# School Year 2014-2015

Maine Charter School Commission

# ANNUAL REPORT TO THE COMMISSIONER

October 2015

# Maine Charter School Commission

**Members:**

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Ande Smith, Vice Chair
John Bird
Nichi Farnham
Jana Lapoint
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**Websites:**

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

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

**Maine Public Charter Schools:**

Baxter Academy for Technology and Science
54 York 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

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

## Table of Contents

**Part I – Report**

Commission and Staff 1

Maine Public Charter Schools 1

A. The Maine Charter School Commission's strategic vision for chartering and progress toward achieving that vision 3

B. The performance of all operating public charter schools overseen by the Maine Charter School Commission 7

C. The status of the authorizer's public charter school portfolio of approved charter applications 7

D. The oversight and services provided by the Maine Charter School Commission to the public Charter schools under the authorizer's purview 8

E. The total amount of funds collected from each public charter school the Maine Charter School Commission authorized and the costs incurred to oversee each public charter school 9

**Part II – Additional Documents**

Organizational Chart 10

Review Team schedules 11

Maine Charter School Commission 2014-2015 Calendar 12

Maine Charter School Commission FY15 School Payments – by vendor 13

Maine Charter School Commission FY15 Year to Date Expenditures – other special revenue funds 22

Maine Charter School Commission FY 15 Expenditures by Vendor – other special revenue funds 24

Budget FY16 25

Budget Guideline 27

Baxter Academy for Technology and Science Annual Monitoring Report 29

Cornville Regional Charter School Annual Monitoring Report 42

Fiddlehead School of Arts and Sciences Annual Monitoring Report 54

Harpswell Coastal Academy Annual Monitoring Report 67

Maine Academy of Natural Sciences Annual Monitoring Report 80

Maine Connections Academy Pre-Opening Report 93

Maine Connections Academy 90-Day Visit Report 94

Maine Connections Academy Annual Monitoring Report 97

Maine Charter School Commission

**Annual Report to the Commissioner**

**2014 – 2015 School Year**

**October 2015**

This Annual Report to the Commissioner is written to satisfy the requirement of MRSA Title 20-A, Chapter 112: Public Charter Schools - Reporting and Evaluation, an authorizer shall submit to the commissioner an annual report within 60 days of the end of each school fiscal year. This report must summarize:
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. Also, Rule 90-668 Chapter 2: Procedures for Commission Authorization of Public Charter Schools, based upon the experience of two rounds of Requests for Proposals (RFP), was formally amended to improve the process of approving public charter schools. Rule 90-668 Chapter 3: Procedures for Charter School Renewal. Chapter 3 was created to have a procedure established for the renewal process, which will be formally occurring for two of the schools, MEANS and Cornville Regional Charter School, during the 2015-16 school year.

Charter School Approval Process:

The charter school approval process includes a four step process:

1. The first step is a completeness review. Applications judged not complete are returned to the sponsor for errors or omissions to be corrected within 5 days.

2. Those applications deemed to be complete then move to the second step, approval for continued review. A Review Team, comprised of three Commission members, assisted by technical experts, as needed, review each application and rate it using the evaluative criteria in the RFP. Using the scoring rubric as a tool, the Team develops a recommendation for consideration by the full Commission to determine merit for continued review.

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

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

A fourth round of RFPs, dated June 11, 2014, was completed in the spring of 2015 with the Commission approval of one new public charter school, Maine Virtual Academy, Maine's second virtual school, serving grades 7-12. Maine Virtual Academy opened on August 31, 2015. This will allow Maine students the opportunity to choose to receive their education from seven public charter schools, each offering a different educational focus.

Cornville Regional Charter School serves grades K-8

Maine Academy of Natural Sciences serves grades 9-12

Baxter Academy for Technology and Science serves grades 9-12

Fiddlehead School of Arts and Sciences serves pre-K -grade three

Harpswell Coastal Academy serves grades 6-11

Maine Connections Academy serves grades 7-12

Maine Virtual Academy serves grades 7-12.

RFPs were released on June 10, 2015, with a receipt date of September 1, 2015. The Commission could approve up to three new schools before reaching its legislated maximum of ten schools during the first ten years following the passage of 20-A MRSA, Chapter 112 (2012-2022).

Legislative Process:

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

The Commission presented its budget to the Education and Cultural Affairs Committee and the Appropriations Committee. The Commission recommended that its annual state budget be based upon the revenues received from the charter schools for oversight purposes rather than State revenues. This recommendation was approved and is now in place.

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 ninety-day reviews with each newly opened school, as well as, an extensive end-of- year review with each charter school.

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

Commission Activities:

In addition to monthly meetings (see calendar in additional documents), Commission members were available to media representatives responding to inquiries, as well as, contributing to a better public understanding of the charter school law and transparency of Commission activities. The Commission did conduct a well-attended clinic on Maine's Charter School Law and public charter schools at the Maine School Management Association Annual Fall Conference, October, 2014.

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.

Staff:

Supporting the Commission are three administrative employees, an Administrative Assistant, a Director of Program Management, and an 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, and many other tasks.

The Executive Director assists the Commission on many levels, particularly in developing policies and procedures, serving as a liaison between the Commission and the Maine Department of Education, Legislature, and Attorney General's Office, providing research and analysis, monitoring charter contracts for compliance, managing Commission income and expenses, and working with the Commission throughout the charter application process.

The Director of Program Management assists the Commission with many tasks, which include: review of charter applications, analyzing and evaluating charter school academic performance, 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.

Strategic Plan:

The 2015-16 Maine Charter School Commission Strategic Plan is to enhance and refine its core business processes to better regulate Maine public charter schools and to help assure their educational and operational excellence. Under this plan, the MCSC will address the following lines of effort:

- Revise the application process to be more effective and manageable;
- Improve the effectiveness of the school monitoring process;
- Define and implement a process for development and management of the Commission's budget;
- Review existing Commission public documents and consider additional communication to the executive branch, legislature and public, that will provide information on the status of charter schools in Maine; and
- Consider changes to the form of charter school contract to clarify such areas as mechanisms for non-compliance and amendment processes.

Sub-Committees:

In addition to the work done by the full Commission, the Commission has established 5 sub-committees. These sub-committees consist of 3-4 commission members, and also include staff as appropriate.

- Budget
  - Establish process for reviewing budget
  - Consider future budget in light of Mission and Goals
  - Identify needs
- Monitoring
  - Evaluate effectiveness of schools' self-assessment for review and report
  - Review timetable
  - Identify essential Components
- Contract
  - Review for elements
  - Evaluate procedures regarding non-compliance
  - Review process for material/non-material Amendment
- Public Documents
  - Gather, edit, and create appropriate documents for various audiences
- Application
  - Consider a 2-phase application process
  - Review for essential components
  - Review timeline

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

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

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

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

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

(1) Approved:

None

(2) Operating:

- Baxter Academy for Technology and Science (September, 2013);
- Cornville Regional Charter School (October, 2012);
- Fiddlehead School of Arts and Science (September 2013);
- Harpswell Coastal Academy (September 2013);
- Maine Academy of Natural Sciences (October, 2012);
- Maine Connections Academy (September, 2014);
- Maine Virtual Academy (September, 2015)

(3) Renewed:

Not Applicable

(4) Transferred:

None

(5) Terminated:

None

(6) Closed:

None

(7) Never opened:

None

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

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

In the past year, the Commission held a full-day interim monitoring visit and pre-opening visit to Maine Connections Academy (MCA).

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

The pre-opening visit included Governing Board Members and administration at which the school's contracted pre-opening plan was reviewed for completeness and authorization to open. (The pre-opening visit report is attached.)

During the first year of operation, the Commission Review Team administers a 90-day visit at the school. These full-day interim visits are held during the first ninety days of the opening of the school. For the 2014-15 school year only MCA required a 90-day visit. The MCA visit included focus group meetings with parent representatives, teachers, administration, partners and students. The Team reviewed data provided by the school, toured the school and observed classes and activities; all to assess the school's progress in implementing their proposed educational and organizational plans. (The 90-day visit report for Maine Connections Academy is attached.)

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

- the opening of schools to observe the beginning of the school year;
- visited the charter schools on an occasional and planned basis during the school year;
- any enrollment lotteries conducted by schools when enrollment declarations exceed the number of openings;

- pre-opening review at the Maine Connections Academy charter school approved for opening in September, 2014;
- the graduation ceremony at the Maine Academy of Natural Sciences and at the Maine Connections Academy.

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

In addition to the oversight activities, the Charter Commission supported programs to assist the charter schools. In cooperation with the Maine Association for Charter Schools (MACS), a workshop on boardsmanship was presented. In attendance were governing board members and administrators from all of the charter schools and representatives from potential applicants. Also, the Charter Commission, working with the staff of the Maine Department of Education, has planned a workshop for the charter schools that will deal with the requirements for implementing a proficiency based diploma.

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

The 3% amount received from the resident school districts in FY 15 was $262,147 of which a portion was used to pay the Commission per diem in FY 2015, as well as, fund professional development for the Commission and staff. The balance will be carried into the next fiscal year, FY 2016.

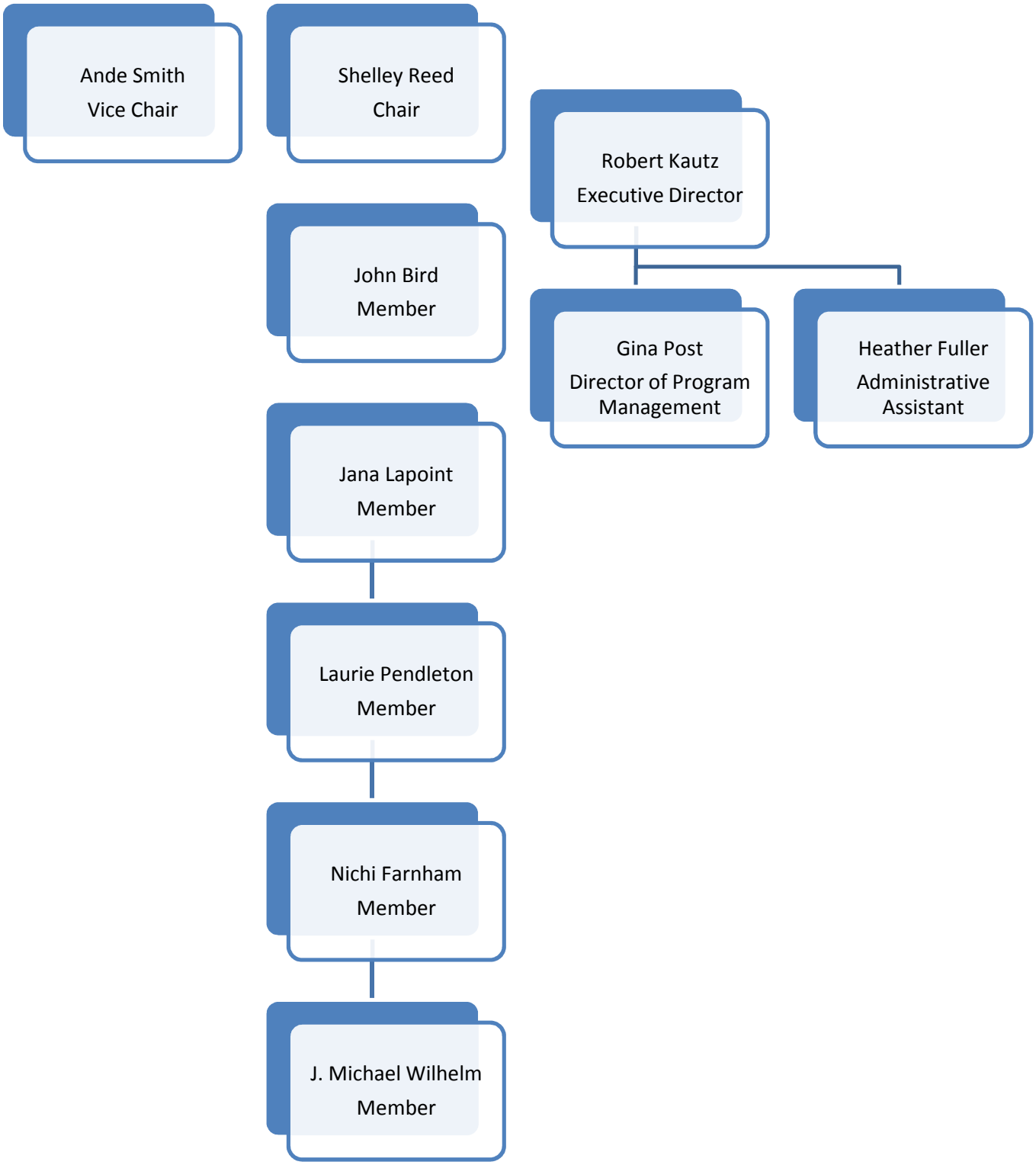
Professional development of the Commission and staff is to assure that the Commission in its operation adheres faithfully to the requirement of the Public Charter School Law that authorizers meet nationally recognized principles and professional standards.

In Fiscal Year 2015, the Maine Charter School Commission received an appropriation of $148,406. The Commission expended from its budget $141,759. (The FY 2015 General Fund expenditure report is attached.) The monies expended were used to operate and staff an office that supports the operational and oversight activities of the Commission.

In July 2015, the Maine Charter School Commission recommended that it be funded entirely from the 3% annual per-pupil allocations funds, with no state appropriation, which was the original plan when the charter school law was created.

Attached to this report are: FY15 school payments - by vendor, FY15 year to date expenditures - other special revenue funds, FY15 expenditures by vendor -other special revenue funds, FY16 approved budget, FY16 budget guideline.

# Maine Charter School Commission



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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Maine Charter School Commission | | | | | | | | | | | |
| | **Public Charter School Review Teams** | | | | | | | | | | End-of-year visits | | |
| | End-of-year visits | | | | | | | | **Approved 7-7-15** | | MCSC Approved 5-6-14* | | |
| | 2014 | **Jana** | **Shelley** | **Ande** | **John** | **Laurie** | **Mike** | **Nichi** | **Report Writing** | | | 2015 | |
| **Baxter** | Thursday, June 12, 2014 | **Chair** | | Member | Member | | | | **7/31/15** | 541 | **10:00** | hurs, Jun 11, 2015 | |
| | | | | | | | | | **Conference Calls** | | | | |
| **Cornville** | Thursday, May 29, 2014 | Member | Member | | | | **Chair** | | **7/30/15** | 541 | **9:00** | hurs, May 28, 2015 | |
| **Fiddlehead** | Tuesday, June 10, 2014 | Member | **Chair** | | | | | Member | **7/30/15** | 541 | **10:30** | ues, June 9, 2015 | |
| **Harpswell** | Thursday, June 5, 2014 | | Member | | Member | **Chair** | | | **8/4/15** | **103** | **1 ish** | hurs, June 4, 2015 | |
| **MeANS** | Tuesday, July 22, 2014 | Member | | | **Chair** | | | Member | **9/1/15** | **103** | **1 ish** | Wed, July 22, 2015 | |
| **Maine Connections** | | | | **Chair** | | Member | Member | | **8/3/15** | **536** | **1:00** | Mon, May 18, 2015 | |
| | Pre-opening Meeting | | 90-Day Visit | | | | | | | | | | |
| | Wed. August 20,2014 9:30 a.m. | | December 9, 2014 | | | | | | | | | | |
| **Maine Virtual** | **Update Meeting 8-3-15 3 p.m. RM 536** | | | Member | | Member | **Chair** | **Pre-Opening Tues. 8-11-15** | | | **9:30** | NA in 2015 | |
| **Academy** | **Bob, Mike,** | | | | | | | 90-Day Visit Wed. 12-2-15 | | | | | |
| | **APPLICANT REVIEW TEAMS** | | | | | | | | | | | | |
| | | | | | | | | | **Review Team Int.** | **RM** | | **Commission Int. Public Hearing** | **Place** |
| | **Acadia Academy** | | | | | | | | | | | | |
| | **Lewiston-Auburn** | | | **Member** | | **Chair** | | **Member** | **W. 9-30-15** | 500 | | Mon. 10-26 | 103 |
| | | | | | | | | | **12-2 p.m.** | | | 2-6 p.m. | |
| | **Inspire ME Academy** | | | | | | | | | | | | |
| | **York County** | **Member** | **Chair** | | | | **Member** | | **Th. 10-1-15** | **500** | | Thurs. 10-29 | **YCCC?** |
| | | | | | | | | | **9:30-11:30 a.m.** | | | 10 -2 | |
| | **Peridot Montessori** | | | | | | | | | | | | |
| | **Charter School** | | | | **Member** | **Member** | | **Chair** | **W. 9-30-15** | 500 | | Wed. 10-28 | Ellsworth |
| | **Hancock County (Ellsworth)** | | | | | | | | **2:30-4:30 p.m.** | | | | Public |
| | | | | | | | | | | | | | Library |
| | **Sheepscot Bay Charter School** | | | | | | | | | | | | |
| | **Wiscasset** | | | **Chair** | | | **Member** | **Member** | **W. 9-30-15** | 500 | | Mon. 10-26 | 103 |
| | | | | | | | | | **9-11 a.m.** | | | 9 a.m. - 1 p.m. | |
| | **Snow Pond Arts Academy** | | | | | | | | | | | | |
| | **Sidney** | **Member** | **Member** | | **Chair** | | | | **Th.10-1-15** | **500** | | Tues. 10-27 | 103 |
| | | | | | | | | | **12:30-2:30 p.m.** | | | 8:30 - 12:30 | |
| **Important Dates:** | | | | | | | | | | | | | |
| | **9-1-15 Application Due Date** | | | 9-28 thru 10-2 First Interview | | | **10-13-15 Vote to Interview-Public Hearing** | | | | | | |
| | | | | 10-21 thru 10-27 Interview-Public Hearing | | | | **11/17/15 Final Vote to Contract** | | | | | |
| | ***1/20/2015** | Added MCA to L. Pendleton to balance the assignments. | | | | | | | | | | | |
| | ***3/3/2015** | **Amended date for MCA end-of-year visit and assigned dates for MVA Pre-opening and 90-Day Visit.** | | | | | | | | | | | |
| | | P/CSC/Commission Members Assignments - Tasks REVIEW TEAMS - PUBLIC CHARTER SCHOOLS 2015 W/Mtg Dates. | | | | | | | | | | | |
| | 7/7/2015 | Commission Approved Applicant Review Teams; Review Team Interview Dates/Times; Commission Interviews and Public Hearings Dates/Times/Places. | | | | | | | | | | | |
| | | Commission Approved End-of-Year Report Writing Dates/Times. | | | | | | | | | | | |
| | P/CSC/Commission Members Assignments-Tasks/ **7-17-15** Review Teams Charter Schools-Applicants 2015 ALL DATES | | | | | | | | | | | | |

**4** Independence Day
July 1 Business Meeting
RM 103B
Election of MCSC Officers
*
July 9: 9:30-12:00 Harpswell Report
July 10: 9:30-12:00 Cornville Report
July 25: 9:30-12:00 Baxter Report
July 25: 1:30-4:00 Fiddlehead Report
All report meetings in Room 541.
July 22 – MeANS Visit
Will set MeANS report date July 1.

**JULY 2014**

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**JANUARY 2015**

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**1** New Year's Day
**19** M.L. King Day

January 6 Business Meeting
RM 103B
Jan 22 Briefing Ed. & Cultural Affairs Committee

August 5 Business Meeting
RM 103B

August 25, 2014, Apps Due

August 29, 2014,
Completeness Review done

**AUGUST 2014**

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**FEBRUARY 2015**

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**14** Valentine's Day
**16** Presidents' Day

**February 3 Business Meeting**
**RM 103B**
Reappointed Members info
To State Board of Education.

Receive RFP 2016 Timeline.

1 Labor Day

Sept. 2 Business Meeting
RM 103B

Sept 29 – Oct 3
Review Team Interviews
See Meeting Binder for Rms Reserved.

**SEPTEMBER 2014**

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**MARCH 2015**

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**March 3 Business Meeting**
**RM 103B**

March 4 Fiddlehead Lottery

March 11 State Board nominates members and requests interview with Ed & Cultural Affairs Com.

**13** Columbus Day
**31** Halloween
Oct 2-3
Review Team Interviews TBD

Oct 14 Business Meeting
Review Team Application Recommendations
Commission Vote RM 103B

Oct 27- Oct 31
In-Person Int. - Public Hearings TBD
– If possible, catchment area.

**OCTOBER 2014**

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**APRIL 2015**

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**3** Good Friday
5 Easter Sunday

**April 7 Business Meeting**
**RM 103B**

**11** Veterans Day
**27** Thanksgiving Day

Nov 13 Business Meeting
Review Team Fact of Findings
Commission Vote on Apps.
RM 103B

**NOVEMBER 2014**

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**MAY 2015**

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**10** Mother's Day
**25** Memorial Day

**May 5 Business Meeting**
**RM 103B**

**May 28 – Cornville Visit**

**25** Christmas Day

December 2 Business Meeting
RM 103B

**DECEMBER 2014**

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|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | |

**JUNE 2015**

| S | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | |

June 2 Business Meeting
**RM 103B**
June 10 RFP/APP Issued
**June 17** RFP Informational Mtg
June 25 RFP Letters of Intent Due
June 4 – Harpswell Visit
June 9 – Fiddlehead Visit
June 11 – Baxter Visit
**June 17** – Maine Connections
July 22 – MeANS Visit

MAINE CHARTER SCHOOL COMMISSION
FY15 SCHOOL PAYMENTS - BY VENDOR
AS OF JUNE 30, 2015

| **VENDOR** | | **AMT** |
|---|---|---|
| LEGAL_NAME | Sum: POSTING_AMOUNT | |
| ACTON SCHOOL DEPARTMENT | | -123.58 |
| ACTON SCHOOL DEPARTMENT | | (123.58) |
| AOS #93 | | 141.31 |
| AOS #93 | | 0 |
| ATHENS PUBLIC SCHOOLS | | -618.95 |
| ATHENS PUBLIC SCHOOLS | | -845.06 |
| ATHENS PUBLIC SCHOOLS | | (1,120.86) |
| ATHENS PUBLIC SCHOOLS | | (226.11) |
| ATHENS PUBLIC SCHOOLS | | -1,010.89 |
| ATHENS PUBLIC SCHOOLS | | (122.92) |
| ATHENS PUBLIC SCHOOLS | | (741.75) |
| ATHENS PUBLIC SCHOOLS | | (125.84) |
| AUGUSTA CITY OF | | 330.49 |
| AUGUSTA CITY OF | | 0.00 |
| AUGUSTA CITY OF | | 278.02 |
| BIDDEFORD SCHOOL DEOPARTMENT | | (490.80) |
| BIDDEFORD SCHOOL DEPARTMENT | | -490.8 |
| BIDDEFORD SCHOOL DEPARTMENT | | -60.32 |
| BIDDEFORD SCHOOL DEPARTMENT | | (491.90) |
| BIDDEFORD SCHOOL DEPARTMENT | | (120.65) |
| BIDDEFORD SCHOOL DEPARTMENT | | (120.65) |
| BIDDEFORD SCHOOL DEPARTMENT | | (561.45) |
| BIDDEFORD TREAS OF | | 0.00 |
| BIDDEFORD TREAS OF | | 64.90 |
| BRISTOL CONSOLIDATED SCHOOL | | (670.19) |
| CAPE ELIZABETH SCHOOL DEPARTMENT | | 120.15 |
| CITY OF AUBURN | | (123.53) |
| CITY OF AUBURN | | -2,885.53 |
| CITY OF AUBURN | | -1,293.97 |
| CITY OF AUBURN | | (857.92) |
| CITY OF AUBURN | | (54.58) |
| CITY OF AUBURN | | -1,920.78 |
| CITY OF AUBURN | | -121.8 |
| CITY OF AUBURN | | -497.99 |
| CITY OF AUBURN | | (1,480.42) |
| CITY OF AUBURN | | (128.82) |
| CITY OF AUGUSTA | | -697.48 |
| CITY OF AUGUSTA | | -717.73 |
| CITY OF AUGUSTA | | -382.93 |
| CITY OF AUGUSTA | | (237.19) |
| CITY OF AUGUSTA | | (118.58) |
| CITY OF BANGOR SCHOOL DEPT. | | -279.20 |
| CITY OF BANGOR SCHOOL DEPT. | | -461.15 |
| CITY OF BREWER | | -108.59 |
| CITY OF BREWER | | -249.82 |

| | |
|---|---|
| CITY OF BREWER | (119.59) |
| CITY OF EASTPORT | (91.10) |
| CITY OF EASTPORT | (91.10) |
| CITY OF LEWISTON | -2,513.80 |
| CITY OF LEWISTON | (2,507.02) |
| CITY OF SOUTH PORTLAND | (2,574.02) |
| CITY OF SOUTH PORTLAND | -477.94 |
| CITY OF SOUTH PORTLAND | (2,972.52) |
| EASTERN AROOSTOOK RSU 39 | -433.16 |
| EASTERN AROOSTOOK RSU 39 | (433.16) |
| ELLSWORTH SCHOOL DEPARTMENT | (226.00) |
| ELLSWORTH SCHOOL DEPT | (113.00) |
| FALMOUTH SCHOOL DEPARTMENT | (64.62) |
| FALMOUTH SCHOOL DEPARTMENT | -258.48 |
| FALMOUTH SCHOOL DEPARTMENT | -323.10 |
| FALMOUTH SCHOOL DEPARTMENT | (387.72) |
| FALMOUTH SCHOOL DEPARTMENT | -60.73 |
| FALMOUTH SCHOOL DEPARTMENT | (60.73) |
| FALMOUTH SCHOOL DEPARTMENT | (121.46) |
| GLENBURN SCHOOL DEPARTMENT | (103.38) |
| GLENBURN SCHOOL DEPARTMENT | (103.38) |
| GORHAM SCHOOL DEPARTMENT | (965.24) |
| GORHAM SCHOOL DEPARTMENT | -1,154.96 |
| GORHAM SCHOOL DEPARTMENT | -59.00 |
| GORHAM SCHOOL DEPARTMENT | -635.22 |
| GORHAM SCHOOL DEPARTMENT | (373.12) |
| GORHAM SCHOOL DEPARTMENT | (516.32) |
| GORHAM SCHOOL DEPARTMENT | (654.54) |
| GREAT SALT BAY CSD | (58.10) |
| GREAT SALT BAY CSD | (116.20) |
| GREAT SALT BAY CSD | -58.1 |
| K.I.D.S. RSU 2 | -118.34 |
| K.I.D.S. RSU #2 | (118.34) |
| K.I.D.S. RSU #2 | (118.34) |
| K.I.D.S. RSU 2 | -446.78 |
| K.I.D.S. RSU 2 | -444.90 |
| K.I.D.S. RSU 2 | -339.68 |
| K.I.D.S. RSU 2 | (105.22) |
| KIDS RSU 2 | -118.34 |
| KVCS - WINSLOW PUBLIC SCHOOLS | (488.56) |
| KVCS - WINSLOW PUBLIC SCHOOLS | (182.31) |
| KVCS-WATERVILLE PUBLIC SCHOOLS | -1,205.05 |
| KVCS-WATERVILLE PUBLIC SCHOOLS | (225.63) |
| KVCS-WINSLOW PUBLIC SCHOOLS | (126.12) |
| KVCS-WINSLOW PUBLIC SCHOOLS | (465.12) |
| LEWISTON PUBLIC SCHOOLS | 0.00 |
| LEWISTON PUBLIC SCHOOLS | 123.04 |
| MAINE CHARTER SCHOOL COMMISSION | -2,530.71 |
| MAINE PUBLIC EMPLOYEES RETIREMENT SYSTEM | -95.42 |
| MASD 17 | (667.84) |
| MILFORD SCHOOL DEPARTMENT | -116.44 |
| MILFORD SCHOOL DEPARTMENT | -116.44 |
| MSAD #52 | -301.54 |
| MSAD #53 | -126.49 |

| | |
|---|---|
| MSAD 1 | -226.86 |
| MSAD 11 | -226.59 |
| MSAD 11 | (356.42) |
| MSAD 13 | -162.38 |
| MSAD 17 | (1,019.67) |
| MSAD 29 | -264.27 |
| MSAD 29 | -264.27 |
| MSAD 3 | -1,149.46 |
| MSAD 31 | -99.21 |
| MSAD 31 | -99.21 |
| MSAD 35 | (987.16) |
| MSAD 42 | -86.98 |
| MSAD 42 | (86.98) |
| MSAD 45 | -104.72 |
| MSAD 45 | (220.84) |
| MSAD 46 | -219.33 |
| MSAD 49 | (110.64) |
| MSAD 49 | (1,282.45) |
| MSAD 51 | -1,624.19 |
| MSAD 52 | (192.05) |
| MSAD 52 | (107.18) |
| MSAD 53 | (122.36) |
| MSAD 55 | -32.00 |
| MSAD 55 | 32.00 |
| MSAD 55 | -208.18 |
| MSAD 55 | (104.94) |
| MSAD 55 | (55.21) |
| MSAD 57 | -304.50 |
| MSAD 57 | -304.50 |
| MSAD 58 | (240.24) |
| MSAD 59 | (1,659.96) |
| MSAD 6 | -862.70 |
| MSAD 60 | (526.57) |
| MSAD 60 | (718.87) |
| MSAD 60 | (192.31) |
| MSAD 61 | -555.90 |
| MSAD 61 | -504.29 |
| MSAD 61 - RSU 61 | (656.89) |
| MSAD 72 | (237.08) |
| MSAD 75 | -686.50 |
| MSAD 75 | -418.98 |
| MSAD 75 | (854.47) |
| MSAD 75 | (189.53) |
| MSAD 75 | -189.52 |
| MSAD 75 | -4,837.93 |
| MSAD 75 | (4,837.93) |
| MSAD # 13 | (103.96) |
| MSAD #58 | (240.25) |
| MSAD #59 | -1,523.69 |
| MSAD #60 BAXTER | -192.31 |
| MSAD #60 MECA | -272.01 |
| MSAD #72 | (119.53) |
| MSAD 11 | -226.59 |
| MSAD 13 | (53.54) |

| | |
|---|---|
| MSAD 13 | (162.38) |
| MSAD 13 / RSU 83 | (50.42) |
| MSAD 17 | -55.68 |
| MSAD 17 | (343.38) |
| MSAD 17 | -445.23 |
| MSAD 17 | -64.09 |
| MSAD 17 | (736.27) |
| MSAD 29 | -310.04 |
| MSAD 31 | -99.21 |
| MSAD 31 | (99.21) |
| MSAD 35 | -731.34 |
| MSAD 46 | -219.33 |
| MSAD 46 | 219.33 |
| MSAD 46 | 0.00 |
| MSAD 46 | -657.99 |
| MSAD 49 | (1,117.18) |
| MSAD 52 | -301.54 |
| MSAD 52 | (192.05) |
| MSAD 52 | (107.18) |
| MSAD 53 | -296.95 |
| MSAD 53 | -126.49 |
| MSAD 53 | (170.46) |
| MSAD 53 | (126.49) |
| MSAD 53 / RSU 53 MECA | -218.57 |
| MSAD 55 / RSU 55 | -154.87 |
| MSAD 57 | (507.10) |
| MSAD 57 | -390.75 |
| MSAD 57 | (811.60) |
| MSAD 57 - BAXTER | -304.5 |
| MSAD 57 - MECA | (382.80) |
| MSAD 58 | -60.94 |
| MSAD 58 TREAS OF | 0.00 |
| MSAD 58 TREAS OF | 240.24 |
| MSAD 59 | -1,757.79 |
| MSAD 59 | (1,659.96) |
| MSAD 60 | -942.39 |
| MSAD 60 | 272.01 |
| MSAD 60 | 0.00 |
| MSAD 60 | (192.31) |
| MSAD 61 | -49.38 |
| MSAD 61 | (555.90) |
| MSAD 72 | (237.08) |
| MSAD 72 | -119.53 |
| MSAD 75 | -633.08 |
| MSAD 75 | (221.39) |
| MSAD 75 | -4,945.23 |
| MSAD 75/RSU 75 MECA, BAXTER | -872.82 |
| MSAD NO. 75 | -4,945.23 |
| MSAD NO.75 | -197.59 |
| MSAD57 | (7.95) |
| MT DESERT ISLAND REG. SCHOOL DISTRICT | -128.28 |
| MT. DESERT ISLAND REG. SCHOOL DISTRICT | (257.96) |
| NOBLEBORO CENTRAL SCHOOL | -183.84 |
| NOBLEBORO CENTRAL SCHOOL | (61.28) |

| | |
|---|---|
| PORTLAND PUBLIC SCHOOLS | (2,530.71) |
| PORTLAND PUBLIC SCHOOLS | -6,028.54 |
| RSU | -143.96 |
| RSU #1 | (331.09) |
| RSU 1 | (744.06) |
| RSU 1 | (603.52) |
| RSU 10 | (172.53) |
| RSU 13 | -344.44 |
| RSU 13 | -118.02 |
| RSU 13 | (59.01) |
| RSU 14 - WINDHAM RAYMOND SCHOOL DISTRICT | (1,459.38) |
| RSU 14-WINDHAM RAYMOND SCHOOL DISTRICT | -477.91 |
| RSU 16 | (1,846.53) |
| RSU 18 | (511.39) |
| RSU 18 | (511.39) |
| RSU 19 | -389.37 |
| RSU 20 | (376.48) |
| RSU 21 | (378.87) |
| RSU 21 | -247.21 |
| RSU 22 | (55.41) |
| RSU 23 | -1,125.67 |
| RSU 24 | (277.61) |
| RSU 25 | (94.07) |
| RSU 26 | -113.87 |
| RSU 26 | (65.94) |
| RSU 34 | (124.63) |
| RSU 4 | (304.84) |
| RSU 4 | (122.69) |
| RSU 4 | -179.66 |
| RSU 4 | (118.91) |
| RSU 5 | -1,053.88 |
| RSU 5 | -170.56 |
| RSU 5 | (1,364.17) |
| RSU 63 | -344.44 |
| RSU 68 / MSAD 68 | (224.14) |
| RSU 73 | -112 |
| RSU 73 | (112.10) |
| RSU 73 | (52.32) |
| RSU 74 | (662.22) |
| RSU NO.5 | (127.80) |
| RSU #14 WINDHAM RAYMOND SCHOOL DISTRICT | (1,033.31) |
| RSU #14- WINDHAM RAYMOND SCHOOL DISTRICT | -109.95 |
| RSU #16 | 53.57 |
| RSU #16 | 0.00 |
| RSU #25 | (102.01) |
| RSU #73 | (52.32) |
| RSU 1 | -770.26 |
| RSU 1 | (39.39) |
| RSU 1 | (157.52) |
| RSU 1 | -770.26 |
| RSU 1 | (118.14) |
| RSU 1 | (632.57) |
| RSU 10 | -102.26 |
| RSU 10 | (493.69) |

| | |
|---|---|
| RSU 13 | (59.01) |
| RSU 14-WINDHAM RAYMOND SCHOOL DISTRICT | -1,380.43 |
| RSU 14--WINDHAM RAYMOND SCHOOL DISTRICT | (1,033.31) |
| RSU 16 | -53.57 |
| RSU 16 | (1,733.10) |
| RSU 18 | (121.40) |
| RSU 18 | (242.80) |
| RSU 18 | -500.81 |
| RSU 19 | -338.77 |
| RSU 19 | (352.67) |
| RSU 19 | (389.37) |
| RSU 19 | (55.21) |
| RSU 21 | -378.13 |
| RSU 21 | (247.21) |
| RSU 22 | -55.41 |
| RSU 22 | (51.62) |
| RSU 22 | -51.62 |
| RSU 22 | (110.80) |
| RSU 23 | (947.64) |
| RSU 24 | (663.20) |
| RSU 24 | (277.61) |
| RSU 26 | (113.87) |
| RSU 26 | -187.60 |
| RSU 34 | (218.13) |
| RSU 38 | -117.34 |
| RSU 4 | -118.91 |
| RSU 4 | (118.91) |
| RSU 4 | (118.06) |
| RSU 4 | -297.05 |
| RSU 4 | (417.60) |
| RSU 5 | -1,460.27 |
| RSU 5 | (46.02) |
| RSU 5 | -266.66 |
| RSU 5 | -1,294.19 |
| RSU 5 | -266.66 |
| RSU 64 / MSAD 64 | (260.51) |
| RSU 64 / MSAD 64 | (260.51) |
| RSU 64 / MSAD 64 | -213.82 |
| RSU 64/MSAD 64 | (123.84) |
| RSU 64/MSAD 64 | -123.84 |
| RSU 64/MSAD 64 | -46.69 |
| RSU 64/MSAD 64 | (123.84) |
| RSU 64/MSAD 64 | (384.35) |
| RSU 67 | -94.57 |
| RSU 67 | -141.13 |
| RSU 68 / MSAD 68 | (161.44) |
| RSU 68 / MSAD 68 | -161.44 |
| RSU 68/MSAD 68 | (224.14) |
| RSU 74 | (762.12) |
| RSU 87 / MSAD 23 CARMEL / LEVANT | -110.96 |
| RSU 87/ MASD 23/-CARMEL/LEVANT | -110.96 |
| RSU 87/MSAD 23 - CARMEL/LEVANT | -110.96 |
| RSU 87/MSAD 23 - CARMEL/LEVANT | (110.96) |
| RSU 9 - MT BLUE REGIONAL SCHOOL DISTRICT | -1,104.30 |

| | |
|---|---|
| RSU 9 - MT BLUE REGIONAL SCHOOL DISTRICT | (65.62) |
| RSU 9 - MT BLUE REGIONAL SCHOOL DISTRICT | -664.12 |
| RSU 9-MT. BLUE REGIONAL SCHOOL DISTRICT | (664.12) |
| RSU 9-MT. BLUE REGIONAL SCHOOL DISTRICT | -65.62 |
| RSU NO. 18 | -1,023.99 |
| RSU NO. 38 | (435.06) |
| RSU NO. 4 | (118.91) |
| RSU NO. 67 | (142.60) |
| RSU NO.38 | -234.66 |
| RSU NO.5 | -266.66 |
| RSU NO.5 | (112.50) |
| RSU#14-WINDHAM RAYMOND SCHOOL | (237.17) |
| RSU-MT BLUE REGIONAL SCHOOL DISTRICT | (65.62) |
| SACO SCHOOL DEPARTMENT | -219.54 |
| SACO SCHOOL DEPARTMENT | -113.21 |
| SAD #41 | -145.32 |
| SAD 15 | -3,106.79 |
| SAD 15 | (2,530.66) |
| SAD 30 | -125.40 |
| SAD 4 | -116.74 |
| SAD 4 | (60.55) |
| SAD 41 | (16.64) |
| SAD 41 | (133.06) |
| SAD 49 | (893.10) |
| SAD 54 | (14,699.64) |
| SAD 54 | -14,853.79 |
| SAD 6 | -923.38 |
| SAD 6 | (1,600.64) |
| SAD 6 | (858.17) |
| SAD 6 | -483.75 |
| SAD NO. 49 | -121.76 |
| SAD # 44 | (52.33) |
| SAD #4 | (60.55) |
| SAD #51 | (1,340.97) |
| SAD #54 | -11,741.10 |
| SAD #6 | (798.62) |
| SAD 15 | -4,847.16 |
| SAD 15 | (1,587.16) |
| SAD 15 - GRAY | -1,415.64 |
| SAD 15/RSU 15 HARPSWELL | (56.12) |
| SAD 4 | (147.27) |
| SAD 4 | -116.74 |
| SAD 44 | -104.66 |
| SAD 44 | (52.33) |
| SAD 49 | -1,856.02 |
| SAD 49 / RSU 49 | (210.51) |
| SAD 51 | -1,268.52 |
| SAD 51 | (428.12) |
| SAD 51 | -305.87 |
| SAD 51 | (1,574.39) |
| SAD 6 | -1,781.55 |
| SAD NO. 49 | -171.27 |
| SAD NO.15 | (2,311.12) |
| SANFORD SCHOOL DEPARTMENT | -151.11 |

| | |
|---|---|
| SANFORD SCHOOL DEPARTMENT | -67.23 |
| SANFORD SCHOOL DEPARTMENT | -67.23 |
| SANFORD SCHOOL DEPARTMENT | -185.80 |
| SANFORD SCHOOL DEPARTMENT | -50.37 |
| SANFORD SCHOOL DEPT | (151.11) |
| SANFORD SCHOOL DEPT | (236.17) |
| SCARBOROUGH TOWN OF | 639.67 |
| SCARBOROUGH TOWN OF | 0.00 |
| SHEEPSCOT VALLEY RSU #12 | -251.11 |
| SHEEPSCOT VALLEY RSU # 12 | (61.47) |
| SHEEPSCOT VALLEY RSU # 12 | (815.82) |
| SHEEPSCOT VALLEY RSU #12 | (61.47) |
| SHEEPSCOT VALLEY RSU #12 | (60.45) |
| TOWN OF BLUE HILL | -106.18 |
| TOWN OF BRUNSWICK | -62.50 |
| TOWN OF BRUNSWICK | -3,958.86 |
| TOWN OF BRUNSWICK | (4,021.36) |
| TOWN OF BRUNSWICK | (3,145.20) |
| TOWN OF CAPE ELIZABETH | -567.54 |
| TOWN OF CAPE ELIZABETH | -71.24 |
| TOWN OF CAPE ELIZABETH | (518.63) |
| TOWN OF CAPE ELIZABETH | (518.63) |
| TOWN OF CAPE ELIZABETH | (518.63) |
| TOWN OF CHEBEAGUE ISLAND | (74.05) |
| TOWN OF DAMARISCOTTA | (272.25) |
| TOWN OF EAST MILLINOCKET | -109.54 |
| TOWN OF EAST MILLINOCKET | (219.08) |
| TOWN OF EAST MILLINOCKET | (109.54) |
| TOWN OF HERMAN - SCHOOL DEPT | -51.48 |
| TOWN OF HERMON - SCHOOL DEPT. | (51.48) |
| TOWN OF KITTERY | (56.48) |
| TOWN OF KITTERY | (56.48) |
| TOWN OF KITTERY | (56.48) |
| TOWN OF KITTERY | (56.48) |
| TOWN OF LISBON | -1,102.40 |
| TOWN OF LISBON | -631.26 |
| TOWN OF LISBON | (631.26) |
| TOWN OF LISBON/FIDDLEHEAD | (112.00) |
| TOWN OF MADAWASKA | (217.08) |
| TOWN OF MADAWASKA | -113.27 |
| TOWN OF NEWCASTLE | -140.31 |
| TOWN OF NEWCASTLE | (140.32) |
| TOWN OF ORRINGTON | (128.14) |
| TOWN OF ORRINGTON | (64.07) |
| TOWN OF ORRINGTON | (64.07) |
| TOWN OF SCARBOROUGH | -3,867.50 |
| TOWN OF SCARBOROUGH | -238.98 |
| TOWN OF SCARBOROUGH | (564.73) |
| TOWN OF SOUTHWEST HARBOR | -200.88 |
| TOWN OF SOUTHWEST HARBOR | -200.88 |
| TOWN OF YARMOUTH | -138.24 |
| TOWN OF YARMOUTH | (64.01) |
| TOWN OF YARMOUTH | (138.24) |
| TOWN OF YARMOUTH | (64.01) |

| | |
|---|---|
| TOWN OF YARMOUTH | (119.51) |
| TOWN OF YARMOUTH | (64.01) |
| TOWN OF YARMOUTH | (138.24) |
| TWN OF BRUNSWICK | (3,525.96) |
| TWN OF YARMOUTH | (138.24) |
| WELLS-OGUNQUIT | (243.66) |
| WELLS-OGUNQUIT COMMUNITY SCHOOL DISTRICT | -487.32 |
| WELLS-OGUNQUIT COMMUNITY SCHOOL DISTRICT | (243.66) |
| WESTBROOK SCHOOL DEPARTMENT | (465.39) |
| WESTBROOK SCHOOL DEPARTMENT | (465.39) |
| WESTBROOK SCHOOL DEPT | -832.21 |
| WINSLOW PUBLIC SCHOOLS | 182.31 |
| WINSLOW PUBLIC SCHOOLS | 0.00 |
| WINTHROP PUBLIC SCHOOLS | -112.32 |
| WINTHROP PUBLIC SCHOOLS | (331.38) |
| WISCASSET SCHOOL DEPT | (368.67) |
| WISCASSET SCHOOL DEPT. | (122.89) |
| YARMOUTH TOWN OF | 0.00 |
| YARMOUTH TOWN OF | 55.50 |
| YORK SCHOOL DEPARTMENT | -67.45 |
| YORK SCHOOL DEPARTMENT | (218.16) |
| YORK SCHOOL DEPARTMENT | (505.68) |
| YORK SCHOOL DEPARTMENT | (67.45) |
| | -387.72 |
| | (262,146.90) |

MAINE CHARTER SCHOOL COMMISSION
FY15 YEAR TO DATE EXPENDITURES - OTHER SPECIAL REVENUE FUNDS
AS OF JUNE 30, 2015

| | | Q1 | Q2 | Q3 | Q4 | TOTAL | FY14 Actual Expend. |
|---|---|---|---|---|---|---|---|
| **PERSONAL SERVICES ALLOTMENT** | | **3,025** | **3,025** | **3,025** | **3,025** | **12,100** | |
| *EXPENDITURES:* | | | | | | | |
| 3890 | PER DIEM PAYMENT | 1,650 | 1,650 | 1,210 | 2,255 | 6,765 | |
| TOTAL PERSONAL SERVICES EXPENDITURES | | 1,650 | 1,650 | 1,210 | 2,255 | 6,765 | 7,205 |
| ***PERSONAL SERVICES ALLOTMENT BALANCE*** | | ***1,375*** | ***1,375*** | ***1,815*** | ***770*** | ***5,335*** | |
| **ALL OTHER ALLOTMENT** | | **45,269** | **33,169** | **33,169** | **33,170** | **144,777** | |
| *EXPENDITURES:* | | | | | | | |
| 4099 | MISC PROF FEES & SPEC SRV | | 500 | | 6,019 | 6,519 | |
| 4021 | ENTERTAIN & CATERERS SERV | | | | | 0 | |
| 4072 | TRAINING SERVICES | | | | | 0 | |
| 4270 | AUTO MILEAGE-GEN IN STATE | | | | | 0 | |
| 4271 | OTHER TRANSPORTATION | | | | | 0 | |
| 4273 | HOTEL ROOM & LODGING | | | | | 0 | |
| 4274 | MEALS AND GRATUITIES | | | | | 0 | |
| 4277 | MEALS-EXTENDED WORK DAY | | | | | 0 | |
| 4360 | AIR FARE OUT OF STATE | | 1,317 | | | 1,317 | |
| 4381 | OTHER TRANSPORTATION COST | | 391.85 | 48 | | 440 | |
| 4383 | HOTEL ROOM AND LODGING | | 3,196.69 | | | 3,197 | |
| 4384 | MEALS INCLUDE GRATUITIES | | 179.82 | 101 | | 281 | |
| 4909 | COURIER SERVICE | | | | | 0 | |
| 4911 | METER POSTAGE | | | | | 0 | |
| 4913 | INTRAGOVERNMENTAL SERVICE | | | | | 0 | |
| 4916 | CONFERENCE CHARGES | | | | | 0 | |
| 4918 | NON EMPLOYEE RECOGNITION | | | | | 0 | |
| 4929 | PRINTING AND BINDING | | | | | 0 | |
| 4938 | PHOTO COPYING | 361 | 72 | (433) | | 0 | |
| 4939 | PRINTING BINDING ETC STAT | 72 | (72) | | | 0 | |
| 4946 | ADVERTISING NOTICES | | | | | 0 | |
| 4961 | OTHER ADV AND PUB MATTER | | | | | 0 | |
| 4970 | OTHER THAN ST MILEAGE | 1,160 | 1,418 | 1,123 | 3,197 | 6,898 | 165 |
| 4980 | TRAVEL EXP OTHER THAN ST | 28 | 48 | 51 | 116 | 243 | |
| 4982 | PERIODICALS NEWSPAPER SUB | | | | | 0 | |
| 4983 | DUES | | | | | 0 | |
| 5001 | REGISTRATION FEE-NON STATE | | | | | 0 | |
| 5301 | OIT PROFESSIONAL CHARGES | | | | | 0 | |
| 5302 | TELEPHONE SERVICE | 165 | (165) | | 57 | 57 | |
| 5304 | CELLULAR PHONE SERVICE | 69 | (69) | | | 0 | |
| 5310 | IT END USER SERVICES | 402 | (402) | | | 0 | |
| 5315 | DATA PROCESSING-BY STATE | | | | | 0 | |
| 5316 | DP CONSULTING-BY STATE | | | | | 0 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5331 | NETWORK ACCESS | | | | 250 | 250 | |
| 5370 | MINOR IT EQUIPMENT | | | | 314 | 314 | |
| 5380 | SUBSCRIPTION - PC/LAPTOP/THIN CLIENT | | | | | 0 | |
| 5381 | SUPPORT - PC/LAPTOP/THIN CLIENT | | | | | 0 | |
| 5382 | FILE SERVICES | | | | | 0 | |
| 5383 | EMAIL | 57 | (57) | | 35 | 35 | |
| 5386 | MOBILE DATA DEVICE/CONNECTION | 28 | (28) | | | 0 | |
| 5602 | OFFICE SUPPLIES | | 18 | | | 18 | |
| 5627 | PURCHASE OF BOOKS | 351 | (351) | | | 0 | |
| 5636 | MISC SUPPLIES | | | | | 0 | |
| 8511 | TRANS TO GEN FUND STACAP | 299 | 527 | 145 | 844 | 1,815 | |
| TOTAL ALL OTHER EXPENDITURES | | 2,992 | 6,525 | 1,034 | 10,832 | 21,383 | 165 |
| ***ALL OTHER ALLOTMENT BALANCE*** | | ***42,277*** | ***26,644*** | ***32,135*** | ***22,338*** | ***123,394*** | |
| *ENCUMBRANCES:* | | | | | | | |
| 4099 | | | | 26,089 | (6,019) | 20,070 | |
| **TOTAL ALLOTMENT BALANCE (PS AND AO)** | | **42,277** | **26,644** | **6,046** | **28,357** | **103,324** | **7,370** |

MAINE CHARTER SCHOOL COMMISSION
FY15 EXPENDITURES BY VENDOR -OTHER SPECIAL REVENUE FUNDS
AS OF JUNE 30, 2015

| OBJECT | OBJECT NAME | VENDOR | EXPEND. |
|---|---|---|---|
| 3890 | PER DIEM PAYMENT | ANDE SMITH | 935.00 |
| 3890 | PER DIEM PAYMENT | JANA LAPOINT | 715.00 |
| 3890 | PER DIEM PAYMENT | JOHN A BIRD | 825.00 |
| 3890 | PER DIEM PAYMENT | JOHN MICHAEL WILHELM | 1,375.00 |
| 3890 | PER DIEM PAYMENT | LAURIE PENDLETON | 770.00 |
| 3890 | PER DIEM PAYMENT | NICHI S FARNHAM | 825.00 |
| 3890 | PER DIEM PAYMENT | SHELLEY S REED | 1,320.00 |
| TOTAL PERSONAL SERVICES | | | 6,765.00 |
| 4099 | MISC PROF FEES & SPEC SRV | MAINE ASSOCIATION FOR CHARTER SCHOOLS | 500.00 |
| 4099 | MISC PROF FEES & SPEC SRV | TRI-STATE STAFFING, INC | 6,018.69 |
| 4360 | AIR FARE OUT OF STATE | | 1,316.80 |
| 4381 | OTHER TRANSPORTATION COST | JOHN MICHAEL WILHELM | 48.00 |
| 4381 | OTHER TRANSPORTATION COST | | 391.85 |
| 4383 | HOTEL ROOM AND LODGING | | 3,196.69 |
| 4384 | MEALS INCLUDE GRATUITIES | JOHN MICHAEL WILHELM | 101.36 |
| 4384 | MEALS INCLUDE GRATUITIES | SHELLEY S REED | 112.45 |
| 4384 | MEALS INCLUDE GRATUITIES | | 67.37 |
| 4970 | OTHER THAN ST MILEAGE | ANDE SMITH | 586.96 |
| 4970 | OTHER THAN ST MILEAGE | JOHN A BIRD | 718.20 |
| 4970 | OTHER THAN ST MILEAGE | JOHN MICHAEL WILHELM | 1,233.84 |
| 4970 | OTHER THAN ST MILEAGE | LAURIE PENDLETON | 685.76 |
| 4970 | OTHER THAN ST MILEAGE | NICHI S FARNHAM | 1,035.76 |
| 4970 | OTHER THAN ST MILEAGE | SHELLEY S REED | 914.63 |
| 4970 | OTHER THAN ST MILEAGE | GINA POST | 173.30 |
| 4970 | OTHER THAN ST MILEAGE | ROBERT KAUTZ | 1,288.76 |
| 4970 | OTHER THAN ST MILEAGE | | 269.28 |
| 4980 | TRAVEL EXP OTHER THAN ST | ANDE SMITH | 11.65 |
| 4980 | TRAVEL EXP OTHER THAN ST | JOHN MICHAEL WILHELM | 129.25 |
| 4980 | TRAVEL EXP OTHER THAN ST | GINA POST | 3.00 |
| 4980 | TRAVEL EXP OTHER THAN ST | ROBERT KAUTZ | 70.15 |
| 4980 | TRAVEL EXP OTHER THAN ST | | 21.00 |
| 5302 | TELEPHONE SERVICE | | 56.72 |
| 5304 | CELLULAR PHONE SERVICE | US CELLULAR | 68.82 |
| 5304 | CELLULAR PHONE SERVICE | | (68.82) |
| 5331 | NETWORK ACCESS | | 250.00 |
| 5370 | MINOR IT EQUIPMENT | | 313.57 |
| 5383 | EMAIL | | 35.40 |
| 5602 | OFFICE SUPPLIES | | 18.06 |
| 5627 | PURCHASE OF BOOKS | JOHN N FERDICO | 351.00 |
| 5627 | PURCHASE OF BOOKS | | (351.00) |
| 8511 | TRANS TO GEN FUND STACAP | | 1,814.39 |
| TOTAL ALL OTHER | | | 21,382.89 |
| GRAND TOTAL | | | 28,147.89 |

CHA00 MAINE CHARTER SCHOOL COMMISSION

Appropriations/Allocations

Level: Account Summary

Date: 10/13/2015 9:47

Report Id: BIEN - 0007

Page 1 of 2

**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 | 2014-U01 Total FY 14 (Cumulative) | 2014-U01 Total FY 15 (Cumulative) | Legislative Document |
|---|---|---|---|---|
| All Other | 2 | | | |
| | | 19,803 | 19,803 | P368A1 |
| | | 130,197 | 130,197 | P368A1-1 |
| | | (1,225) | | P368F5-9100 |
| | | | (1,594) | P595A1-7150 |
| | All Other TOTAL | 148,775 | 148,406 | |
| | TOTAL | 148,775 | 148,406 | |

CHA00 MAINE CHARTER SCHOOL COMMISSION

Appropriations/Allocations

Level: Account Summary

**State of Maine**

**Budget & Financial Management System**

**Budget Guideline Report**

Date: 10/13/2015 9:47

Report Id: BIEN - 0007

Page 2 of 2

Account: 01490SZ13701 MAINE CHARTER SCHOOL COMMISSION

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

| | Object | 2014-U01 Total FY 14 (Cumulative) | 2014-U01 Total FY 15 (Cumulative) | Legislative Document |
|---|---|---|---|---|
| Personal Services | 1 | | | |
| | | 6,600 | 6,600 | P368A1-7000 |
| Personal Services TOTAL | | 6,600 | 6,600 | |
| All Other | 2 | | | |
| | | 500 | 500 | P368A1 |
| | | 18,000 | 18,000 | P368A1-1 |
| | | (6,600) | (6,600) | P368A1-7000 |
| All Other TOTAL | | 11,900 | 11,900 | |
| | TOTAL | 18,500 | 18,500 | |

| OTHER SPECIAL REVENUE FUNDS | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $1,595,000 | $1,595,000 |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $1,595,000 | $1,595,000 |

**Sec. A-9. Appropriations and allocations.** The following appropriations and allocations are made.

**CENTERS FOR INNOVATION**

**Centers for Innovation 0911**

Initiative: BASELINE BUDGET

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $118,009 | $118,009 |
| GENERAL FUND TOTAL | $118,009 | $118,009 |

**CENTERS FOR INNOVATION 0911**

**PROGRAM SUMMARY**

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $118,009 | $118,009 |
| GENERAL FUND TOTAL | $118,009 | $118,009 |

**Sec. A-10. Appropriations and allocations.** The following appropriations and allocations are made.

**CHARTER SCHOOL COMMISSION, STATE**

**State Charter School Commission Z137**

Initiative: BASELINE BUDGET

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $19,803 | $19,803 |
| GENERAL FUND TOTAL | $19,803 | $19,803 |

| OTHER SPECIAL REVENUE FUNDS | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $500 | $500 |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $500 | $500 |



**State Charter School Commission Z137**

Initiative: Provides funding to contract for an Executive Director and general operating expenditures for the Maine Charter School Commission.

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $130,197 | $130,197 |
| GENERAL FUND TOTAL | $130,197 | $130,197 |

| OTHER SPECIAL REVENUE FUNDS | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $18,000 | $18,000 |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $18,000 | $18,000 |

**State Charter School Commission Z137**

Initiative: Provides funding to establish per diem payments for Maine Charter School Commission members.

| OTHER SPECIAL REVENUE FUNDS | 2013-14 | 2014-15 |
|---|---|---|
| Personal Services | $6,600 | $6,600 |
| All Other | ($6,600) | ($6,600) |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $0 | $0 |

**STATE CHARTER SCHOOL COMMISSION Z137**

**PROGRAM SUMMARY**

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $150,000 | $150,000 |
| GENERAL FUND TOTAL | $150,000 | $150,000 |

| OTHER SPECIAL REVENUE FUNDS | 2013-14 | 2014-15 |
|---|---|---|
| Personal Services | $6,600 | $6,600 |
| All Other | $11,900 | $11,900 |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $18,500 | $18,500 |

| CHARTER SCHOOL COMMISSION, STATE DEPARTMENT TOTALS | 2013-14 | 2014-15 |
|---|---|---|
| GENERAL FUND | $150,000 | $150,000 |
| OTHER SPECIAL REVENUE FUNDS | $18,500 | $18,500 |
| DEPARTMENT TOTAL - ALL FUNDS | $168,500 | $168,500 |

**Sec. A-11. 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 | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $48,300 | $48,300 |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $48,300 | $48,300 |

**MAINE CHILDREN'S TRUST INCORPORATED 0798**

**PROGRAM SUMMARY**

| OTHER SPECIAL REVENUE FUNDS | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $48,300 | $48,300 |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $48,300 | $48,300 |

**Sec. A-12. Appropriations and allocations.** The following appropriations and allocations are made.

**COMMUNITY COLLEGE SYSTEM, BOARD OF TRUSTEES OF THE MAINE**

**Bring College to ME Program N155**

Initiative: Provides funds to establish 4 new degree programs annually in high-skill, high-wage, high-demand occupations.

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $320,000 | $320,000 |
| GENERAL FUND TOTAL | $320,000 | $320,000 |

**BRING COLLEGE TO ME PROGRAM N155**



**PROGRAM SUMMARY**

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $320,000 | $320,000 |
| GENERAL FUND TOTAL | $320,000 | $320,000 |

**Maine Community College System - Board of Trustees 0556**

Initiative: BASELINE BUDGET

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $54,533,536 | $54,533,536 |
| GENERAL FUND TOTAL | $54,533,536 | $54,533,536 |

| OTHER SPECIAL REVENUE FUNDS | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $1,704,059 | $1,704,059 |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $1,704,059 | $1,704,059 |

**Maine Community College System - Board of Trustees 0556**

Initiative: Provides funding to bring allocations in line with available resources projected by the Revenue Forecasting Committee in December 2012.

| OTHER SPECIAL REVENUE FUNDS | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $1,454,523 | $1,475,079 |
| OTHER SPECIAL REVENUE FUNDS TOTAL | $1,454,523 | $1,475,079 |

**Maine Community College System - Board of Trustees 0556**

Initiative: Provides funding to reduce the backlog of students waiting for admission into 14 programs offered by the community college that represent high-demand occupations and result in high-wage employment opportunities.

| GENERAL FUND | 2013-14 | 2014-15 |
|---|---|---|
| All Other | $1,105,000 | $605,000 |
| GENERAL FUND TOTAL | $1,105,000 | $605,000 |

**MAINE COMMUNITY COLLEGE SYSTEM - BOARD OF TRUSTEES 0556**

Maine Charter School Commission

September, 2015

On June 11, 2015, an announced on-site visit was made to Baxter Academy for Technology and Science public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Education representative. The visiting team held interviews with school leadership, staff, students, parents, 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 | Jana Lapoint |
| Commission | John Bird |
| Commission | Ande Smith |
| MCSC Executive Director | Bob Kautz |
| MCSC Director of Program Management | Gina Post |
| DOE Special Education Representative | Peg Armstrong |

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

Maine Charter School Commission

# ANNUAL MONITORING REPORT

## September 2015

### Section 1 : School Overview

| | |
|---|---|
| School Name | Baxter Academy for Technology and Science |
| Address | 54 York Street Portland, Maine |

| | |
|---|---|
| Executive Director | Carl Stasio |
| Board Chair | Kelli Pryor |

| | |
|---|---|
| Head of School | Michele LaForge |
| Special Education Coordinator | Mo Nunez |

| | |
|---|---|
| Year Opened | School year 2013-2014 |
| Years in Operation | 2 |
| Number of Sending Districts | 34 |
| Grades Served | 9-11 |
| Number of Students | 226 |
| Number of Students on Waiting List | 40 |
| Average Class Size | 16 |
| Teacher – Student Ratio | 1:16 |

| | |
|---|---|
| Mission | To be a rigorous, college preparatory high school promoting student ownership of learning through curriculum focused specifically on science, technology, engineering, and math. |
| Vision | To use a technology-rich, project-based learning approach to education at the secondary level. |

**Section 2: Indicator Summary Table**

| Indicator | Meets Contract agreement | Partially meets Contract agreement | Does not meet Contract agreement |
|---|---|---|---|
| Student Academic Proficiency | X | | |
| Student Academic Growth | X | | |
| Achievement Gaps in proficiency and growth between major student subgroups[1] | | | |
| 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 | | |
| Food Service | X | | |
| Transportation | X | | |
| School Social and Academic Climate | X | | |
| Parent and Community Engagement | X | | |



[1] Achievement gaps- setting baseline

**Section 3: Academics**

Baxter Academy for Technology and Science met its academic goals.

**Targets:**

- Proficiency on State Assessments in Reading and Math
- Proficiency on School-selected standardized tests in Reading and Math
- Growth on State Assessment for Reading and Math
- Decrease in reported gaps in proficiency between major student subgroups on Maine Assessment in Reading and Math
- 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. The Head of School, reported that many of Baxter's students and parents are opposed to standardized testing, and that 4 students opted out of some or all testing, one student was absent for the majority of testing, and 2 other students were absent and participated in some, but not all testing. Baxter's Smarter Balanced test scores are 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% |

| **Math** | **% level 3 or above - Baxter** | **% level 3 or above - Maine** |
|---|---|---|
| Grade 11 | 74% | 42% |

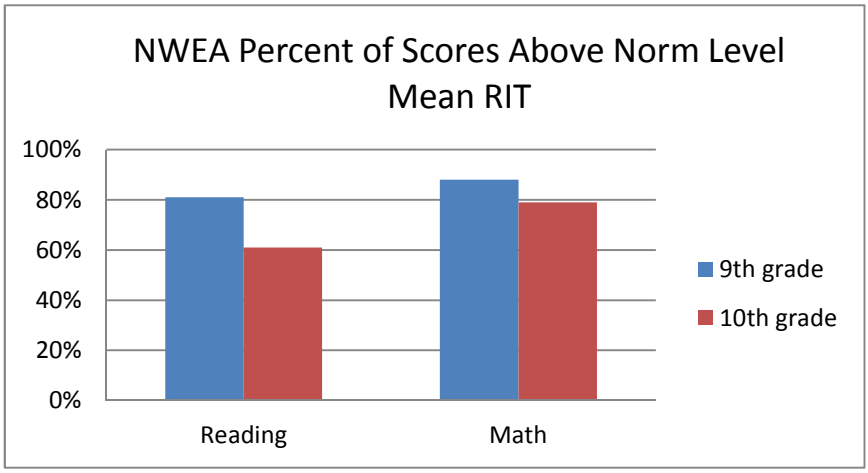
In the 2014-2015 school year, Baxter Academy tested students using the College Board PSAT and ReadiStep tests, as well as the NWEA test. Baxter students have performed well on all standardized testing with a high percentage performing at or above grade level on the NWEA. Baxter's average PSAT and ReadiStep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

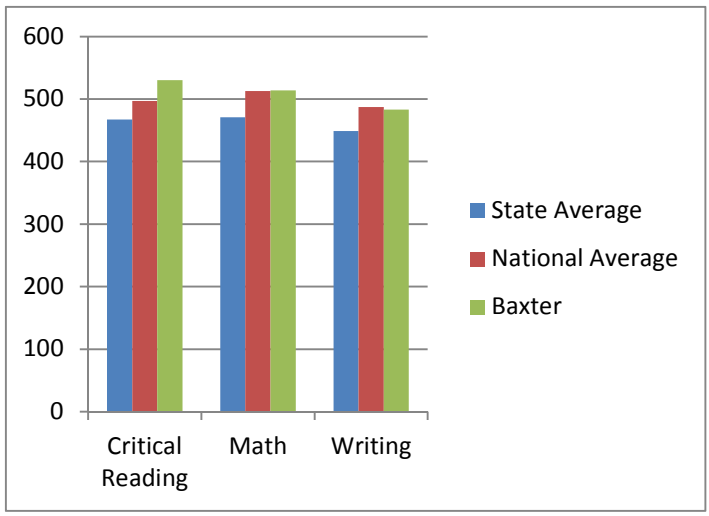
| PSAT - Sophomores | Baxter Mean | State Mean | National Mean |
|---|---|---|---|
| Critical Reading | 47.6 | 42.1 | 41.6 |
| Writing | 44.4 | 39.8 | 39.6 |
| Math | 43.2 | 43.2 | 41.6 |

On NWEA testing 81% of students in grade 9 scored at or above Norm Grade Level Mean RIT in Math, and 61% of students in grade 10 scored at or above Norm Grade Level Mean RIT in Math. 88% of grade 9 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 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.

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




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

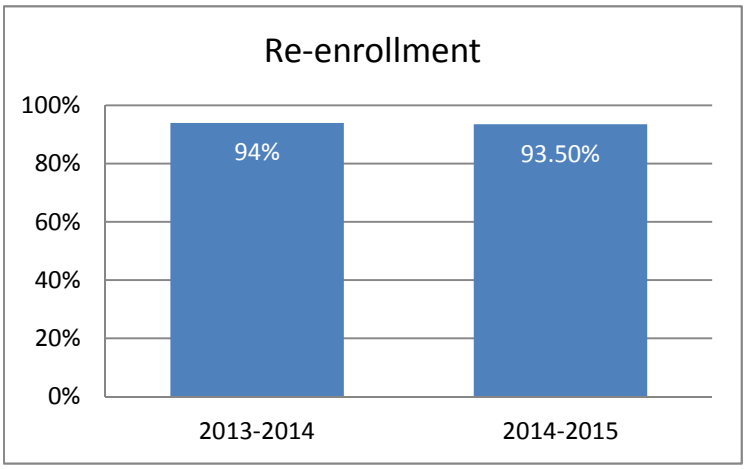
**Section 4: Enrollment and Attendance**

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

**Student Enrollment**
**Targets:**

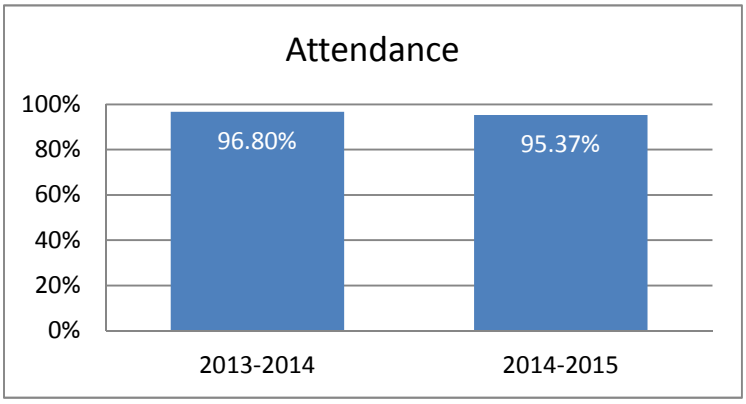
- 90% of students enrolled on "student count day" will still be enrolled on the last day of school.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- Student enrolled continuously for multiple years

**Performance**:
94% of students enrolled at the end of school year 2013-2014 returned for the 2014-2015 school year. During the 2014-15 school year, 15 of the 232 students enrolled withdrew; the retention rate for the year was 93.5%, meeting the 90% target. 98.6% of students enrolled at the end of the 2014-15 school year have 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%, a 1.4% decrease from the 2013-14 school year's attendance of 96.8%.

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 recent survey revealed that more than 90% of Baxter's class of 2016 students were interested in exploring dual enrollment college courses, the Director of Guidance, will assist students in enrollment and will work on the development of a cohort of juniors and seniors for dual enrollment classes beginning fall 2015.

2014-2015 Governing Board

| | |
|---|---|
| Chair of the Board | Kelli Pryor |
| Board Member | Allison Crean Davis |
| Board Member | Peter Montano |
| Board Member | Peter Morrison |
| Board Member | Ruth Dean |
| Board Member | Kim Gustafson |
| Board Member | Christian Sparling |

**Section 5: Governance**

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

**Governance Board Performance & Stewardship**

**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 is interested in expanding members with strong backgrounds in development and ties to STEM industries.

The Board meets on the second Tuesday of each month. Meeting agendas and minutes are 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, has stepped in to pick up more development responsibilities with grant writing, marketing, by providing opportunities for community leaders to visit Baxter on Flex Friday's and giving assistance with transportation issues. Other board members reported that they had been able this year to reduce their volunteer time in administrative matters and focus 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 goodwill tours that introduced the school, and particularly the Flex Friday program, to such community leaders as the Commissioner of Education, legislators, economists, workforce development officers, university deans, local independent and public school educators, and STEM professionals. The board hosted an event to showcase Flex Friday to community leaders. The school maintained a membership in the local Chamber of Commerce and the board and administrators attended functions that relate to the school's mission. Going forward, the board is shifting more of its focus from the start up to long-term strategic planning.

Next year, the need for additional space requires Baxter Academy for Technology and Science Governing Board to continue to work to insure that the current location, as well as a satellite space, will meet all applicable health, safety and fire code requirements and shall be sufficient in size to safely house the anticipated enrollment, and meet ADA/ state requirements.

**Section 6: Administration**

| | |
|---|---|
| Executive Director | Carl Stasio |
| Principal | Michele LaForge |
| Special Education Coordinator | Mo Nunez |

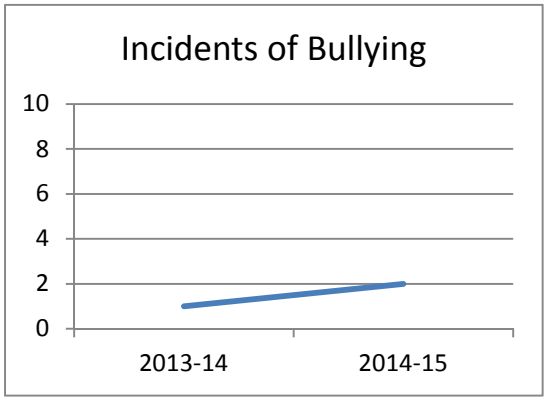
Early in the 2014-15 school year there were some unexpected personnel changes at Baxter Academy, which required an adjustment of responsibilities and staffing. The resulting organization was closer to the original model and the Principal's job description more strongly reflected what was on the Baxter Academy charter application. The Executive Director also has a job description and responsibilities. Due to the personnel changes the Board Chair picked up development responsibilities, with the Executive Director as well as working with the Executive Director to resolve transportation issues.

In the works are plans to make Baxter Academy for Technology and Science more financially sustainable. After having completed major structural work over the past 2 summers, Baxter Academy is now looking to use the building in the summer and after school to raise more money by offering courses for current students and others.

The Principal has delegated many administrative tasks to the teachers at Baxter Academy. She reports that while this proved effective, it became difficult when there weren't opportunities for new teachers to step up and participate. Moving forward, there are plans for integrating new people, with current teachers planning a mentor program.

The Principal plans to use the Kim Marshall model for teacher evaluation, and is moving forward with implementation.

**Section 7: School Climate**




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

**School Social and Academic Climate**
**Targets:**

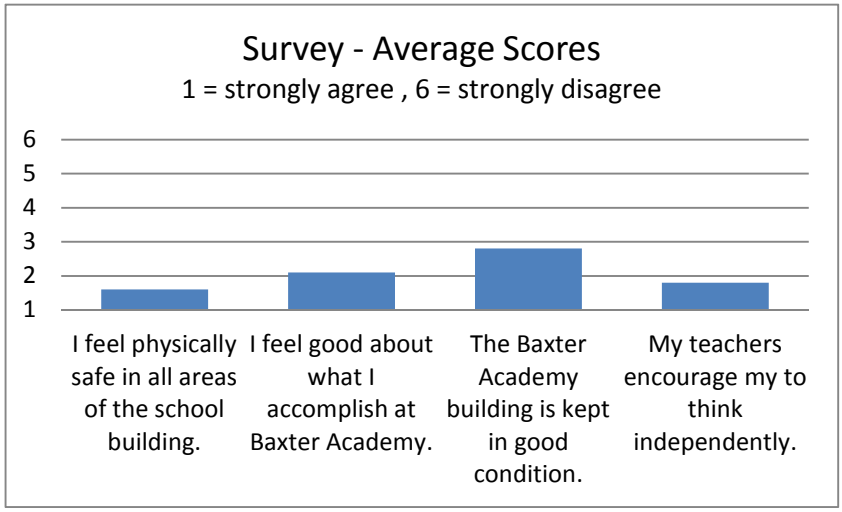
- Safe School Climate
- Family and Student Satisfaction

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

This spring, 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 feel it is working for their children. Parents appreciate the commitment of Baxter's faculty, and being able 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 appreciate the scheduling flexibility, Flex Fridays and Snow-Day projects, and being able to go out into the community. Students reported bullying rarely happens and, when it does, is addressed immediately. Students expressed concern about anticipated crowding next year with the larger student population, as well as concern regarding teachers' inconsistency in grading from class to class. Students miss playing sports, but feel that Baxter Academy is making an effort to satisfy needs regarding activities and athletics.

To nurture the emotional and social growth of its students, Baxter has divided students into advisories with a teacher and cohort of students who remain their "home base" for their entire high school careers. Advisors have 16 students in the cohort and meet 3 times each week for 30 minutes, and every morning for 10 minutes. Advisors are alert to student needs and are responsive to them.

**Section 8: Parent and Community Engagement**

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

**Parent and Community Engagement**
**Targets:**

- Parent Engagement
- Community Engagement

**Performance:**
This year, email communications from the Principal continued on average, once a week. In addition, a texting sign-up service was utilized for information blasts around snow days, communication delays, and transportation. In addition, the website calendar was kept up to date and dates for Parent Advisory meetings were made a year in advance. Feedback from parents indicates that email communications are sufficient to provide information and are perceived as having more direct communication with the Principal than they would have otherwise at their child's previous school.

In addition to the 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 are: Wells Reserve, Biodiversity Research Institute, the Gulf of Maine Research Institute, ReVision Energy, University of New England, Salt Institute, The Bob Crewe Foundation, and many more.

**Section 9: Finances**

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

**Financial Performance and Sustainability**
**Targets:**

- Governing Board reviews budget and makes adjustments to ensure financial health
- School has external audit conducted

**Performance:**
An external audit was completed in August 2014. Baxter's line of credit is 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. As economies of scale kick in with increased enrollment numbers, the Board has reduced donation expectations in the budget for the 2015-16 school year. This budget, based on an enrollment of 320 students, has been offset with revenue from adding the final class of students. This 2015-16 budget anticipates a net income projection of $24,713 for the end of FY16.

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

Baxter Academy for Technology and Science met its targets in the area of Facilities, Food Service and Transportation.

**Adequacy of Facilities Maintenance in Support of Program**
**Targets:**

- School facilities meet educational and health and safety standards

**Performance:**
Baxter Academy is currently utilizing 75% of its classroom spaces during any given period. Empty classrooms could hold another 72-80 students, depending on the class. Other options being explored to address space concerns include utilizing two oversized rooms that could easily and affordably be divided into two classrooms; for additional classroom space, and investigating additional nearby off-site space. They anticipate thirty to forty juniors and seniors will be off-site taking courses at USM; and that this will help to alleviate any space constraints.

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

Baxter Academy for Technology and Science currently outsources the cleaning of its building to Get Me Clean. In the upcoming 2015-2016 school year, Baxter Academy plans to hire a custodian who will be responsible for the cleaning and maintenance of the school building. This new in-house position would continue to provide a clean and safe environment with daily cleaning, as well as help to improve the organization and appearance within each room.

**Food Service & Transportation**
**Targets:**

- Record of costs and student utilization

**Performance:**

Food Service

The Baxter Academy Lunch Program, with five local restaurants, offers a wide variety of healthy and fresh lunch options, including 15 menu options daily. During the 2014-2015 school year over 4,200 fresh lunches were provided to Baxter students. Approximately 39% of Baxter students participate in the lunch program. Those students who do not use the program bring their own lunch or find other local options.

During the 2014-15 school year, Baxter Academy provided over 3,100 lunches free to students eligible for free and reduced lunch. This represents approximately 74% of the total lunches provided during the 2014-15 school year and has a related cost of over $15,500. Of the entire student population, 16% of students qualify for free or reduced lunch. Baxter Academy does not participate in any state or federal program for food service. Baxter does not provide breakfast at this time. Overall, food service expenditures were in line with budgeting for the year, and were higher this year than last year due to the increased student enrollment and student participation.

Transportation

Three bus routes were in service for the 2014-15 school year. Bus 1 and Bus 2 consistently ran at capacity (28% of eligible students), while Bus 3 operated under capacity (15-17% of eligible students). The remaining students utilized public transportation, walked, or carpooled to Baxter. The bus routes changed slightly from Year 1 to Year 2; and one new stop was added during Year 2. Including the bus contract, tolls and fuel, the transportation costs for the 2014-15 school year were $188,000.

For the next school year, Baxter Academy for Technology and Science plans to work to shift the bus routes to accommodate the large number of students who reside in the northern and western communities. They are working with parents to support and encourage the utilization of public transportation, including the Zoom Shuttle (traveling daily between Biddeford, Saco and Portland), the MetroBus and the Falmouth Flyer. Based upon data for current and incoming students, Baxter Academy expects to be able to hold their bus contract with Luce Transportation to three buses to transport those students who have no other feasible option for traveling to Baxter. Parent volunteers from each bus route are also working to arrange student carpools, to secure financial support from local businesses in their area, and to advocate for more extensive public transportation options.

**Section 11: Evidence of Mission and Vision Implementation**

| Mission |
| --- |
| To be a rigorous, college preparatory high school promoting student ownership or learning through curriculum focused specifically on science, technology, engineering, and math. |
| **Vision** |
| To use a technology-rich, project-based learning approach to education at the secondary level. |

Baxter Academy for Technology and Science students study complex, real world problems through the unique Flex Friday program, which this year included projects designing and building a 3-D printer, a dynamically stable bicycle, and a submersible robot. BA uses a technology-rich, project-based learning approach to education with all students using state-of-the art computer labs and Lenovo ThinkPad laptops equipped with industry-standard software. BA provides all students with an individualized, collaborative and interdisciplinary community of teachers who support students in mastering 21st-century skills such as problem-solving and field-based research tied to dynamic partnerships with local scientific institutes and STEM industry.

**Section 12: Commendations and Recommendations**

Commendations:

- The Board expanded by the addition of two highly qualified individuals.
- The Executive Director and Head of School understand their respective positions as presently constituted and report that they have an effective working relationship in the new leadership staffing arrangement.

- Through the leadership of the Head of School, many teachers volunteered and successfully took on additional administrative responsibilities.
- Teachers are excited about their teaching, feel a sense of ownership, and a strong sense of community.
- Students respect their teachers who provide them with the opportunity of taking control of their own learning.
- Staff was added to provide services to students related to their social and emotional well-being, dual enrollment, and college and career planning.
- Project-based learning through Flex Fridays has been highly successful. Neighboring schools are exploring this program.
- Students feel comfortable and safe while respecting each other. The code of conduct, "Baxtitution", is well understood and accepted by everyone.
- The school piloted a unique snow-day individualized program that was student designed, faculty approved, and aligned with standards that might be considered as a school day rather than a non-school day; this model is being explored by other schools.
- The school continues to provide a free and reduced meal program, without federal/state support to eligible students.

Recommendations:

The Commission continues to have concerns around the role of the board as it relates to administrating, oversight, policy-making, operations, and long-term planning for the success of the school. Although the governing board has reduced its involvement in the school's day-to-day operations, the over-arching goal for the coming year should be to confine its role to strategic planning, development, policy making, and oversight.

Other recommendations:

- Priority needs to be given to find one or more new board members with strong development capabilities.
- The school should continue its efforts to expand philanthropy from a full range of sources.
- The roles and the responsibilities of the Executive Director and Head of School need to be clarified to ensure that they function collaboratively as the top leadership team in implementing the school's policies and procedures and in the overseeing the conduct of day-to-day operations and decision making.
- Due to current enrollment figures and the need for review of space requirements, the governing board needs to continue to look ahead and project what the school will look like in the future regarding the location and size of the school's facilities, budget implications and how it will get there.
- The board needs to complete and execute a formal evaluation process for Executive Director and Head of School.
- A formal plan for implementing the Kim Marshall model for assessment of faculty and staff must be executed.
- Mission and Vision statements need to be clearly positioned on the website.
- The performance measures and metric indicators need to be completed and approved by the early fall.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses by further analyzing state and local assessment data, and other means of assessment that have been used by the school.

Maine Charter School Commission

September, 2015

On May 28, 2015, an announced on-site visit was made to Cornville Regional Charter School. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Education representative. The visiting team held interviews with school leadership, staff, students, parents, 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 |
| DOE Special Education Representative | Peg Armstrong |

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

Maine Charter School Commission

# ANNUAL MONITORING REPORT

## September 2015

**Section 1: School Overview**

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

| | |
|---|---|
| Executive Director | Justin Belanger |
| Board Chair | Jean Walker |

| | |
|---|---|
| Principal | Travis Works |
| Special Education Coordinator | Barbara Averill |

| | |
|---|---|
| Year Opened | 2012-2013 school year |
| Years in Operation | 3 |
| Number of Sending Districts | 6 |
| Grades Served | K-8 |
| Number of Students | 103 |
| Number of Students on Waiting List | 18 |
| Average Class Size | 15 |
| 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 [3] | | | |
| Student Attendance | X | | |
| 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[4] | |
| Parent and Community Engagement | X | | |

[1]CRCS students scored equal to or higher than the state average in 4 grade level subject area Smarter Balanced tests.
[2]Student Academic Growth: 69.6% of students when including those who were within 1% of their Individual Growth Target
[3] Smarter Balanced testing to establish a baseline in this area.
[4] Student Social and Academic Growth: Student Survey not conducted

## Section 3: Academics

CRCS partially met its targets in the area of Academics, with many students being within 1% of meeting their growth targets on NWEA, and

**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**

- 70% of students will meet their individual growth target on school-selected standardized test in reading. (NWEA)
- 60% of students will meet their individual growth target on school-selected standardized test in math. (NWEA)
- Pilot Year on Empower on school-designed assessment program measuring Common Core (PLP)
- 65% of students will meet or exceed proficiency on NWEA in reading
- Year 3 target: 50% of students will meet or exceed proficiency on NWEA in math
- 80% of students will make a minimum of 1 level of growth on their DRA

**Student Academic Growth: State Assessments**

- Establish baseline: Same cohort growth on State Assessment in ELA
- Establish baseline: Same cohort growth on State Assessment in math
- Establish baseline: Successive cohort growth on State Assessment in ELA
- Establish baseline: Successive cohort growth on State Assessment in math

**Achievement Gaps**

- Establish Baseline: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.
- At the end of year three, the school and Commission will establish targets for the remainder of the contract: Gaps in proficiency and growth between major student subgroups on NWEA.
- Pilot Empower: Gaps in proficiency and growth between major student subgroups meeting Individual Growth Targets on their PLPs.

**Performance:**

On the NEWA Reading Assessment 64.6% of students met their individual growth targets, and 69.6% of students met their individual growth target or were within 1 point of meeting their target. The target of 70% was missed by 5.4%. In the school year 2013-2014, 63% of CRCS students met their growth targets for reading. Therefore, there was a 1% increase with the addition of 13 children testing in the spring of 2014. In the school year 2013-2014, 60% of students met or exceeded proficiency in reading by the spring. Therefore, CRCS students lost about 0.5%.

On the NWEA Math Assessment 63.6% of students met their individual growth targets, and 71.7% of students met their individual growth target or were within 1 point of meeting their target. In the school year 2013-2014, 44% of CRCS students met their growth targets for math. Therefore, they increased by 19% with the addition of 13 children testing in the spring. Statistically, they increased the number of students meeting their growth target by 43.1% over last year. They met the overall projected target of 60%. 47.4% of students met or exceeded proficiency on NWEA in math. In the school year 2013-2014, 44% of students met or exceeded proficiency in math by the spring, reflecting an increase of about 3%.

CRCS had 100% of students meet their goals that were established in the fall using Empower.
On the DRA 90.6% of students made a minimum of 1 level of growth, which exceeds the goal by about 10%.

CRCS students in grades 3-8 participated in the state Smarter Balanced testing. In four areas CRCS students met or exceeded the state average. In 6 areas CRCS scores were below the state average. Scores varied greatly, particularly in the area of math, with 8th grade students exceeding the state average for level 3 or above by 31%, and grade 7 math being 36% below the state average for level 3 or above.

| ELA | % level 3 or above - CRCS | % level 3 or above - Maine |
|---|---|---|
| Grade 3 | 50% | 48% |
| Grade 4 | 41% | 47% |
| Grade 5 | 50% | 52% |
| Grade 6 | 20% | 46% |
| Grade 7 | 33% | 48% |
| Grade 8 | 50% | 48% |

| Math | % level 3 or above –CRCS | % level 3 or above - Maine |
|---|---|---|
| Grade 3 | 46% | 46% |
| Grade 4 | 17% | 40% |
| Grade 5 | 8% | 34% |
| Grade 6 | 0% | 34% |
| Grade 7 | 0% | 36% |
| Grade 8 | 63% | 32% |

## Section 4: Enrollment and Attendance

In the area of Enrollment and Attendance CRCS met all of its targets as outlined in the school's Performance Indicators.

**Targets:**
**Student Enrollment**

- 90% of students enrolled on state "count day" who are still enrolled on the last day of school
- 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
- 75% of students enrolled continuously for multiple years

**Student Attendance**

- The Average attendance rate will be at or above 94%.

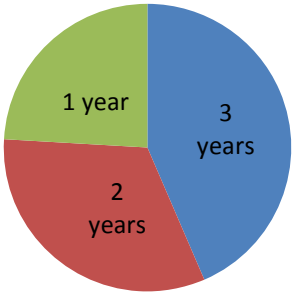
**Performance:**
On the last day of school 92.5 % of the 107 students enrolled on October 1 were still enrolled on the last day of school, meeting the target attendance of 90%. Reasons for student withdrawal included: relocation, transportation difficulties, change in family situation, employee resignation resulting in student withdrawal, and student social needs as a result of a very small peer group.

On the last day of school 98.9% of the 103 students enrolled indicated their intent to re-enroll, meeting the 90% re-enrollment target.

75% of students currently enrolled have been enrolled for 2 or more years, meeting the 75% continuous enrollment target.

On the last day of school:

43.4% of students had been enrolled for 3 years.
32.3% of students had been enrolled for 2 years.
24.2% of students had been enrolled for 1 year.




| Disaggregation | | Rate |
|---|---|---|
| Gender | | |
| | Male | 92% |
| | Female | 95% |
| Race/Ethnicity | | |
| | African American Black | 99% |
| | Native Hawaiian-Pacific Islander | 97% |
| | Caucasian-White | 94% |
| | Two or More Races | 87% |
| Economically Disadvantaged | | 93% |
| Special Education | | 94% |
| **2014-2015 ATTENDANCE RATE** | | **94%** |
| 2013-2014 Attendance Rate | | 94% |

## Section 5: Governance

In the area of Governance CRCS met its targets for performance and stewardship.

**Targets:**
**Governance Board Performance & Stewardship**

Public accountability
Transparent Board Operations
Responsive Board Operations
Legally compliant Board operations

2014-2015 Schoolyear Governing Board

| | |
|---|---|
| Chair of the Board | Jean Walker |
| Vice Chair of the Board | Stephanie Miller |
| Board Secretary | Carrie Tessier |
| Board Member | Mimosa Mack |
| Board Member | Laurie Hayden |
| Board Member | Lisa Kimball |
| Board Member | Jessica Daigenault |

**Performance:**
During the 2014-2015 school year the CRCS Governing Board hired a school Principal to serve as part of the Administrative team. This allowed the Executive Director to focus on many Superintendent-like tasks, rather than the day-to-day leadership and curriculum. This has, according to the CRCS teacher group, resulted in a very positive and focused administration.

Another accomplishment of the CRCS Board was, as suggested last year by the Maine Charter School Commission, attending a board training presented by Maine Association of Charter Schools.

Challenges faced by the Board included turnover of Board members, finding Board members with skill sets to replace outgoing board members, and a conflict between Board members. It is worth noting that the conflict issue resulted in stronger communication among the Board members.

Meeting agendas and minutes are posted on the school's website at: www.cornvilleregionalcharterschool.org. Parents attend Board Meetings, with 1-5 parents attending most meetings. One meeting during the 2014-2015 school year had 20 parents in attendance.

## Section 6: Administration

| | |
|---|---|
| Executive Director | Justin Belanger |
| Principal | Travis Works |
| Special Education Director | Barbara Averill |

The CRCS Administration celebrated much success during the 2014-2015 school year.

Most of these accomplishments stem from the strong working relationship between the Executive Director and the Principal. The Principal began using the Marzano Teacher Evaluation Model and will continue to move forward in its implementation.

The Executive Director and the Principal recommended new positions at the school, including a Positive Behavioral Intervention Supports Coach /Ed. Tech position and an "Americorps – like" position, which the Board approved.

The principal has a strong rapport with the teachers and has professional development planned around subjects including Mass Customized Learning, Positive Behavioral Intervention Supports, Responsive Classroom.

The Executive Director and the Principal have hired a team of teachers at CRCS who are all currently certified teachers.

As part of the Agricultural Education program a greenhouse and tractor have been purchased which will expand and add value to the Agricultural Education Program.

Some of the areas of frustration for the administration were in the area of communication. One instance was regarding a conflict within the Governing Board. Another communication difficulty has been the dissemination of information from the Administration to families, particularly around the use of technology. As noted in Section 5 above, this conflict resulted in stronger communication among Board members, Administration, and families.

## Section 7: School Climate

CRCS partially met its targets for School Climate. While surveys were conducted of parents and staff, there was not a student survey. The bullying/harassment incidents increased along with increased enrollment.

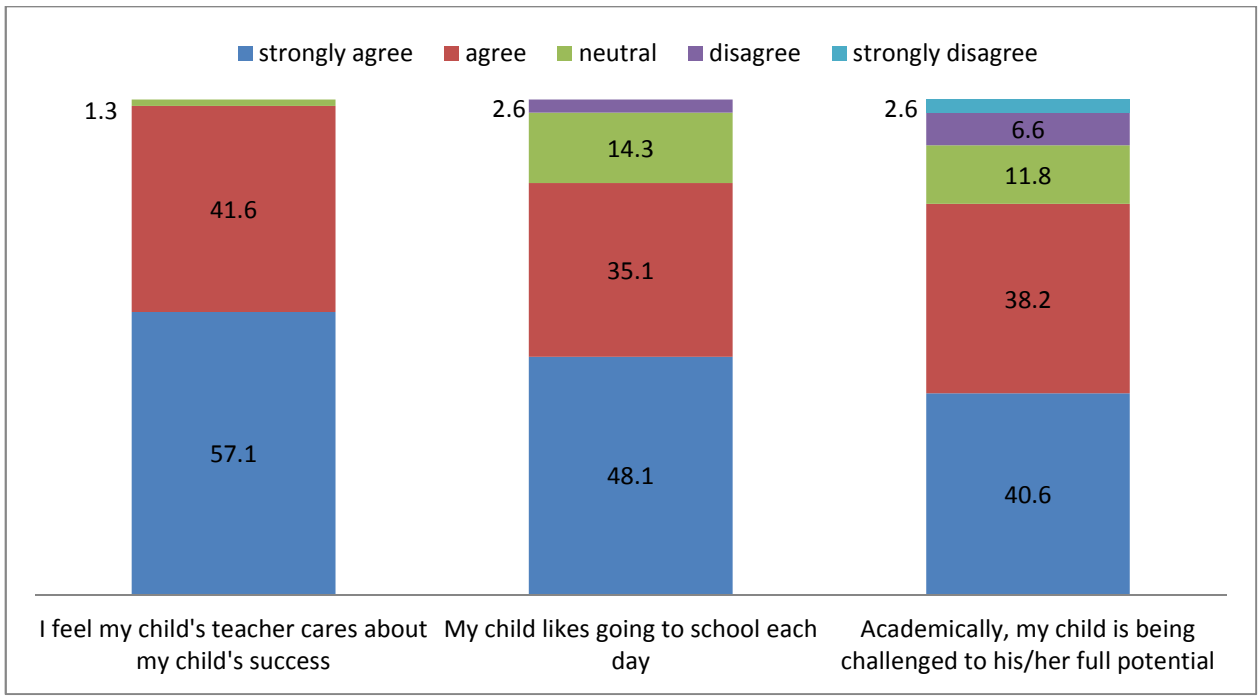
**Targets:**
**School Social and Academic Climate**

- Confidential survey of parents, staff, and students: 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.
- Fewer instances of bullying, harassment, or other abusive practices

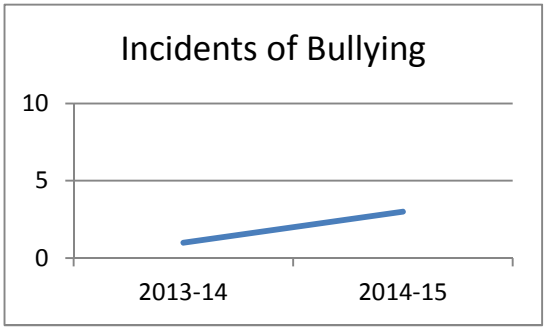
**Performance:**
Teachers report being excited about the direction of the school and its positive administration. They appreciated being able to work with the Executive Director and the principal to develop the school schedule so that students can work together in dynamic groups in a multitude of areas both academic and social. Teachers found that the establishment of common programs, such as Zones of Regulation, throughout the school was positive.

A Student survey was not completed during the 2014-15 school year due to time constraints. For the coming school year, CRCS has a contract with a provider to have more effective surveys with parents, teachers, and students.

On a recent Parent Survey, 99% of participating students' parents reported feeling that the teacher cares about their child's success. 83% of participating students' parents reported that their child likes to go to school each day. 79% of participating students' parents reported feeling that they felt their child was being challenged academically.



During the 2014-15 school year there were 3 reported incidents of bullying/harassment. To address these issues there was an alternate lunch/recess plan put in place. Eventually there was a suspension and home tutoring. During the 2013-14 school there was one reported incident of bullying/harassment. CRCS added a grade level and 17 students. Growths in student population, along with attention to reporting, were possible contributors to an increase in bullying incidents. CRCS Administration will continue to implement Responsive Classroom and Positive Behavior Interventions in the coming year to address behavior.




## Section 8: Parent and Community Engagement

In the area of Parents and Community engagement CRCS has met its targets.

**Targets:**
**Parent and Community Engagement**

- 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% (to increase by 2% each year) participation from parents in PLP meetings and goal setting on PLPs.

**Performance:**
During the 2014-15 school year 100% of students were involved in student interest groups each round. Last year 18 student interest groups were offered over 3 days. This year 22-27 student interest groups were offered over a 2 day period.

All parents are subscribed to the CRCS electronic weekly newsletter. 10% of families have requested a hard copy, which is provided to them.

Parents attend Board meetings and report feeling welcome to visit or volunteer at CRCS.

Community Partnerships include: Maine Huts and Trails, USDA Cooperative Extension, MeANS, and Atlantic Salmon Federation.

Parents attend CRCS Board Meetings, with typically 1-5 parents in attendance at each meeting. One meeting during the 2014-2015 school year had 20 parents in attendance.

## Section 9: Finances

CRCS met its targets in the area of Finances.

**Targets:**
**Financial Performance and Sustainability**

- 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:**
The CRCS Budget for 2014-2015 will end with a cash reserve of $110,000.

CRCS is currently receiving funds from a federal grant that will end in September 2016. They are planning to continue to apply for grants and will also be working on fundraising.

In addition to adding teacher positions, teacher pay will increase 10% for next year to make pay more comparable to the surrounding communities.

In response to family feedback $70,000 was moved within the budget from Technology to Agricultural Education. Those funds were used to purchase a tractor and greenhouse.

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

CRCS met its targets in the area of Facilities & Maintenance, Food Service, and Transportation.

**Targets:**
**Adequacy of Facilities Maintenance in Support of Program**

- Facility meets State standards

**Food Service & Transportation**

- Record of costs and student utilization for Food Service
- Record of costs and student utilization for Transportation

**Performance:**
Facilities & Maintenance: Every room and space at CRCS is being used. Space will be reorganized to allow for speech, OT and counseling. The school is kept clean and logs are kept for review.

Food Service:
Beginning January 5, 2015, CRCS contracted its lunch services with the Good Will-Hinckley Nutrition Program. This program has been well-received and parents report being happy that lunch is available at school.

- Approximately 10% of students eat breakfast provided at CRCS on a daily basis.
- Approximately 70% of students eat lunch provided at CRCS on a daily basis.

Transportation:

During the 2014-15 school year CRCS continued to contract with Don Poland for transportation. There were 2 bus routes available. 95% of eligible students used the transportation (morning and afternoon). One route was slightly altered to pick up additional students and several new pick-up/drop-off sites were added to accommodate families.

Looking forward to the 2015-16 school year CRCS is exploring a third bus and extending routes toward Canaan and Madison, with one bus picking up in Skowhegan resulting in shorter ride times.

## Section 11: Evidence of Mission and Vision Implementation

| 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. |

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

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

Evidence of CRCS's Vision is evident in its hands-on Agricultural Education Program and Mass Customized Learning. The technology provided to each student actively engages them in their education.

## Section 12: Commendations and Recommendations

**Commendations**

- All stakeholders know and can articulate the Mission and Vision of CRCS.
- The attitude at CRCS is positive among all groups.
- CRCS has done an impressive amount of curriculum work
- CRCS has used its grant money in a prudent manner.
- CRCS's Administrative leadership is very strong.
- The CRCS Governing Board dealt with a difficult issue in a thoughtful way resulting in a more mature board.
- CRCS's teachers have worked to determine how to adjust the school's schedule for them to most effectively work with students.

- CRCS's students know and understand the expectations.
- CRCS's students enjoy the hands-on curriculum and using the school's technology.

**Recommendations**

- Consider using a marketing expert to provide guidance regarding effective communication.
- Seek new Board members that are representative of all segments of the community and have the skills needed for an effective Board.
- Develop a new method of appointing Board members through a by-law change.
- Think beyond the grant cycle for fundraising.
- Be more proactive in communicating with parents, particularly in the area of technology.
- Continue to develop the use of the Marzone teacher evaluation process.
- Use well-developed surveys to determine student, family, and teacher satisfaction.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses, particularly in the area of mathematics, by further analyzing state and local assessment data, and other means of assessment that have been used by the school.

Maine Charter School Commission

September, 2015

On June 2, 2015, an announced on-site visit was made to Fiddlehead School of Arts & Sciences public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Education representative. The visiting team held interviews with school leadership, staff, students, parents, 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 | Shelley Reed |
| Commission | Jana Lapoint |
| Commission | Nichi Farnham |
| MCSC Executive Director | Bob Kautz |
| MCSC Director of Program Management | Gina Post |
| DOE Special Education Representative | Peg Armstrong |

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

Maine Charter School Commission

# ANNUAL MONITORING REPORT

## September 2015

### Section 1: School Overview

| | |
|---|---|
| School Name | Fiddlehead School of Arts & Sciences |
| Address | 25 Shaker Road Gray, ME 04039 |

| | |
|---|---|
| Executive Director | Jacinda Cotton-Castro |
| Special Education Director | Ellen DeLuca |
| Board Chair | Julie Fralich |

| | |
|---|---|
| Year Opened | Schoolyear 2013-2014 |
| Years in Operation | 2 |
| Number of Sending Districts | 12 |
| Grades Served | Pre K-3 |
| Number of Students | 79 |
| Number of Students on Waiting List | 111 |
| Average Class Size | 16 |
| Teacher – Student Ratio | 1:8 |

| | |
|---|---|
| Mission | To unfold the potential of children, in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, a love of learning and embrace the interconnectedness of all things. |
| Vision | To provide for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment. |

**Section 2: Indicator Summary Table**

| Indicator | Meets Contract Agreement | Partially meets | Does not meet |
|---|---|---|---|
| Student Academic Proficiency[1] | | | |
| Student Academic Growth | | X | |
| Achievement Gaps in proficiency and growth between major student subgroups[2] | | | |
| 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 | | |
| Transportation | X | | |
| School Social and Academic Climate | X | | |
| Parent and Community Engagement | X | | |

[1] Baseline year
[2] Baseline year
[3] The target for Average Daily Attendance of 94% was just missed, with ADA at 93%. See section 4 for details.

## Section 3: Academics

Fiddlehead School of Arts & Sciences met its Academic Targets for the 2014-15 school year.

**Targets**

- **Student Academic Proficiency: State Assessments**
  Percentage of (age 8/gr 3 and above) at proficiency level will increase by 3% on NECAP (on Smarter Balanced in the future).
- **Student Academic Proficiency: School Developed Assessments**
  Local assessment Pearson Work Sampling system
- **Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math**
  Literacy, math and science -80% of students will meet or exceed, 10% will achieve 75%, 10 % will achieve 50%
- **Achievement gaps in proficiency and growth between major student subgroups using ESEA-based systems**
  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 this was to serve as baseline data. Smarter Balanced test scores are below. Fiddlehead third grade ELA scores are higher than the state average by 9%. Math scores are lower than the state average by 16%.

| ELA | % level 3 or above - Fiddlehead | % level 3 or above - Maine |
|---|---|---|
| Grade 3 | 57% | 48% |

| Math | % level 3 or above - Fiddlehead | % level 3 or above - Maine |
|---|---|---|
| Grade 3 | 29% | 46% |

*Work Sampling System (WSS), a Pearson Product (5th Edition) -A framework for portfolio-based assessment*
The framework assists in identifying and recording what children are learning, what they are beginning to master, and what they still need to work on. The tables below show the Average of Proficient/Above Grade Level by grade (PRO/AGL). These figures include math, literacy, and science.

The School Average of 82.78% meets 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.

3rd Grade – 15 students

| | |
|---|---|
| Overall Average of PRO/AGL | 86.67% |
| Overall Reg Ed Average of PRO/AGL | 88.09% |
| Overall Special Ed Average of PRO/AGL | 66.67% |

2nd Grade – 15 students

| | |
|---|---|
| Overall Average of PRO/AGL | 68.89% |
| Overall Reg Ed Average of PRO/AGL | 80.56% |
| Overall Special Ed Average of PRO/AGL | 22.22% |
| 2013-14 Overall Average of PRO/AGL | 49.96% |

1st Grade – 16 students

| | |
|---|---|
| Overall Average of PRO/AGL | 75.00% |
| Overall Reg Ed Average of PRO/AGL | 80.56% |
| Overall Special Ed Average of PRO/AGL | 58.33% |
| 2013-14 Overall Average of PRO/AGL | 88.90% |

Kindergarten – 16 students

| | |
|---|---|
| Overall Average of PRO/AGL | 95.83% |
| Overall Reg Ed Average of PRO/AGL | 100.00% |
| Overall Special Ed Average of PRO/AGL | 75.00% |
| 2013-14 Overall Average of PRO/AGL | 84.60% |

Pre – K – 16 students

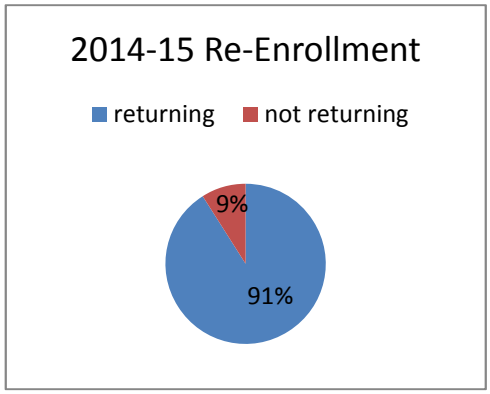
| | |
|---|---|
| Overall Average of PRO/AGL | 87.50% |
| 2013-14 Overall Average of PRO/AGL | 97.63% |

**TOTALS**

| | |
|---|---|
| **SCHOOL Average of PRO/AGL** | **82.78%** |
| SCHOOL Reg Ed Average of PRO/AGL | 87.34% |
| SCHOOL Special Ed Average of PRO/AGL | 55.56% |
| 2013-14 SCHOOL Average of PRO/AGL | 80.27% |

## Section 4: Enrollment & Attendance

The Enrollment and Attendance target was partially met. Average Daily Attendance of 93% fell short of the 94% target. Other targets in this area were met.




Targets:

- **Student re-enrollment from one year to the next**
  90% target
- **Continuous enrollment of students for multiple years**
- **Average Daily Attendance Rate**
  94% attendance target
- **Individual Student Attendance Rate**
- **Unexcused Absences**

**Performance:**

Of 79 students enrolled at Fiddlehead School of Arts & Sciences, 72 are returning for the 2015-16 schoolyear for a re-enroll rate of 91%, exceeding the target of 90%. This is a 2% increase from the 2013-2014 schoolyear.

During the 2014-15 schoolyear Fiddlehead's Average Daily Attendance Rate was 93%, putting them one percent below their target of 94%. This is 1% below last year's rate, which met the goal of 94%. Individual attendance was within limits and no truancies were reported.

| Disaggregation | | Rate |
|---|---|---|
| Gender | | |
| | Male | 92% |
| | Female | 93% |
| Race/Ethnicity | | |
| | African American Black | 98% |
| | Hispanic | 92% |
| | Caucasian-White | 93% |
| | Two or More Races | 97% |
| Economically Disadvantaged | | 92% |
| Special Education | | 94% |
| **2014-2015 ATTENDANCE RATE** | | **93%** |
| 2013-2014 Attendance Rate | | 94% |

## Section 5: Governance

Fiddlehead School met its targets in the area of Governance.

**Targets:**

- **Governance Board Performance and Stewardship**
  Monthly meetings
  Review of bylaws and policies,
  Increase of Governing Board membership

| | |
|---|---|
| Chair of the Board | Julie Fralich |
| Board Member | Julie Ricardi |
| Board Member | Sarah Keep |
| Board Member | Sarah Hall |
| Board Member | Alison Moser |
| Board Member | Debra Smith |
| Board Member | Jim Peabbles |

**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 report that fundraising wasn't at its best during the 2014-2015 schoolyear. The Governing Board has enlisted the help of the PTO and they are working together to create a more robust list of fundraising events for the coming year.

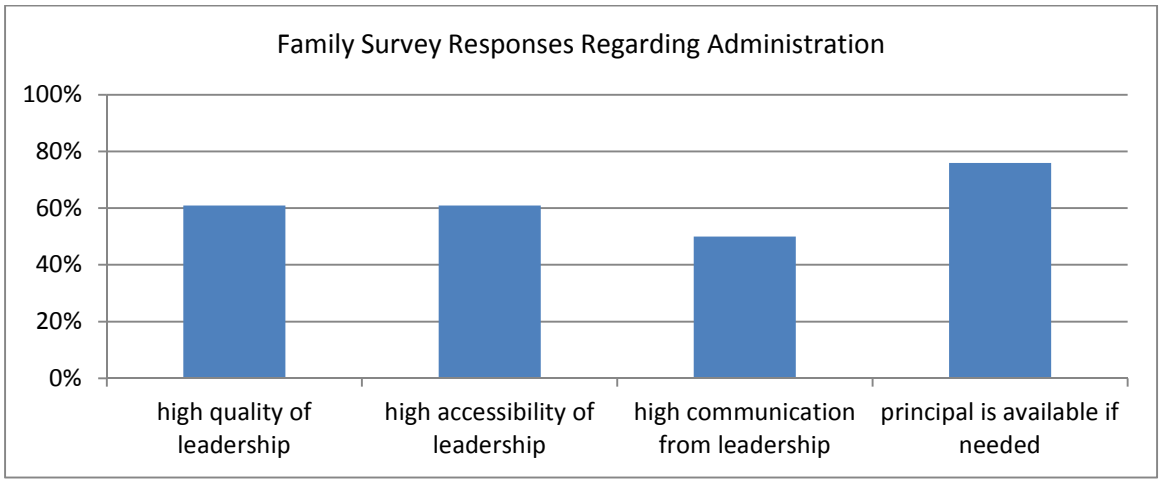
Governing Board meeting notices, agendas and minutes are posted to the Fiddlehead School of Arts & Sciences website.

## Section 6: Administration

| | |
|---|---|
| Executive Director | Jacinda Cotton-Castro |
| Special Education Director | Ellen DeLuca |

Fiddlehead School's Executive Director informally evaluated the teachers at Fiddlehead School of Arts & Sciences during the 2014-15 schoolyear. This procedure included an informal check within the first 30 days, then again at 6 months and at the end of the year. After the final check-in the results are written up. Fiddlehead's Executive Director is exploring the Danielson evaluation method, and would like to review the procedure that Harpswell Coastal Academy is using.

The Executive Director reports having somewhat moderated between the education sub-committee and the staff, particularly around the student performance and data collection discussions.



## Section 7: School Climate

Fiddlehead School met its targets in the area of School Climate.

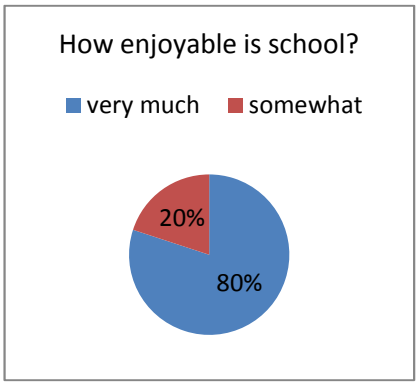
**Targets:**

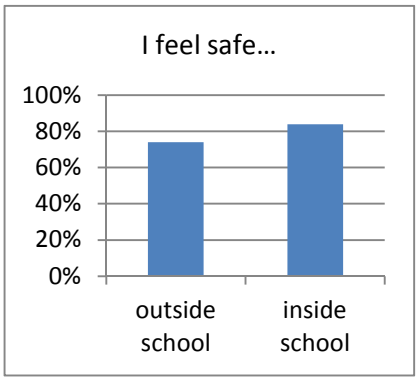
- **Instances of bullying, harassment or other abusive behavior**
  Reports of actual or suspected bullying, harassment or other abusive practices
- **Confidential surveys of parents, staff, and students regarding social and academic climate**
  School survey and
  State survey Participation
- **Emotional and social growth of students**
  Survey

**Performance:**
During the 2014-15 schoolyear, a Fiddlehead 3rd grader wrote a pass-it-on note saying, "bombs are evreware." 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.

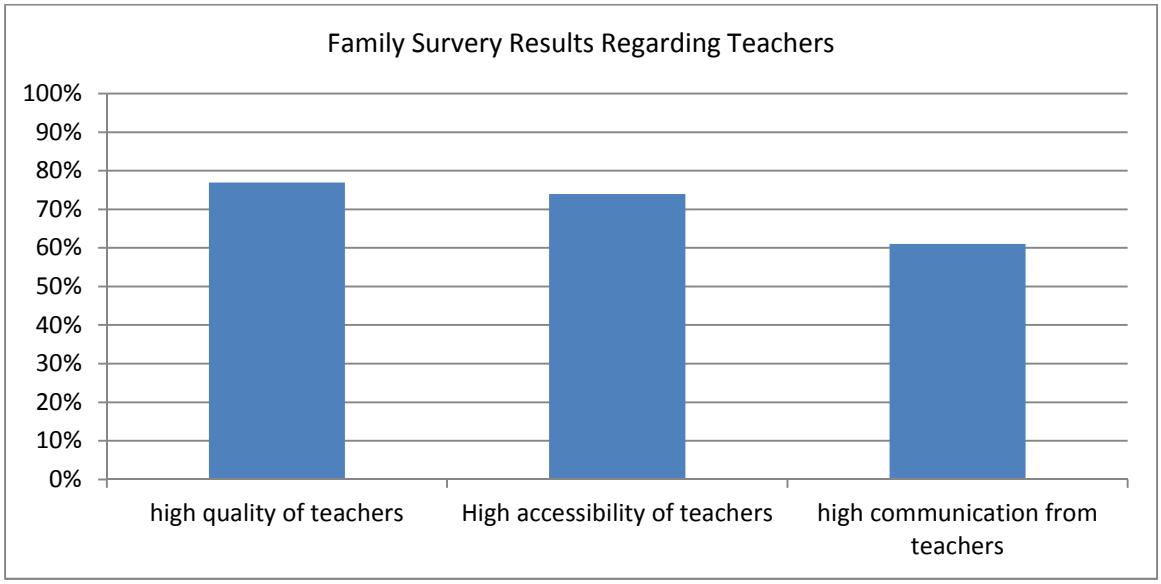



Teachers at Fiddlehead School for Arts & Sciences report feeling very appreciated. During Teacher Appreciation Week families prepared a meal for the teachers and covered the classrooms so the teachers could eat together.

Teachers report a challenge in staying true to the Reggio Emilia philosophy of emergent learning, while finding an appropriate measurement of academic proficiency that fits with the style of the learning environment. Some teachers are exploring the "Emergent Investigation preK" and the "Cycle of Inquiry."

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




## Section 8: Parent and Community Engagement

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

**Targets:**

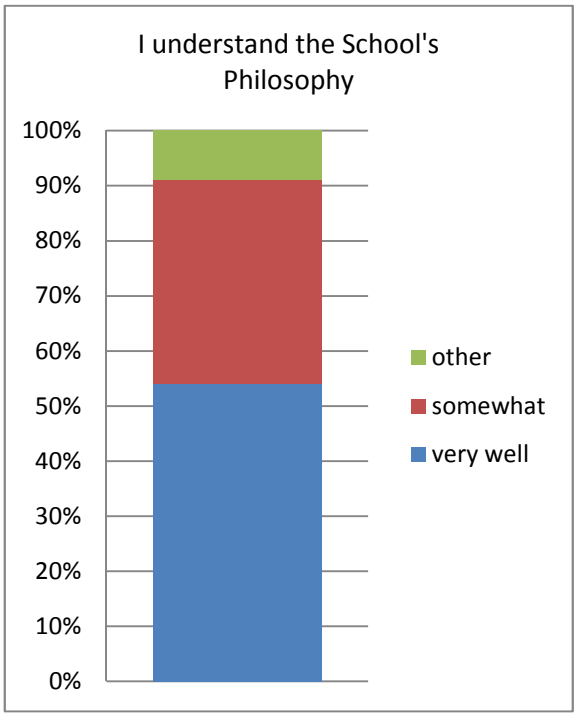
- **Parent Communication Systems**
  Regular and clear communication
- **Parent participation in their child's education and operation of the school**
  80% parent participation of meaningful involvement
  Plan for parent conferences established
  List of engagement opportunities available to parents and community
  Record kept of volunteer and parent participation
- **Educational Partnerships in the Community**
  Partner with community organizations

**Performance:**

In addition to weekly communication, Fiddlehead School of Arts & Sciences Executive Director sends 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.

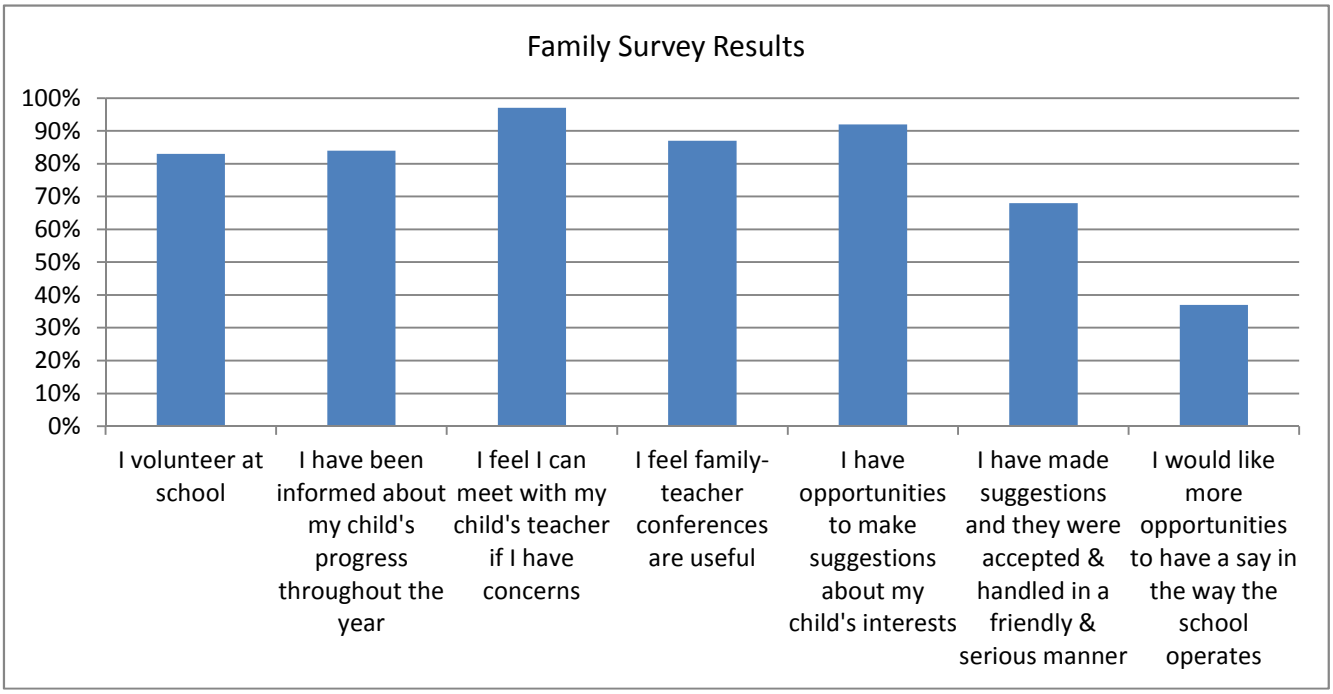
During the 2014-2015 schoolyear Fiddlehead School celebrated a 96% Parent-Teacher Conference participation rate, maintaining the same level of participation from the previous schoolyear. Conferences were student-led, and were supplemented with teacher-written narratives.

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 has 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.



## Section 9: Finances

Fiddlehead school met its targets in the area of Finances.

**Targets:**

- **Financial Performance and Sustainability**
  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 has submitted all currently due reports to the state. An outside audit was performed last year and a current audit has begun for this year.

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 of $688.

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

Fiddlehead School met its targets in the area of Facilities, Transportation and Food Service.

**Targets:**

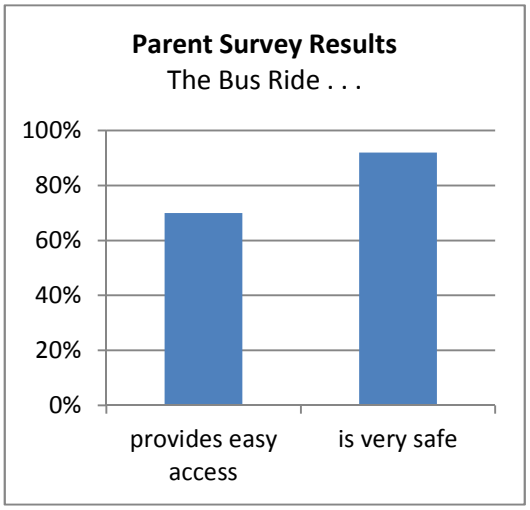
- **Adequacy of Facilities Maintenance in Support of the Program**
  Quarterly Building Committee meetings
  Cleaning log
- **Adequacy of Transportation in Support of the Program**
  Cost and Utilization

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

Currently, the Fiddlehead facility is at 100% capacity. An architectural design for school renovation is in process. This renovation would expand the area where 3rd grade is currently located and divide that space into 2 classrooms. Proposals from contractors will be reviewed by the Facility/Building Committee.

The Governing Board will be looking at both short and long term Capital Improvement Plans in their annual review.

The bus route remained the same during the duration of the 2014-15 schoolyear. One new pick-up/drop-off site was added during the schoolyear and an additional stop closer to Lewiston/Auburn is being explored.



37% of eligible students use the bus in the morning and 37% of eligible students use it in the afternoon.

The Governing Board will be looking at bus replacement in the next few years.

## Section 11: Evidence of Mission and Vision Implementation

| 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. |

There is evidence of Fiddlehead's Mission in the way students are treated and respected, and in the ongoing learning of the teachers and administration. The Vision is evidenced in the school's curriculum; particularly Fountas and Pinnell for measuring reading levels and student progress, as well as Curriculum Based Measurements in math for individual student benchmarks.

## Section 12: Summary, Commendations and Recommendations

The Fiddlehead School of Arts and Sciences is staying true to its mission and vision. It has taken the opportunity to identify its strengths and challenges and formulates strategy to work on challenge areas. Students as early as Kindergarten express what they are doing as "free exploration" and all students love the hands on approach and the field work, and can identify the steps from early drafts to finished products recognizing what they are learning and how it relates to the real world. Staff set a nurturing tone and students appreciate the immediacy of issues being handled. Parents are genuinely pleased with the school and find the administration readily approachable.

**Commendations**

- The Governing Board has grown and matured during the 2014-15 schoolyear.
- The Board, Administration, and teachers are all working on how to assess and show student growth and data while maintaining the school's Mission and Vision.
- The Administration is dealing with issues immediately as they arise.
- There is a school culture being established.
- Fiddlehead School of Arts and Sciences has responded to recommendations made in the 2014 Monitoring report by taking their strategic planning findings, establishing priority goals and following through establishing subcommittees of their Governing Board in education, personnel, finance, development, and policy.

- The Governing Board work has led to the creation of the position of Coordinator of Learning and Teaching, which will ease the Administrative workload and contribute to the implementation of the Reggio Emilio-inspired instruction.
- The Finance Committee is analyzing projected income and creating recommendations for sustaining a healthy budget including increased fundraising.

**Recommendations**

- Continue to monitor the year to year budget and develop long range financial plans.
- Continue to pursue grants and other methods of fundraising.
- The Governing Board should continue to move from implementation to oversight and work to understand its role and responsibilities.
- The Governing Board should seek a member with financial expertise.
- Continue clarification of roles and responsibilities in addressing issues.
- Select and implement a teacher/administrator evaluation process.
- Continue the process for establishing parent-teacher-student conferences with clear expectations.
- Continue to establish mechanisms to ensure that Governing Board members and families understand the philosophy/mission/vision of the school and its implementation.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses, particularly in the area of math, by further analyzing state and local assessment data, and other means of assessment that have been used by the school.

Maine Charter School Commission

September, 2015

On June 4, 2015, an announced on-site visit was made to Harpswell Coastal Academy public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Education representative. The visiting team held interviews with school leadership, staff, students, parents, community partners, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

| | |
|---|---|
| Commission Member, Review Team Chair | Laurie Pendleton |
| Commission | John Bird |
| Commission | Shelley Reed |
| MCSC Executive Director | Bob Kautz |
| MCSC Director of Program Management | Gina Post |
| DOE Special Education Representative | Peg Armstrong |

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Maine Charter School Commission

# ANNUAL MONITORING REPORT

## September 2015

**Section 1: School Overview**

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

| | |
|---|---|
| Head of School | John D'Anieri |
| Board Chair | Joe Grady |

| | |
|---|---|
| Assistant Head of School | Carrie Branson |
| Special Education Coordinator | Trevor Slater |

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

| | |
|---|---|
| Mission | To offer a rigorous, personalized, project-based education to mid-coast Maine students in grades 6-12. |
| Vision | To use Maine's shorelines, working waterfronts, forests, and farms as classrooms. To partner with local organizations and businesses, entrepreneurs, and community members who are committed to our goal of preparing caring, creative, resilient citizen-scholars who will flourish in a rapidly changing economy. |

**Section 2: Indicator Summary Table**

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

[1] Neither Division 1, nor Division 2 met its ADA target, but HCA's unexcused absent rate decreased during the school year. See section 4.

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

## Section 3: Academics

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

### Targets:

**Student Academic Proficiency:**

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

**Student Academic Growth**

- Establish baseline for growth on State Assessment

**Achievement Gaps**

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

**Performance:**

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

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

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

| 6th Grade Language | |
|---|---|
| % exceeds + % average | |
| Fall | 82.05% |
| Winter | 54.05% |
| Spring | 46.67% |

| 7th Grade Language | |
|---|---|
| % exceeds + % average | |
| Fall | 58.06% |
| Winter | 54.17% |
| Spring | 44.83% |

| 9th Grade Language | |
|---|---|
| % exceeds + % average | |
| Fall | 52.63% |
| Winter | 64.71% |
| Spring | 44.44% |

| 10th Grade Language | |
|---|---|
| % exceeds + % average | |
| Fall | 64.52% |
| Winter | 72.41% |
| Spring | 62.96% |

| 6th Grade Reading | |
|---|---|
| % exceeds + % average | |
| Fall | 82.05% |
| Winter | 66.67% |
| Spring | 50.00% |

| 7th Grade Reading | |
|---|---|
| % exceeds + % average | |
| Fall | 64.52% |
| Winter | 65.38% |
| Spring | 58.62% |

| 9th Grade Reading | |
|---|---|
| % exceeds + % average | |
| Fall | 66.67% |
| Winter | 50.00% |
| Spring | 44.44% |

| 10th Grade Reading | |
|---|---|
| % exceeds + % average | |
| Fall | 83.87% |
| Winter | 60.71% |
| Spring | 70.37% |

| 6th Grade Math | |
|---|---|
| % exceeds + % average | |
| Fall | 66.67% |
| Winter | 62.16% |
| Spring | 48.39% |

| 7th Grade Math | |
|---|---|
| % exceeds + % average | |
| Fall | 51.61% |
| Winter | 50.00% |
| Spring | 50.00% |

| 9th Grade Math | |
|---|---|
| % exceeds + % average | |
| Fall | 33.33% |
| Winter | 31.25% |
| Spring | 27.78% |

| 10th Grade Math | |
|---|---|
| % exceeds + % average | |
| Fall | 61.29% |
| Winter | 50.00% |
| Spring | 53.57% |

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

**Section 4: Attendance and Enrollment**

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

**Targets:**

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

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

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

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

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

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

## Section 5: Governance

### Governance Board Performance & Stewardship

HCA met it targets in the area of Governance.

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

**Targets:**

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

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

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

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

## Section 6: Administration

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

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

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

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

## Section 7: School Climate

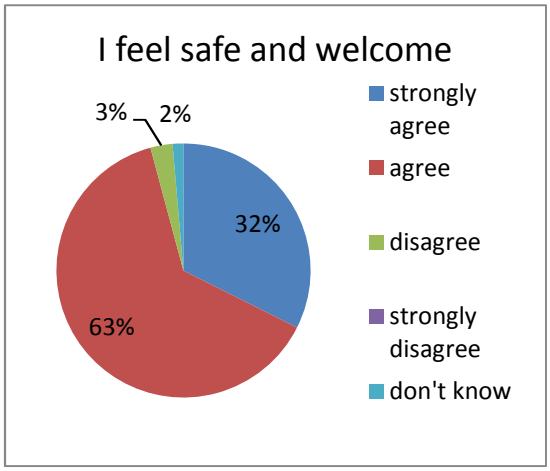
HCA met its targets in the area of School Climate

**School Social and Academic Climate**
**Targets:**

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

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

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

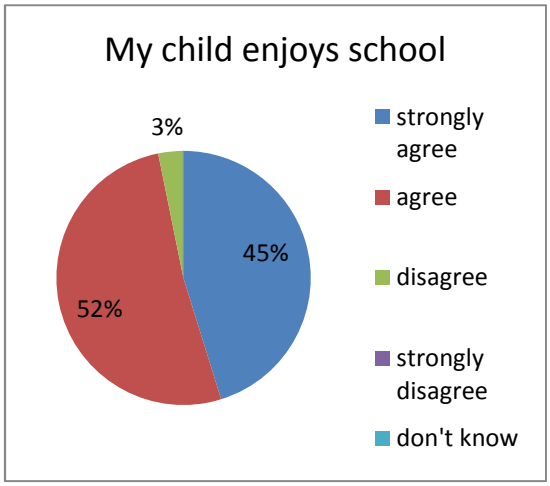



**Family and Student Satisfaction**

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

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

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




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

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

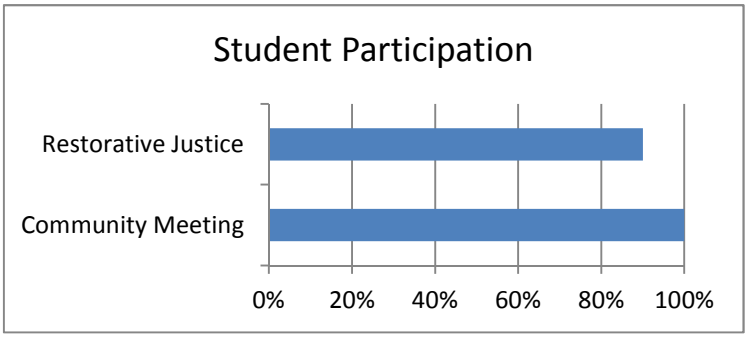
Parents interviewed at the end-of-year visit with the Maine Charter School Commission expressed that their children are happy when they come home and want to go to school. Parents shared concerns around the communication that comes from school; the format it comes in, the timeliness, and the accuracy.

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

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

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

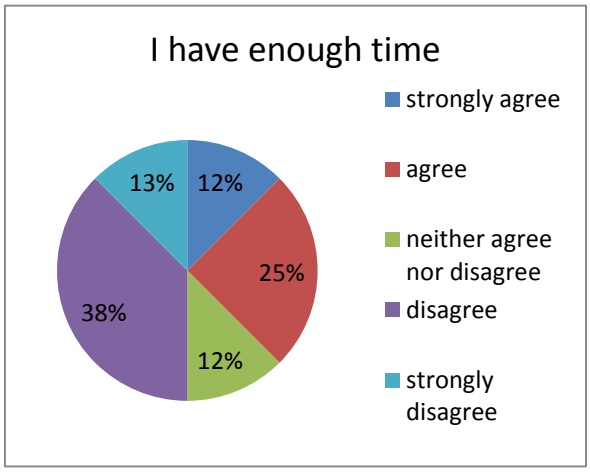
90% of students participated in the Restorative Justice model this year, and all students participated in Community Meeting, exceeding the target of 80% participation. In their second year, HCA Administration and Faculty found it hard at times to meet the demands for Resolution Circles. In staffing for 2015-16 the school has attempted to identify point people on the faculty to facilitate circles and coordinate its Restorative Justice approach. HCA Administration believes this will help to strengthen the community. HCA reports that students, parents and faculty have commented on the efficacy of Restorative Justice at HCA, and students have said that Community Meeting participation increases their feeling of empowerment and ownership of the school.




HCA teachers were also surveyed during the spring 2015.

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

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




## Section 8: Parent and Community Engagement

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

**Parent and Community Engagement**
**Targets:**

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

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

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

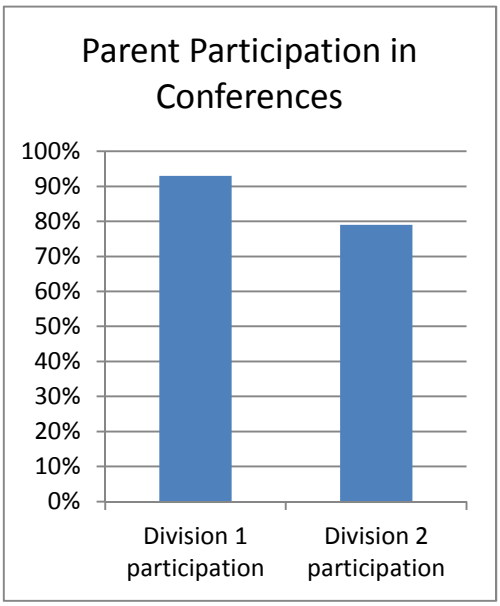
Voices of the Sea collaboration with the Harpswell Heritage Land Trust, the Boats of Maine Project, and the Community Garden work.

HCA Administration reports that parent usage of JumpRope, the school's student data tracking program, continues to be inconsistent. Individual parent logins to JumpRope since the beginning of the year range from 0 times to 110 times, with an average of 20-30 total logins per week. Usage peaks around Student Led Conferences, and drops off towards the end of the year.

HCA held meetings explaining how to use JumpRope, and included information in the weekly newsletter and at Student Led Conferences. Despite this, however, they do not see the level of engagement they hoped to see from parents. They are actively pursuing an alternative platform for proficiency based assessment for the 2015-16 school year, but have yet to find one that satisfies their needs. Based on survey data and conversation with parents, it seems that most families are accessing the weekly newsletter to stay up to date with events and information from HCA. They also send documents home with students and mail certain things to parents using the USPS when they want to ensure receipt.

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

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




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

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

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

## Section 9: Finances

HCA met its targets in the area of Finances.

**Financial Performance and Sustainability**
**Targets:**

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

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

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

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

HCA met its targets in the area of Facilities, Food Service and Transportation

**Adequacy of Facilities Maintenance in Support of Program**
**Targets:**

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

**Performance:**
HCA has the appropriate certifications for health and safety including a health inspection of the kitchen; monthly water testing as required for a public water supply; boiler and air ventilation system serviced and inspected; and an inspection of fire equipment. Additionally, HCA has contracted with a nurse, who is providing oversight to our School Health Aid, ensuring that we are following guidelines for school health. With the addition of a half-time facilities coordinator, the on-site support of a supervising school nurse, and a part-time custodian, HCA has taken steps in improving the health and safety of students in our facility.

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

**Food Service & Transportation**
**Targets:**

- Food Service: Record of costs and student utilization of food service.
- Transportation: Record of costs and student utilization of transportation service.

**Performance:**
Approximately 20% of eligible students utilize the breakfast service.
Approximately 95% of students who qualify for free lunch participate in the lunch program.

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

Approximately 98% of eligible students utilize route 1 transportation service (morning and afternoon).
Approximately 96% of eligible students utilize route 2 transportation service (morning and afternoon).
HCA continues to contract with Luce Transportation, and operates 2 full size school buses that run through Topsham, Bowdoinham, Brunswick, Bath and Harpswell daily. Additionally, there is a 10 person handicapped accessible van. HCA will reevaluate the routes when enrollment is settled for next year, and will make adjustments as necessary.

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

## Section 11: Evidence of Mission and Vision Implementation

| Mission | Vision |
|---|---|
| To offer a rigorous, personalized, project-based education to mid-coast Maine students in grades 6-12. | To use Maine's shorelines, working waterfronts, forests, and farms as classrooms. To partner with local organizations and businesses, entrepreneurs, and community members who are committed to our goal of preparing caring, creative, resilient citizen-scholars who will flourish in a rapidly changing economy. |

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

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

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

## Section 12: Commendations and Recommendations

### Commendations

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

### Recommendations

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

Maine Charter School Commission

September, 2015

On July 22, 2015, 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, MCSC Director of Program Management, and Department of Education Special Education representative. The visiting team held interviews with school leadership, staff, students, parents, community partners, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

| | |
|---|---|
| Commission Member, Review Team Chair | John Bird |
| Commission | Jana Lapoint |
| Commission | Nichi Farnham |
| MCSC Executive Director | Bob Kautz |
| MCSC Director of Program Management | Gina Post |
| DOE Special Education Representative | Peg Armstrong |

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

Maine Charter School Commission

# ANNUAL MONITORING REPORT

## September 2015

**Section 1: School Overview**

| | |
|---|---|
| School Name | Maine Academy of Natural Sciences |
| Address | 16 Prescott Drive PO Box 159 Hinckley, Maine |

| | |
|---|---|
| Interim President/CEO | Rich Abramson |
| Principal | Troy Frost |
| Director of Curriculum and Assessment | Emanuel Pariser |
| Board Chair | Bill Brown |

| | |
|---|---|
| Year Opened | 2012-2013 school year |
| Years in Operation | 3 |
| Number of Sending Districts | 23 |
| Grades Served | 9-12 |
| Number of Students | 76 |
| Number of Students on Waiting List | 2-18 |
| Average Class Size | 9.5 |
| Teacher – Student Ratio | 1:10 |

| | |
|---|---|
| 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[2] | |
| 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[3] | |

[1] See Section 3: Academics for specific growth percentages.
[2] See Section 3: Academics for subgroup data.
[3] Parent participation in student-led conferences was 85%, 5% lower than the 5% target. See section 8.

## Section 3: Academics

MeANS partially met its academic goals for the 2014-15 school year. The NWEA goal was met in Language, but not in Math and Reading. Some achievement gaps were narrowed.

Smarter Balanced testing was completed, but due to low enrollment and participation, scores are unable to be publicly reported.

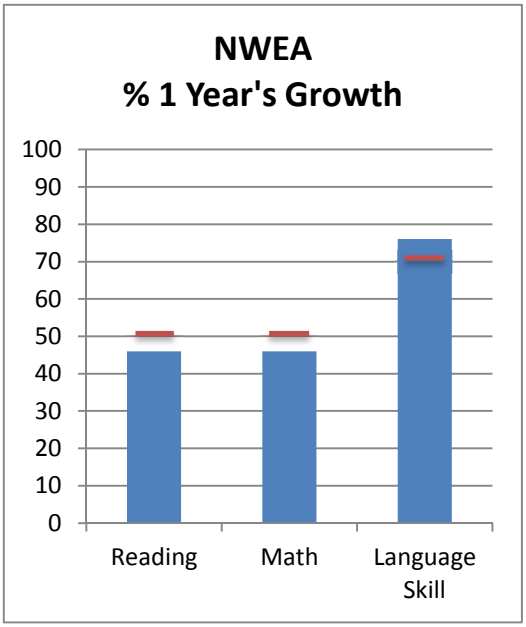
**Targets:**

Student Academic Proficiency and Growth:

- State assessments: 2015- Get baseline on Smarter Balanced
- School-developed assessments: Based on goals set annually in individual learning plans; 85% of students will meet or exceed the number of standards they set as goals to complete each year beginning is 2015-16 school year.
- Student academic growth: value added nationally normed individual and group assessment or equivalent for English and Math.
    - 50% of students will show a year's growth or more on NWEA math measures;
    - 50% of students will show a year's growth or more on NWEA reading measures;
    - 70% of students will show a year's growth or more on NWEA language measures;
- Achievement gaps in proficiency and growth between major student subgroups using ESEA-based system: Students in subgroups – special education and socioeconomically disadvantaged will whenever they are behind the average student growth at MeANS, close that gap on an annual basis by 10% in at least two of the three subject areas.

**Performance:**

MeANS will start setting student goals in the fall 2015, based on a combination of information from the NWEA results and the targets that students need to close in that year. 46% showed a year's growth on the NWEA Math, 46% showed a year's growth in Reading, 76% showed a year's growth in Language. These percents reveal that MeANS met its goal in Language, and missed its goals for math and reading by 4% each.




Achievement Gaps:

Special Education: 7% down in Language skills, remained even in Math, and 14 % over school average in reading growth.

Free and Reduced: Up by 1% in language, down by 8 % in math, and up by 2% in reading.

Post-Secondary Readiness:
MeANS met its Post-Secondary Readiness targets.

**Targets:**

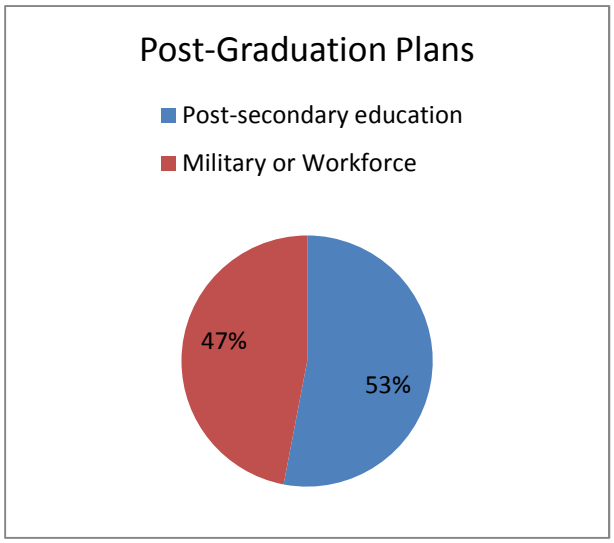
- *Senior graduation rate of 70%*
- *Dual enrollment completion rate 75%*
- *15% of students scoring at or above state average on ACT or SAT*
- *75% of graduates enrolled in a post-secondary institution, college, trade, and apprenticeship by April of year 1 after graduation.*
- *15% of graduates not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

At the end of the 2014-15 school year eighteen (18) of 20 seniors graduated in 2014-2015; a 90% graduation rate. The 2 seniors who did not graduate have re-enrolled for 2015-16.

Of 39 KVCC classes taken in 2015 1 student failed one class for a dual-enrollment success rate of 97%.

SAT and ACT data are unavailable at this time.

Within 8 months of graduation 10 of 19 students (53%) were enrolled in Post –Secondary education, and 9 of 19 were working full time (47%).




## Section 4: Attendance & Enrollment

MeANS met its Attendance and Enrollment goals for the 2014-15 school year.

**Targets:**

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

**Performance:**

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

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

## Section 5: Governance

MeANS met its Governance goals for the 2014-15 school year. (i.e. Agendas and minutes posted on website, bi-monthly meetings)

**Targets:**

- Governance Board Performance and Stewardship, see above

| | |
|---|---|
| Chair of the Board | Bill Brown |
| Board Member | Cheryl Gwadosky |
| Board Member | Douglass Carr |
| Board Member | Gordon Donaldson |
| Board Member | Mara Casey Tieken |
| Board Member | Tom Edwards |
| Board Member | Scott Cyrway |
| Board Member | Richard Meserve |

**Performance:**

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

The Governing board reports visiting students, classes, and faculty about 3 times per year to get a feel for the daily work that the MeANS community is doing. Board members are impressed with teacher leadership, and the level of student engagement. The Governing board is down to eight members, and is currently looking to fill its ninth seat.

The Board is aware that MeANS teachers are working for low pay, as compared to the geographical area. They want to pay teachers more, and the new budget will begin to increase pay. The Board believes that the benefits are consistent with other peer organizations.

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

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

The Board is very excited about the new school building, still on the GWH campus, and built specifically to suit MeANS' needs. The new facility is anticipated to be open by the end of August, 2015 for the 2015-16 school year. It has 16 rooms, is "green," and is net positive, so the building will not generate energy bills.

## Section 6: Administration 2014-2015

| | |
|---|---|
| Director of Curriculum and Assessment | Emanuel Pariser |
| Principal | Troy Frost |

MeANS is currently going through a leadership transition as the Principal leaves and the Director of Curriculum and Assessment reduces hours. In addition, GWH is searching for a President, who also functions as CEO for MeANS.

The Director of Curriculum and Assessment reported at the interview with the MCSC that he has done a lot of work fine-tuning each standard and the targets. The school is moving towards parents and students using the Empower software for monitoring purposes. As a result, students can take charge and propose a plan to meet standards. The administration expects the biggest challenge in switching to standards-based learning will be parent understanding.

The administration has received coaching on standards and targets from the Great Schools Partnership. MeANS will be on completely standards-based report cards. The school anticipates having to recalculate these report cards into GPA for student admission into certain post-secondary institutions, though it does not expect a problem with KVCC.

MeANS administrators reported that, as a result of the MCSC's feedback regarding Performance Indicators and targets, they are working on making their targets more useful. They plan to give the NWEA in the fall and use the scores to plan academics based on standards. They are also considering administering the NWEA mid-year to determine if the current model is working.

The Director of Admissions invites prospective students and families to visit MeANS. Many come in feeling deflated and leave with hope. She reports loving to do outreach at events, where she talks about project-based, hands-on learning, and using the land. She is pleased that re-enrollment is 100% and each year anyone who can re-enroll does.

## Section 7: School Climate

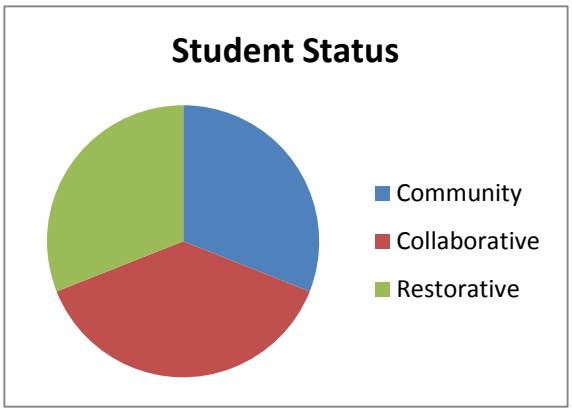
MeANS met its School Climate goals for the 2014-15 school year.

**Targets:**

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

**Performance:**

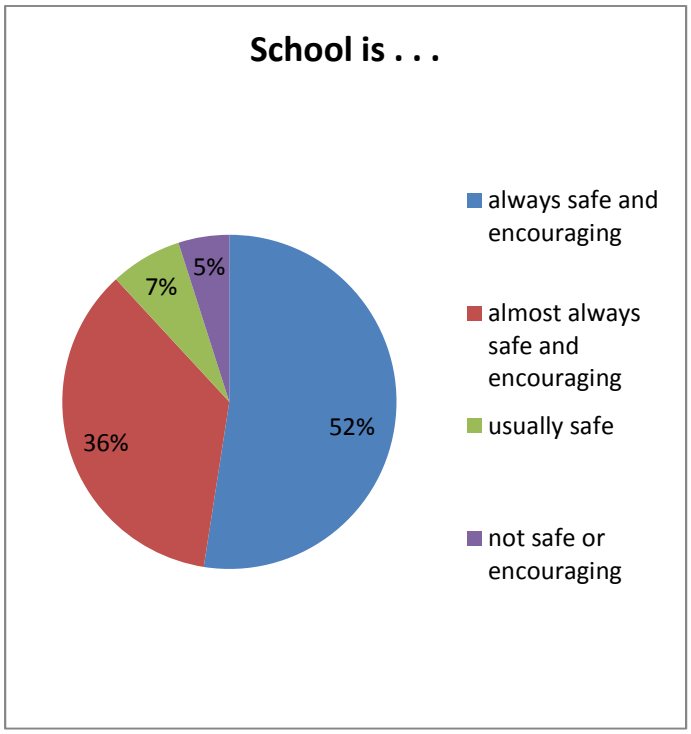
During the 2014-2015 school year there were 2 reported incidents of bullying, affecting 3 students. 2 Students were referred to substance abuse evaluation or counseling.



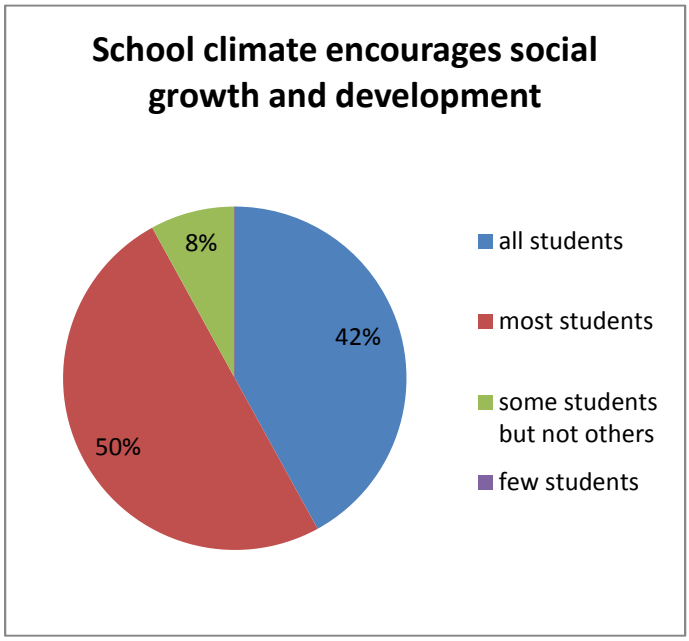

31% of MeANS students maintained the highest status, Community Status, for the majority of the school year; 38% maintained the second highest status, Collaborative Status, for the majority of the school year, and 31% maintained the lowest status, Restorative Status, for the majority of the school year.

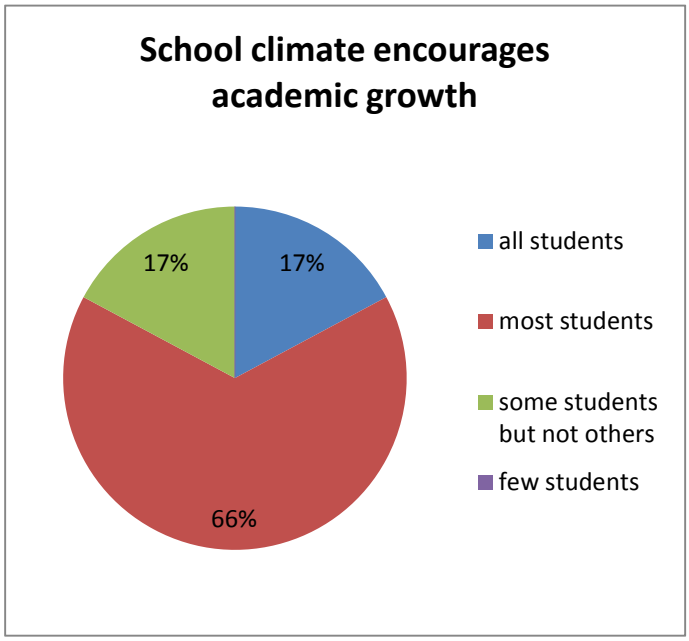
MeANS has a teacher who is extensively trained in the Restorative Justice approach to behaviors. She is on call with a space in the school to meet and remediate. She helps the students deescalate and get back into classroom. MeANS has a databased to record behaviors. The behaviors are tracked and communicated to parents. Detentions are also tracked. A behavior incentive, Golden Tickets, is given out as recognition. MeANS has a staff member who developed a system for tracking all behavior related incidents, which also tracks late assignments.

78% of MeANS students completed a student survey. Students reported the school climate as being either *always safe and encouraging* or *almost always safe and encouraging*. Students also reported that 91% of the time, when communicating with their advisor, they either always got the information they needed or usually got the information they needed.



All teachers (12) participated in a satisfaction survey. Overall results were positive. More than 90% reported that the school climate at MeANS encourages social growth and development for all or most students. 83% responded that the school climate at MeANS encourages academic growth for all or most students.




**Section 8: Parent and Community Engagement**

MeANS partially met its Parent and Community Engagement goals for the 2014-15 school year. Community partnerships are in place, parents and advisors are in contact, parents and families participated in activities, and 85% of parents participated in student-led conferences, 5% shy of the 90% target.

**Targets:**

- Educational partnerships in the community
- Parent communication systems: weekly communication between advisor and parent/guardian
- Parent participation in their children's education and operation of school: 90% participation in student-led conferences, 60% participation in school sponsored activities.

**Performance:**

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

90% of student's parents/guardians heard from the school's advisor at least once a week during the quarter. Several students had special circumstances; one emancipated, one taking only KVCC courses, one taking only an external class.

85% of parent/guardians participated in student-led conferences. Seniors who only had one or two courses to complete generally did not have student-led conferences. Some students were estranged from their parents, or were at the age of majority and did not want parental involvement.

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

## Section 9: Finances

MeANS met its goal for finances for the 2014-2015 school year.

**Targets:**

- Financial performance and sustainability

**Performance:**
The MeANS budget was balanced and "in the black" at the end of the 2014-15 school year.

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

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

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

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

MeANS met its goals for Facilities & Maintenance, Transportation, and Food Service for the 2014-2015 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:**
Facilities & Maintenance: All rooms and space in the Swasey building first floor and basement are being used to their full capacity. Staff and students are looking forward to moving to the new Moody School building for the coming school year.

Transportation: Approximately 60% of students are utilizing transportation provided by MeANS' vans, and approximately 15% are using transportation provided by a local school district, with which MeANS has a contract. Several new pick-up and drop off sites were added during the school year. Parents have complimented MeANS on communication and flexibility. In response to parent request, all MeANS' vans were labeled with the school's emblem for identification purposes.

Food Service: Approximately 15% of eligible students utilize breakfast service, and approximately 54% utilize the lunch service. MeANS reports that its food service ran over budget, but that it has improved since year one.

## Section 11: Evidence of Mission and Vision Implementation

| Mission |
| --- |
| To provide an inspiring and inclusive learning environment primarily for students who are under-engaged and at risk of dropping out of high school. |

| 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. |

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 12: Commendations and Recommendations**

**Commendations**

- 18 of 20 seniors graduated in 2015.
- Of 39 KVCC classes taken in 2015 the dual-enrollment success rate was 97%.
- Extensive work has been done to fully implement the philosophy of the school with the curriculum, and in the use of "Empower" for monitoring purposes.
- Students are provided multiple pathways to achieve success.
- For a second year in a row all students are returning.
- MeANS has strong teacher leadership most recently evidenced by their role in laying out the new school.
- Project- based learning is well evidenced.
- MeANS has developed a plan for operational self-sufficiency.
- The governing board has made an appropriate contribution in the educational improvement of the MeANS program.

**Recommendations**

- Board minutes need to be kept current and should explain board actions in depth.
- Going forward financial reports should include the appropriate allocations of fees, supports and services provided between MeANS and GWH; for what and how much MEANS is paying directly to GWH.
- The board needs one or more members with development experience.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses by further analyzing state and local assessment data, and other means of assessment that have been used by the school.

**Maine Connections Academy**
**Pre-opening Review**
**August 20, 2014**

September 2, 2014, Commission Meeting

Maine Connections Academy has substantively met all the pre-opening requirements. This was confirmed in the Review Team's on-site evaluation, conducted August 20, 2014 at their office on 75 Robert's Road, South Portland. A subsequent telephone conference was held on Friday, August 22, 2014 to address a handful of administrative items, at which time the Review Team was satisfied that all issues had been addressed.

**Enrollment**

On opening day of school, September 2, 2014, enrollment numbers me the minimum threshold, with 281 fully-enrolled students. The Review Team noted that due to late enrollments, there were 41 students that did not have their full complement of equipment on opening day, but the school indicated that shipments were in process and they would work with students on a case-by-case basis to mitigate the lack of physical text books, which were available on-line. Other student materials, such as lab gear, would not be needed in the first few weeks of school.

**Teacher**

The school had a full complement of teachers, who were in training on the day of the Review Team's visit. In the case of one science teacher, the school was unable to find a suitable candidate that lived in the greater Portland area, which was effectively a requirement in order that they perform their teaching from the school's office. The school hired a temporary science teacher who lived in Fort Kent for a two-month period while the search continued. That teacher trained at the school before opening and her presence in northern Maine had the salutary benefit of providing an on-the-ground resource for parents and students in the region. The Review Team was satisfied that the temporary accommodation did not violate the teaching model of the school and indeed might be of positive benefit overall.

**Budget**

The school budget was approved by the MCA Board on August 22$^{nd}$. Those changes reflected a refinement of the budget numbers from its application. The budget appeared sustainable, though the school indicated that during its first year, it would work to maintain some cash reserve and did not budget to make progress on repayment of its debt to Connections Academy, which is required to be liquidated by the end of the third year of operation.

**Grants**

The approval process for a variety of grants remained in process, though the school reported receiving "substantial" approval pending several admin items. The Review Team deemed that status sufficient for satisfaction of its pre-opening requirements.

**Review Team Members**
Ande Smith, Chair
Laurie Pendleton
J. Michael Wilhelm

# Maine Connections Academy
# 90-Day Review
# December 20, 2014

Maine Connections Academy 90-Day Review Report approved as written by the Maine Charter School Commission on 3-3-15.

Maine Connections Academy (MCA) has substantively met all the 90-Day review milestones. This was confirmed in the Review Team's on-site evaluation, conducted December 9, 2014 at their office on 75 Robert's Road, South Portland. A subsequent telephone conference was held on December 17, 2014 to gain further insight into the financial reports presented at the December 9th meeting. The Review Team was comprised of Ande Smith (chair), Michael Wilhelm, and John Bird, with Bob Kautz in attendance for the Commission and Peg Armstrong of the Maine DoE in an advisory capacity regarding special education matters.

The review was comprised of an oral and documentary review of materials specified under Exhibit E to MCA's contract. This review was primarily conducted with MCA Principal Karl Francis. The Review Team also conducted a tour of MCA's facilities, conducted an interview with several MCA Board members, including Amy Volk, Nick McGee, and Amy Linscott, and conducted a working lunch with most of the MCA faculty and several students and parents. Two additional students were interviewed by phone.

## Academic Proficiency

The MCA Contract requires the school within 3 months of opening to "provide the Commission with a protocol for fulfilling its assessment plan (formative and summative) as listed in the Charter Application." The Commission reviewed MCA's proposed use of assessment tools for long-term assessment of proficiency including its LEAP (proprietary) tool for middle school students and SCANTRON for high schoolers, finding that the school was effectively implementing the system identified in its charter application. The Review Team spent considerable time reviewing MCA's implementation of its Assessment Objective Performance Report (AOPR) and the dashboards used by the school to review student participation and achievement as they progressed through lessons. The Review Team walked through live data to see how learning coaches were engaged based on dashboard cues of struggling students.

Based upon its observation and questioning, the Review Team believed that the data being collected provided the means for the school to meet its obligations to provide meaningful assessment and progress monitoring of students as they progressed through the relevant sections.

## Parent Engagement and Conferences

The MCA Contract requires that "Within three months of the start of Year One, the School will provide the Commission with a plan for parent engagement and conferences." The Review Team reviewed the "Parent Involvement Plan: Maine Connections Academy" adopted by the MCA Board on September 19, 2014.

The Review Team followed up on its review of the document with questioning of students, parents and faculty regarding the school's engagement and outreach. The Review Team also took the opportunity to inquire of students, parents, and teachers regarding the school's communications and received positive feedback on the school's execution of engagement.

The Review Team found that the engagement plan and its initial execution were consistent with the obligations of the school and seemed to be effective.

**Financial Performance**

The Review Team reviewed summary data of MCA's quarterly financial statements, required to be prepared under the MCA Contract. While the summary data was complete in and of itself, the Review Team requested more detailed information consistent with that provided to the Board. That was received and a conference call to review that information was held on December 17th, which included Ande Smith, MCA Board Member Nick McGee, MCA's independent CFO Heather Neal, and Shawn Soltz, an accountant at Connections Education.

The Review Team had some concerns regarding the mechanism by which the pro-rata reimbursements for dropped students from Connections Education to MCA was accomplished. In the December 17th call, Heather Neal and Shawn Soltz explained how the process was accomplished with budget reserves and a true up at the end of the school year. This approach was selected to avoid numerous payments which would largely be offset by joining students. Both MCA's outside CFO and Nick McGee expressed satisfaction that the conservative budget estimations would result in a net inflow of cash to MCA at the end of the year and that the one-time nature of the accounting adjustment would provide them an effective means of reconciling adds/drops from a budgetary standpoint.

The Review Team also noted that it was unclear when the start-up loan facility would be liquidated as required under the MCA Contract. As of the 90-day review, MCA had no specific plan for payback of its startup-loan from Connections Education. It was expressed to the Review Team that should financial performance meet expectations, payback would begin in year one, but as of the 90-day performance, the decision was withheld. It was also noted that Connections Education could make available a charitable grant to MCA, which might be used to off-set the loan, but MCA had made no decision on whether to accept such a grant.

The Review Team in its December 9th meeting found that there was no material concern with the viability of the school based on its initial 90-day performance, but the full team did not meet to review the subsequent detailed financial statement. As part of the recommendations of the Review Team in this report, it is recommended that a budget review be conducted shortly after the end of March.

## Student Enrollment Reports

The MCA Contract requires that it file quarterly enrollment reports to be reviewed by the Commission. The first enrollment report was reviewed by the Review Team, which identified no material issues in the report. The Review Team also inquired regarding the number of drop-outs from MCA. MCA noted that approximately 40 students from their opening enrollment cohort had withdrawn from MCA as of the 90-day review. It also noted that of the replacements at that point, there had been no withdrawals. As required under its Contract, MCA had conducted exit interviews of those students and it was noted that the vast majority of those cited that the school was not a good match for the family or the student. The Review Team also inquired as to whether those students withdrawing were disproportionately special education students. MCA noted that of the 40, approximately 5 were special needs students, and noted that two had only recently dropped for habitual truancy.

The Review Team concluded that MCA had meet its obligations regarding enrollment and reporting and that no material issue existed with the school's performance in this regard.

## Pre-Opening Plan

The Review Team confirmed completion of several ministerial items that were outstanding at the time of opening, such as conclusion of a cleaning contract for the MCA facility.

Approved as written by the Commission 3-3-15

Maine Charter School Commission

September, 2015

On May 18, 2015, an announced on-site visit was 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 Education representative. The visiting team held interviews with school leadership, staff, students, parents, community partners, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

| | |
|---|---|
| Commission Member, Review Team Chair | Ande Smith |
| Commission | Mike Wilhelm |
| Commission | Laurie Pendleton |
| MCSC Executive Director | Bob Kautz |
| MCSC Director of Program Management | Gina Post |
| DOE Special Education Representative | Peg Armstrong |

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

Maine Charter School Commission

# ANNUAL MONITORING REPORT

## September 2015

**Section 1: School Overview**

| | |
|---|---|
| School Name | Maine Connections Academy (MCA) |
| Address | 75 John Roberts Road South Portland, Maine 04106 |

| | |
|---|---|
| Head of School | Karl Francis |
| Special Education Coordinator | Peter Taffel |
| Board Chair | Amy Volk |

| | |
|---|---|
| Year Opened | School year 2014-2015 |
| Years in Operation | In its first year |
| Number of Sending Districts | 88 |
| Grades Served | 7-12 |
| Number of Students | 297 |
| Number of Students on Waiting List | 200 |
| Average Class Size | 14 |
| Teacher – Student Ratio | 1:31 |

| | |
|---|---|
| Mission | The mission of MCA (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 | | |
| Achievement Gaps in proficiency and growth between major student subgroups | X | | |
| Student Attendance | | X[2] | |
| 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] MCA partially met its targets in the area of Academics, falling short in the area of mathematics on Smarter Balanced State testing. See Section 3.
[2] MCA partially met its targets in the area of attendance. See section 4.

## Section 3: Academics

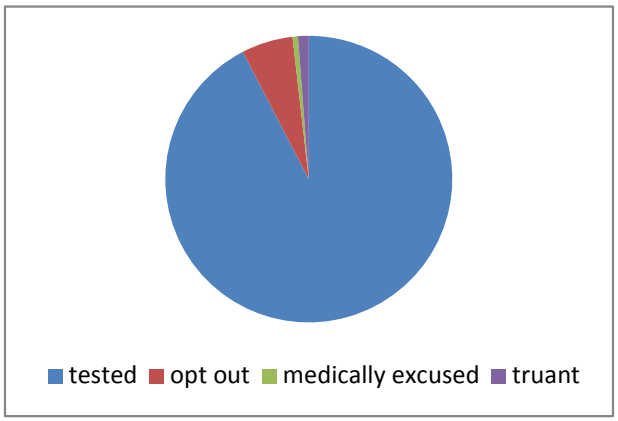
MCA partially met its targets in the area of Academics.

**Targets:**

- *Percentage of students at proficiency level will increase every year by at least 2% points over the prior year. *MCA is in its first year*
- *Year 1 students will achieve 85% of the state average showing met or above*
- *Student Academic Proficiency: School Developed Assessments – LEAP 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%*
- *Target at 2% annual growth expected for continuously enrolled students*
- *Established benchmarks for each student – baselines to be determined in first year*
- *Achievement gaps in proficiency and growth between major subgroups using ESEA-based system – Baseline to be determined in first year*

**Performance:**

92.2% of MCA's 7th, 8th, and 3rd year high school students completed their required Smarter Balance Math and English Language Arts State Assessments. During the 2014-15 Smarter Balanced testing MCA had 154 7th, 8th, and 3rd year high school students enrolled. Participation at grade 7 was 96%. Participation at grade 8 was 92.2%. Participation at grade 11 was 91.2%. Overall, there were 5 students who submitted a medical exemption (only 1 was approved after state review). There were 9 students who submitted opt-out notices and 2 students who were non-responsive and have been chronically truant and unreachable despite significant efforts to address and correct this.




The scores in grade 7 for both subject areas, and for ELA in grades 8 and 11 met the goal of Year 1 students achieving 85% of the state average showing met or above. In grade 8 the math score was 1% lower than what needed to be achieved to meet the goal. Grade 11 math cannot be reported due to maintaining privacy for the small number of students in that category. Goals in Science were met at both 8th grade and High school level.

| ELA | % level 3 or above - MCA | % level 3 or above - Maine | Goal | Met? |
|---|---|---|---|---|
| Grade 7 | 56% | 48% | 41% | Yes |
| Grade 8 | 66% | 48% | 41% | Yes |
| High School | 67% | 47% | 40% | Yes |

| Math | % level 3 or above - MCA | % level 3 or above - Maine | Goal | Met? |
|---|---|---|---|---|
| Grade 7 | 46% | 36% | 31% | Yes |
| Grade 8 | 27% | 33% | 28% | No |
| High School | Student sample too small to report | 25% | 21% | No |

| Science | % level 3 or above - MCA | % level 3 or above - Maine | Goal | Met? |
|---|---|---|---|---|
| Grade 8 | 82% | 71% | 60% | Yes |
| High School | 36% | 42% | 36% | Yes |

The "Longitudinal Evaluation of Academic Progress," or LEAP, is Connections Education's Pre-, Mid-, and Post-Assessment. Students in grades 7-8 take the LEAP Math and the LEAP English/Language Arts assessments. These assessments are given in the fall, winter, and again at the end of the school year. LEAP Growth Students were included below if they had both a pretest and posttest score in Connexus. Data below is current as of July 7, 2015. Growth 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. Growth was also examined as a function of having a score of at least 75% on the posttest or improving by any amount from pretest to posttest. MCA LEAP Reading scores are much closer than LEAP Math scores to reaching the target of 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%. Scores reported below reflect any gain, not necessarily a 10% gain.

LEAP Math :

| Number of Students | Average Raw Score Pretest | Average Raw Score Posttest | Average Gain | % with LEAP Growth | Goal: % with a 75% or Higher on Posttest OR any Gain | Met? |
|---|---|---|---|---|---|---|
| 78 | 44 | 58 | 14 | 57.7% | 57.7% | no |

LEAP Reading

| Number of Students | Average Raw Score Pretest | Average Raw Score Posttest | Average Gain | % with LEAP Growth | Goal: % with a 75% or Higher on Posttest OR any Gain | Met? |
|---|---|---|---|---|---|---|
| 76 | 62 | 69 | 8 | 67.1% | 80.3% | no |

Scantron Performance Series (Grades 9-10) Students were included below if they had both a pretest and posttest score in Connexus. Data below is current as of July 7, 2015. Growth 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. Growth was also examined as a function of having a score of at least 75% on the posttest or improving by any amount from pretest to posttest.

Scantron Math

| Number of Students | Average Score Pretest | Average Score Posttest | Average Gain | % with Scantron Growth | % with a 75% or Higher on Posttest OR any Gain |
|---|---|---|---|---|---|
| 48 | 2861 | 2965 | 104 | 68.8% | 81.63% |

Scantron Reading

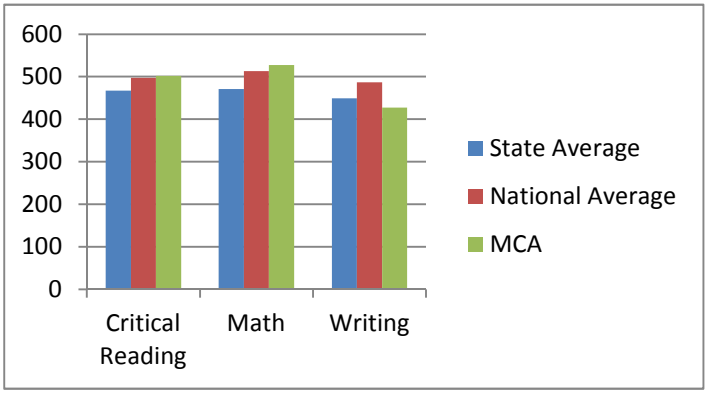
| Number of Students | Average Score Pretest | Average Score Posttest | Average Gain | % with Scantron Growth | % with a 75% or Higher on Posttest OR any Gain |
|---|---|---|---|---|---|
| 52 | 3241 | 3304 | 63 | 92.3% | 96.2% |

Subject Area Passing Grades

| **Passing Percent by Subject: Grades 7-8** | First Semester | Second Semester | +/- from first semester to second semester |
|---|---|---|---|
| Language Arts | 91% | 88% | -3% |
| Math | 83% | 86% | +3% |
| Science | 83% | 83% | +-0 |
| Social Studies | 91% | 92% | +1% |

| **Passing Percent by Subject: Grades 9-12** | First Semester | Second Semester | +/- from first semester to second semester |
|---|---|---|---|
| Language Arts | 83% | 85% | +2% |
| Math | 80% | 79% | -1% |
| Science | 87% | 94% | +7% |
| Social Studies | 86% | 85% | -1% |

9 MCA students took SAT in April and early May




State average in Critical Reading: 467
6 MCA students (66.7%) scored above this (average score for MCA students was 502)

State average in Math: 471
7 MCA students (77.8%) scored above this (average score for MCA students was 527)

State average in Writing: 449
3 MCA students (33.3%) scored above this (average score for MCA students was 427)
The scores on the Critical Reading and Math subject areas meet the target of the % of students scoring at or above state average on above tests greater than or equal to 50%. The Writing fell short by 16.7 %.

## Section 4: Enrollment & Attendance

MCA met its targets in the area of Enrollment. In the area of Attendance, MCA partially met its targets. Truancy was one contributor to not meeting the target. It appears, however; that MCA made every effort to improve attendance. Additionally, MCA's attendance is calculated by dividing the student's total sum of hours logged by the sum of the total number of hours that make up one day of school. In MCA's case, 5 hours equals one day. This calculation and tracking process is unlike a traditional public school where a student can be in school for a small portion of the day and be considered in attendance for that day. While MCA tracks attendance differently, it is striving to meet the high standard of other non- virtual public schools.

**Targets:**

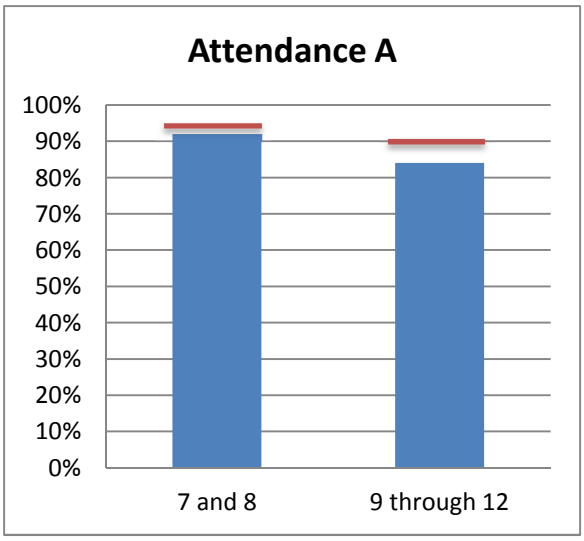
- *Average Daily Attendance Rate of 93% for grades 7 and 8, and 90% for grades 9-12*
- *Individual Student Attendance Rate*
- *Unexcused Absences*
- *Retention rate of 70% of students during the school year*
- *50% of students to be re-enrolled from one year to the next*
- *Continuous enrollment of students for multiple years*

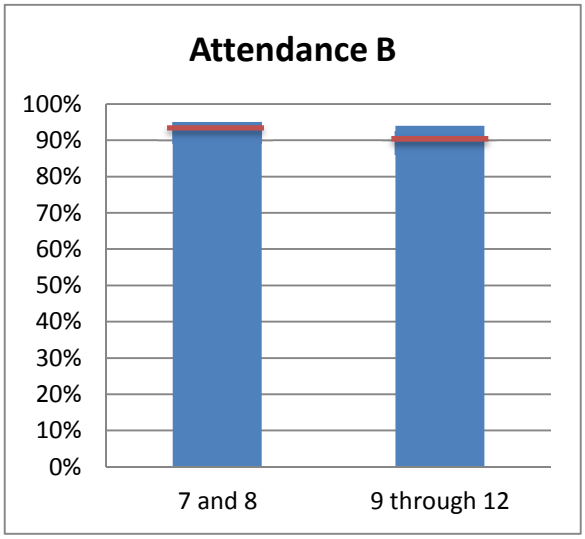
**Performance:**

The average daily attendance rate for students in grades 7 & 8 was 92%, falling shy of the Year 1 target of 93%. The average daily attendance rate for students in grades 9-12 was 84%, falling shy of the Year 1 target of 90%. (See graph A)

The average daily attendance rate for students in grades 7 & 8 after removing Chronically Truant/Unexcused students from the data was 95%, meeting the Year 1 target of 93%.
The average daily attendance rate for students in grades 9-12 after removing Chronically Truant/Unexcused students from the data was 94%, meeting the Year 1 target of 90%. (See graph B)

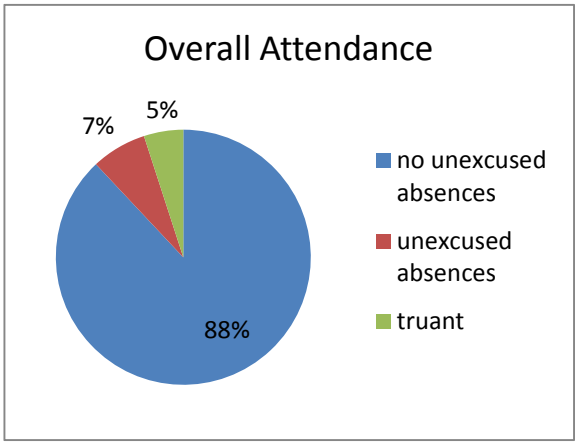
Truant is defined as absent 7 days in a row or 10 days cumulative with more than 1 incident recorded in the state Truancy system. The only students removed from the data in graph B were those with 45 or more days (representing 25% of the 180 school year) without activity which is calculated by (Days enrolled-Days Attended) – (Number of Excused Absences + Vacation Days).



Overall Average Daily Attendance Rate 92%

12 (5%) habitual truant
19 (7%) unexcused absences
226 (88%) no unexcused absences

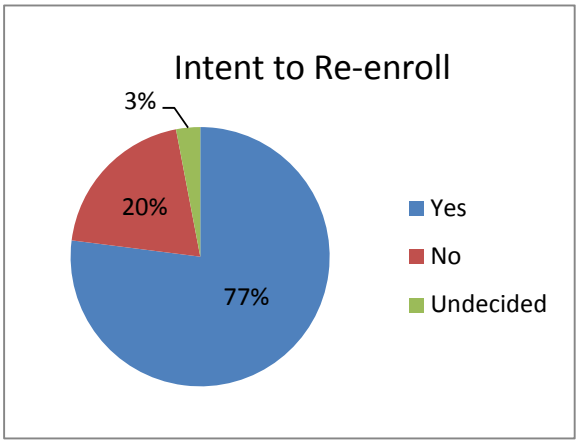



At the End-of-year visit with the Maine Charter School Commission, MCA's Head of School expressed concern regarding truant students. He has made many efforts to contact students and their families, including having local law enforcement making visits to homes of truant students in regions of Maine that are not close.

During the school year the retention rate was 77%, exceeding the 70% target.

Recurrent Enrollment Data as of 7/15/2015

Students Eligible to Return = 258
Yes Intent to Return = 199
No Intent to Return = 52
Undecided = 7
This is a 77% Intent to Return Rate, exceeding the target of 50%




MCA administration reported that many non-returning students cited that MCA was not a good match form them. MCA is working to give prospective students a clear picture of what their program looks like.

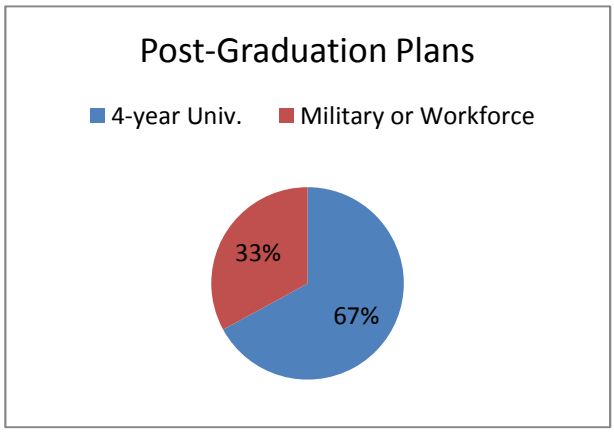
MCA met its Post-Secondary Readiness targets.

**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.*

Six out of seven MCA seniors graduated in June 2015. This 85.7% graduation rate meets the target of 70%. The seventh senior was credit-deficient and had been chronically truant since the time of his enrollment in January 2015. MCA worked to support and address this student's truancy issues via certified letters, phone calls, truancy meetings, support plans, face-to-face welfare checks, etc.

66.7% of MCA's 2015 graduates have accepted offers of enrollment to 4-year universities, meeting the target of 30%. 33.3% of 2015 graduates plan on enlisting in the military or pursuing full-time employment after graduation.




During the 2014-15 school year MCA established a partnership with Rural U – University of Maine Fort Kent for 9 dual enrollment courses taught by MCA teachers to begin for the 2015-2016 school year.

**Section 5: Governance**

MCA met its targets in the area of Governance

**Targets**

- *Monthly Governance Board Meetings*
- *Bylaws and policies in application regularly reviewed*

| | |
|---|---|
| Chair of the Board | Amy Volk |
| Board Member | Julie Hannon |
| Board Member | Carol Weston |
| Board Member | Amy Linscott |
| Board Member | Nick McGee |

During its first year in operation, the MCA Governing Board worked to accomplish many tasks. At the 2014-15 End-of-year meeting with the Maine Charter Commission the MCA Governing Board identified having hired the Head of School as one of its greatest accomplishments. It feels he has strengths in all areas, and is a great fit for the school. It expects he will continue to grow with the school.
Another accomplishment was the hiring of RHR Smith for finances. The Board identified finances as their area of weakness and the Representative of RHR Smith has the expertise they need.

At the End-of-year meeting the MCA Governing Board also described the working relationship between Head of School, Representative of RHR Smith, and the Board themselves as "excellent."

The Board is pleased with the group of teachers employed by MCA. They report that it began to feel like a school around December. They are happy with the interactions that are happening between the teachers and the students. At the time of the End-of-year visit with the Maine Charter School Commission they believed there would be a 100% teacher retention rate going into year 2.

The Board has a procedure in place for evaluating the Head of School and used this procedure during the 2014-15 school year. The procedure being used is the one provided by Connections Education. Some of this procedure is being edited and adjusted to suit the specific needs of MCA for use next year.

Another change the Governing Board is making for next year will be faculty salaries. The Board said that salaries are being increased. The additional bonus will remain intact. They are exploring benefits and health insurance options as well.

The MCA Governing Board is hoping to add 2 or 3 new Board members, and hope to find members with backgrounds in education, finances, and a parent.

Challenges and areas of concern identified by the Board include establishing reserve funds, year 2 enrollment, and, as a Governing Board, focusing more on oversight, rather than implementation. They are hoping that the Head of School can take on some of the finances and some of the Connections Education pieces in the coming year. The Governing Board has heard him express his need to spend more time with teachers and students. They hope to be able to support him with this. In the coming school year teachers will be able to perform some administrative tasks and allow the Head of School more time to interact with students and teachers.

The Governing Board meets the first Friday of the month through their Annual Meeting 2015, meeting their target of monthly meetings. The agenda for regular meetings are posted on the website and at the location of the meeting. Approved meeting minutes are posted to the school Board's website shortly after the Board has approved them (http://www.connectionsacademy.com/maine-virtual-school/school-board/school-board-info.aspx). Governance and policies are reviewed on an ongoing basis and revisions to current policies and procedures or implementation of new policies and procedures are considered as needed.

**Section 6: Administration**

| | |
|---|---|
| Head of School | Karl Francis |
| Special Education Coordinator | Peter Taffel |
| CFO | Heather Neal |

The Head of School reports feeling really good about how far MCA has come and the impact it has had on students and families. He is pleased with the quality of work by the staff.

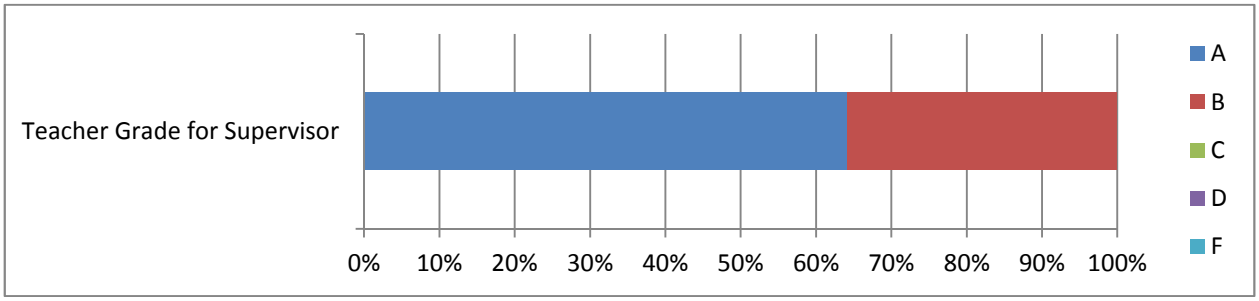
He communicates with the Governing Board regularly via phone and email, as well as the monthly Governing Board Meeting. He reports that at the beginning of year contact with the Board were more frequent, and that Board Members were in school frequently and asked a lot of questions. MCA's Head of School reports that the Board is learning the process of how to effectively manage the school.

MCA's Head of School meets with each teacher individually once every 2 weeks. They meet to look at data, assignments to be corrected, goals, identifying academic needs, and more. Teachers receive feedback and they discuss what both he and the teacher can do differently.

The Formal evaluation process is in the form of questions that come digitally. The teachers digitally rate themselves, and then write a descriptive portion. The Head of School also rates the teacher and writes a narrative. Then they meet again to discuss the evaluations. He would like to do more lesson and communication observations in the coming school year, in addition to reviewing data.

HRH Smith Representative, and MCA's CFO, agrees that there was more contact with the Governing Board at the beginning of year. She reports being in touch with the Governing Board Treasurer on a weekly basis. She has found his input to be critical. She finds that he has clear objectives for MCA to be financially sound.

100% of Maine Connection's Academy Teachers rate their supervisor either an A or B.




## Section 7: School Climate

MCA met its School Climate targets.

**Targets:**

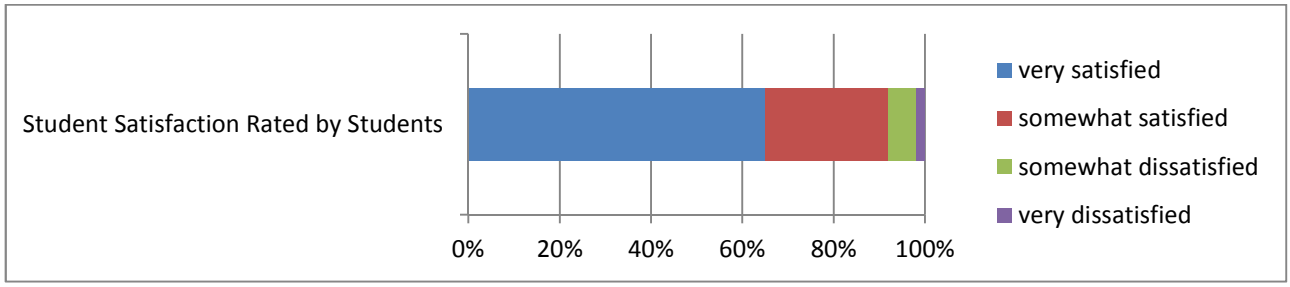
- *Instances of bullying, harassment or other abusive behavior*
- *80% of parents, staff, and students will express satisfaction on a confidential survey regarding social and academic climate*
- *Emotional and social growth of students*

**Performance:**

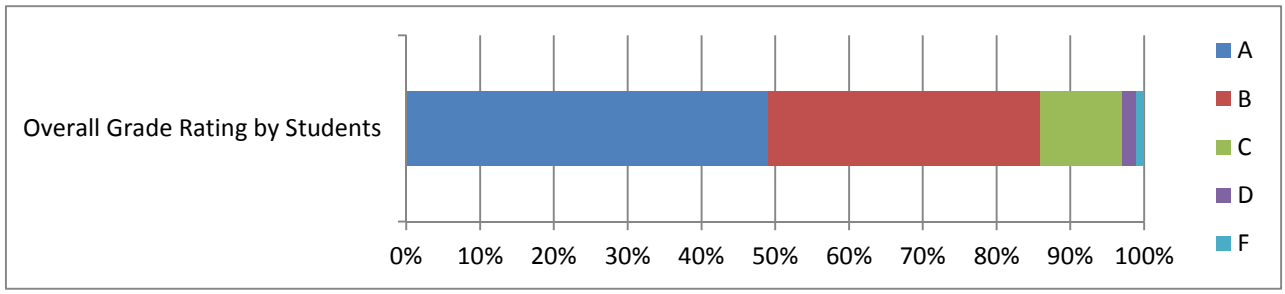
During the 2014-15 school year MCA did not receive any formal complaints of bullying, harassment, or other abusive behavior.

During the Maine Charter School Commission's End-of-year Visit, students who were interviewed reported being pleased with the flexibility MCA provided. One student was free to pursue sporting opportunities during the day and complete school work around her availability. Another student was attending MCA after having been bullied at her pervious school, and was appreciating feeling safe and comfortable while completing her education.

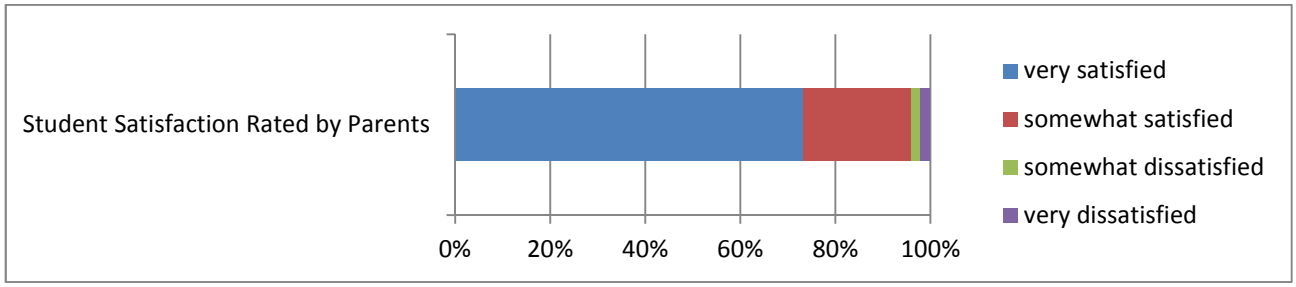
92% of MCA students reported being satisfied with MCA.



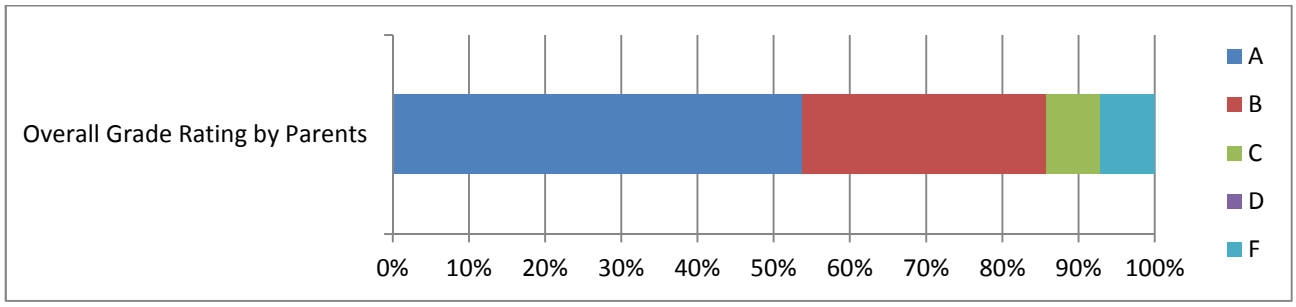

86% of students gave MCA an overall grade of either an A or a B on the Student Satisfaction Survey.




Over 95% of parents reported their child being satisfied with the Connections Academy Program.

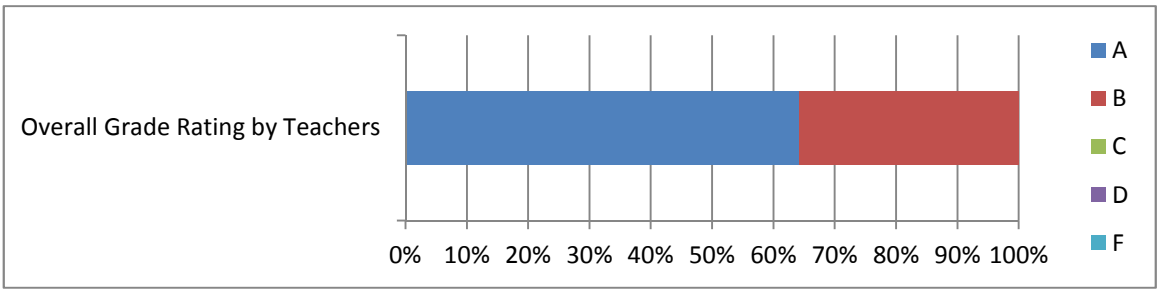



91.8% of parents gave MCA an overall grade of either an A or a B on the Parent Satisfaction Survey.

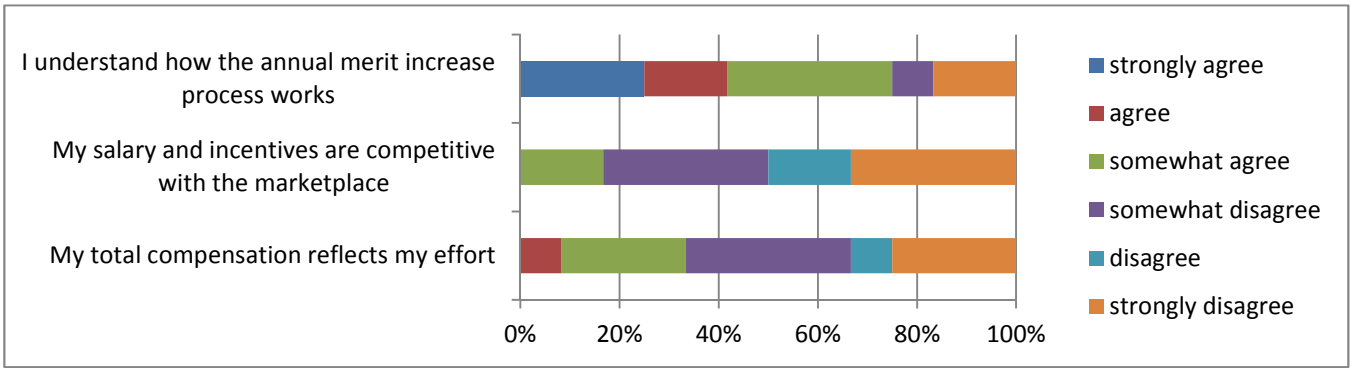


MCA School Counseling and Special Education department have focused energy in the area of emotional and social growth in ways such as the School Counseling department offering Weekly Live Lessons for 7-12 grade students focusing on topics such as social skill development, coping with anxiety, peer relationships, and career and college readiness. Individual support is also provided and referrals to outside providers are made when appropriate. The Special Education department offers behavioral and social support primarily on an individual basis. School wide activities are also in place.

100% of teachers gave MCA an overall grade of either A or B.




While MCA teachers report being overall satisfied with MCA and their supervisor, they feel that the compensation and benefits need to be improved, as well as the explanation of how the annual merit increase process works.




Overall, when ratings given by parents, students, and teachers are combined 93% rate MCA either and A or B.

## Section 8: Parent and Community Engagement

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

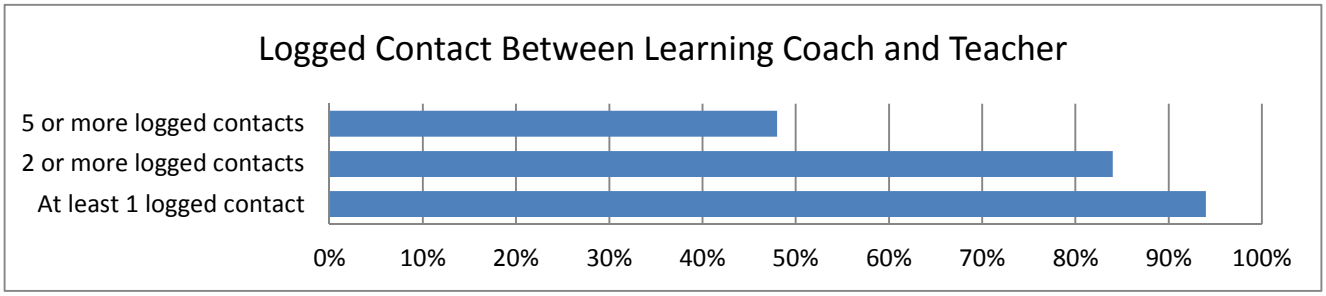
**Targets:**

- *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*

**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. Records are maintained through the Student Log system.

94% of students have at least 1 logged contact between the Learning Coach and teacher.
84% of students have at least 2 logged contacts between the Learning Coach and teacher.
48% of students have 5 or more logged contacts between the Learning Coach and teacher.




Educational partnerships include:

- University of Maine Fort Kent (for dual enrollment)
- University of Maine system (for state assessment administration)
- Maine Principal's Association
- Portland Regional Chamber of Commerce

The educational partnerships meet the target of establishing 3 partnerships in year 1.

## Section 9: Finances

MCA met its Finances targets.

**Targets:**

- *Monthly Financial Reports*
- *Target of plus or minus 10% variation between budget and actual revenue and expenditures*

**Performance:**
The Governing board is updated on a monthly basis with a complete set of financial reports including balance sheet, actual to budget updates, bank reconciliations, and A/R aging reports to name a few. The Board

Treasurer worked with the Principal and CFO on a nearly weekly basis during the first year to make sure the school was operating under sound financial decisions. The governing board votes monthly to authorize payment of expenses, thus offering another layer of protection and oversight.

MCA is currently forecasting a fund balance of $-433.26. This equates to $30,592.21 over budget largely as a result of non-budgeted start-up costs of $85,927. MCA is working diligently to identify areas for cost savings and to create a more accurate FY2016 budget. The current deficit is within the 10% variation target.

The Board is adamant about not "going into the red" and, if needed, will cut services that will not impact the school environment. They are aware of the need to establish reserve funds and hope to do more fundraising in the upcoming year.

## Section 10: Facilities & Maintenance and Transportation

MCA met its goals in the areas of Facilities & Maintenance and Transportation

**Targets:**

- *Adequacy of Facilities Maintenance in Support of the Program*
- *Adequacy of Transportation in Support of the Program*

**Performance:**
The MCA office is cleaned on a weekly basis, and periodic maintenance is performed as needed.

During the 2014-15 school year MCA did not have to provide any transportation for students. Transportation fees were incurred transporting teachers to facilitation of state wide assessments and student activities.

## Section 11: Evidence of Mission and Vision Implementation

| Mission |
| --- |
| The mission of MCA (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. By providing success for students who may otherwise have been unsuccessful in their educational goals, MCA increases the number of students who have a strong academic foundation and a love of learning. |

Based on the evidence in this report MCA's Mission and Vision is evident in the delivery of individual instruction via email, phone, and video. Students are able to complete school work around their schedule. Student enrollment, attendance, and climate all speak to the school's Mission and Vision.

## Section 12: Commendations and Recommendations

### Commendations

- MCA has worked effectively with the Program Provider to creatively address program and financial management.
- MCA's Governing Board continues to mature and appears to provide the right degree of focus and oversight.
- MCA's Head of School seems highly engaged and the board has done well in his hiring.
- Students, families, and teachers generally appear satisfied with the educational program.
- Early indications seem to indicate positive academic results.
- Marketing seems effective and professional.

### Recommendations

- The teacher survey and in-person interviews indicate a level of dissatisfaction with MCA's overall compensation package. MCA might consider evaluating the current compensation package.
- The Administration needs more support to address issues such as truancy and attendance.
- MCA may consider evaluating the Performance Indicators for attendance so that they align with tracking method used by the school.
- Consider creating a plan to investigate SAT writing scores.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses, particularly in the area of mathematics, by further analyzing state and local assessment data, and other means of assessment that have been used by the school.