessment, 85% of students met or exceeded individual annual growth by RIT score reading as identified by NWEA. SPAA met the 85% target. In math 73% of students met or exceeded individual annual growth by RIT score. The 85% target was not met for math.

SPAA did not report on Personal Learning Plan goal completion.

Section 5: Enrollment

SPAA partially met its enrollment targets.

Student Enrollment Targets:

- A minimum of 90% of the students enrolled on Oct 1 of any school year will still be enrolled as of the last day of that school year.
- By the end of each school year a minimum of 90% of students enrolled on the last day of school will indicate their intent to return for the following year.

Performance:

86% of students enrolled on October 1, 2016 were still enrolled on the last day of school. The 90% target was not met.

At the end of the school year 91% of students indicated intent to enroll meeting the 90% target.

Section 6: Attendance

SPAA did not meet its attendance target.

Attendance Targets:

- Average Daily Attendance will be 95%.

Performance:

SPAA's average daily attendance rate was 90% and did not meet the 95% target.

Section 7: Post-Secondary Readiness

SPAA met its post-secondary readiness target.

Target:

- Year 1- Gather data and set goal for remainder of charter contract

Performance: SPAA explored dual-enrollment opportunities and partnerships with colleges and universities.

Section 8: Governance

SPAA partially met its governance targets.

Targets:

- Meetings of the governing board held monthly
- Evidence of bylaws in place and reviewed
- Meeting minutes publicly available

Performance:

The governing board met monthly and committees met more often as needed. The school’s bylaws were in place. Meeting minutes were publicly posted to the school’s website with inconsistency. In May, 2017 SPAA received a letter from the Maine Charter School Commission requesting minutes be posted in a timely manner.

2016-2017 Governing Board	
Board Co-Chair	Anne Hammond
Board Co-Chair	Carl Steidel
Board Member	Sherry Gilbert
Board Member	Deb Levenseller
Board Member	Gail Levinsky
Board Member	Kathy Moore
Board Member	Julie Richard
Board Member	Janna Townsend
Board Member	Tom Vigue

Section 9: Administration

In its first year SPAA suffered from a lack of consistent and experienced leadership. Months into the school year the governing board hired an experienced Interim Head of School. During the following months much progress was made in many areas of the school’s operation. A School Improvement Plan was developed by the Interim Head of School and governing board and was presented to the Maine Charter School Commission. This plan began its implantation in the 2016-17 school year and continued to serve the school well, guiding it into its second year under a permanent Head of School and a new Principal.

Section 10: School Social and Academic Climate

SPAA met its school climate targets.

Targets:

- Initial data will indicate baseline in year 1. Measurable goals will be set to reduce instances of bullying, harassment, or other abusive practices
- School will participate in the state student climate surveys; data compared with comparison schools
- SPAA will create and disseminate anonymous surveys to parents and staff annually.
- Goals will be set after baseline data collected and analyzed

Performance:

SPAA reported 3 reportable instances of bullying, harassment, or other abusive practices to the Maine Department of Education, establishing a baseline and meeting the target. SPAA participated in Panorama Education Surveys in spring 2017. Families, students, and staff/teachers provided feedback for SPAA. The table on the following page, part of a larger Insights Report provided by Panorama Education, summarizes SPAA’s strengths and areas of growth, as demonstrated by the survey results.

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>+HIGH STUDENT PERCEPTION OF SCHOOL SAFETY: Students' perceptions of School Safety place Snow Pond Arts Academy near the 90th national percentile for this topic. Compared to other high schools nationally, Snow Pond Arts Academy is near the 99th percentile for School Safety. In particular, 11th grade students and male students report the highest perceptions of School Safety (+8% and +5% higher than the school average, respectively).</p>	<p>-NEGATIVE PERCEPTIONS FROM 9TH GRADE STUDENTS: Students in 9th grade responded least favorably on four out of six topics (Teacher-Student Relationships, School Safety, Rigorous Expectations, Grit) and second to least favorably on School Engagement. What might be causing students in 9th grade to have lower perceptions in these key topics? Are there strategies that are implemented in 10th grade that increase students' perceptions in these areas that can be shared with 9th grade students?</p> <p>-GRIT, PARTICULARLY FOR MALE STUDENTS AND 9TH GRADE STUDENTS: At 57% favorable, Snow Pond Arts Academy's overall score in Grit is close to the MCSC average. Yet, this score places Snow Pond near the 40th national percentile, and 9th grade students and male students report lower perceptions of Grit (both -7% from the school average).</p>
FAMILY	<p>+HIGH FAMILY PERCEPTION OF SCHOOL SAFETY: Like students, families report high scores on school safety at Snow Pond (2% higher than the MCSC average score on this topic). Snow Pond is also near the 60th percentile nationally compared to <i>all schools</i>, and near the 99th percentile when compared <i>just to other high schools</i>.</p>	<p>-FAMILY ENGAGEMENT: While Snow Pond's Family Engagement score is near the 70th national percentile compared to other high schools, this topic received the lowest favorability from families of any topic. Low scores persist across subgroups (e.g. gender of student, grade level of student, and length of time at Snow Pond).</p> <p>-PERCEPTIONS OF PARENTS WITH FEMALE STUDENTS: Parents who have identified their student as female report lower scores across 4 out of 6 topics (Family Engagement, Grit, School Climate, School Fit, and School Safety) with the largest difference in the School Fit topic. Why might families with female students perceive Snow Pond differently than families with male students when reflecting on these topics?</p>
STAFF & TEACHER	<p>+ POSITIVE PERCEPTION OF SCHOOL CLIMATE: At 76% favorable, Snow Pond's School Climate score is 6 percentage points higher than the MCSC average and near the 80th percentile compared to <i>all schools</i>. When compared <i>just to high schools</i>, Snow Pond is near the 99th percentile on this topic.</p>	<p>-FEEDBACK AND COACHING: Of all topics, teachers report least favorably on Feedback and Coaching with an overall score of 19% favorable. This score places Snow Pond 15 percentage points below the MCSC average and near the 10th national percentile compared to <i>all schools</i> and near the 20th national percentile compared to <i>high schools</i>.</p> <p>-STUDENT GRIT: Teachers perceive student Grit as less favorable than both students and families. Students and families seem to agree about the level of student Grit (students reporting 57% favorability and families reporting 56% favorability on this topic), while teachers report student Grit as 34% favorable. It's worth exploring why teachers have lower perception of student grit than students and families.</p>

Section 11: Parent and Community Engagement

SPAA partially met its parent and community engagement targets.

Targets:

- 90% parental involvement in at least one parent/teacher conference per year
- SPAA will send, at a minimum, monthly communications to parents via e-mail and/or web-posting to advise them of school happenings and important upcoming dates and decisions.
- SPAA will document parent/guardian participation in volunteer groups and activities to gather baseline information for year 1 and set goals for improvement moving forward
- In year 1 the school will identify specific events that it would like to have high parent participation in and identify a base line for involvement based on sign in sheets. In year 2 the school will set goals for improvement moving forward.

Performance:

SPAA had one parent conference in the 2016-17 school year. There was 50% parent participation. The school did not meet the 90% target.

Newsletters were sent out each week, one from the principal and one from the student services director via the school's web site and email, meeting the target of a minimum of monthly communications to parents.

SPAA was unable to report on the documentation of parent participation in volunteer activities due to the turnover in administration. Anecdotally the school reported that it did have parent volunteers for a variety of activities.

SPAA identified several events for high participation: monthly recitals featuring students, end of year barbecue in 2017, and one-acts dinner theater nights. SPAA met the target for identifying high participation activities.

Section 12: Finances

SPAA met its finance targets.

Targets:

- Report on the percentage variation between budget and actual revenue and expenditures
- Submit quarterly financials to the Commission
- Completion of annual financial audit

Performance: SPAA reported budgetary information and submitted quarterly financials to the Maine Charter School Commission. An annual audit was not needed in the school's first year.

Section 13: Facilities & Maintenance

SPAA met its facilities and Maintenance targets.

Targets:

The School will provide an annual report related to:

- Percentage of over or under cost projection on facilities (+/- 5%)
- Rate of room utilization
- Daily cleaning logs
- Maintenance requests and time completed
- Updated 1-3-5 year plan for capital improvements

Performance:

SPAA contracts with the New England Music Camp (NEMC) for leased space on the campus of the NEMC. These leased spaces include: educational spaces, dining spaces, performance spaces, and with the right to use common entrances, hallways, rest rooms, elevators, walkways and stairways in the buildings in common with others. Space for parking is also made available to SPAA.

SPAA reports that in general, facilities have been adequate. Facilities have been maintained in a satisfactory manner in respect to appropriate maintenance, cleanliness, and access to all spaces e.g. snow removal.

Section 14: Food Service

SPAA met its Food Service targets.

Targets:

- food service costs
- number of students served/frequency
- free and reduced lunch data

Performance:

Approximately 35 students participated regularly in SPAA’s school lunch program provided by Snow Pond Center for the Arts. At the end of the school year SPAA had a negative (-) balance of approximately \$17,000 for the Food Service Program.

Section 15: Transportation

SPAA met its Transportation targets.

Targets:

- transportation costs
- number of students transported/frequency

Performance:

During the 2016-17 school year SPAA provided daily transportation services for approximately 65% (60 students) of its students via school bus transportation services provided by RSU 18 and by two, leased school vans.

- RSU 18 provided three bus routes: 1. Gardiner Area Route (11 students), Fairfield/Winslow Area Route (31 students) and the Oakland/In District Route (7 students).
- Two school vans transport 11 students from the Brunswick/Topsham area.

Also, three students from the Pittsfield area received a gas card to offset some of their transportation costs to SPAA.

Bus and van routes have remained the same throughout the 16/17 school year, although some minor changes were made in pickup and drop of locations. Routes extend beyond SPAA's required 15 mile transportation radius.

Section 16: Evidence of Mission and Vision Implementation (For mission and vision see page 2)

SPAA offers content area classes and dance, music, and theater classes for its students providing a rich combination of arts and academics.

Section 17: Authorizer Notes (in place of 'Commendations' and 'Recommendations')

In Snow Pond Arts Academy's first year (2016-17) the school dealt with many difficulties. The Maine Charter School Commission staff and review team made visits to the school and identified specific concerns requiring attention. In response, the school created a School Improvement Plan (exhibit 1, attached) to address each of the following areas: governance, finance, leadership, and programming. SPAA began its work on the SIP during the 2016-2017 school year and made progress as noted below.

Governance:

- In response to the lack of policies the governing board adopted a comprehensive Policy book.
- The governing board developed a self-evaluation tool that will be administered in order to give direction to further work.

Finance:

- SPAA's budget includes a plan for repayment of debt
- The head of school has explored several cost-saving measures

Leadership:

- In response to the lack of continuous and qualified leadership SPAA hired a qualified full time Head of School and a full time Principal.
- In response to a lack of leadership and expertise in the area of special education SPAA hired a part time special education director.

Programming:

- In response to the lack of special education services during 2016-17 SPAA provided compensatory services to all students who were offered and accepted services.
- In response to its curriculum challenges SPAA opted to discontinue its use of K12 for its curriculum. Work was done to map out standards based on the Maine Learning Results.
- Teachers had 3 days of professional development the summer and Friday afternoons are now set aside for weekly PD for teachers.