



Maine Charter School Commission

School Performance Committee Meeting

Published on November 2, 2023 at 2:53 PM EDT
Amended on November 3, 2023 at 9:59 AM EDT

Date and Time

Monday November 6, 2023 at 3:30 PM EST

Location

Zoom

Agenda

Purpose Presenter

I. Opening Items

- A. Record Attendance
- B. Call the Meeting to Order

II. Agenda Items

- | | | |
|--|---------|------------|
| A. MEVA Increased Enrollment Amendment Request
- Motion recommended for Commission Meeting. | Discuss | Lana Ewing |
| B. New School Application
- Review <i>Category 4: Educational Programming, pages 24-32</i> of the application. | Discuss | Lana Ewing |
| C. Annual Report to the Commissioner | Discuss | Amy Allen |

Purpose Presenter

- Motion recommended for Commission Meeting.

D. Annual Monitoring Report Summary Discuss Amy Allen

E. Annual Monitoring Reports Discuss Lana Ewing

- Motion recommended for Commission Meeting.

III. Next Meeting

December 4, 2023 at 3:30pm via Zoom.

IV. Closing Items

A. Adjourn Meeting FYI Lana Ewing

The Charter School Commission does not allow airing of complaints in public meetings regarding Commission and charter school employees or school employment matters, in order to protect employee privacy, to comply with Maine law and pursuant to our contractual relation with the schools. To the extent that the Commission receives complaints and concerns relating to school employees in writing, those concerns will be reviewed and addressed by the Commission and its staff outside of a public meeting. This meeting is not the appropriate forum for such comments. You are free to direct your concerns in writing to the Commission's Executive Director, if you have not done so already.

Coversheet

MEVA Increased Enrollment Amendment Request

Section: II. Agenda Items
Item: A. MEVA Increased Enrollment Amendment Request
Purpose: Discuss
Submitted by:
Related Material: MeVA - Amendment Request (Enrollment Expansion).pdf



Maine Virtual Academy Amendment Request – Enrollment Expansion

Charter District Information

Date of Request: July 18, 2023.

Charter District Name: Maine Virtual Academy (MEVA).

Mailing Address: 6 East Chestnut Street, Suite 230, Augusta, Maine 04330.

Contact Person: Dr. Melinda Browne, Head of School.

Contact Telephone Number: (207) 613-8900.

Contact Email Address: mbrowne@mainevirtualacademy.org.

Please address all the following criteria in your request.

- 1. Describe how the amendment request is consistent with the school's mission and vision.*

MEVA's mission and vision focus on helping students' academic achievement, proficiency, and growth, postsecondary readiness, and twenty-first century skills. MEVA develops excellent virtual teachers and faculty who work tirelessly to improve students' outcomes. Given our differentiated educational alternatives and strong stakeholder satisfaction, MEVA wishes to serve more students and families.

- 2. Describe the need to adjust enrollment and/or increase the grade span. How was that need determined? Demonstrate a compelling case that there is demand for the expansion.*

MEVA benefits from expanding enrollment for funding an added science teacher and sustaining our summer programming. We decided MEVA's needs through the multi-year financial planning process.

3. *Provide evidence that the school has engaged and responded to community stakeholders, including families and school staff.*

MEVA weighed the proposed enrollment expansion with our faculty. The MEVA governing board reviewed and discussed the enrollment expansion proposal at their July 18th, 2023, governing board meeting. The expansion responds to the families who want to join our school community, but who are on the waitlist due to space limitations. MEVA’s waitlist was typically about one hundred students.

4. *Describe the desired results from an enrollment adjustment and/or increase in grade span.*

MEVA is requesting to increase our enrollment cap from 390 students to 450 students, keeping the plus/minus ten percent margin.

5. *Provide a table showing the historical distribution of enrolled students in the present grade span, and the projected distribution of students by grade if the amendment request is granted.*

Grade	10/1/2021	10/1/2022	Projected
7	38	31	40
8	44	56	60
9	67	55	60
10	94	85	90
11	98	113	100
12	96	98	100
Total	437	438	450

The proposed enrollment expansion increases our student count by about a dozen students during the first year of implementation.

6. *Explain any unique circumstances related to the school's academic performance and academic growth, and corrective actions taken to address challenges in these areas of school performance.*

Supporting documents in the attached Appendix illustrate that:

- MEVA students outperformed the state during the spring 2022 Maine Educational Assessment (MEA) math and English Language Arts.
- MEVA students met fall to spring growth targets and increased their achievement percentiles in combined grades 7-11, math, reading, and language usage, for School Year 2022/2023.
- Longitudinal NWEA data (2018-2023) indicates that students who stay enrolled at MEVA make consistent academic gains year after year.
- MEVA School Year 2022/2023 Maine Charter School (MCSC) Annual Monitoring data shows that MEVA is meeting/exceeding its academic performance measures.
- MEVA is addressing students' learning losses due to the pandemic and other disruptions by applying aggressive interventions, including offering customized courses and high-quality tutoring during the academic year and summer.

7. *Provide an action plan for implementation. Include: a timeline, action(s) to be taken, designated point person, and start date and projected completion date.*

MEVA is requesting to implement the enrollment expansion beginning in spring 2024, with a view towards enrolling 450 students by 10/1/2024.

8. *Provide a staffing chart and narrative staffing plan to support the planning and implementation of the proposed increase in enrollment and/or grade span.*

MEVA Faculty	SY-2023/2024 (Current)	Projected
CEO/Head of School	1	
Classroom Teachers:		
• Math	6	
• English	7	
• Science	4	+1
• Social Studies	4	
• Fine Art	2	
• Physical Education/Health	1	
• World Languages	2	
Title IA Teachers	2	
Special Education Teachers/Case Managers	8	
Educational Technicians	13	
Guidance Counselors	2	
Operations Manager	1	
Academic Administrator	1	
Special Education Administrator	1	
Attendance Technology Support Liaison	1	
Registrar	1	
Secretaries	2	
Human Resources/Accounts Payable	1	
Business Manager	1	
Total Headcount	61	+1

As the above table illustrates, MEVA plans to increase our current employee headcount by one science teaching position, resulting in a faculty of sixty-two (62) people.

9. Describe the financial resources that are necessary to implement the school's expansion, including the sources of revenue for the successful implementation of the proposed change. Describe contingency planning for potential challenges in cash flow or budget shortfalls.

MEVA's strong financial position allows us the flexibility to implement the proposed enrollment expansion using our existing revenues and reserves.

10. Provide financial projections for the proposed expansion. Financial projections should reflect both immediate and long-term considerations that have been identified in implementation of the proposed amendment. Provide a detailed narrative explaining the financial forecasts, and the assumptions.

MEVA is sending a multi-year financial plan, under separate cover, which incorporates the proposed enrollment expansion. We have no concerns about the school's financial forecasts.

11. Indicate if the current facility will accommodate the expansion, or if additional space and/or renovations will be required.

MEVA's current facility will accommodate the enrollment expansion.

12. If the school contracts with an ESP, describe how the ESP will support the planning and implementation of the proposed amendment.

MEVA contracts with Stride (K12) for our enrollment services. We are confident that the Stride enrollment team can support MEVA's proposed expanded enrollment. Stride has an excellent record to date.

Appendix

The attached appendix supplies supporting data, as follows:

- Spring 2022 Math/ELA State Testing Results from the ESSA Dashboard.
- Spring 2023 NWEA Math Growth and Achievement.
- Spring 2023 NWEA Reading Growth and Achievement.
- Spring 2023 NWEA Language Usage Growth and Achievement.
- Longitudinal NWEA Data 2018-2023.
- SY-2022/2023 Annual Monitoring Performance Data.

2021-2022

Maine Virtual Academy

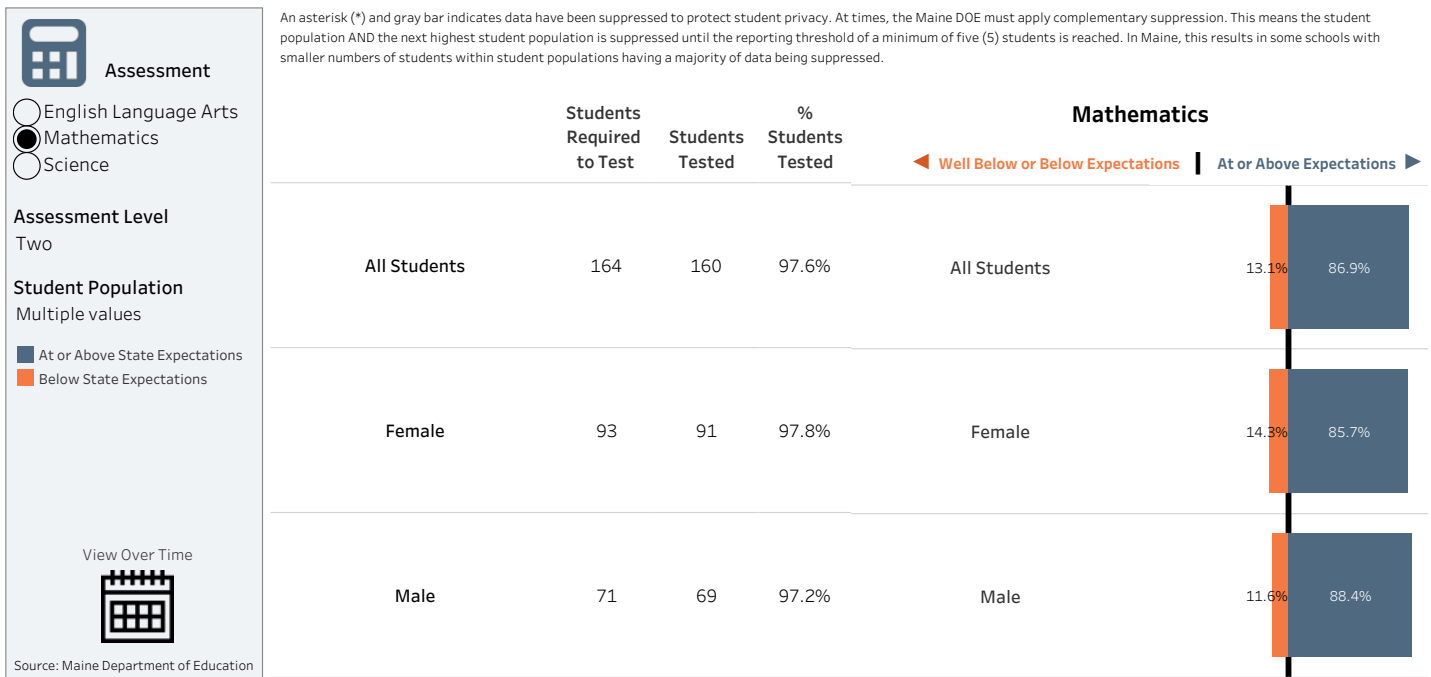
Grades: 07-12 | District ID: 1739 | Superintendent: Melinda Browne

Home

Academic Performance on the Assessments by Student Population

State and federal laws require that all students participate in summative assessments in designated content areas and grades. These assessments are a single data point and do not fully demonstrate what a student can do. Summative assessments should be used in conjunction with local assessments and other measures to help educators, parents and educational leaders support students.

NOTE: As a direct result of the pandemic and need for Maine educators to have immediate access to assessment data to inform teaching and learning regardless of the mode of instruction, Maine transitioned to the NWEA assessment during the 2020-21 school year. **The NWEA assessment (2021-2022) and the prior eMPowerME assessments (2015-2019) are not the same type of assessment. The student data or results cannot be compared.**



View information on Maine's Comprehensive Assessment System: https://www.maine.gov/doe/Testing_Accountability/MECAS | MDOE Data Privacy <https://www.maine.gov/doe/data-reporting/privacy>

To get a deeper understanding of the data presented here, contact Maine Virtual Academy, All Schools: mbrowne@mainevirtualacademy.org or (207) 613-8900

2021-2022

Maine Virtual Academy

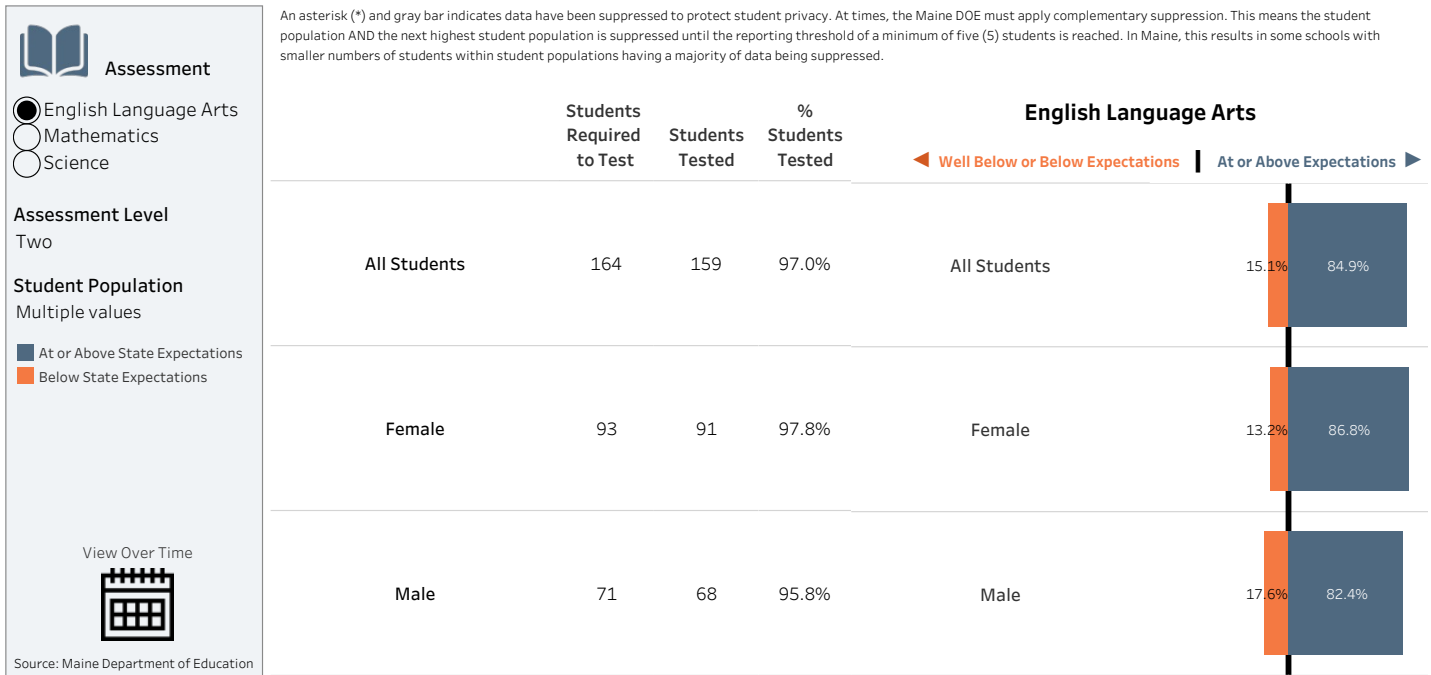
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Single-Term Achievement

Growth And Achievement

Term Rostered

Spring 2022-2023 ▼

Start Term

Fall 2022-2023 ▼

End Term

Spring 2022-2023 ▼

Course

Math K-12 ▼

 Update

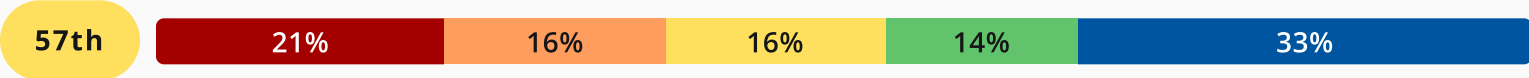
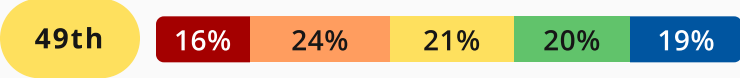
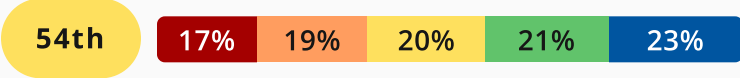
Filters (0)

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Maine Virtual Academy

Growth and Achievement - All Students

Maine Virtual Academy | Math K-12

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p> 	286

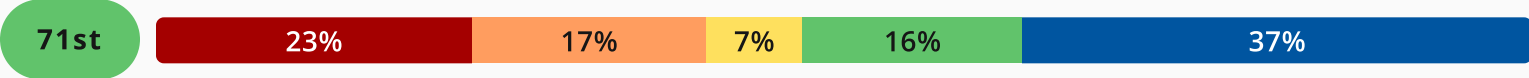
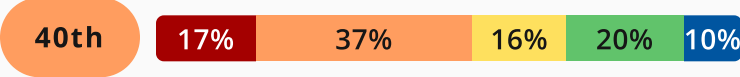
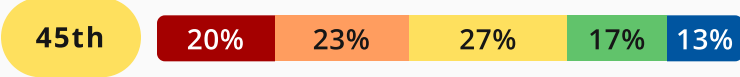
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 ● >80th





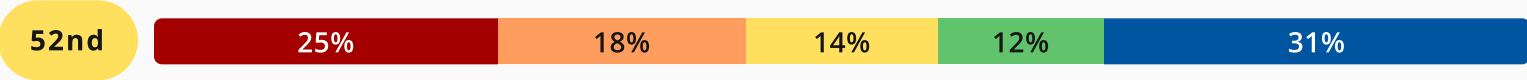
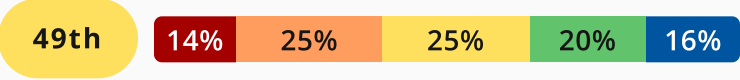
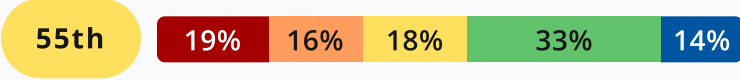

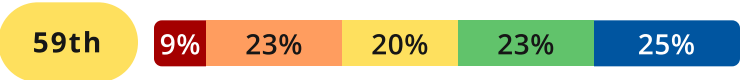
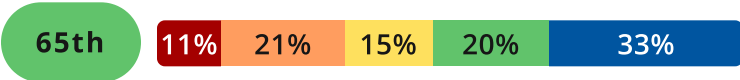
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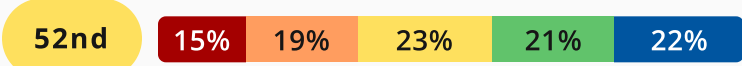

[More information about this chart](#) ▾

Growth and Achievement by Grade

Maine Virtual Academy | Math K-12

Grade		Number of Students i
Grade 7	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p> 	30

Grade		Number of Students 
Grade 8	<p>Growth Median and Distribution</p>  <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p>  	45
Grade 9	<p>Growth Median and Distribution</p>  <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p>  	49
Grade 10	<p>Growth Median and Distribution</p>  <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p>  	75

Grade		Number of Students i
Grade 11	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p> 	87

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th
 ● >80th

Rostered Spring 2022-2023
 Tested Fall 2022-2023 - Spring 2022-2023

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Single-Term Achievement

Growth And Achievement

Term Rostered

Spring 2022-2023 ▼

Start Term


Fall 2022-2023 ▼

End Term

Spring 2022-2023 ▼

Course

Reading ▼

 Update

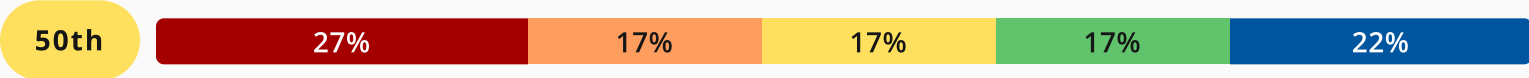


Filters (0)

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Maine Virtual Academy

Growth and Achievement - All Students

Maine Virtual Academy | Reading

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p> 	285

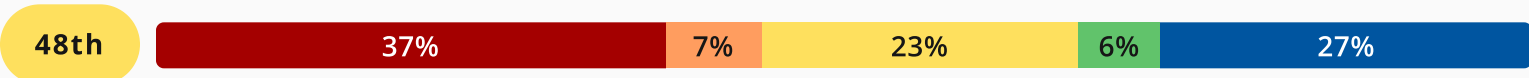
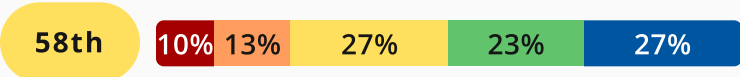
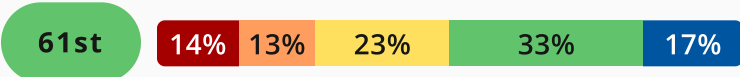
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Rostered Spring 2022-2023
 Tested Fall 2022-2023 - Spring 2022-2023



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Growth and Achievement by Grade

Maine Virtual Academy | Reading

Grade		Number of Students i
Grade 7	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p> 	30

Grade		Number of Students 
Grade 8	<p>Growth Median and Distribution</p> <p>42nd 31% 18% 15% 18% 18%</p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>47th 27% 13% 27% 15% 18% 47th 31% 11% 27% 20% 11%</p>	45
Grade 9	<p>Growth Median and Distribution</p> <p>37th 31% 20% 8% 20% 21%</p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>60th 20% 16% 16% 23% 25% 54th 18% 18% 21% 20% 23%</p>	49
Grade 10	<p>Growth Median and Distribution</p> <p>55th 19% 23% 13% 18% 27%</p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>64th 16% 14% 17% 25% 28% 69th 13% 15% 16% 29% 27%</p>	75

Grade		Number of Students i
Grade 11	<p>Growth Median and Distribution</p>  <p>-----</p> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> 	86

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th
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Single-Term Achievement

Growth And Achievement

Term Rostered

Spring 2022-2023 ▼

Start Term

Fall 2022-2023 ▼

End Term

Spring 2022-2023 ▼

Course

Language Usage ▼

↻ Update

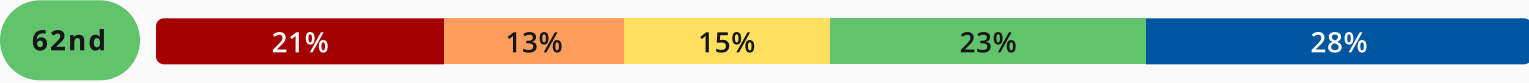

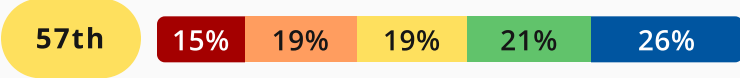
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Maine Virtual Academy

Growth and Achievement - All Students

Maine Virtual Academy | Language Usage

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p> 	285



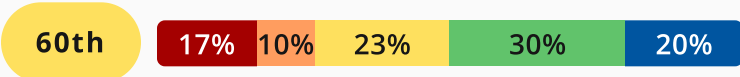
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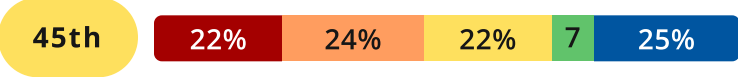
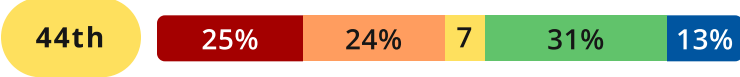
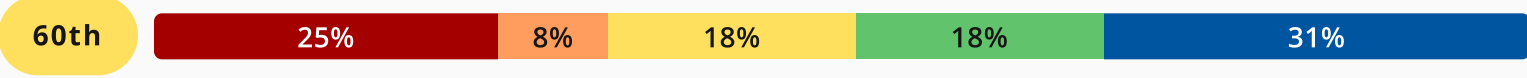
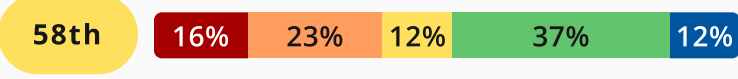
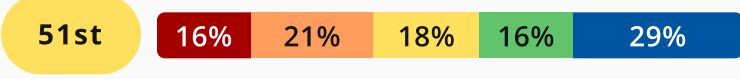

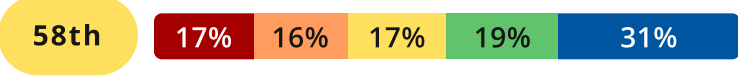
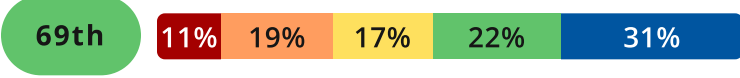
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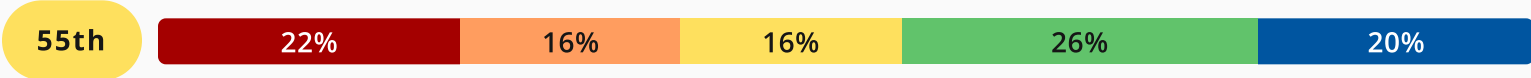

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Growth and Achievement by Grade

Maine Virtual Academy | Language Usage

Grade		Number of Students i
Grade 7	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p> 	30

Grade		Number of Students 
Grade 8	<p>Growth Median and Distribution</p> <p>57th </p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>45th  44th </p>	45
Grade 9	<p>Growth Median and Distribution</p> <p>60th </p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>58th  51st </p>	49
Grade 10	<p>Growth Median and Distribution</p> <p>72nd </p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>58th  69th </p>	75

Grade		Number of Students i
Grade 11	<p>Growth Median and Distribution</p>  <p>-----</p> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> 	86

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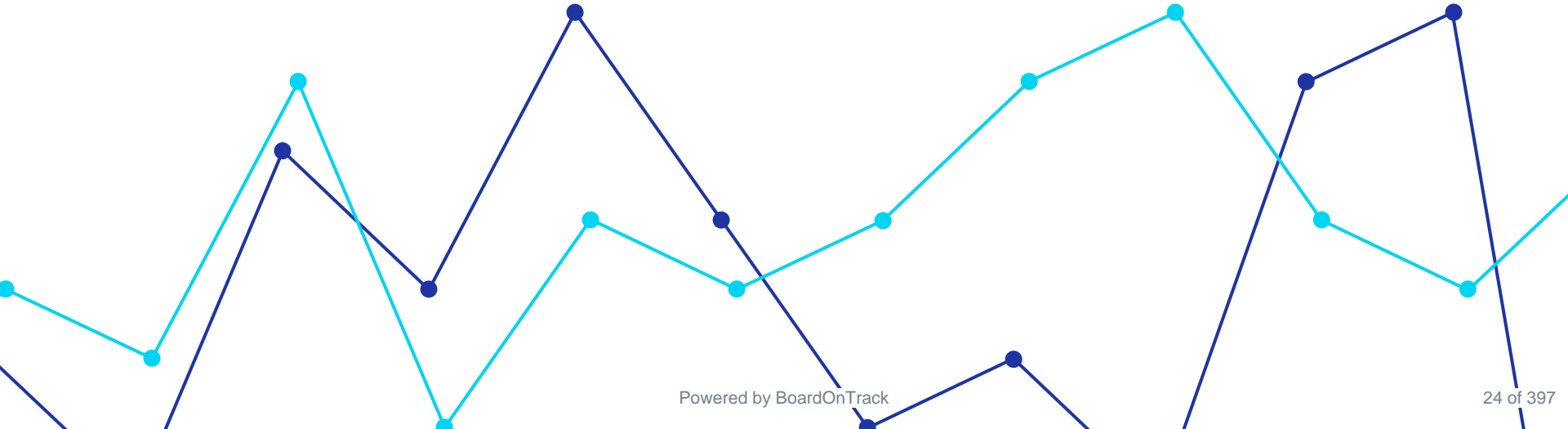
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Longitudinal NWEA Data

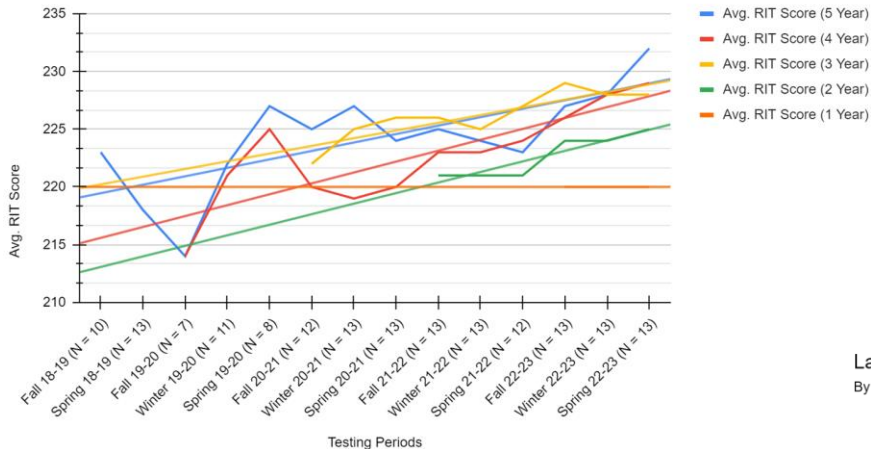
2018-2023



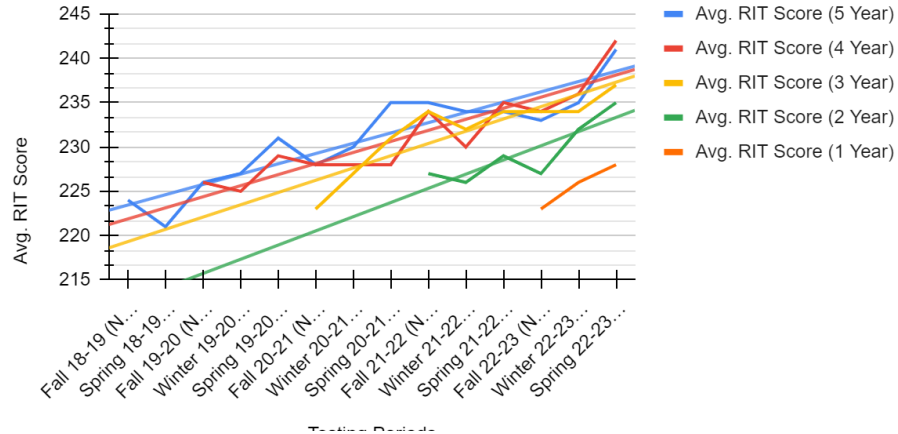
Average RIT Scores by Years at MEVA

Reading - Average RIT Score

By Years at MEVA

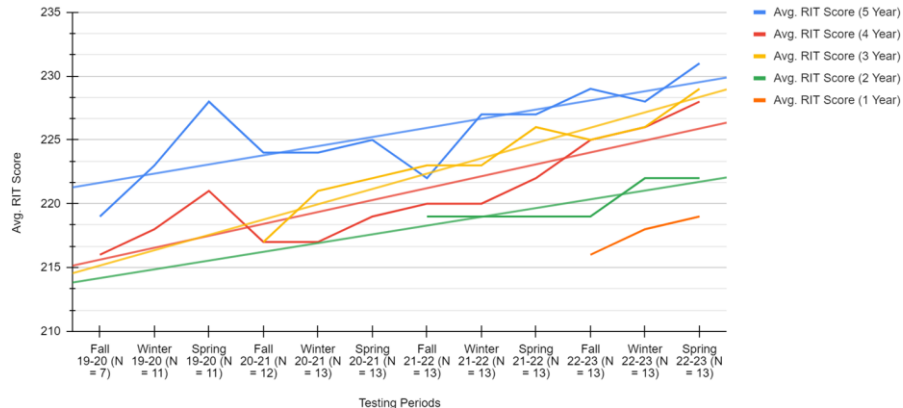


By Years at MEVA



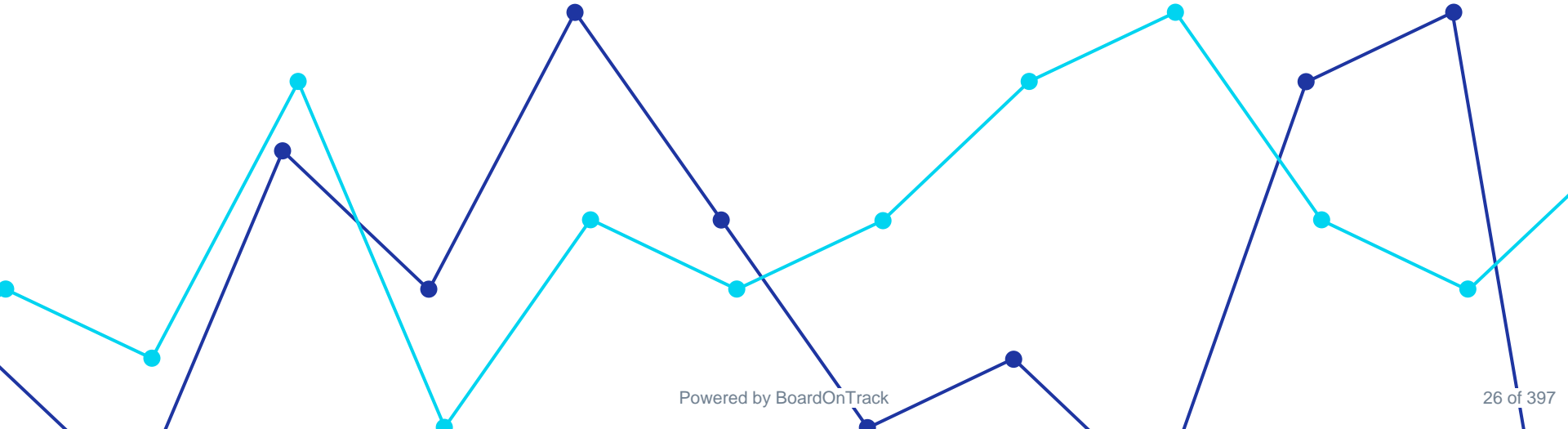
Language Usage - Average RIT Scores

By Years at MEVA

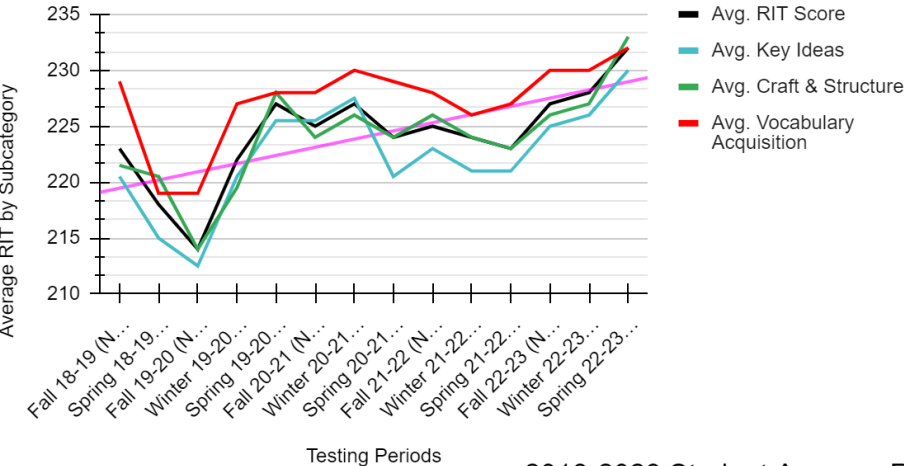


5-Year Students

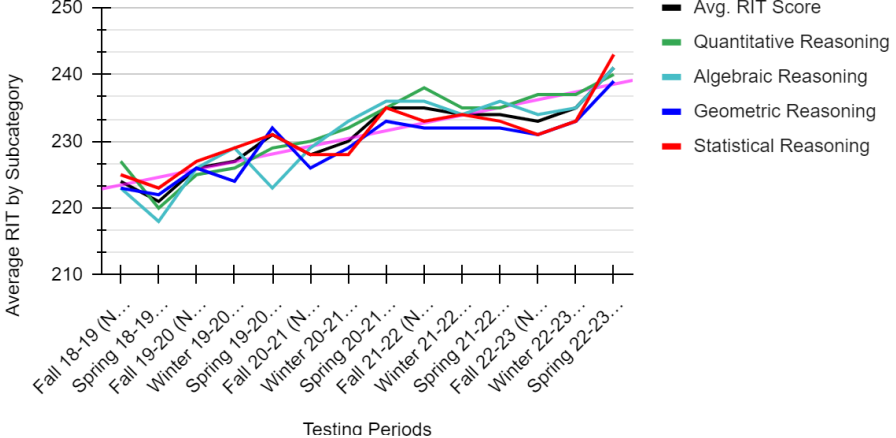
Started in 2018 as 7th Graders, Now Juniors (N = 13)



Started in 7th Grade Juniors in 2023 (N = 13)

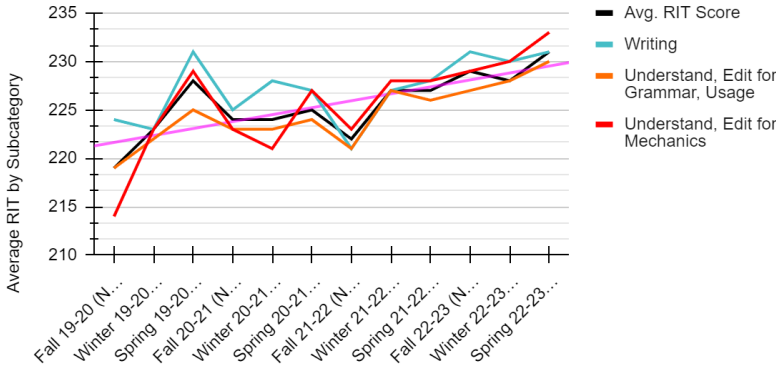


Started in 7th Grade Juniors in 2023 (N = 13)



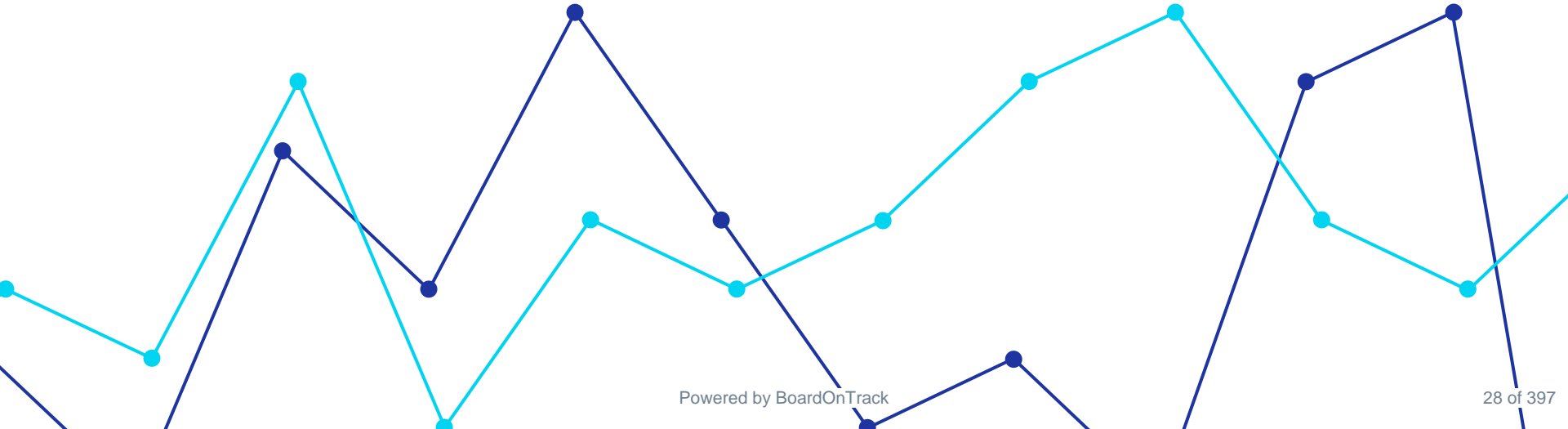
2018-2023 Student Average RIT in Language Usage

Started in 7th Grade Juniors in 2023 (N = 13)

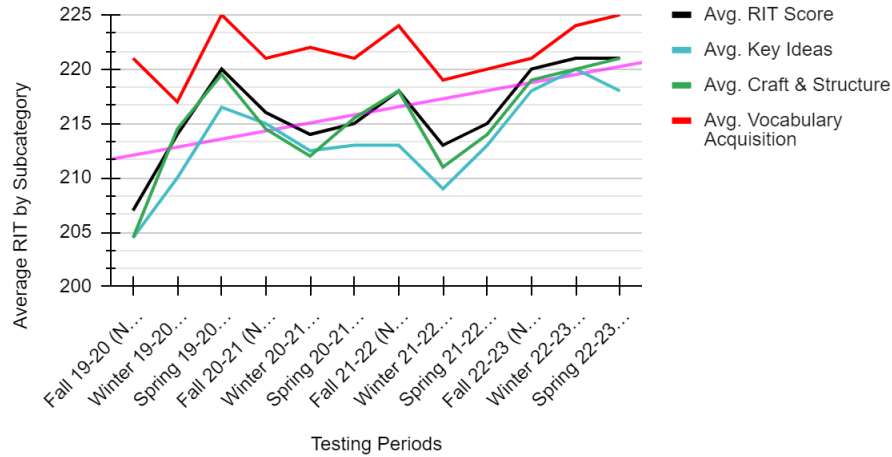


4-Year Students

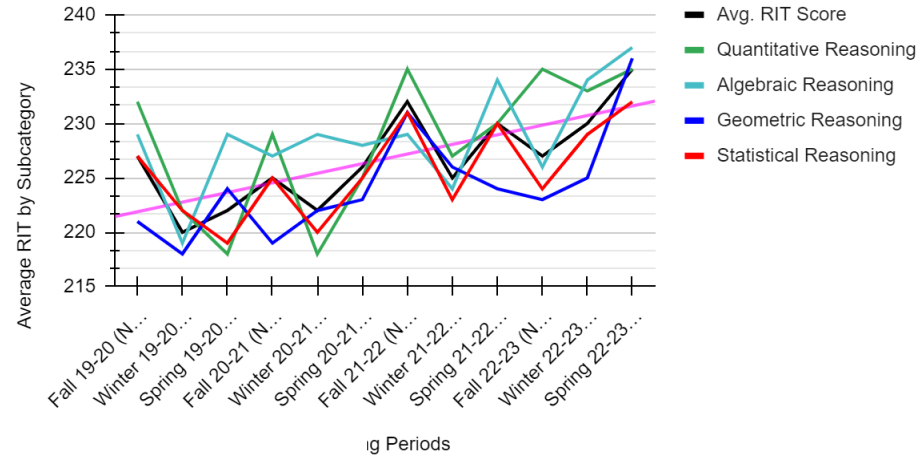
Started in 2019 as 8th Graders, Now Juniors (N = 7)



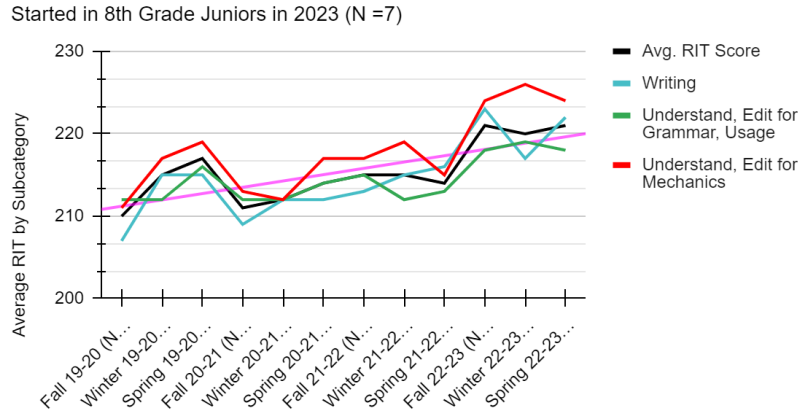
2019-2023 Student Average RIT in Reading
Started in 8th Grade Juniors in 2023 (N =7)



2019-2023 Student Average RIT in Math
Started in 8th Grade Juniors in 2023 (N =7)

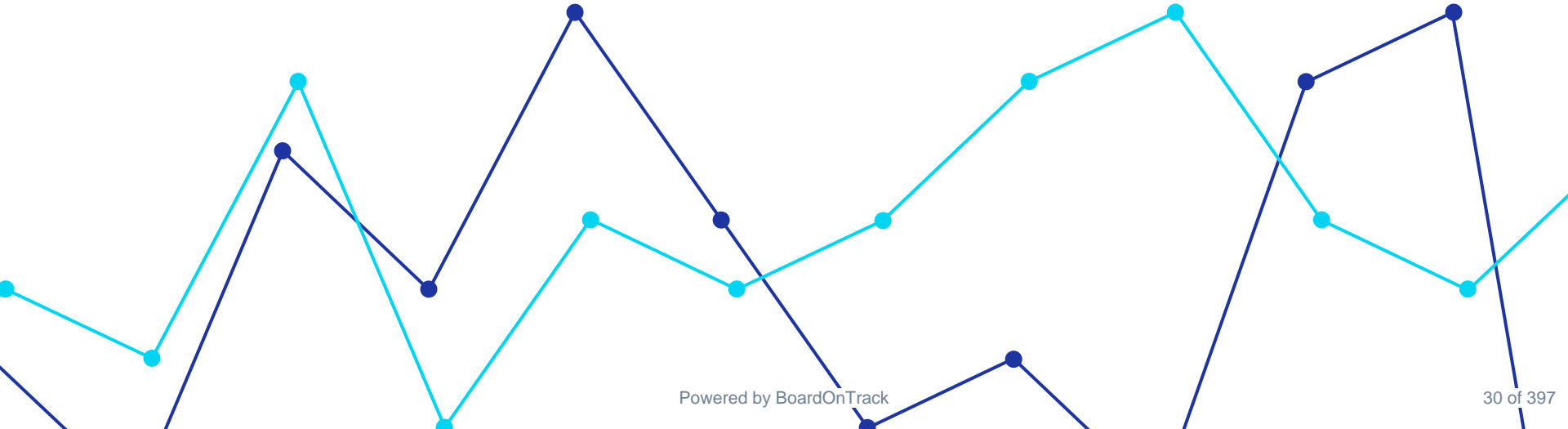


2019-2023 Student Average RIT in Language Usage
Started in 8th Grade Juniors in 2023 (N =7)

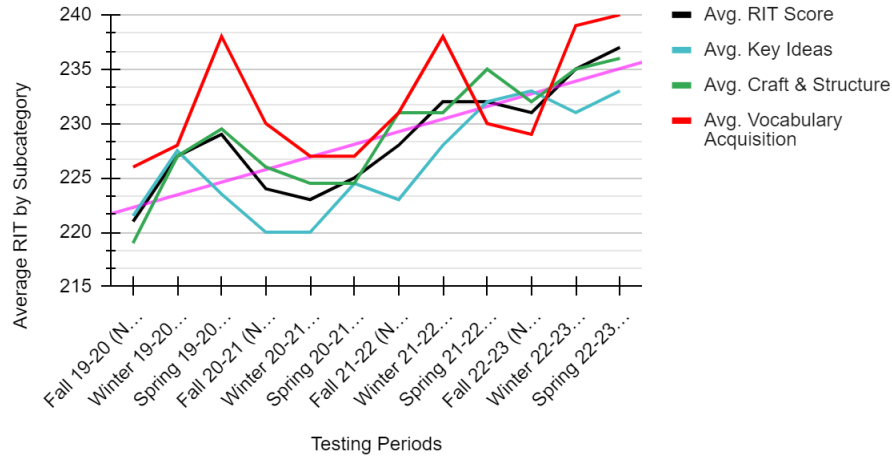


4-Year Students

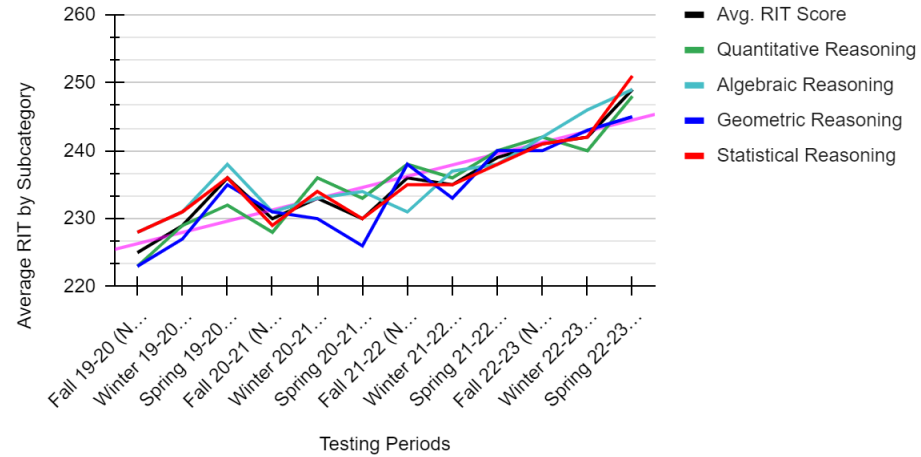
Started in 2019 as 7th Graders, Now Sophomores (N = 5)



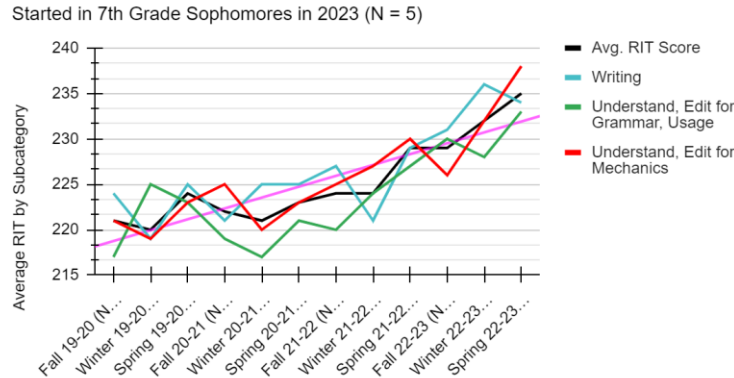
2019-2023 Student Average RIT in Reading
Started in 7th Grade Sophomores in 2023 (N = 5)



2019-2023 Student Average RIT in Math
Started in 7th Grade Sophomores in 2023 (N = 5)

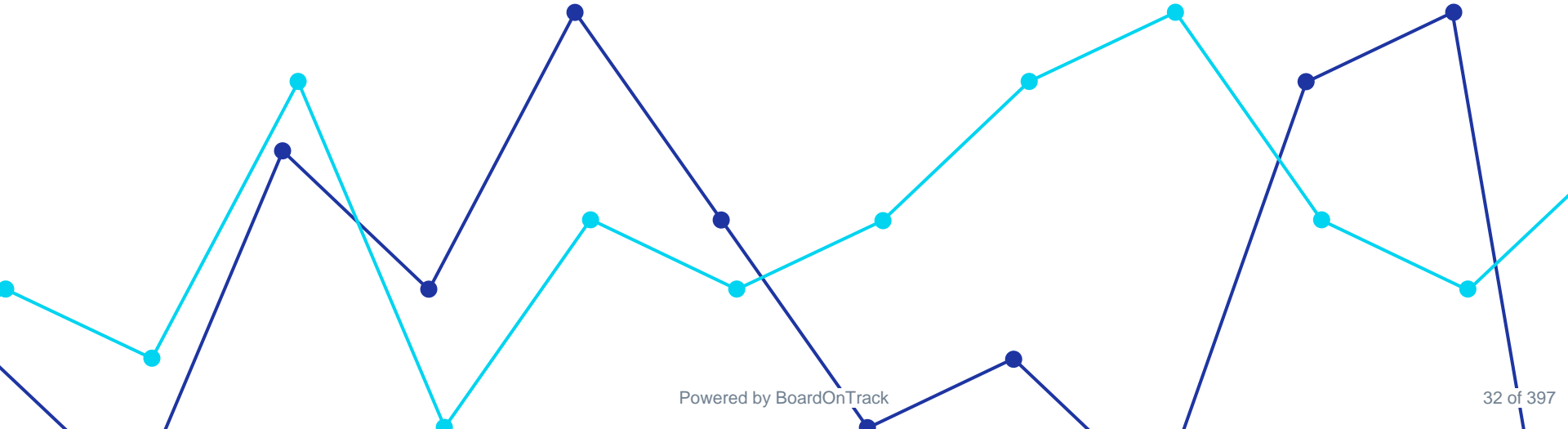


2019-2023 Student Average RIT in Language Usage
Started in 7th Grade Sophomores in 2023 (N = 5)



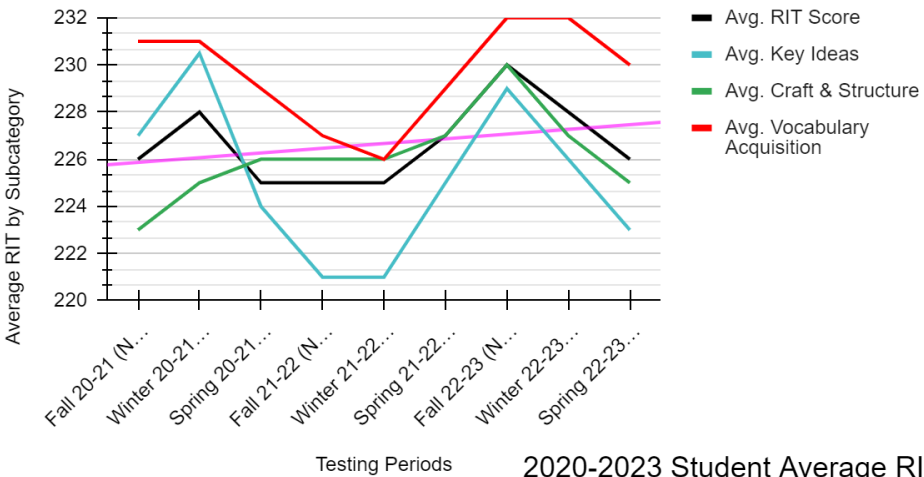
3-Year Students

Started in 2020 as 9th Graders, Now Juniors (N = 14)

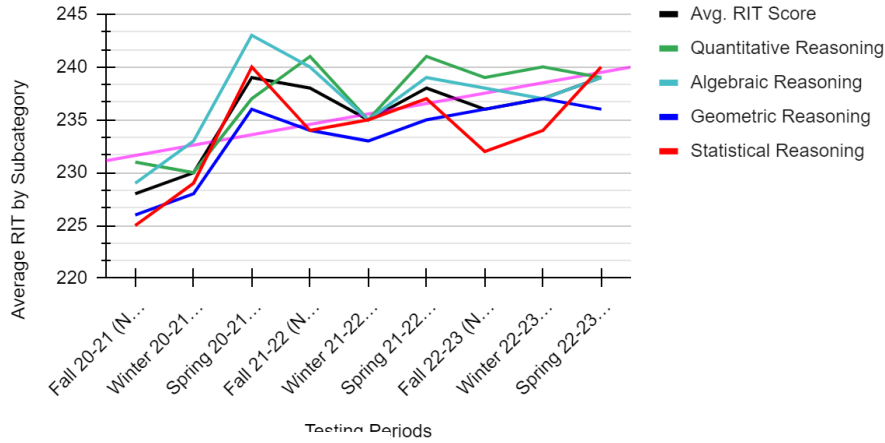


2020-2023 Student Average RIT in Reading

Started in 9th Grade Juniors in 2023 (N = 14)

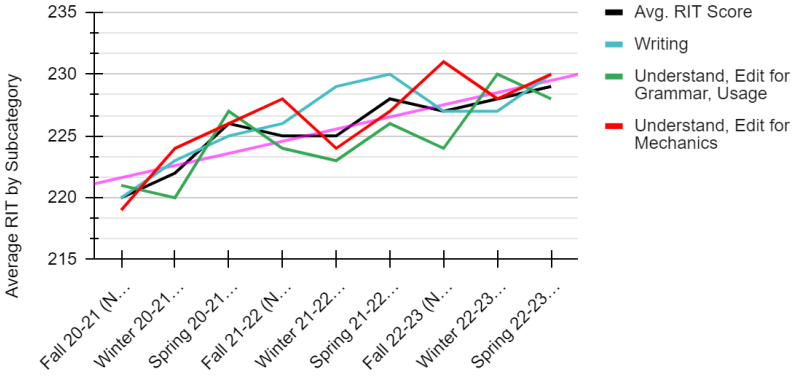


Started in 9th Grade Juniors in 2023 (N = 14)



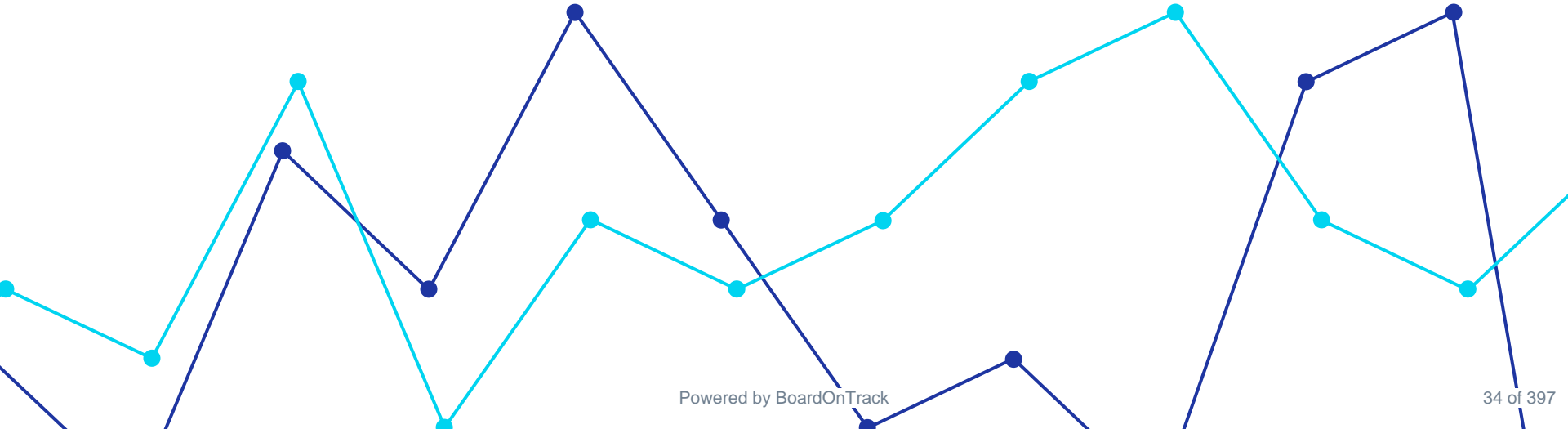
2020-2023 Student Average RIT in Language Usage

Started in 9th Grade Juniors in 2023 (N = 14)

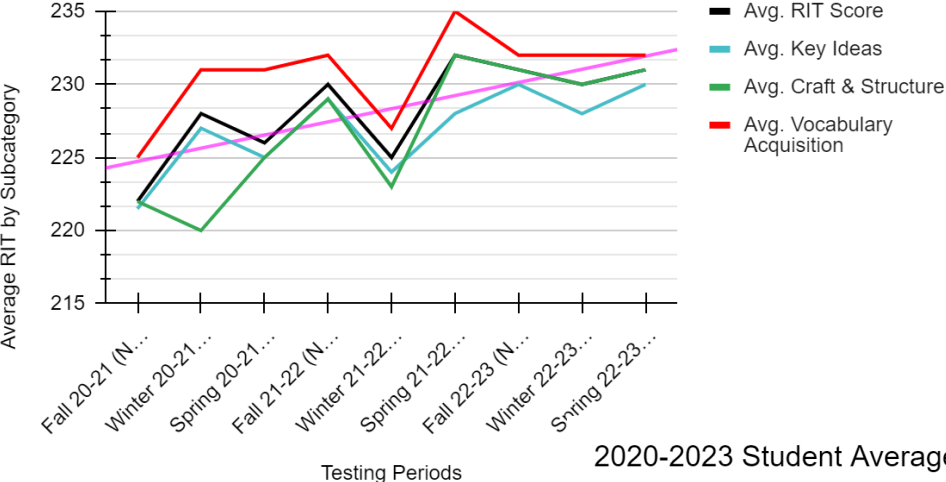


3-Year Students

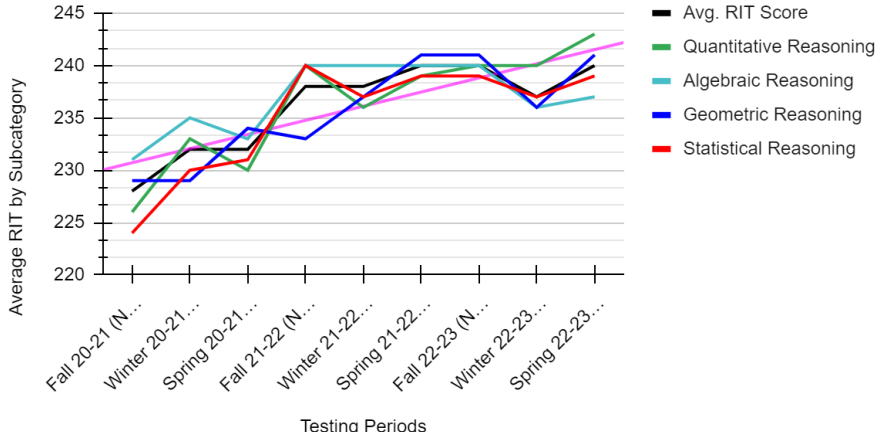
Started in 2020 as 8th Graders, Now Sophomores (N = 13)



2020-2023 Student Average RIT in Reading
Started in 8th Grade Sophomores in 2023 (N =13)

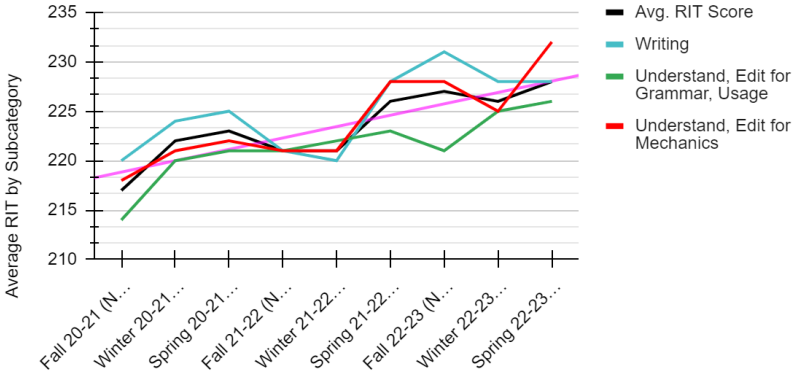


Started in 8th Grade Sophomores in 2023 (N =13)



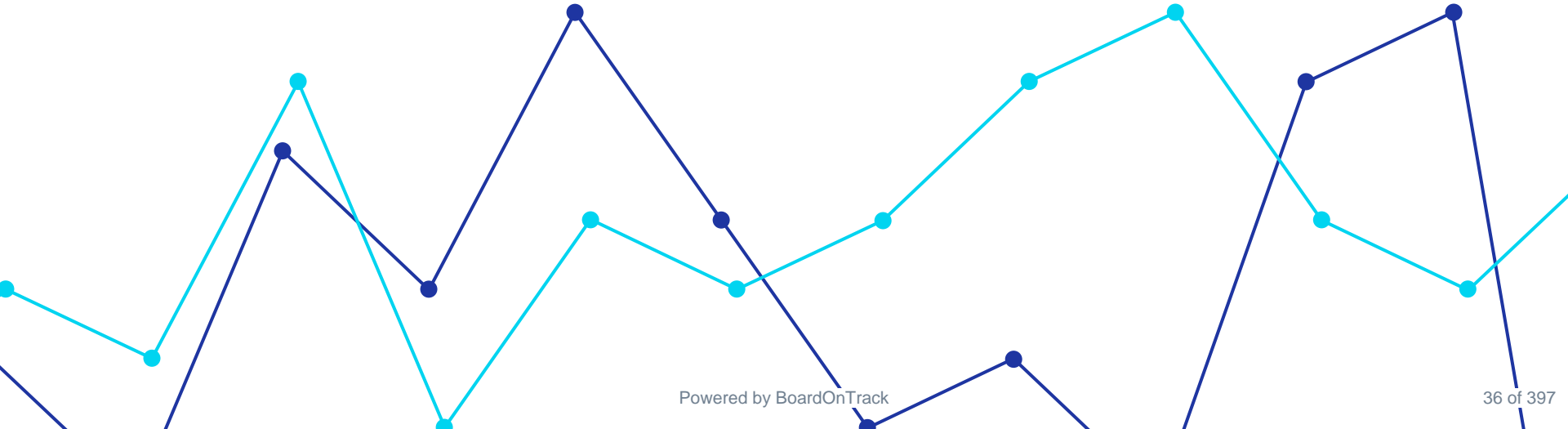
2020-2023 Student Average RIT in Language Usage

Started in 8th Grade Sophomores in 2023 (N =13)

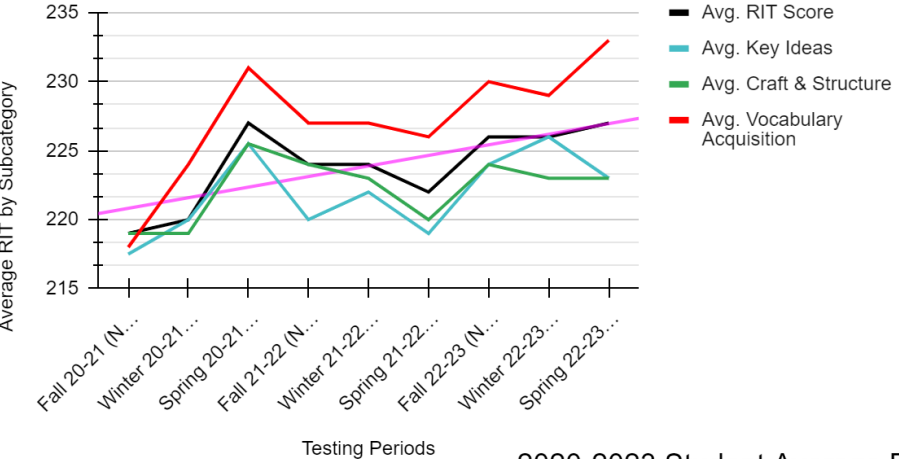


3-Year Students

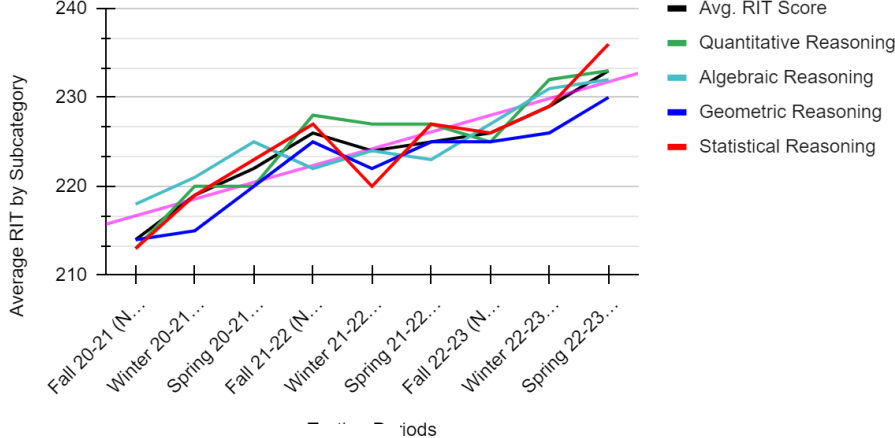
Started in 2020 as 7th Graders, Now Freshmen (N = 12)



2020-2023 Student Average RIT in Reading (N = 12)

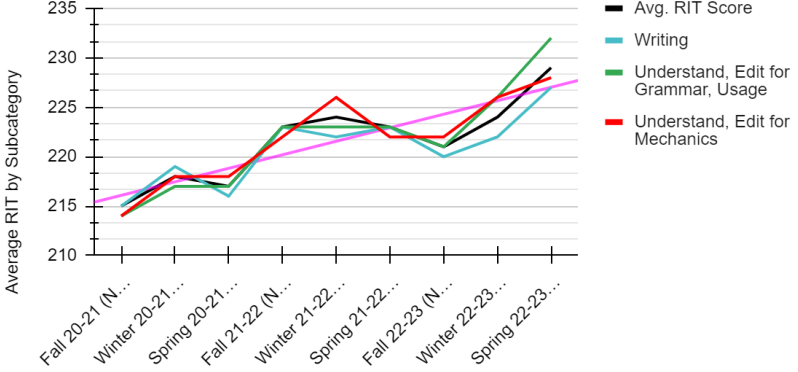


2020-2023 Student Average RIT in Math (N = 12)



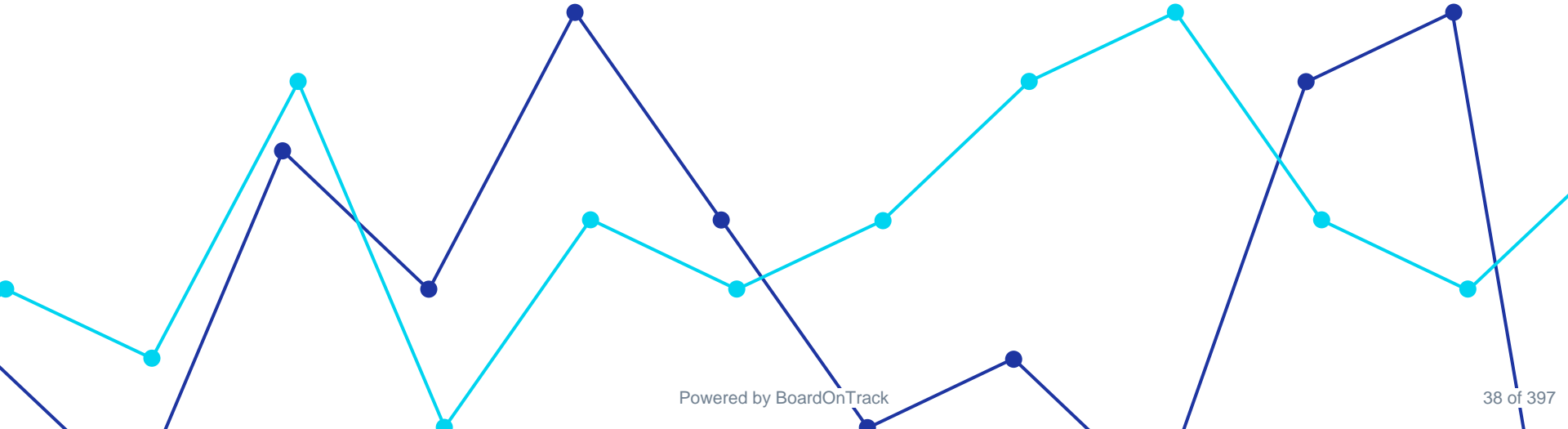
2020-2023 Student Average RIT in Language Usage (N = 12)

Started in 7th Grade Freshmen in 2023 (N = 12)

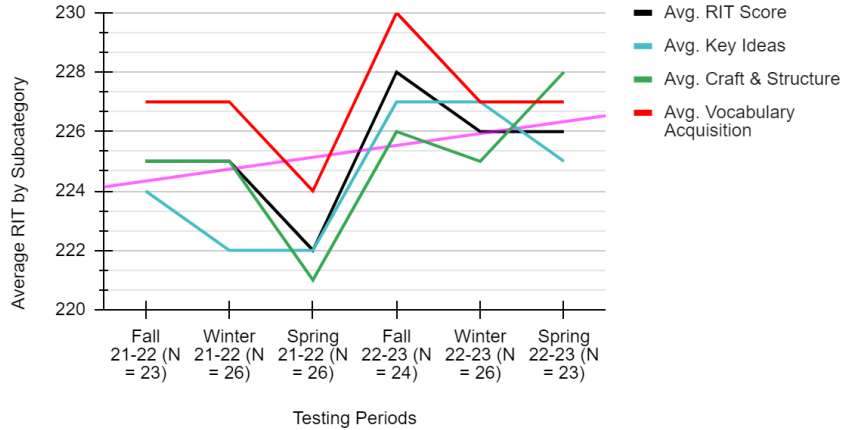


2-Year Students

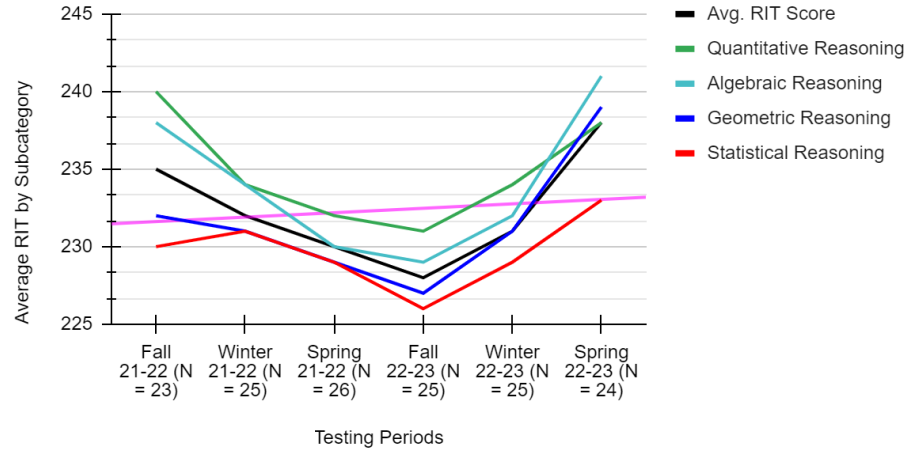
Started in 2021 as 10th Graders, Now Juniors (N = 26)



Started in 10th Grade Juniors in 2023 (N = 23)

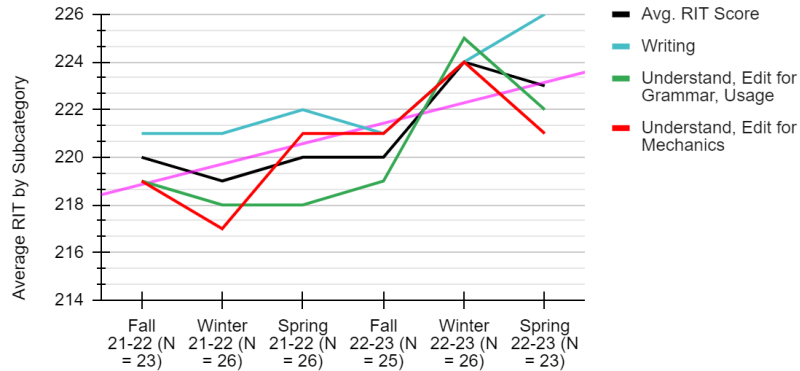


Started in 10th Grade Juniors in 2023 (N = 24)



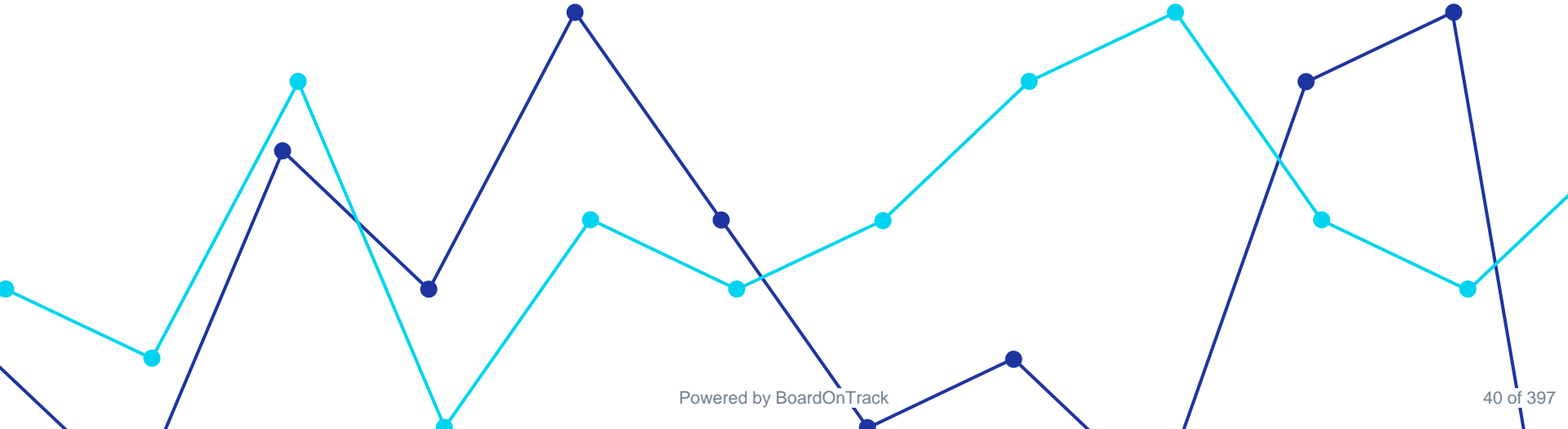
2021-2023 Student Average RIT in Language Usage

Started in 10th Grade Juniors in 2023 (N = 23)

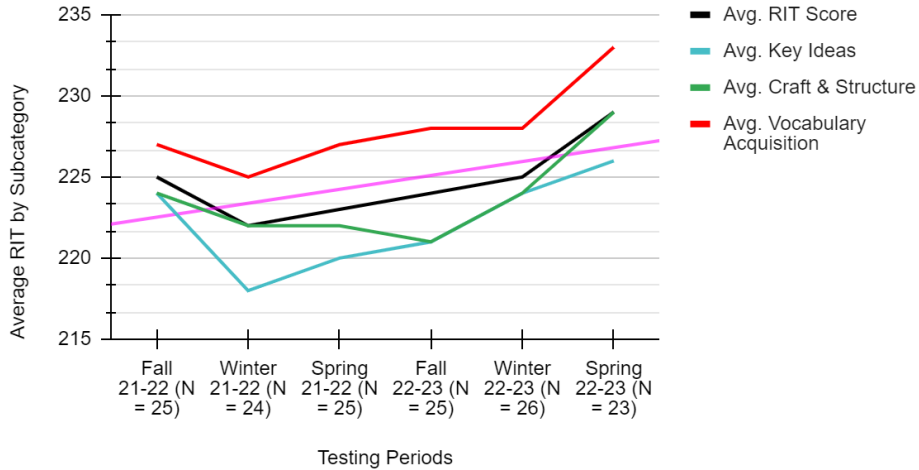


2-Year Students

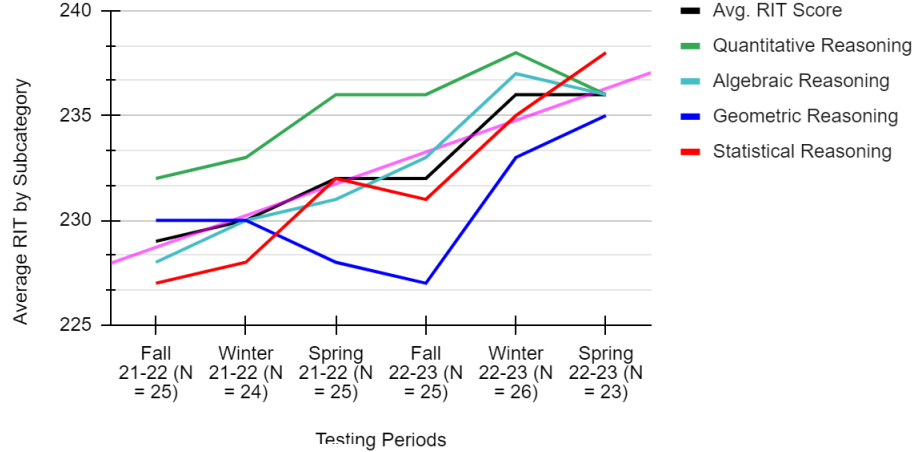
Started in 2021 as 9th Graders, Now Sophomores (N = 24)



Started in 9th Grade Sophomores in 2023 (N = 23)

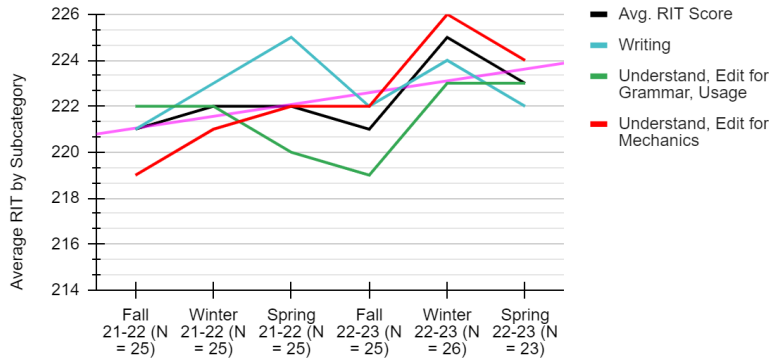


Started in 9th Grade Sophomores in 2023 (N = 23)



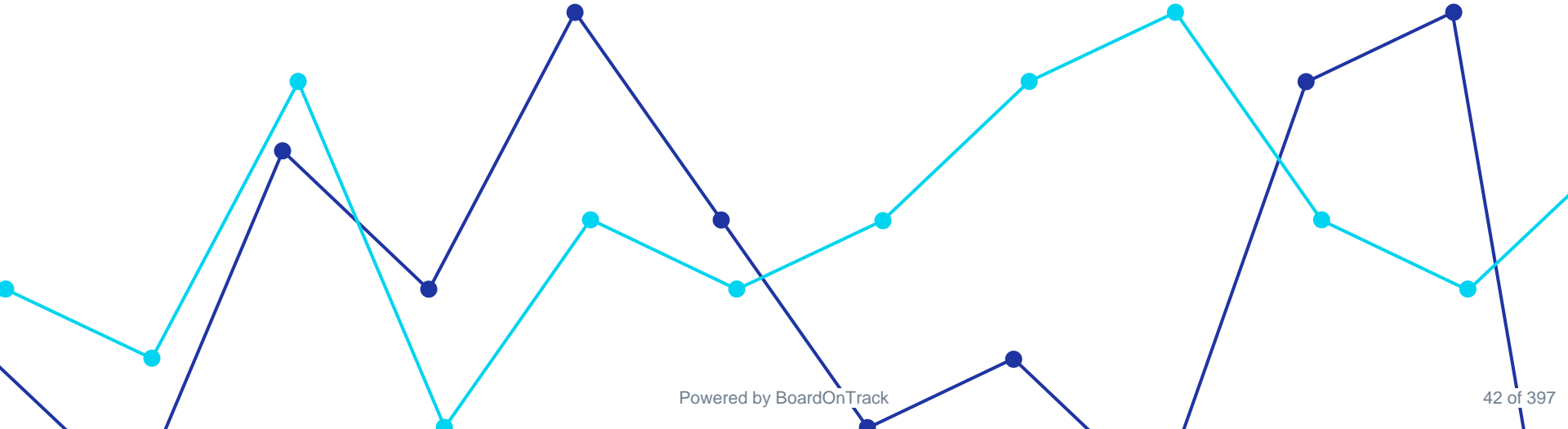
2021-2023 Student Average RIT in Language Usage

Started in 9th Grade Sophomores in 2023 (N = 23)

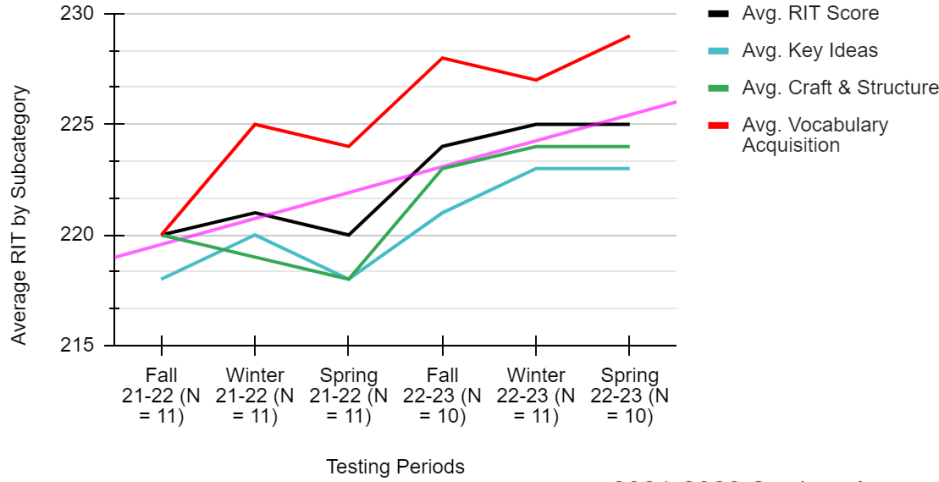


2-Year Students

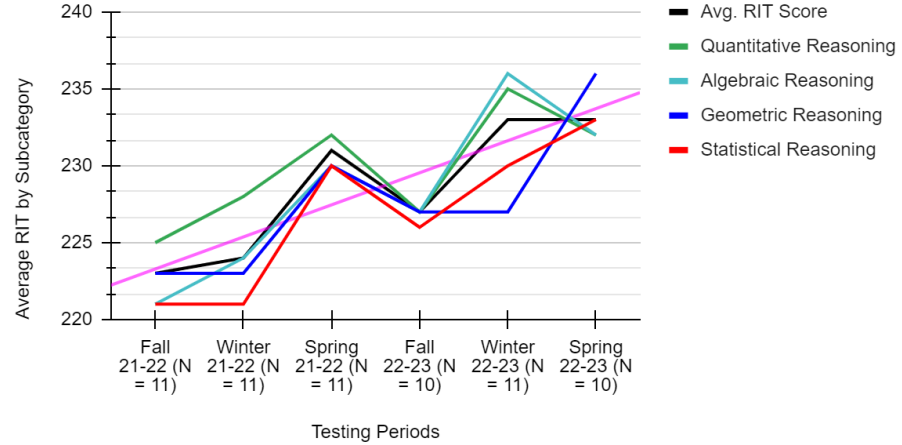
Started in 2021 as 8th Graders, Now Freshmen (N = 11)



Started in 8th Grade Freshmen in 2023 (N =10)

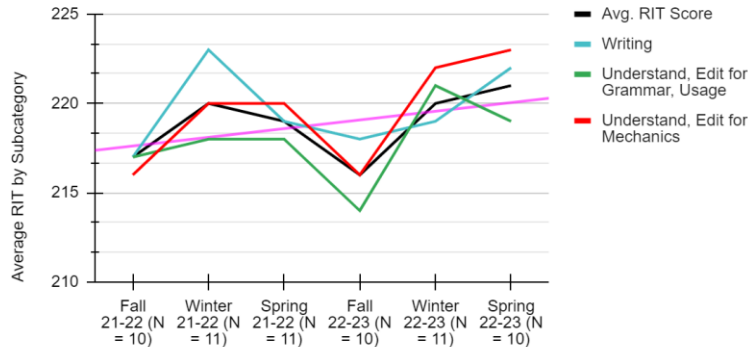


Started in 8th Grade Freshmen in 2023 (N =10)



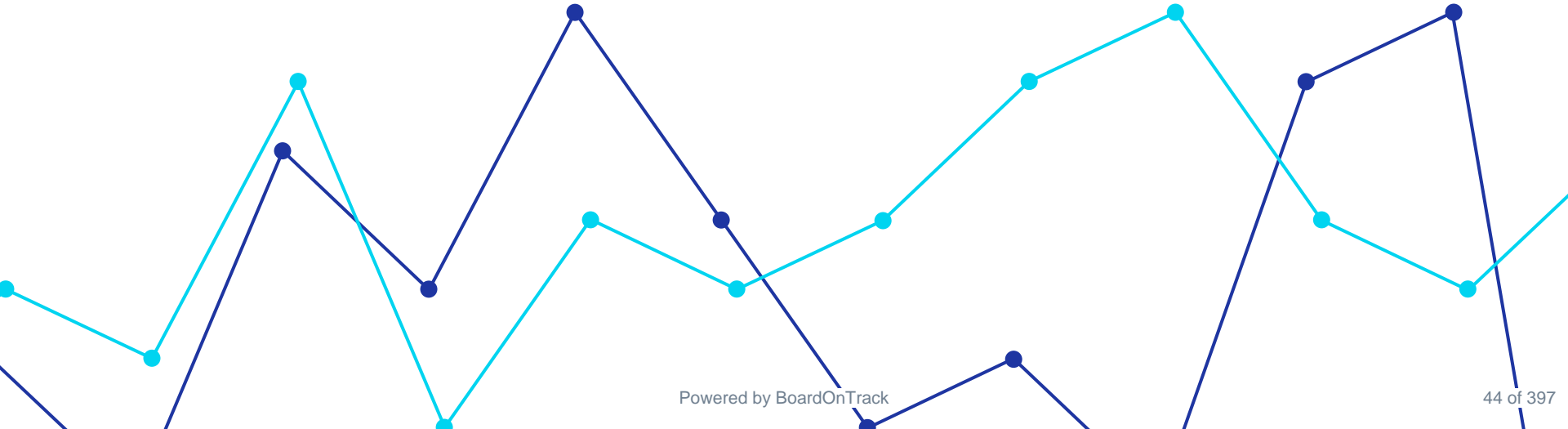
2021-2023 Student Average RIT in Language Usage

Started in 8th Grade Freshmen in 2023 (N =10)



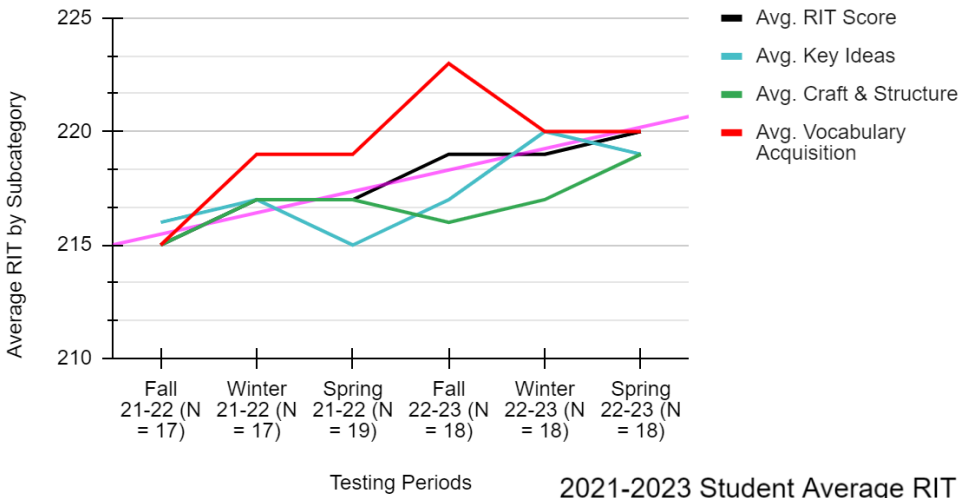
2-Year Students

Started in 2021 as 7th Graders, Now 8th Graders (N = 18)

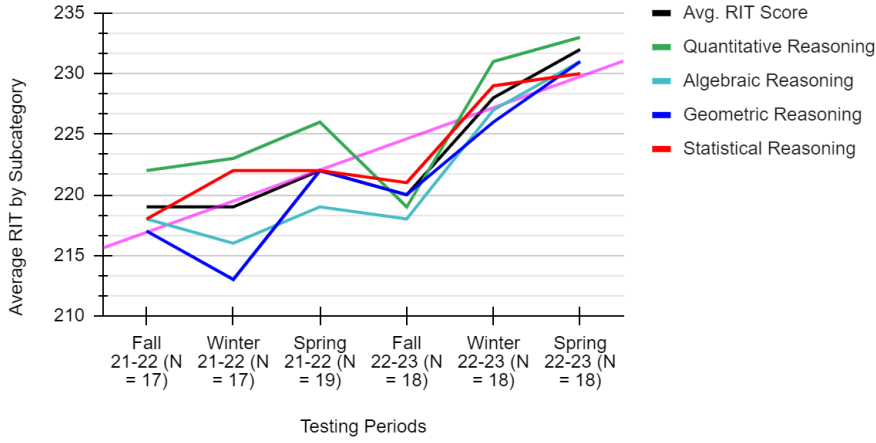


2021-2023 Student Average RIT in Reading

Started in 7th Grade 8th Graders in 2023 (N = 18)

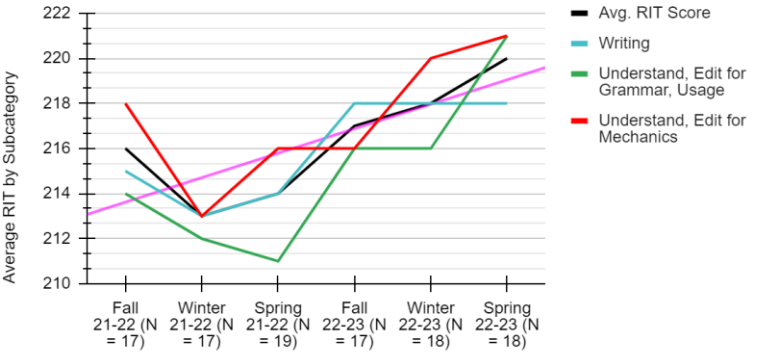


Started in 7th Grade 8th Graders in 2023 (N = 18)



2021-2023 Student Average RIT in Language Usage

Started in 7th Grade 8th Graders in 2023 (N = 18)



Maine Virtual Academy



2022-23 Performance Framework Form

Dr. Melinda Browne, Head of School

SECTION 1: STUDENT ACHIEVEMENT

1.1a Student Academic Proficiency, MDOE Through Year Assessment, ELA

Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.

Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.

NOTE - This indicator will not be rated in SY 22-23. Ratings will be developed after the baseline is established.

Grade	Total Number of Students	Number of Students Assessed	Percentage of Students Assessed	Percentage of Students “At State Expectation”	Percentage of Students “Above State Expectation”
Grade 7	35	35	100%	Data will be reported to the MCSC once state assessment results are released by the MDOE.	
Grade 8	55	53	96.36%		
Grade 10	92	86	93.47%		
Schoolwide	182	174	95.60%		

Optional:

Percentage of Students “Below State Expectation”	<i>Data will be reported to the MCSC once state assessment results are released by the MDOE</i>
Percentage of Students “Well Below State Expectation”	

1.1b Student Academic Proficiency, MDOE Through Year Assessment, Math

Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.

Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.

NOTE - This indicator will not be rated in SY 22-23. Ratings will be developed after the baseline is established.

Grade	Total Number of Students	Number of Students Assessed	Percentage of Students Assessed	Percentage of Students “At State Expectation”	Percentage of Students “Above State Expectation”
Grade 7	35	35	100%	Data will be reported to the MCSC once state assessment results are released by the MDOE.	
Grade 8	55	53	96.36%		
Grade 10	92	86	93.47%		
Schoolwide	182	174	95.60%		

Optional:

Percentage of Students “Below State Expectation”	<i>Data will be reported to the MCSC once state assessment results are released by the MDOE</i>
Percentage of Students “Well Below State Expectation”	

1.3a Student Academic Growth: NWEA MAP Growth 3rd-8th

School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP **reading**.

READING	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	15	50%	15	50%
Grade 8	20	44%	25	56%
Total	35	46.67%	40	53.33%

Optional:

READING	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	21	43%	28	57%
Grade 10	38	51%	37	49%
Grade 11	41	47%	46	53%

1.3b Student Academic Growth: NWEA MAP Growth 3rd-8th

School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP **language**.

LANGUAGE	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	19	63%	11	37%
Grade 8	24	53%	21	47%
Total	43	57.33%	32	42.67%

Optional:

LANGUAGE		Met Projected Growth		Did Not Meet Projected Growth	
		Number	Percentage	Number	Percentage
Grade 9		28	57%	21	43%
Grade 10		52	69%	23	31%
Grade 11		45	52%	42	48%

1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th

School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP **math**

MATH		Met Projected Growth		Did Not Meet Projected Growth	
		Number	Percentage	Number	Percentage
Grade 7		18	60%	12	40%
Grade 8		31	69%	14	31%
Total		49	65.33%	26	34.67%

Optional:

MATH		Met Projected Growth		Did Not Meet Projected Growth	
		Number	Percentage	Number	Percentage
Grade 9		25	51%	24	49%
Grade 10		35	47%	40	53%
Grade 11		56	64%	32	36%

(NOTE - Subgroup data will be reported at the end of this report)

1.5 High School Completion/4 Year HS Graduation Rate (current cohort)

For SY 2022-23, schools will meet annual goal of 86%

Total Number of Students Eligible for Graduation	Number of Students Graduating in 4 Years	Percentage of Students Graduating in 4 Years
103	103	100%

Optional:

Percentage of Students Graduating in 5 Years	100% (5/5)
Percentage of Students Graduating in 6 Years	100% (1/1)

1.6a Post-Secondary Readiness

Beginning in SY 2023-2024, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:

- Accuplacer - The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;
- SAT scores of EW 530 or higher and 520 or higher in math or;
- ASVAB score of 31 or higher

ACCUPLACER		Met College Readiness indicator of 239 or above in reading		Met College Readiness indicator of 226 or above in math	
		Number	Percentage	Number	Percentage
Total Tested	157	137	87%	141	90%

*NOTE: In SY 2022-23, schools will report the data, but will not be rated.

SAT		Met EW score of 530 or higher		Met Math score of 520 or higher	
		Number	Percentage	Number	Percentage
Total Tested	N/A				

*NOTE: In SY 2022-23, schools will report the data, but will not be rated.

ASVAB		Scored 31 or Higher	
		Number	Percentage
Total Tested	N/A		

*NOTE: In SY 2022-23, schools will report the data, but will not be rated.

(NOTE - Subgroup data will be reported at the end of this report)

1.6c Post Secondary Readiness: Post-Secondary Activity

At the end of their graduating year, 70%-80% of each schools' students will have successfully participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.

Post-Secondary Activity	Activity			
	Number	Percentage	Number	Percentage
College Course	15	8.88%	15	8.88%
Advanced Placement course	1	0.59%	1	0.59%
Certificate Program	1	0.59%	1	0.59%
Career Technical Coursework	43	25.44%	43	25.44%
Internship	89	52.67%	89	52.67%
Other (Portfolio Projects)	20	11.83%	20	11.83%
Total	169	100%	169	100%

1.6d Post-Secondary Readiness: FAFSA

Schools will report annual rates and school-supported opportunities for FAFSA support.

FAFSA	
Number of FAFSA forms completed	36 students
Describe school-supported opportunities for FAFSA support	<p>How MEVA is supporting students in FAFSA completion from our two guidance counselors:</p> <ol style="list-style-type: none"> 1. <u>12th Advisory Course:</u> <ul style="list-style-type: none"> ● FAME speaker to cover scholarships and financial aid- November ● FAME FAFSA/FSA ID Help Session- November ● Course checklist with FAME FAFSA Help Session information 2. <u>MEVA Newsletter:</u> <ul style="list-style-type: none"> ● FAME FAFSA Help Session information 3. <u>Early Graduation Application Requirement:</u> <ul style="list-style-type: none"> ● <i>“5. Complete the FAFSA (Free Application for Federal Student Aid) for financial aid for college. For help completing the FAFSA, register for a free help session here.”</i> 4. <u>FAFSA Completion Follow-Up:</u>

	<ul style="list-style-type: none">• <i>Emails sent to students/LCs with invalid and not started FAFSA status.</i>
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Optional

Include any additional context that would enhance the MCSC's understanding of your school's Student Achievement data.

(Other) Career Portfolio Projects Included;
Home Care
Computer Coding
Volunteering

SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

2.1 State Compliance

The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.

Click on the dropdown below and choose either "Yes" or "No"

Yes ▾

2.2 Family Engagement: Panorama School Climate Survey - Family Results

Results from 3/3 required scales on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to

qualify. Participation under 35% will automatically result in a “does not meet standard.”

Family	Total Number of Families	Number of Responses	Response Rate
		357	224
Response Percentage (Percentile)			
School Climate			79% (99th %ile)
Safety			96% (99th %ile)
School Fit			62% (70th %ile)

2.3 School Climate: Panorama School Climate Survey - Student Results

Results from 4/4 of the required scales on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”.

Student	Total Number of Students	Number of Responses	Response Rate
		402	313
Response Percentage (Percentile)			
School Climate			73% (99th %ile)
Safety			N/A

Rigorous Expectation		N/A
Teacher-Student Relationships		N/A

2.4 School Climate: Panorama School Climate Survey - Teacher/Staff Results

Results from at least 4/4 of the required scales on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”

Teacher/Staff	Total Number of Teachers/Staff	Number of Responses	Response Rate
	58	58	100%
Teacher Response Percentage (Percentile)			
School Climate			72% (99th %ile)
Leadership			75% (90th %ile)
Professional Learning			74% (99th %ile)
Feedback and Coaching			67% (99th %ile)

Staff Response Percentage (Percentile)			
School Climate			76% (99th %ile)
Leadership			93% (99th %ile)
Professional Learning			82% (99th %ile)
Feedback and Coaching			82% (99th %ile)

		%ile)
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2.5 School Climate: Panorama Survey

Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcomes will be submitted to the Commission.

Click on the dropdown below and choose the appropriate outcome:

School develops and implements plan ▾

Optional

Include any additional context that would enhance the MCSC’s understanding of your school’s School Climate and Family Engagement data.

Panorama did not report all expected student result categories.

SECTION 3: ORGANIZATIONAL SUSTAINABILITY

3.1 Governing Board effectiveness

Legal and Fiduciary Responsibilities

- Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board’s bylaws, and always act in the best interests of the school community.

Talent strategy and accountability

- The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning.

Culture of Collaboration

- *The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.*

Focus on Improvement

- *The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer.*

Click on the dropdown below and choose the appropriate outcome:

Low Risk: Board has fulfilled contract obligations as charter contract holder in th... ▾

3.2 Public Accountability:

Transparent, responsive, and legally compliant Board operations

The Governing Board will hold a minimum of 6 meetings per school year in accordance with approved bylaws and in accordance with the Freedom of Access Act ([FOAA](#)).

Click on the dropdown below and choose the appropriate outcome:

6 or more meetings ▾

3.3 Public Accountability:

Transparent, responsive, and legally complaint Board operations

Timely publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.

Click on the dropdown below and choose the appropriate outcome:

All minutes and agendas posted timely. ▾

3.4 Reporting Accuracy and Timeliness

80%-90% of reports are submitted on time and are accurate and complete. NOTE - Statistics can be found in Epicenter.

Click on the dropdown below and choose the appropriate outcome:

More than 90% of reports are submitted on time and are accurate and complete ▾

3.5 Board Training

Board members will engage in a baseline of annual training and development using the following [guidelines](#):

Click on the dropdown below and choose the appropriate outcome:

Less than 80% of required courses have been completed ▾

3.6 Facility meets Local and State requirements

The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S. §6302, 6501; Maine DOE Rule Chapter 125.5.10

[Public School Approval Requirements and Citation Chart](#)

Click on the dropdown below and choose the appropriate outcome:

Certified as required and approved by the Board ▾

3.7 Facility supports Programming

The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.

Click on the dropdown below and choose the appropriate outcome:

Facility provides a campus environment that optimizes learning, teaching and w... ▾

Optional

Include any additional context that would enhance the MCSC's understanding of your school's Organizational Sustainability data.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1 Mission and Key Design Implementation

1. *The school demonstrates its approved mission.*
2. *The school implements the key design elements in the approved charter and any subsequently approved amendments in a manner that serves all of its students.*
3. *The Board and Administration share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.*

Click on the dropdown below and choose the appropriate outcome:

School is implementing the mission and design elements as outlined in the cha... ▾

5.2 Student Attendance

Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school.

Chronic absenteeism rates will be reported at both the campus and district levels (as appropriate).

Chronic Absenteeism	Total Number of Students	Percentage of Students Chronically Absent
Grade 7	36	5.55%
Grade 8	64	6.25%
Grade 9	67	5.97%
Grade 10	100	2%
Grade 11	128	1.56%
Grade 12	105	2.85%

Percentage	
Whole School Chronic Absenteeism	3.42%

Schoolwide Average Daily Attendance (ADA)	97.80%
---	---------------

5.3 Student Persistence - School Year

85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day.

Number of students enrolled on State Student Count Day (10/1/22)	438
Number of students enrolled on the last day of school who were the same students on State Student Count Day	271 (19 withdrawals, not graduated and/or not moved out of state, 148 students graduated, and 0 students moved out of state)
Percentage of students enrolled on the last day of school were the same students on State Student Count Day	95.66%

5.4 Student Persistence - Year to Year

85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY (2023-24) by March 31 of current SY (2022-23).

Number of students enrolled on the last day of school who were eligible to return next year (not graduated, not moved out of state, not incarcerated, not deceased)	314
Number of eligible students enrolled on the last day of school who have completed an Intent to Reenroll form for next year	306
Percentage of eligible students enrolled on the last day of school who have completed an Intent to Reenroll form for next year	97.45%

Optional

Include any additional context that would enhance the MCSC's understanding of your school's Faithfulness to the Charter and the Law data.

SECTION 6: SCHOOL CUSTOMIZATION

6.1 Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report

Separate goals for each grade level (7,8,9,10, & 11), a total of fifteen indicators/goals: The student median conditional growth percentile is the fiftieth (50th) or higher, as of the spring NWEA math, reading, and language usage, for each eligible grade level.

Grade 7 Math Click on the dropdown below and choose the appropriate outcome:

Exceeds 66%ile ▾

Grade 8 Math Click on the dropdown below and choose the appropriate outcome:

Exceeds 66%ile ▾

Grade 9 Math Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

Grade 10 Math Click on the dropdown below and choose the appropriate outcome:

35th-49th%ile ▾

Grade 11 Math Click on the dropdown below and choose the appropriate outcome:

Exceeds 66%ile ▾

Grade 7 Reading Click on the dropdown below and choose the appropriate outcome:

35th-49th%ile ▾

Grade 8 Reading Click on the dropdown below and choose the appropriate outcome:

35th-49th%ile ▾

Grade 9 Reading Click on the dropdown below and choose the appropriate outcome:

35th-49th%ile ▾

Grade 10 Reading Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

Grade 11 Reading Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

Grade 7 Language Usage Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

Grade 8 Language Usage Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

Grade 9 Language Usage Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

Grade 10 Language Usage Click on the dropdown below and choose the appropriate outcome:

Exceeds 66%ile ▾

Grade 11 Language Usage Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

All Grades (7-11) Math Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

All Grades (7-11) Reading Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

All Grades (7-11) Language Usage Click on the dropdown below and choose the appropriate outcome:

50th-65th%ile ▾

Optional

Include any additional context that would enhance the MCSC’s understanding of your school’s Customizable Target data.

MEVA students in grades 7-11 completed the NWEA MAP math, reading, and language usage three times during the academic year. MEVA students’ median conditional fall to spring growth percentile exceeded the target in math for grades 7, 8, and 11, and in language for grade 10. MEVA students’ median fall to spring growth percentile met the target in math for grade 10, in reading for grades 10 and 11, and in language for grades 7, 8, 9, and 11. MEVA students’ median fall to spring median growth percentile approached the target in math for grade 10, and in reading for grades 7, 8, and 9.

MEVA met the customized target in all three subject areas (math, reading, and language usage) for combined grades 7-11.

Overall, we believe that these strong results show that MEVA takes its growth-oriented mission and vision to heart and works tirelessly to improve students’ academic achievement outcomes. .

MCSC Performance Measure – MEVA Custom Indicators:

Spring NWEA (Fall to Spring) GROWTH Results as of May 11th, 2023

Student Median Conditional GROWTH Percentile (MCGP)

Grade Performance	Math MCGP	Reading MCGP	Language MCGP
7	71 st	48 th	64 th
8	72 nd	42 nd	57 th

9	52 nd	37 th	60 th
10	42 nd	55 th	72 nd
11	70 th	53 rd	55 th
<u>All Grades (7-11)</u>	57 th	50 th	62 nd

Exceeds = 66th %ile or higher.

Meets = 50th % to 65th %ile.

Approaches = 35th to 49th %ile.

Does Not Meet = Lower than 35th %ile.

SUBGROUP ANALYSIS

1.4a Subgroup Performance: Maine State Assessment/NWEA MAP Growth 3rd-8th

School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading.

To be reported, subgroups must have at least 10 students or 5% of the student population

Special Education (IEP) <i>To be reported, subgroups must have at least 10 students or</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage

5% of the student population				
Grade 7	2	67%	1	33.33%
Grade 8	7	44%	9	56.25%
Total	9	47.37%	10	52.63%

Optional:

Special Education (IEP) <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	7	54%	6	46%
Grade 10	8	50%	8	50%
Grade 11	9	50%	9	50%

504 Plan <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	4	36%	7	64%
Grade 8	6	55%	5	45%
Total	10	45.45%	12	54.55%

Optional:

504 Plan <i>To be reported, subgroups must have</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage

at least 10 students or 5% of the student population				
Grade 9	4	57%	3	43%
Grade 10	14	64%	8	36%
Grade 11	6	23%	20	77%

Free and Reduced Lunch/Economically Disadvantaged <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	11	61%	7	39%
Grade 8	8	35%	15	65%
Total	19	46.34%	22	53.66%

Optional:

Free and Reduced Lunch/Economically Disadvantaged <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	6	32%	13	68%
Grade 10	23	59%	16	41%
Grade 11	17	55%	14	45%

Sex/Gender <i>To be reported, subgroups must have at least 10 students or 5% of the student</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage

<i>population</i>				
Grade 7 - Male	2	20%	8	80%
Grade 7 - Female	13	65%	7	35%
Grade 8 - Male	10	43%	13	57%
Grade 8 - Female	10	45%	12	55%
Total - Male	12	36.36%	21	63.64%
Total - Female	23	54.76%	19	45.24%

Optional:

Sex/Gender <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9 - Male	8	40%	12	60%
Grade 9 - Female	13	45%	16	55%
Grade 10 - Male	20	45%	24	55%
Grade 10 - Female	18	58%	13	42%
Grade 11 - Male	19	49%	20	51%
Grade 11 - Female	22	46%	26	54%

English Learner <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	NA			
Grade 8	NA			
Total				

Optional:

English Learner <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	NA			
Grade 10				
Grade 11				
Grade 12				

Race <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	NA			
Grade 8	NA			
Total				

Each race represent less than 5% of the student population with the exception of Caucasian/White.

Optional:

Race <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9				
Grade 10				
Grade 11				
Grade 12				

1.4b Subgroup Performance: Maine State Assessment/NWEA MAP 3rd-8th

School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP **language**.

Special Education (IEP) <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	2	67%	1	33%
Grade 8	7	44%	9	56%
Total	9	47.37%	10	52.63%

Optional:

Special Education (IEP) <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	9	69%	4	31%
Grade 10	12	75%	4	25%
Grade 11	10	56%	8	44%

504 Plan <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	7	64%	4	36%
Grade 8	4	36%	7	64%
Total	11	50%	11	50%

Optional:

504 Plan <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	4	57%	3	43%
Grade 10	15	68%	7	32%
Grade 11	9	35%	17	65%

Free and Reduced Lunch/Economically Disadvantaged <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	10	56%	8	44%
Grade 8	14	61%	9	39%
Total	24	58.54%	17	41.46%

Optional:

Free and Reduced Lunch/Economically Disadvantaged <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	13	68%	6	32%
Grade 10	27	69%	12	31%
Grade 11	20	65%	9	35%

Sex/Gender <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7 - Male	7	70%	3	30%
Grade 8 - Male	14	61%	9	39%
Grade 7 - Female	12	60%	8	40%
Grade 8 - Female	10	45%	12	55%
Total - Male	21	63.64%	12	36.36%
Total - Female	22	52.38%	20	47.62%

Optional:

Sex/Gender <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9 - Male	11	55%	9	45%
Grade 10 - Male	29	66%	15	34%
Grade 11 - Male	20	51%	19	49%
Grade 9 - Female	17	59%	12	41%
Grade 10 - Female	23	74%	18	26%
Grade 11 - Female	25	52%	23	48%

English Learner <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	NA			

Grade 8	NA			
Total				

Optional:

English Learner <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9				
Grade 10				
Grade 11				
Grade 12				

Race <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7				
Grade 8				
Total				

Each race represent less than 5% of the student population with the exception of Caucasian/White.

Optional:

Race <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9				

Grade 10				
Grade 11				
Grade 12				

1.4c Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP **math**.

Special Education (IEP) <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	1	33%	2	67%
Grade 8	11	69%	5	31%
Total	12	63.16%	7	36.84%

Optional:

Special Education (IEP) <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	5	38%	8	62%
Grade 10	5	31%	11	69%
Grade 11	12	67%	6	33%

504 Plan <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage

Grade 7	5	45%	6	55%
Grade 8	9	82%	2	18%
Total	14	63.64%	8	36.36%

Optional:

504 Plan <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	3	43%	4	57%
Grade 10	15	68%	7	32%
Grade 11	13	50%	13	50%

Free and Reduced Lunch/Economically Disadvantaged <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7	12	67%	6	33%
Grade 8	14	61%	9	39%
Total	26	63.41%	15	36.59%

Optional:

Free and Reduced Lunch/Economically Disadvantaged <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9	12	63%	7	37%

Grade 10	20	51%	19	49%
Grade 11	20	63%	12	38%

Sex/Gender <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7 - Male	6	60%	4	40%
Grade 8 - Male	17	74%	6	27%
Grade 7 - Female	12	60%	8	40%
Grade 8 - Female	14	64%	8	36%
Total - Male	23	69.70%	10	30.30%
Total - Female	26	61.90%	16	38.10%

Optional:

Sex/Gender <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9 - Male	14	70%	6	30%
Grade 10 - Male	19	43%	25	57%
Grade 11 - Male	26	67%	13	33%
Grade 9 - Female	11	38%	18	62%
Grade 10 - Female	16	52%	15	48%
Grade 11 - Female	30	61%	19	39%

English Learner <i>To be reported, subgroups must have at least 10 students or 5% of the student</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage

<i>population</i>				
Grade 7	NA			
Grade 8	NA			
Total				

Optional:

English Learner <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9				
Grade 10				
Grade 11				
Grade 12				

Race <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 7				
Grade 8				
Total				

Each race represent less than 5% of the student population with the exception of Caucasian/White.

Optional:

Race <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met Projected Growth		Did Not Meet Projected Growth	
	Number	Percentage	Number	Percentage
Grade 9				

Grade 10				
Grade 11				
Grade 12				

1.6b Post-Secondary Readiness/Achievement Gaps

ACCUPLACER <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met College Readiness indicator of 239 or above in reading		Met College Readiness indicator of 226 or above in math	
	Number	Percentage	Number	Percentage
Special Education (IEP)	13	72.22%	13	72.22%
504 Plan	46	92%	46	92%
Free and Reduced Lunch/Economically Disadvantaged	48	87.27%	51	92.73%
Sex/Gender - Male	60	86.96%	64	92.75%
Sex/Gender - Female 88	77	87.5%	77	87.5%
English Learner - NA (less than 5%)				
Race - NA (each race is less than 5%)				

*NOTE: In SY 2022-23, schools will report the data, but will not be rated.

SAT <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Met EBRW score of 530 or higher		Met Mat score of 520 or higher	
	Number	Percentage	Number	Percentage
Special Education (IEP)				
504 Plan				
Free and Reduced Lunch/Economically Disadvantaged				
Sex/Gender				
English Learner				
Race				

**Note: In SY 2022-23, schools will report the data, but will not be rated.*

ASVAB <i>To be reported, subgroups must have at least 10 students or 5% of the student population</i>	Scored 31 or Higher	
	Number	Percentage
Special Education (IEP)		
504 Plan		
Free and Reduced Lunch/Economically Disadvantaged		
Sex/Gender		
English Learner		
Race		

**NOTE: In SY 2022-23, schools will report the data, but will not be rated.*

Coversheet

New School Application

Section: II. Agenda Items
Item: B. New School Application
Purpose: Discuss
Submitted by:
Related Material:
SY2324NewCharterSchoolApplication_School_Performance_Committee_Review .docx

Maine Charter School Commission

NEW CHARTER SCHOOL APPLICATION

For Schools Opening in the 2025-2026 School Year

Issue Date: Wednesday, November 15, 2023

Due Date: Friday, March 15, 2024 5:00 pm EDT

Maine Charter School Commission Vote: June 11, 2024

182 State House Station | Augusta, ME 04333 | (207) 624-6729 | MCSC@Maine.gov

WWW.MAINE.GOV/CSC

New Charter School Application

Maine Charter School Commission

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Maine Charter School Commission
Attn: Executive Director
182 State House Station, Augusta, ME 04333-0182

Commented [EL1]: Amy – is that right?

New Charter School Application

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New Charter School Application

INTRODUCTION

This Request for Proposal (RFP) is intended to solicit, encourage and guide the development of high-quality public charter school applications throughout the State of Maine. This RFP format is for brick-and-mortar and blended learning schools.

Applications in response to this RFP are for consideration by the Maine Charter School Commission (the "Commission") only. Applications to other authorizers must use the application forms and follow the procedures developed by those authorizers.

This RFP/Application packet will guide you through the steps of developing a public charter school proposal. Each section requests information about a specific aspect of your plan and presents the evaluative criteria that reviewers will use to determine whether the application demonstrates the applicant's competence in each element of the Commission's published approval criteria and demonstrates that the applicant is ready to open and operate a successful public charter school.

The Commission requires that successful applicants demonstrate several common characteristics:

- A clear, focused, results-oriented mission statement that aligns all parts of the proposal;
- A vision of how the program will improve educational and social opportunities for the charter school's student population and how the program will meet a community need and affect the community. (Note: the term "community" refers to the catchment area, *i.e.*, the individual school administrative units and towns/cities that are within that catchment area);
- A demonstrated understanding of the population that the school intends to serve;
- An educational program that is likely to be effective for that population;
- A commitment to continuing professional education for faculty and staff;
- Facilities and a facilities maintenance plan that support the program;
- A commitment to inviting the participation of stakeholders in the operation of the school, including parents, students, staff and the community at large;
- Strong, experienced school and board leadership; and
- Strong financial planning and management.

Specifically, the Commission is seeking proposals that include innovative curriculum design, scheduling that supports that design, and a school calendar that reflects the mission and vision of the school. The Commission is especially interested in schools that address student populations whose needs are not well served by existing public schools.

New Charter School Application

The Commission is eager to receive well-developed applications from capable school developers who are committed to educating their students well and improving the lives of children and families in Maine's communities.

The Commission will announce one or more sessions where potential applicants may meet as a group with the Commission to discuss the application and the application process and any directions regarding the application or the application evaluation process.

The entire public charter school application and all documents associated with the application are public records and will be posted on the Maine Charter School Commission website.

In the meantime, if you have any questions regarding this application or the application process, please contact us at mcsc@maine.gov.

Eligibility

This New Charter School Application process seeks applications for schools that plan to open and serve students in the 2025-2026 school year. If an applicant submits an application for the 2026-2027 school year, it will be reviewed for the same readiness standards as the schools intending to open in the designated solicitation year (2025-2026). Applicants for the 2026-2027 school year must *also* provide good cause for delaying the proposed school's opening for one year beyond the designated solicitation year.

By law, only nonprofit organizations may operate charter schools in the state of Maine. Documentation that the applicant is a Maine nonprofit corporation, has filed an application for exemption (Form 1023) with the Internal Revenue Service, or has a notice of exemption satisfies this requirement.

Applications will be reviewed for satisfaction of the eligibility requirements (see Completeness Review). If these eligibility requirements are not met, the application will be summarily rejected.

New Charter School Application

ADMINISTRATIVE REQUIREMENTS

Reservation of Rights

The Commission reserves the right to reissue the New Charter School Application, or cancel the New Charter School Application, as deemed appropriate by the Commission. **Applicants are expected to review this New Charter School Application closely; revisions have been made to process and content.**

Proper Communication

Upon release of this New Charter School Application, all applicant communications must be directed to the Executive Director of the Maine Charter School Commission. Unauthorized contact with other state or Commission employees or representatives may result in disqualification. All oral communications will be considered unofficial and non-binding. Applicants should rely only on written statements issued by the Executive Director.

Lana Ewing, Executive Director
Maine Charter School Commission
182 State House Station
Augusta, ME 04333-0182

Telephone: 207-446-8898
Email: mcsc@maine.gov

Commented [EL2]: Perhaps set up a Google number

Applicant Questions and Complaints

Applicant questions regarding this New Charter School Application will be allowed consistent with the *Timeline*. All questions must be submitted via email to the Executive Director at mcsc@maine.gov. Official written Commission responses will be provided for questions received by the deadlines, and will be posted at: www.maine.gov/csc

Applicants submitting questions will not be identified in the Commission's response. Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission website listed above will be considered official and binding.

Applicants are expected to raise any questions they have concerning the New Charter School Application requirements early in the New Charter School Application process. The Commission may not be able to address questions that arise late in the process.

New Charter School Application

Delivery of Applications

The application, in its entirety, must be received by Commission no later than **5:00 pm EDT on March 14, 2024**. All applications must be submitted to the Maine Charter School Commission via the Epicenter online application platform, at www.epicenternow.org. Submissions are time stamped when uploaded to Epicenter. **Submissions will not be accepted after the deadline.**

Applicants should allow sufficient time to ensure timely receipt of the application by the Maine Charter School Commission. Late submissions will not be accepted and will be automatically disqualified from further consideration.

The Commission assumes no responsibility for delays caused by applicant’s technical difficulties, network problems, or any other party.

All submitted documents become the property of the Commission and will not be returned. All submissions become public record.

Facsimile transmissions will not be accepted at any point in the process.

Application Contents

The application must contain information responding to all requirements in the New Charter School Application. The application and all documents that require a signature must be signed, or have an electronic verification, by an authorized representative of the applicant.

Failure to provide any information or required signatures may result in disqualification of the application.

Application Format and Organization

Applications must be written in English and submitted using the Commission designated, online application platform, Epicenter. Applicants should develop their application narrative in Microsoft Word (MS Word) format using Calibri size 11 font, and must complete all required templates and attachments, and upload completed documents via Epicenter.

Documents requiring signatures must be signed by a representative authorized to bind the applicant to their application. Documents that require signatures should be properly signed, completed, and scanned into a separate file in PDF format. Submit the signed, scanned PDF as well as a Word converted to PDF format without the signature when possible.

New Charter School Application

Cost of Application Preparation

Applicants are solely responsible for the costs associated with preparing and presenting an application, as well as any costs associated with participation in the application review process. The Commission will not reimburse applicants for any costs associated with this New Charter School Application.

Completeness Review

All applications will be reviewed for completeness before they are accepted and distributed to the evaluation teams. If an application is found to be incomplete (*i.e.*, missing responses to required application sections, certifications, assurances, attachments, signatures, etc.) or incorrectly formatted, the applicant will be notified of the specific errors or omissions and will have an opportunity to file corrections as long as they are filed with the Commission via Epicenter within 5 business days after the applicant's receipt of the notice of errors or omissions. Applicants will be notified of an application's completeness 7 business days after the due date. An application is filed on the date on which the corrections are filed with the Commission. If the application is filed by an entity that is not eligible to apply, or the application, after an opportunity to correct, does not contain all required information, the Commission shall reject the application. It should be noted that *findings of completion* are not indicative of the *quality* of the application.

Waiver of Minor Administrative Irregularities

The Commission reserves the right to waive minor administrative irregularities contained in any application.

Errors in Application

Applicants are liable for all errors or omissions contained in their applications. Applicants will not be allowed to alter application documents after notification of completeness. Applicants who become aware of a material error in their application documents must notify the Executive Director as soon as the error is discovered. The Commission is not liable for any such errors. The Commission reserves the right to contact the applicant for clarification of application contents, including through the Capacity Interview process.

Misrepresentations on Application

An application containing a material misrepresentation in the information or documentation submitted may be denied. A material misrepresentation includes, but is not limited to, one that is inaccurate or misleading, or a representation that, if accurately reported, could impact the rating that an applicant would receive on any applicable criteria. If, after a school is authorized, it is learned that the application contained a material misrepresentation, the resulting charter contract may be deemed null and void by the Commission.

New Charter School Application

Plagiarism

The content of an application must be a product of the applicant's own efforts and shall not be copied from other sources, except for quotes that are properly attributed. For applications containing material whose original source is not their own, the applicant must properly and completely attribute the material to its primary source and show that it has permission to utilize the material.

Plagiarism is strictly prohibited and will result in automatic disqualification of the application. If, after a school is authorized, it is learned that a portion of the application was plagiarized, the resulting charter contract may be deemed null and void by the Commission.

Due Diligence

The decision to approve an application to open and operate a charter public school requires a thorough vetting of the applicant and the components of the application. The Commission may engage in due diligence to verify and evaluate the information submitted as part of the evaluation process. Due diligence may include, but is not limited to:

1. Contacting individuals who may have knowledge about the information submitted and/or individuals associated with the applicant organization to evaluate the accuracy and validity of the information provided in the application; and
2. Review of information and documentation obtained from external sources to evaluate the accuracy and validity of the information provided in the application.

Relevant information gleaned through this due diligence process will be reduced to writing in a due diligence report and provided to the evaluation team and the Commission for use in determining whether the application meets the criteria for approval.

Amendments and Revisions

The Commission reserves the right to revise the *Timeline* or other portions of this New Charter School Application at any time. The Commission may correct errors in this document (identified either by the Commission or an applicant). Any changes or corrections will be by one or more written amendment(s), dated, and posted with this New Charter School Application at www.maine.gov/csc.

Applicants are responsible for checking this site for changes and should do so frequently. The Commission will not be responsible for notifying applicants of changes in any other manner. All changes must be authorized and issued in writing by the Executive Director. If there is any conflict between amendments, or between an amendment and the New Charter School Application, whichever document was issued last in time shall be controlling.

New Charter School Application

No Obligation to Contract

The Commission may deny applications that fail to meet statutory or authorizer requirements. The Commission also reserves the right to refrain from selecting or contracting with any and all applicants. The Commission may not approve more than one new school application at this time.

Withdrawal of Application

Applicants may withdraw an application that has been submitted by May 21, 2024. To accomplish application withdrawal, a written request signed by an authorized representative of the applicant must be submitted to the Executive Director. Withdrawn applications and related materials may remain on the Commission's website.

Failure to respond to the Commission according to the Timeline below, or failure to respond to an inquiry or communication from the Commission to the applicant's designated representative, shall be deemed a withdrawal.

Electronic Availability

The contents of this New Charter School Application and any amendments or revisions and written answers to questions will be available at www.maine.gov/csc. Updates will be made to the online submission portal consistent with any amendments or revisions. **Applicants are responsible for checking this site for notices and changes and should do so frequently.**

Revisions to the New Charter School Application

In the event it becomes necessary to revise any part of this New Charter School Application, addenda will be published at www.maine.gov/csc. Updates will be made to the online submission portal consistent with any amendments or revisions.

The Commission also reserves the right to cancel or reissue the New Charter School Application in whole, or in part, prior to execution of a contract.

Terms and Provision of the Sample Contract

Submission of an Application constitutes acceptance of the solicitation contents, and the sample charter contract constitutes acceptance of all terms and requirements stated therein. The sample charter contract is located on the Commission's website at www.maine.gov/csc

New Charter School Application

INSTRUCTIONS AND GUIDELINES

Opening a new charter school that is prepared to be successful on day one requires investment in a thoughtful process to address the requirements to ensure a highly effective charter school. This New Charter School Application requires information that will allow the Commission to consider and determine if the application presents a school that is sufficiently well planned and researched, has a compelling and rigorous academic model, and is fiscally and operationally sound. This New Charter School Application seeks information that will allow the Commission to assess the capacity of the founding team to successfully implement the proposed plan.

For a thorough and rigorous review to occur, all applicants must respond to all questions and requests for information contained in this New Charter School Application. Failure to address all questions will result in the application being deemed incomplete.

Applicants are encouraged to reference the **New Charter School Application Evaluation Rubric** (for schools opening in 2025-2026) when preparing their applications to ensure that the responses not only answer the items below, but also address all the evaluation rubric criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference the Commission’s performance framework, which is available on the Commission’s website at www.maine.gov/csc.

Commented [EL3]: Revise rubric

All applicants must submit an Intent to Apply using Epicenter, the online submission portal, prepared using the template provided on Epicenter, no later than **5:00 pm EST on January 12, 2024**. Once the Commission receives an applicant’s Intent to Apply, the applicant will receive access to the full RFP in Epicenter.

Applications must be submitted no later than **5:00 pm EDT on March 15, 2024**. Commission rules governing the application and approval process are incorporated by reference and available on the Commission’s website. All applicants must submit their applications electronically via Epicenter. For the New Charter School Application for schools opening in 2025-2026, all electronic submissions must be uploaded to the Commission assigned Epicenter site by the deadline.

Learning Opportunities

The Maine Charter School Commission will conduct a New Charter School Application Orientation designed to support prospective charter school applicants on X|via Webinar. Information on how to access the Webinar will be posted to the Maine Charter School Commission website. The purpose of this orientation is to deepen understanding of:

Commented [EL4]: Revise/select date – make it a webinar/early Dec?

New Charter School Application

1. The Commission's expectations as articulated in the New Charter School Application;
2. How to access Epicenter, the online submission portal;
3. How applications will be evaluated;
4. The purpose and format of the Capacity Interview and Public Forum; and
5. Changes that have occurred to the New Charter School Application since the last cycle.

Additional orientations will be planned after the submission deadline for the letter of intent to apply. These sessions are intended to address questions of clarification about the application. They are not to evaluate the content of your proposal. They will be scheduled, and the dates and times will be on the Commission website. Access to these sessions will be virtual. They will be recorded and available on the Commission website.

Components of the Application & Application Process

Narrative Application

The application is the formal application to the Commission and is a comprehensive description of the school's educational, organizational, and financial plans.

Attachments

Throughout the application, specific documents are requested in addition to narrative answers. A comprehensive list of the attachments is provided on pages 15-17.

Capacity Interview

Applicants will be expected to participate in an interview to demonstrate the team's capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their application.

Commission Meeting May 14, 2024

The Commission will receive the review team recommendation as to whether the applicant has thus far demonstrated the capacity to open a successful school and should continue to the next interview and public hearing. This will be followed by a discussion and vote of the Commission.

Commission Interview

Applicants approved by vote at the May 14, 2024, Commission meeting to continue in the application process will be expected to participate in an interview with the Commission regarding the application. Applicants will be given at least five business days' notice prior to the Commission interview date.

New Charter School Application

Public Hearing

The public hearing will provide an opportunity for the applicant and the Commission to hear the input from the public on the expected impact of the proposed charter school on students, parents, the community to be served by the school, and public education in the State as well as for the public to learn more about the application. While the public forum is not evaluated, information gleaned from this process may be used to evaluate the applicant. Applicants will be given at least five business days' notice prior to the scheduled public interview date.

Commission Meeting June 11, 2024

Applicants are invited to attend the Commission's June 11, 2024, meeting where they will be allowed to provide a short presentation (no longer than 5 minutes) regarding their application. At this meeting the Commission shall vote to approve, conditionally approve, or deny the application.

Electronic Submission Instructions

- 1. Applicants may begin writing their application narrative and completing the associated attachments and templates as MS Word documents.** Each section of the RFP has a corresponding "task" in Epicenter, the online document submission portal, where it must be uploaded. The applicant must populate the required templates, as well as upload associated attachments of the application to Epicenter by the deadline.
- 2. Applicants should populate each template and upload each section attachment to its corresponding Epicenter "task."** **Applicants must ensure that documents are uploaded in the file format specified.** An overview of how to use Epicenter will be included in the training sessions referenced in the section titled *Learning Opportunities*.
- 3. Applicants are responsible for ensuring that only their FINAL application narrative, attachments and required templates are uploaded to Epicenter by the noted deadline.** The application will be both submitted and locked at 5:00 pm EDT March 15, 2024. If the applicant has uploaded its application prior to the application deadline and desires to make additional revisions prior to the application deadline, the applicant may do so.
- 4. The Commission will automatically lock access to all applicant Epicenter files and applications at 5:00 pm EDT March 15, 2024.** Applications not uploaded, including applications that are partially uploaded, will not be accepted after this point.

New Charter School Application

Specifications

1. Applicants **MUST** submit applications electronically through Epicenter with the access granted by the Commission, and must use the following templates (available on Epicenter):
 - a. Cover Sheet Template (Sections A-E);
 - b. Staffing Chart Template (Section 22: Attachment 17);
 - c. Board Member Initial Background Check Certification Template (Section 17: Attachment 13);
 - d. Charter School Board Member Information and Disclosure Form Template (Section 17: Attachment 12);
 - e. Start-up plan Template (Section 25: Attachment 22);
 - f. Financial Plan Workbook (Section 26: Attachment 24);
 - g. Portfolio Summary Template (Section 28: Attachment 31) – EXISTING OPERATORS ONLY.
2. **Page limits must be followed. Applications exceeding the stated page limits will be rejected.**
3. If a particular section or question does not apply to the applicant team or application, respond “Not Applicable” AND state the rationale.
4. All required attachments should be uploaded in the file format specified (PDF, unless otherwise indicated).
5. Any footnotes made *within a section* of the application will be added into that section’s page count.
6. The following is a table of attachments to accompany the application and their associated category and section. Note that not all attachments will be applicable to all applicants. Attachments must be labeled by Section and Attachment number. As examples, Section 5: Attachment 2, Section 6: Attachment 4. All Attachments must be uploaded directly to the applicant’s Epicenter site. It is the responsibility of the applicant to ensure they submit all relevant attachments.

Category 1: General Information	
Section A: School Information	No Attachments (use template)
Section B: Primary Contact Person	No Attachments (use template)
Section C: Enrollment Projections	No Attachments (use template)

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Section D: Current and Prospective Board Member Roster	No Attachments (use template)
Section E: Start-Up Team	No Attachments (use template)
Category 2: Executive Summary	
Section 1: Executive Summary	No Attachments
Category 3: Mission/Vision/Student Population/Community Engagement	
Section 2: Mission/Vision	Attachment 1 : Evidence of community support/engagement in the application process.
Section 3: Student Population/Need and Demand/Community Engagement	No Attachments
Section 4: Program Overview	No Attachments
Section 5: Curriculum and Instructional Design	Attachment 2 : Course scope and sequence Attachment 3 : Curriculum development plan (if applicable)
Section 6: Assessment and Data	No Attachments
Section 7: Student Performance Standards	Attachment 4 : Exit standards for graduating students or students completing the last year in that school.
Section 8: School Calendar and Schedule	Attachment 5 : <ul style="list-style-type: none"> ▪ Year 1 of operation school calendar; ▪ Daily schedule; and Daily and weekly schedule
Section 9: School Culture and Discipline Policy	Attachment 6 : Discipline policy
Section 10: Supplemental Programming	No Attachments
Section 11: Special Populations and At-Risk Students	No Attachments
Section 12: Family and Community Engagement	Attachment 7 : any MOU, contract, or letter of intent to partner.
Section 13: Student Recruitment and Enrollment	Attachment 8 : Enrollment policy
Category 4: Educational Program Design	
Section 14: Legal Status and Governing Documents	Attachment 9 : Governance documents: <ul style="list-style-type: none"> ▪ Articles of Incorporation; ▪ Bylaws; ▪ Proof of nonprofit status; and ▪ Other governing documents
Section 15: Growth Plan	No Attachments
Section 16: Organization Structure and Partnerships	Attachment 10 : Organizational charts Attachment 11 : Copies of Proposed Contracts

New Charter School Application

Section 17: Governing Board	<p><u>Attachment 12</u>: Board member documents:</p> <ul style="list-style-type: none"> ▪ Completed and signed board member Information and Disclosure Forms (use template); and ▪ Board member Resumes <p><u>Attachment 13</u>: Initial Background Certification for each board member and school leader (use template)</p> <p><u>Attachment 14</u>:</p> <ul style="list-style-type: none"> ▪ Code of Ethics Policy; and ▪ Conflict of Interest Policy
Section 18: Advisory Bodies	No Attachments
Section 19: Grievance Complaint Process	No Attachments
Section 20: District Partnerships	<u>Attachment 15</u> : If available, MOU or other partnership documentation (i.e. letters of support/partnership, etc.)
Section 21: Education Service Providers (ESP)	<u>Attachment 16</u> : ESP contract term sheet
Section 22: Staffing Plans, Hiring, Management, and Evaluation	<p><u>Attachment 17</u>: Staffing chart (use template)</p> <p><u>Attachment 18</u>: Leadership evaluation tools</p> <p><u>Attachment 19</u>: Teacher evaluation tools</p>
Section 23: Professional Development	<u>Attachment 20</u> : Professional development schedule
Section 24: Facilities	<u>Attachment 21</u> : Facility documents
Section 25: Start-up and Ongoing Operations	<p><u>Attachment 22</u>: Start-up plan (review guide)</p> <p><u>Attachment 23</u>: Insurance coverage</p>
Category 6: Financial Plan	
Section 26: Financial Plan	<p><u>Attachment 24</u>: Financial plan workbook (use template)</p> <p><u>Attachment 25</u>: Budget narrative</p> <p><u>Attachment 26</u>: Evidence of philanthropic funding commitments noted in budget</p> <p><u>Attachment 27</u>: Fundraising plan</p> <p><u>Attachment 28</u>: Recent internal financial statements, if applicable</p> <p><u>Attachment 29</u>: Independent financial audit reports and management letters, if applicable (use template)</p>
Category 7: Existing Operators	
Section 27: Existing Operators	<u>Attachment 30</u> : Portfolio Summary Template
Category 8: Capacity	
Section 28: Team Capacity	<p><u>Attachment 31</u>:</p> <ul style="list-style-type: none"> ▪ School leader resume and/or job description; and ▪ Plan for recruiting and hiring strong and capable school leader

7. When submitting resumes, label each document with the individual’s affiliation with the proposed school (Board member, School Leader, teacher, etc.).
8. Review all elements of the application for completeness before submitting.
9. Late or incorrectly formatted applications will not be accepted.

New Charter School Application

New School Application Timeline*

The table below represents the timeline for the 2020 New Charter School Application process. The deadlines and due dates are mandatory and nonnegotiable for applicants. Failure to meet the New Charter School Application submission deadline will result in disqualification from participation. All times are Eastern Time (ET). The Commission reserves the right to revise the timeline; in the event of a change, this Timeline will be posted on the Commission’s website at www.maine.gov/csc . All Applicants will receive email notification.

Date	Activity
November 15, 2023	New Charter School RFP Release
TBD – virtual	New Charter School Application Orientation: An orientation designed to support prospective charter school applicants. The purpose of this orientation is to deepen understanding of: <ol style="list-style-type: none"> 1) The Commission’s expectations as articulated in the New Charter School Application; 2) How to access Epicenter, the online submission portal 3) How applications will be evaluated; 4) The purpose and format of Public Forums; and 5) Changes that have occurred to the RFP since last cycle.
January 12, 2024 by 5:00 pm EST	Intent to Apply due via Epicenter, the online submission portal
January 15, 2024	Online submission portal, Epicenter, opens to entities that submitted the Intent to Apply by the deadline. Proposals will only be accepted via Epicenter.
March 15, 2024 5:00 pm EDT	Proposal deadline
March 29, 2024	Completeness findings debriefs/notifications
April 12, 2024 5:00 pm EDT	Deadline for eligible Applicants to submit Corrections to Proposals
TBD	Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested to keep the dates entirely open in their calendars. Applicants will be notified of their assigned interview date and time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible.
May 14, 2024	Commission Meeting. Commission will receive review team recommendation as to whether the applicant has thus far demonstrated the capacity to open a successful school and should continue to the next interview and public hearing. This will be followed by a discussion and vote of the Commission.
Late May – dates TBD	Public Hearings and Commission Interviews. These will ONLY be held on these days; applicants are requested to keep the dates entirely open in their calendars. Applicants will be notified of their assigned hearing date and time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible.
May 28, 2024 5:00 pm EDT	Deadline for application withdrawal
June 11, 2024	Commission Meeting. Commission will approve or deny charter school applications. Applicants are invited to attend the Commission Meeting where they will be allowed to provide a short presentation regarding their application.
September 30, 2024	Deadline for final contracts to be signed

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Commented [EL6]: Double check if there is statute about days from vote to contract.

*Dates, times, locations, and activities subject to change.

New Charter School Application

CATEGORY 1: GENERAL INFORMATION

Section A: School Information

1. School Name;
2. School Type (Elementary, Elementary/Middle, Middle, Junior High, Middle/High, High);
3. Grade Levels Served (pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12);
4. Total number of students in Year 1 and at full enrollment;
5. School District;
6. Community;
7. Phone;
8. Fax;
9. Website Address;
10. Street Address;
11. Sponsoring Entity (Nonprofit Organization);**
12. Open Date;
13. Contracted Educational Service Provider (ESP), if applicable;
14. Calendar Type (Standard or Extended School Year); and
15. Number of Instructional Days.

Section B: Primary Contact Person

1. Name;
2. Position;
3. Address;
4. Mobile Phone;
5. Alternate Phone;
6. Email address; and
7. Current Employer.

**In Maine, a "charter school applicant" must be "a nonprofit, nonreligious organization. If the organizers of a start-up public charter school have been affiliated with a previous school or education program, they must form a separate nonprofit organization in this State to be eligible for state and federal grants." (20-A M.R.S.A. § 2407(3))

New Charter School Application

Section C: Enrollment Projections

Complete the template provided. This table is derived from the applicant’s School Information in Section A regarding grades served. The number of students must include the target number per grade.

Section D: Current and Prospective Board Member Roster

Complete the template provided

1. Name;
2. Title on Board;
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

Section E: Start-Up Team

Complete the template provided

1. Name;
2. Title/Position on Start-up Team;
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

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CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary

The Executive Summary should provide a concise summary (2-3 pages) that address the following:

1. Why are you seeking to open a public charter school and what problem you are addressing by starting this school?
2. State the grade levels and number of students to be served by the school.
3. State the proposed location of the school and catchment area. Provide rationale for selecting the school location, grade levels served, and student body. Be explicit in the rationale for the location and its alignment to the evidence of educational need, anticipated student population and challenges. (20-A M.R.S.A. § 2404).
4. Provide a high-level overview of the educational approach and key design elements of the school.
5. Summarize the relevant experience of the school's founders.
6. If the applicant is planning to open their school in the fall of 2026, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school.

CATEGORY 3: MISSION/VISION/STUDENT POPULATION/COMMUNITY ENGAGEMENT

Section 2: Mission/Vision

This section should provide a concise summary of the following:

1. **Plan, Mission, Vision:** The mission and vision statements provide the foundation for the entire application. The mission and vision statements, taken together, should:
 - a. Identify the students and community to be served;
 - b. Articulate the objectives and goals for the school;
 - c. Illustrate what success will look like; and
 - d. Align with the purposes of the Maine charter school law (20-A M.R.S.A., Chapter 112) and the Commission’s stated priorities for new schools (20-A M.R.S.A. § 2406(2)).

- **State the mission of the school.** The mission is a statement of the fundamental purpose of the school, describing why it exists.
- **State the school’s vision.** The vision statement outlines how the school will operate and what it will achieve in the long term.
- **Evaluation:** How will the school evaluate the extent to which its mission is being achieved and its vision realized?
- **Core Purpose(s):** Identify the core purpose(s) of this school consistent with Maine charter school law (20-A.M.R.S.A, Chapter 112, §2402).
- Include, as **Attachment 1**, existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- Specifically describe the applicant’s ties to and/or knowledge of the target community.

Section 3: Student Population/Need and Demand/Community Engagement

The information in this section should provide evidence of a cohesive and compelling rationale for creating a new school in the intended community that is responsive to and reflective of the aspirations and needs of that community.

1. Provide a definition of the community your school seeks to serve, including a demographic analysis of the identified community, and the proposed geographic location of the school.

 2. Describe the proposed student population the school seeks to serve, including
-

New Charter School Application

demographics. Include a rationale for the number of students, grade levels, student demographics, and the basis for growth plan in the enrollment attendance projection (Section C of Category 1).

3. Provide evidence of ongoing community engagement in the development of this application, including the approaches and strategies used by the application team to learn about the community, understand its unique needs and assets, gather input on the proposed educational program, school culture, after-school programs, etc. Evidence includes a description of community stakeholders involved in engagement activities and information on discussions with school administrative unit(s) and communities in the proposed school's catchment area concerning recruitment and operations of the proposed public charter school, and possible collaboration with nearby school administrative units; multiple and varied engagement opportunities and strategies (e.g., radio, written materials, public meeting/hearing, direct outreach, community activities, etc.) relevant for the intended community; and an explanation of how access to opportunities were equitable based on: times; locations; community diversity; inclusion of under-resourced students and families, including students with disabilities and English Learners; first language of community members.
4. Provide evidence of need for this new school. Need may refer to academic need (performance of comparative schools in the community demonstrates a need for high-quality options), programmatic need (need for more or different educational program options in the community); access need (insufficient number of seats in existing schools that deliver strong results for students and/or the proposed educational programming); or enrollment need (a growth in the student population and a need for more seats in the community).
5. Provide evidence for demand for this new school. Demand refers to the intention or desire of a sufficient number of students and families to attend a new charter school to meet a school's expressed enrollment goals. Evidence may include objective market research; surveys or other measures of local demand; intent-to-enroll forms or similar commitments by families; expected conversion rates of commitments to actual enrollment; or other.

CATEGORY 4: EDUCATIONAL PROGRAM DESIGN

Section 4: Program Overview

The Program Overview should:

- Describe how the applicant will provide a program of basic education that meets the goals in the state's expectations of learning as stated in Maine's system of Learning Results, 20-A, M.R.S.A. § 6209, including instruction in the essential academic learning requirements and participates in the statewide student assessment system;
- Describe the basic learning environment (e.g., classroom-based, independent study);
- Provide the Educational Program Terms, including the key design elements of the school model;
- Provide evidence that the educational program or key design elements of the program are based on proven methods. Provide evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population. Include reference to other schools that have exhibited success with this program or one that is substantially similar, or that have inspired this new school design; and
- Highlight the culturally responsive aspects of the program.

The Educational Program Terms identify the characteristics of the essential components of the educational program that the applicant considers critical to the school's success *and* for which the applicant is prepared to be held accountable to the Commission and the public through inclusion in the charter contract. The Commission's oversight and evaluation of the proposed school's educational program includes assessment of the implementation of the program's key design elements and educational program terms. **Applicants should identify no fewer than three and no more than five Educational Program Terms.**

The Educational Program Terms should be *minimum* expectations. Applicants need not – and should not – include all the things that they want the school to be. Rather, applicants should include a set of minimum measurable programmatic components that will enable the Commission to objectively validate that the program the proposed school is offering is fundamentally consistent with what the school is advertised to be.

Articulate the Educational Program Terms in a way that indicates the objective measurable evidence that can be used to determine whether the proposed school has met the expectations. Avoid general statements about the school culture or learning environment. **Focus on specific, measurable components** that will establish that culture or learning environment.

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The Educational Program Terms will become an attachment to the charter contract. It will not replace the Commission's ultimate focus on performance standards set out in the Academic Performance Framework.

Note: The Educational Program Terms focus on *process* rather than student *outcomes*. Educational Program Terms should capture the essentials of what students will *experience*. See the Commission's website for examples of Educational Program Terms. Refer to the document titled Sample Educational Program Terms.

Commented [EL7]: Make sure we post this to the website

Section 5: Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures that all students will meet or exceed the state standards. The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the Performance Framework. Per 20-A M.R.S.A. § 2409, the Performance Framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider proficiency status, growth, and comparative performance based on federal and state measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

1. Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 2**, a sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve.
2. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Provide evidence that these curricula will be appropriate and effective for the anticipated student population. Provide evidence that the curriculum is vertically and horizontally aligned for all grades the school will serve. Include evidence that the curriculum is culturally responsive and free of bias (i.e. racial, gender, etc.).

-OR-

If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including key considerations for curriculum development and/or selection, who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve; and how the curriculum will be appropriate and effective for the anticipated student population.

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Include a description of how the school will develop a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

3. Describe the primary instructional strategies that the school will expect teachers to use. Include evidence that these strategies are culturally responsive and well-suited for the anticipated student population.
4. Describe the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Section 6: Assessment and Data

1. In addition to all mandatory state and Commission assessments (NWEA), identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Be sure to address how the school will participate in all state required assessments.
2. Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract.
3. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
4. Identify the person(s) or position(s) and/or entities responsible for managing the data, including collection, disaggregation, and analysis of all assessment data with and for classroom teachers.

Section 7: Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with Maine's system of Learning Results, Common Core State Standards. High schools will be expected to meet Maine's graduation standards, MRS Title 20-A section 4722 High School Diploma Standards, section 4723 Health and Physical Education, section 4724 Computer Instruction, and section 4722-A as amended.

1. If the school plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Be sure

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to highlight and describe how the proposed standards exceed the state standards.

2. Explain the school policies and standards for promoting students from one grade to the next.
3. Describe how and when promotion and graduation criteria will be communicated in a culturally responsive manner to parents/guardians and students.
4. Provide, as **Attachment 4**, the school's exit standards for graduating students or students completing the last grade in that school. These exit standards should clearly set forth what students in the last grade served will know and be able to do and meet or exceed all state grade level expectations.
5. High Schools Only: Describe how the school will meet the requirements described in **Attachment 4**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, how the student would meet standards and the requirements for a proficiency-based diploma and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
6. High Schools Only: Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. technical school, industry certification, military service, or entering the workforce).
7. High Schools Only: Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Section 8: School Calendar and Schedule

1. Describe the annual academic schedule for the school. Explain and demonstrate how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The application must provide the formula or calculation for the total annual number of instructional hours/days and daily allocation of time for core instruction, supplemental instruction, extra-curricular and after school activities, as applicable. If the school will use a snow-day make-up program, describe how this program will work and be comparable to a normal school day.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects, such as language arts, mathematics, science, and social

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studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

Section 9: School Culture and Discipline Policy

1. Describe the culture of the proposed school. Explain how it will promote a positive and culturally inclusive academic environment, reinforce student intellectual and social development, respond to, and prevent bullying and harassment, including the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals. Include reference to other schools that exhibit the culture you seek to develop and/or implement similar strategies successfully.
2. Describe how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Describe the specific programs or strategies the school will employ to address mental, emotional, and social development and health for all students, and describe how these strategies will be culturally responsive.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.
5. Describe and demonstrate how the school culture will be culturally responsive and take account of and serve students with special needs, including students receiving special education services, English Learners (ELs), and any students at risk of academic failure.
6. Describe a student experience during a typical school day from the perspective of a student in a grade/age span that will be served in the school's first year of operation. Instead of school day schedules or logistics, name three feelings with which a student will leave the school at the end of the day. How are the identified feelings cultivated throughout the day? Provide specific examples.
7. Describe a teacher experience during a typical school day. Instead of school day schedules or logistics, name three feelings with which a teacher will leave the school at the end of the day.

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How are the identified feelings cultivated throughout the day? Provide specific examples.

8. Describe the school's discipline philosophy and address how it will support the culture described above. Provide, as **Attachment 6**, the school's proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies, including, but not limited to 20-A M.R.S.A. §1001(8-A), (9-A thru 9-D) (15), and (15-A). The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:
 - a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 - b. Types of offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
 - d. Highlight how the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; and
 - e. Procedures for due process when a student is suspended or expelled because of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
 - f. Describe how students and parents/guardians will be informed of the school's discipline policy.

Section 10: Supplemental Programming

1. If summer school will be offered, describe the program(s). If you plan to provide summer school, it should be evident in the budget.
2. Describe any extra- or co-curricular activities or programming the school will offer. Evidence of extra- or co-curricular activities should be included in the budget.
3. Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Describe how this plan will be culturally inclusive.

Section 11: Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to federal and state

Commented [EL8]: Add to start-up plan: Explain the schedule and length of the program, including the number of hours, days and weeks. Provide a description of the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how they will be funded. Address the processes for determining attendance when student interest/need exceeds capacity.

Commented [EL9]: Add to the start up plan: , including how often they will occur , how they will be culturally responsive, and how they will be delivered and funded. Address the process when student interest in the program exceeds capacity. Applicant must describe how the school will manage requests and pay for student participation in district sponsored interscholastic programs (20-A M.R.S.A. § 2415(2)).

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law. Schools must engage in Child find activities; identify and refer students for assessment; convene Individual Education Program Teams (IEP Teams) to determine eligibility and develop Individualized Education Programs (IEPs) for eligible students; and provide the delivery of special education and related services in the least restrictive environment (LRE), as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

As public schools, charter schools may not discriminate based on disability. Admissions and enrollment practices must be consistent with federal and state law requirements. Charter schools who engage in "counseling out," or discouraging parents from applying to a charter school for their child by suggesting that their child will not receive the services they are entitled to by law if they attend the charter school, are violating the law. Maine Unified Special Education Regulations (MUSER) related notations can be found at: <http://www.maine.gov/doe/specialed/laws/chapter101.pdf> Code of Federal Regulation (CFR) notations can be found at: <http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&tpl=%2Findex.tpl>.

1. Specifically explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:
 - a. Methods for identifying students with special education needs and avoiding misidentification (Child find);
 - b. Specific scientifically research-based interventions the school will provide to support the identification of needs for students with disabilities;
 - c. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic, social, emotional, and functional success for students with special education needs;
 - d. Plans for monitoring and evaluating the academic, social, emotional, and functional performance progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
 - e. Plans for developing, monitoring, and evaluating the progress and success of supports and services for students with disabilities as set forth in 504 Plans;
 - f. Plans for promoting graduation for students with special education needs (high schools only); and
 - g. Plans to provide adequate qualified staffing for the anticipated special needs population that includes the services of a special education director or assistant director.
2. Charter school will meet the needs of English learners, including abiding by the following:
 - The charter school will identify and place English learners in the English language development program (ESEA Sec. 8101(20));
 - The charter school will make available to all English learners a transitional bilingual

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instructional program or, if the use of two languages is not practicable, an alternative instructional program ([Letter #11](#) Maine Department of Education Legal Requirements to Provide English Language Acquisition Services to English Learners);

- The charter school will monitor and evaluate the academic progress and success of English learners, including the exiting of students from EL services ([ESEA Sec. 3121\(a\)\(b\)\(c\)](#)); and [Letter #11](#) Legal Requirements to Provide English Language Acquisition Services to English Learners);
- The charter school will provide adequate, qualified staffing for English learners ([Title VI of the Civil Rights Act of 1964, 34 CFR §100.3](#)); and
- The charter school will meet the parent notification requirements for families of English learners ([Letter #11](#) Legal Requirements to Provide English Language Acquisition Services to English Learners).

Specifically explain how the school will identify and meet the learning needs of English learners. Specify the programs, strategies, and supports the school will provide?

3. Explain how the school will meet the needs of homeless students and students in foster care. The Maine Department of Education and Maine schools follow the provisions of the federal [McKinney-Vento Homeless Assistance Act](#), which aims to minimize the educational disruptions experienced by homeless students.
4. Explain how the school will identify and meet the learning needs of at-risk students as defined [20-A M.R.S.A. §2401\(1\)](#):
 "At-risk pupil" means a pupil who has an economic or academic disadvantage that requires special services and assistance to enable the student to succeed in educational programs. "At-risk pupil" includes, but is not limited to, pupils who are members of economically disadvantaged families, pupils who are identified as having special educational needs, pupils who are limited in English proficiency, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency."
5. Describe how the school will identify and meet the needs of gifted and talented students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the academic progress and success of intellectually gifted students; and
 - c. Plans for providing qualified staffing for intellectually gifted students.

Section 12: Family and Community Involvement

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1. Describe the specific role to date of the parents/guardians and community members involved in developing the proposed school. Describe and provide evidence of how the school has assessed and built parent/guardian and community demand for the proposed school. Include information on discussions with the school administrative unit(s) (SAU) where the public charter school will be located. These should include recruitment and operations of the public charter school and possible collaborations with the nearby SAUs.
2. Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians.
3. Describe the community resources that will be available to students and families. Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations, including those that serve culturally specific populations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include as Attachment 7 any MOU, contract, or letter of intent to partner.

CATEGORY 5: OPERATIONS PLAN

Section 13: Student Recruitment and Enrollment

1. Describe the school's plan for student recruitment and marketing and how it is culturally inclusive and will provide equitable access to interested students and families. Specifically describe the school's plan for outreach to families in poverty, academically low-achieving students, students with disabilities, English Learners, students of all income levels, and at-risk students. The plan must adhere to admissions and enrollment practices outlined in 20-A M.R.S.A. § 2404. Public charter school eligibility; enrollment.
2. Provide, as **Attachment 8**, the school's enrollment policy, which should demonstrate cultural inclusiveness and include the following:
 - a. Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;
 - b. A timeline and plan for student recruitment/engagement and enrollment;
 - c. The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;
 - d. If applicable, how the school will offer enrollment preference for school's founders, governing board members and children of full-time employees of the school; and
 - e. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

Section 14: Legal Status and Governing Documents

1. Describe the entity that will hold the charter and be responsible for governing the school. To be eligible for a charter from the Commission, the entity must be a Maine non-profit corporation and must have filed for status as a charitable organization under section 501(c)(3) of the Internal Revenue Code or have received a notice of exemption. Provide documentation of the entity's legal status - including Articles of Incorporation, bylaws, and documentation of incorporation as a Maine non-profit corporation status.
 2. Submit, as **Attachment 9**:
 - a. Articles of Incorporation;
 - b. Proof of having status as a Maine nonprofit corporation and tax-exempt status (or copies of
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- filings for the preceding items or other evidence);
 - c. Bylaws; and
 - d. Other governing documents already adopted.
3. Describe any subsidiaries owned or affiliated with the nonprofit submitting this charter school application. Describe any other organizational/business endeavors in which the nonprofit that is submitting this charter school application is involved.

Section 15: Growth Plan

1. If the applicant does not already operate one or more schools, including applicants proposing to contract with ESPs, please describe organization's five-to-ten-year growth plan regarding the total number of charter schools it hopes to operate in Maine. Include discussion of the organization's capacity to successfully support and execute that plan, including business plans to support anticipated growth.

Section 16: Organization Structure and Partnerships

1. Submit, as **Attachment 10**, organization charts that show the school governance, management, staffing plan, and structure in:
- a. The first year of school operations;
 - b. At the end of the charter term; and
 - c. When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart must clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

2. Describe any other proposed contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 11**, copies of the proposed contract(s). Be sure to address and describe any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such service.

Section 17: Governing Board

a. Governing board. "Governing board" means the independent board of a public charter school that is party to the charter contract with the authorizer and whose members have been elected or selected pursuant to the school's application.

b. Public charter school. "Public charter school" means a public school formed pursuant to M.R.S.A Title 20-A, Chapter 112 that has autonomy over key decisions, including, but not limited to, decisions concerning finance, personnel, curriculum, and instruction.

c. The Governing Board must be independent having legal, fiduciary and oversight authority for the charter school with autonomy over key decisions, as referenced in MRS 20-A M.R.S.A. §2401 (6), (9A):

1. Describe the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
 - a. The school will be an educational, financial, and operational success;
 - b. The board will evaluate the success of the school, school leader and itself;
 - c. There will be active and effective representation of key stakeholders, including parents; and
 - d. The school will be a culturally responsive education system.
4. For each current and proposed board member identified in Category 1 Section D (Board Member Roster), summarize each member's interests in and qualifications for serving on the school's board. In **Attachment 12**, on the template provided, provide the following documents for everyone identified:
 - a. Completed and signed Board Member Information and Disclosure Form;
 - b. Board member resume.
5. In **Attachment 13**, on the template provided, provide the signed Initial Background Certification for each board member and school leader that has been initiated and will be completed within the timetables set forth in the Sample Contract: Start-up plan and Conditions.

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6. Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.
7. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members will be recruited, and how vacancies will be filled. Describe the orientation or training new board members will receive, and the kinds of ongoing development/training existing board members will receive. The plan for training and development should include:
 - a. Participation requirements; and
 - b. Development of cultural competence.
8. If the current applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.
9. If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, respond to the following:
 - a. Indicate whether the existing nonprofit board governs the new school;
 - b. To what extent the school will be a new nonprofit corporation governed by a separate board;
 - c. If the current nonprofit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and
 - d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.
10. Provide, as **Attachment 14**, the board's proposed:
 - a. Code of Ethics Policy; and
 - b. Conflict of Interest Policy.
11. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Commented [DG10]: A good capacity interview question here could be: in what areas (skills, capacities, qualities, experience) does the board need additional capacity?

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Section 18: Advisory Bodies

Describe any school advisory bodies or councils to be formed, including the role(s), duties, and authority of each. Describe the planned composition of the advisory body and the strategy/selection process for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school’s governing body and leadership.

Section 19: Grievance/Complaint Process

Describe in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school. The process should include how the final administrative appeal is handled by the governing board.

Section 20: District Partnerships

Describe any district partnership activities and/or meetings during the application development process. If applicable, provide any proposed partnership agreement between the proposed charter school and the school administrative unit (SAU) where the school is proposed to be located. Include the terms of that agreement and/or partnership. As applicable provide, as **Attachment 15**, MOU or other partnership documentation (i.e., letters of support/partnership, etc.).

Section 21: Education Service Providers (ESP)

All applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term “education service provider” refers to any number of organizations that contract with the Governing Board of a school to provide limited services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

For the purposes of this RFP, the Maine Charter School Commission defines an EMO or a CMO as any for- or non-profit corporation or LLC that enters into a contract with the entity holding the charter contract to provide significant managerial, technical, or financial personnel or services. Similarly, any for- or non-profit corporation or LLC that enters into a contract with the charter school entity that provides significant instructional materials or services including personnel shall be considered to be an ESP.

1. If the school intends to contract with an ESP for the management of the school for substantial educational services, address the following:
 - a. Provide evidence of the nonprofit ESP’s success in serving student populations that are

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like the anticipated population, including demonstrated academic achievement, as well as successful management of nonacademic school functions, if applicable;

2. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.
3. As **Attachment 16**, provide a copy of the draft service contract that includes:
 - i. Proposed duration of the service contract;
 - ii. Roles and responsibilities of the governing board, school staff, and ESP;
 - iii. Scope of services and resources to be provided by the ESP;
 - iv. Performance evaluations measures and timelines;
 - v. Compensation structure, including clear identification of all fees to be paid to the ESP;
 - vi. Methods of contract oversight and enforcement;
 - vii. Investment disclosure; and
 - viii. Conditions for renewal and termination of the contract.

Section 22: Staffing Plans, Hiring, Management, and Evaluation

1. Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. Explain how this plan includes culturally inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design.
4. Outline the process and timeline for conducting criminal background checks.
5. Provide, as **Attachment 17**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year one positions, as well as positions to be added during the five (5) year charter contract;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and

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- d. Operational and support staff.
- 6. Explain how the school leader will be evaluated each school year. Provide, as **Attachment 18**, any leadership evaluation tool(s) that the applicant team has identified or developed already.
- 7. Explain how teachers and administrators will be evaluated each school year in accordance with the state accountability plan (Performance Evaluation and Professional Growth Systems (PEPG)). Provide, as **Attachment 19**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.
- 8. Explain how the school will meet the requirements of 20-A M.R.S.A. 2412(6)(B), including the method to be used to determine the qualifications of teachers who meet the advanced degree, professional certification, or unique expertise or experience in the curricular area in which they teach exception for certification.
- 9. Provide the job description for the principal/head of school.
- 10. For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as **Attachment 9**, the qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.

Section 23: Professional Development

Describe the school's teacher and staff professional development expectations and opportunities, including the following:

- 1. Identify the person, position, or organization responsible for professional development.
- 2. Describe in detail the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program. Please describe how the professional development plan will include the development and practice of cultural competence for all staff, as well as staff capacity in the collection, analysis, and use of performance data to improve student learning and evaluate the school's culture and climate. Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.
- 3. Provide, as **Attachment 20**, a schedule and description of any specific professional development that will take place prior to school opening. Provide a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique

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or particularly challenging aspects of the curriculum and instructional methods. Include safety and child abuse training.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and specify how this time will typically be used.

Section 24: Facilities

Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable municipal planning review procedures.

1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.
3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.
4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.
5. Identify any other significant facilities needs not already specified, for example: Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space, other special considerations (identify and explain).
6. Describe the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
7. If the applicant currently holds a facility or has an MOU or other proof of intent to secure a

New Charter School Application

specific facility, briefly describe the facility, including location, size, and amenities.

- a. Provide proof of the commitment as **Attachment 21**;
- b. **Attachment 21** may also include up to 10 (ten) pages of supporting documents providing details about the facility.

Section 25: Start-Up and Ongoing Operations

1. Provide, as **Attachment 22**, on the template provided by the Commission, a detailed start-up plan for the school, specifying tasks, and timelines. This plan should align with the start-up budget.
2. Describe the school transportation plan and arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Describe how student records will be maintained, managed, and protected. Also, describe the software that will be used for student records.
5. Outline the plans for food service and other significant operational or ancillary services.
6. Provide, as **Attachment 23**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include, but are not limited to, workers' compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions. Applicants should ensure that they have the coverage identified in the sample contract (Exhibit B, Section 5).
7. Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

CATEGORY 6: FINANCIAL PLAN

Section 26: Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. Review the Maine Department of Education's list of approved software systems and describe the accounting software that will be used.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for contracting for an annual independent audit of the financial operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Submit a completed Financial Plan Workbook (Commission Template), as **Attachment 24**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue guidance provided by the Commission.
6. As **Attachment 25**, present a detailed budget narrative, that describes how the budget aligns with and supports implementation of the educational program. The narrative should include a description of assumptions and revenue estimates that includes, but is not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The budget narrative should include the following:
 - a. Anticipated funding sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Describe any restrictions on access to, or use of, any identified funding sources. Include evidence of commitment for any funds on which the school's core operation depends;

Commented [DG11]: As I'm looking at this template, it is only for revenue. Is there a template for expenditures?

New Charter School Application

- b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;
 - c. Describe in detail the year one cash flow contingency, if revenue projections are not met in advance of opening;
 - d. Provide, as **Attachment 26**, evidence of philanthropic funding commitments; and
 - e. Discuss how the charter school will be able to demonstrate a cash reserve by the end of Year 3, sufficient to cover expenses for two (2) months or more.
7. Provide, as **Attachment 27**, the school's long-term fundraising plan. Be sure to include specifics as to how the school will sustain any necessary fundraising, who will take the lead in implementing the plan, and how board members will be engaged in fundraising and plan implementation.
8. For established organizations: Provide, as **Attachment 28**, the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level and overall operations are distinctly represented.
9. For established organizations: For the organization as a whole and any related business entities, provide, as **Attachment 29**, the last three years of independent financial audit reports and management letters, if applicable.

New Charter School Application

CATEGORY 7: EXISTING OPERATORS

Section 27: Existing Operators

Applicants who already operate one or more schools must respond to the following:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth. The description must also include the organization's overall growth plan regarding the total number of charter schools it hopes to operate in Maine.
2. Using the Portfolio Summary Template provided, complete all requested information for each of the organization's schools and provide as **Attachment 30**.
3. For applicants authorized to open a school in the 2025-2026 school year and beyond, **whether by the Commission or another authorizer**, provide a status report regarding compliance with each reopening condition.
4. Disclose any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.

Commented [DG12]: Be sure to update this attachment. Consider also requiring submission of financial audits for the most recent 3 years.

New Charter School Application
Approved: November, 2018

CATEGORY 8: CAPACITY

Section 28: Team Capacity

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These individuals may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
 2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a. School leadership, administration, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. Performance management;
 - d. Cultural competence/inclusiveness;
 - e. Family and community engagement;
 - f. Special populations;
 - g. Staffing;
 - h. Professional development;
 - i. Performance management;
 - j. General operations;
 - k. State and Federal compliance;
 - l. Finances and Financial management;
 - m. Fundraising and development;
 - n. Accounting and internal controls; and
 - o. Facilities acquisition and management; including managing build-out and/or renovations, as applicable.
 3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Discuss the evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs or other relevant leadership roles in which they have served, completed, or participated. Provide, as **Attachment 31**, the qualifications and resume for this individual. Provide specific evidence
-

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(i.e., track record) of the leader's ability to effectively serve the anticipated population.

—OR—

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide, as **Attachment 31**, qualifications for the school leader and a plan for recruiting and hiring a strong and compatible leader.

4. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school.
5. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.

Coversheet

Annual Report to the Commissioner

Section: II. Agenda Items
Item: C. Annual Report to the Commissioner
Purpose: Discuss
Submitted by:
Related Material: Annual Report to the Commissioner 2022-23.docx.pdf



2022-23

Annual Report

to the

Commissioner

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The Maine Charter School Commission

**Seat #1
Tom Keller**



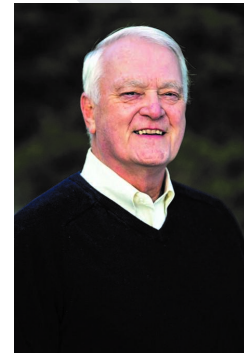
**Seat #5
Jim Handy**



**Seat #2
James Ford**



**Seat #6
Norm Higgins
Chair**



**Seat #3
Victoria Kornfield**



**Seat #7
Leigh Albert
Vice Chair**



**Seat #4
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November 2023

Commissioner Makin,

We are pleased to submit the SY2022-2023 Annual Charter School Report for your review. This report fulfills our statutory obligation to provide the Commissioner of Education with an annual status report on the performance of charter schools in the state.

SY2022-2023 saw the departure of long-time Commission members Wilson Hess and Nichi Farnham, both of whom served as Commission Chair for a period of time. Although it was sad to see them go, the appointments of Brian Langley and James Ford have been welcome additions to the Commission and it's exciting to be at full membership once again.

SY 2022-2023 brought the smooth closure of Harpswell Coastal Academy. Commission staff, consultants, and a small HCA Team worked in partnership to ensure a smooth transition for students, families, and staff. 60% of students chose to transfer to a different Maine charter school, while several former HCA staff filled open positions throughout the charter school portfolio.

This is the first year that we have used the newly adopted Performance Framework and are pleased with the results as a whole. We are not able to measure academic outcomes yet due to the delay in the publishing of the spring 2023 results of Maine's Through-Year Assessment. Below is an overview of results from the portfolio:

- Seven (7) of the public charter high schools **exceeded** the 4-year high school graduation rate on the Performance Framework and all surpassed the state's annual target of 86%.
- All public charter high schools **exceeded** post-secondary readiness targets.
- Results on the spring administration of the Panorama School Climate Surveys varied by school:
 - Overall, families are happy with their child's school on the majority of scales, **exceeding** the national average for like schools.
 - Student satisfaction rates were school dependent: four (4) schools are outperforming the national average, four (4) schools are **below** the national average, and one (1) school showed mixed results between grade levels.
 - Satisfaction rates from teacher and staff surveys show most schools **exceeding** national averages, while one (1) is **approaching**, and three

(3) are **not meeting**.

- Governing Boards are made up of volunteer members with a wide array of backgrounds and experience. New to SY2022-23 was a board professional development participation requirement that several boards did not meet.
- There was notable improvement in chronic absenteeism across the charter portfolio. 4 out of the 10 schools **met** or **exceeded** the target on the Performance Framework of less than 18% of students being chronically absent. 5 schools improved chronic absenteeism from SY 2021-2022.
- School year persistence, both during the school year and from one school year to the next, remains strong with eight (8) of the nine (9) public charter high schools **meeting** or **exceeding** targets on the Performance Framework.


We look forward to another year of collaboration with the Maine Department of Education to ensure the best education for Maine's students and families and look forward to discussing the details of this report with you and your team.


Sincerely,


Lana Ewing, Executive Director


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Charter School Profiles (2023-24 School Year)


	<p>ACADIA Academy 12 Westminster Street, Lewiston www.acadiaacademy.org</p> <p>Amy Dieterich, <i>Board President</i> Casey Baugher, <i>Head of School</i></p> <p>Grades Served: Pre-K to 6 Enrollment</p> <p>13.75% Special Education 25.83% Economically Disadvantaged</p>
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	<p>Baxter Academy for Technology and Science 185 Lancaster Street, Portland www.baxter-academy.org</p> <p>Thorn Dickinson, <i>Board Chair</i> Casey Baugher, <i>Executive Director</i></p> <p>Grades Served: 9 to 12 Enrollment</p> <p>21.98% Special Education 10.99% Economically Disadvantaged</p>
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 <p><i>*Not Certified</i></p>	<p>Community Regional Charter School 48 South Factory Street, Skowhegan www.crcsme.org</p> <p>Nicki Reinholt, <i>Board Chair</i> Travis Works, <i>Executive Director</i></p> <p>Grades Served: PK to 12 Enrollment</p> <p>*22.57% Special Education *35.96% Economically Disadvantaged</p>
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 <p><i>*Not Certified</i></p>	<p>Ecology Learning Center 230 Main Street, Unity www.ecologylearningcenter.org</p> <p>Laura Graham, <i>Board Chair</i> Leza Packard, <i>Head of School</i></p> <p>Grades Served: 9 to 12 Enrollment</p> <p>24.30% Special Education 31.78% Economically Disadvantaged</p>
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	<p>Fiddlehead School of Arts & Sciences 25 Shaker Road, Gray www.fiddleheadschoool.org</p> <p>Bill Doughty, <i>Board Chair</i> Jacinda Cotton-Castro, <i>Executive Director</i></p> <p>Grades Served: PK to 8 Enrollment</p> <p>29.95% Special Education 9.14% Economically Disadvantaged</p>
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	<p>Maine Academy of Natural Sciences 13 Easler Road, Hinckley www.meansacademy.org</p> <p>Mike Muir, <i>Board Chair</i> Matt Newberg, <i>Head of School</i></p> <p>Grades Served: 9 to 12 Enrollment</p> <p>25.77% Special Education 65.46% Economically Disadvantaged</p>
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 <p><i>Maine Arts Academy</i></p> <p>*Not Certified</p>	<p>Maine Arts Academy 310 Cony Road, Augusta www.maineartsacademy.org</p> <p>Sherry Gilbert, <i>Board President</i> Heather King, <i>Head of School</i></p> <p>Grades Served: 9 to 12 Enrollment</p> <p>19.41% Special Education 37.97% Economically Disadvantaged</p>
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 <p>MAINE CONNECTIONS ACADEMY</p>	<p>Maine Connections Academy 8 Science Park Road, 3rd Floor, Scarborough https://www.connectionsacademy.com/maine-virtual-school/</p> <p>Billy Thompson, <i>Board President</i> Walter Wallace, <i>Head of School</i></p> <p>Grades Served: 7 to 12 Enrollment</p> <p>20.78% Special Education 40.39% Economically Disadvantaged</p>
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 <p>MAINE VIRTUAL ACADEMY</p>	<p>Maine Virtual Academy 6 E Chestnut Street, Augusta www.mainevirtualacademy.org</p> <p>Donna Pelletier, <i>Board President</i> Dr. Melinda Browne, <i>Head of School</i></p> <p>Grades Served: 7 to 12 Enrollment</p> <p>25.57% Special Education 54.07% Economically Disadvantaged</p>
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Status of the Maine Charter School Portfolio

1	Approved	None	
2	Operating	ACADIA Academy	Originally opened in 2016
		Baxter Academy for Technology and Science	Originally opened in 2013
		Community Regional Charter School	Originally opened in 2012
		Ecology Learning Center	Originally opened in 2020
		Fiddlehead School- of Arts & Sciences	Originally opened in 2013
		Harpwell Coastal Academy	Originally opened in 2013
		Maine Academy of Natural Sciences	Originally opened in 2012
		Maine Arts Academy	Originally opened in 2016
		Maine Connections Academy	Originally opened in 2014
		Maine Virtual Academy	Originally opened in 2015
3	Renewed	None	
4	Transferred	None	
5	Terminated	None	
6	Closed	Harpwell Coastal Academy	Charter Contract Ended on 6/30/23
7	Never Opened	None	

Performance

Charter school authorizers are responsible for maintaining high standards for school performance, upholding school autonomy, and protecting student and public interests. Using a performance contract as both a guide and a tool, the Maine Charter School Commission maintains high standards and manages charter school performance – not by dictating inputs or controlling processes – but by setting expectations and holding charter districts accountable for results. The Maine Charter School Commission engages in responsible and effective performance management by ensuring charter districts have the autonomy to which they are entitled and the public accountability for which they are responsible.

The Maine Charter School Commission's relationship with the charter districts it authorizes begins with a bargain for performance. The Maine Charter School Commission agrees to entrust a charter district's governing board with public dollars and public school students and to give it broad autonomy over how it achieves agreed-upon goals. In return, the school's board commits to achieving specified results, managing public funds responsibly, complying with its legal obligations, and providing a quality education to the students in its care.

In order for this bargain of autonomy in exchange for accountability to work, it is essential that the Maine Charter School Commission establish, maintain, and enforce high performance standards for all schools in its portfolio. This includes not only holding schools accountable for the academic performance of all of their students, which should always be the primary measure of quality, but also holding schools accountable for financial and organizational performance. The critical first step in effective performance management is to set and communicate clear and rigorous expectations for performance. Schools need clearly defined standards, so they know what is expected of them, and the Maine Charter School Commission needs to manage performance effectively by holding schools accountable for outcomes without attempting to control inputs.

The National Association of Charter School Authorizers' (NACSA) Principles & Standards for Quality Charter School Authorizing emphasizes that a quality authorizer establishes standards for school performance that are clear, quantifiable, rigorous, and attainable. NACSA also recommends that authorizers develop and formally adopt a Performance Framework that includes academic, financial, and organizational performance measures for use by schools and authorizers to establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation.

The three areas of performance covered by the framework – academic, financial, and organizational – form the backbone of the Maine Charter School Commission’s performance management system. This framework enables effective performance management and promotes school success by establishing and communicating performance expectations for all schools in the MCSC’s portfolio in a way that is objective, transparent, and directly related to school quality.

The Performance Framework benefits both the Maine Charter School Commission and charter districts it authorizes. The framework promotes transparency and objectivity in authorizing and protects school autonomy. It enables charter school performance contracting to function as intended by providing both charter districts and the Maine Charter School Commission with clarity about expected outcomes, objective evidence of achievement, and a comprehensive tool for evaluating results.

The frameworks promote transparency and objectivity by putting the authorizer on record and schools, parents, stakeholders, and the public on notice about the performance standards that will be used to evaluate whether or not a school is successful and is living up to its end of the charter bargain. The frameworks help to establish expectations at the beginning of the school’s operation so that there will be no surprises when a school is held accountable for meeting them over the course of the charter term and at renewal.

The framework protects school autonomy by clarifying in objective terms the performance data the Maine Charter School Commission will collect and the outcomes that it expects and will evaluate. The framework helps to establish the boundaries of the parties’ relationship and define the rights and responsibilities of both the charter school and the Maine Charter School Commission.

Below is a summary of how the charter school portfolio as a whole performed on the Performance Framework during the 2022-23 school year:

Legend of School Abbreviations

ACADIA - ACADIA Academy	HCA - Harpswell Coastal Academy
Baxter - Baxter Academy for Technology and Science	MeANS - Maine Academy of Natural Sciences
CRCS - Community Regional Charter School	MeAA - Maine Arts Academy
ELC - Ecology Learning Center	MCA - Maine Connections Academy
FSAS - Fiddlehead School of Arts & Sciences	MeVA - Maine Virtual Academy

SECTION 1: STUDENT ACHIEVEMENT

Student Performance: The school consistently makes progress in student academic achievement for all students.

FRAMING QUESTIONS:

Is the school an academic success?

Is the school adequately preparing students for their desired post-secondary outcomes?

In the spring of 2023, the Maine Department of Education changed its state-wide assessment from the NWEA MAP Assessment to the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

*In the spring of 2023, schools expressed a concern with the possibility of double testing students by administering the NWEA MAP Assessment, as required by the Maine Charter School Commission, **and** the Maine Through-Year Assessment, as required by the state. Assurances made by the MDOE that the Through-Year Assessment results would show academic growth comparable to the growth results from the NWEA MAP Assessment and based on those assurances schools were allowed to apply for a waiver from the Commission-required NWEA MAP Assessment. Four schools applied for and were granted the waiver – ACADIA Academy, Fiddlehead School of Arts & Sciences, Harpswell Coastal Academy, and Maine Connections Academy. Because the data from the spring administration of the Through-Year Assessment has not been released, academic growth outcomes for students in grades 3-8 cannot be determined; nor can any subgroup analysis be done at this time. Community Regional Charter School and Maine Virtual Academy chose to administer both assessments, and results are reported below (1.3a, 1.3b, 1.3c, and 1.4).*

Once the Maine Through-Year Assessment results are available publicly, they will be analyzed by Commission staff and outcomes will be reported.

1.1a Student Academic Proficiency: MDOE Through Year Assessment, ELA

Target: *Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.*

1.1b Student Academic Proficiency: MDOE Through Year Assessment, Math

Target: Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.

1.2 Target: Students will read on grade level based on the school’s assessment tool by the end of third grade.

Three (3) public charter schools have 3rd grade students and reported the data as required. Here are the results:

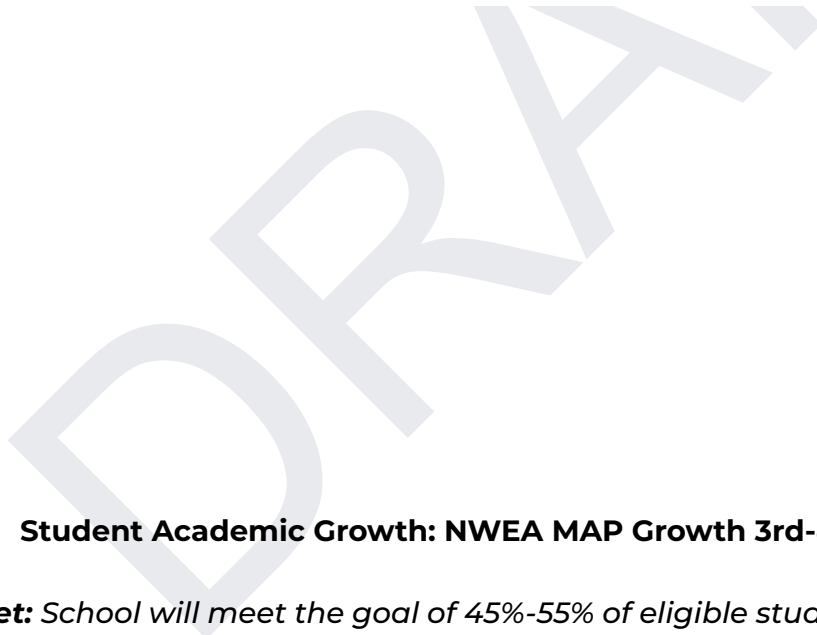
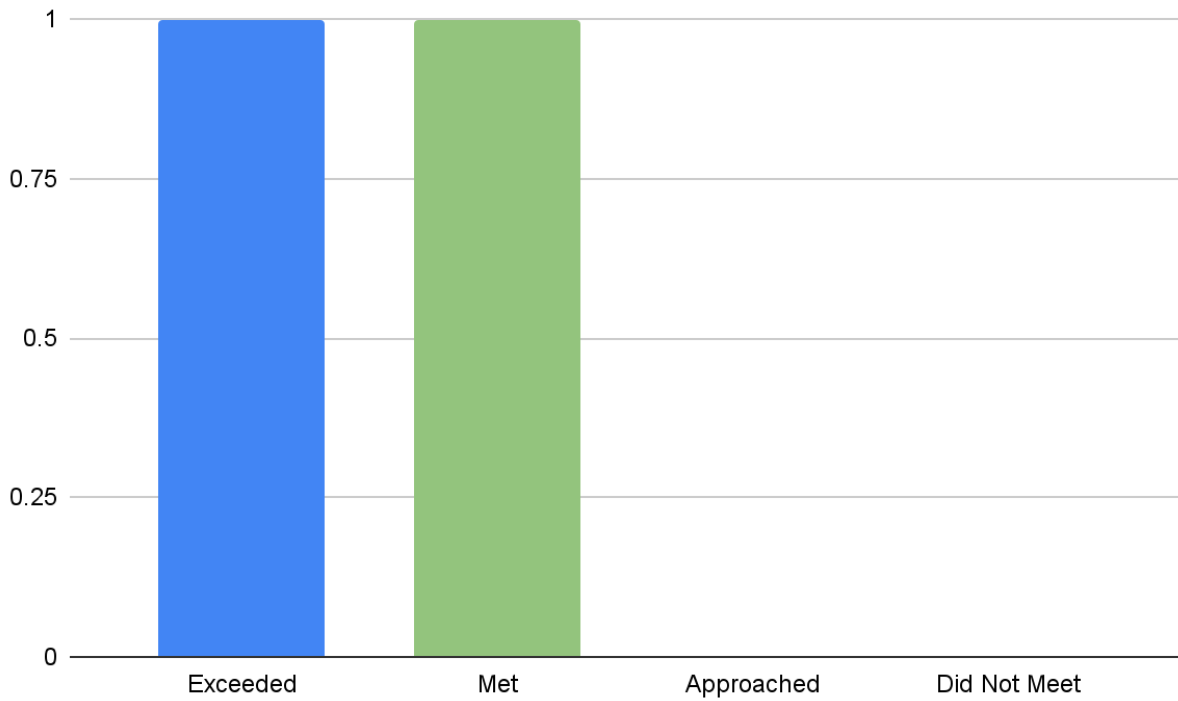
ACADIA Academy	Community Regional Charter School	Fiddlehead School of Arts & Sciences
55% (<i>Fountas and Pinnell</i>)	61% (<i>Fountas and Pinnell</i>)	75% (<i>Fountas and Pinnell</i>)

1.3a Student Academic Growth: NWEA MAP Growth 3rd-8th

Target: School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading

Outcomes:

Exceeded Expectation Exceeds 55%	Met Expectation Between 45%-54.9%	Approached Expectation Between 35%-44.9%	Did Not Meet Expectation Below 35%
CRCS	MeVA		

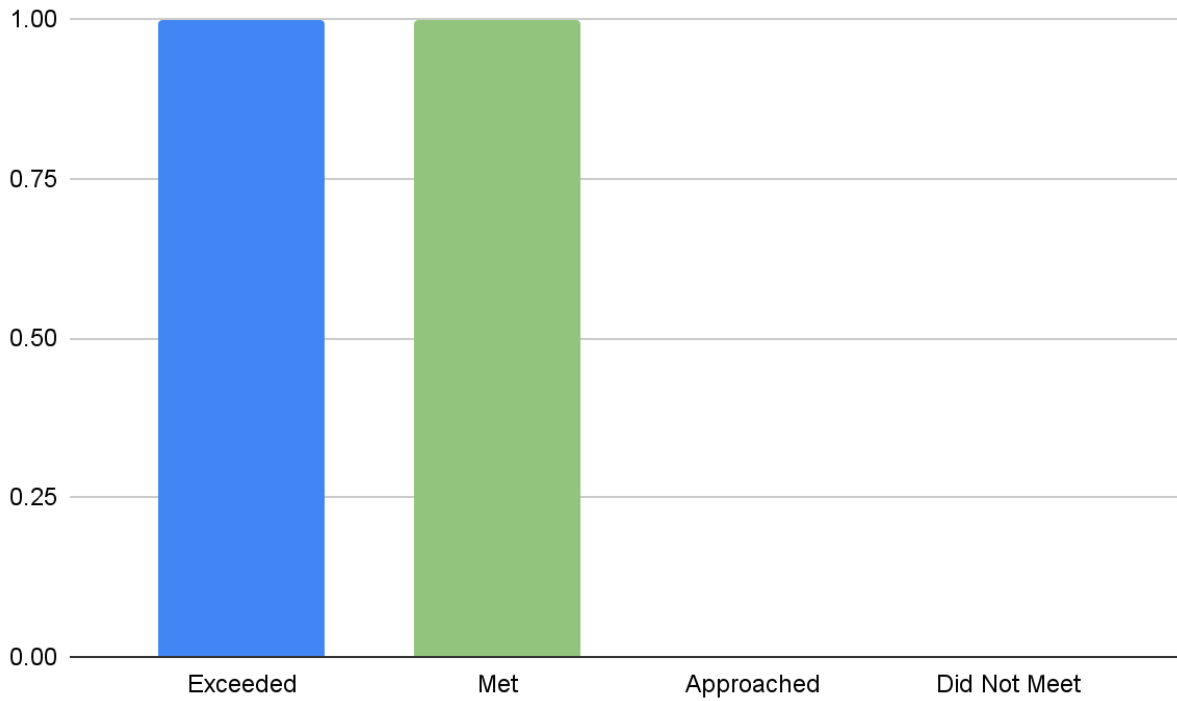


1.3b Student Academic Growth: NWEA MAP Growth 3rd-8th

Target: School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language

Outcomes:

<p>Exceeded Expectation Exceeds 55%</p> <p>MeVA</p>	<p>Met Expectation Between 45%-54.9%</p> <p>CRCS</p>	<p>Approached Expectation Between 35%-44.9%</p>	<p>Did Not Meet Expectation Below 35%</p>
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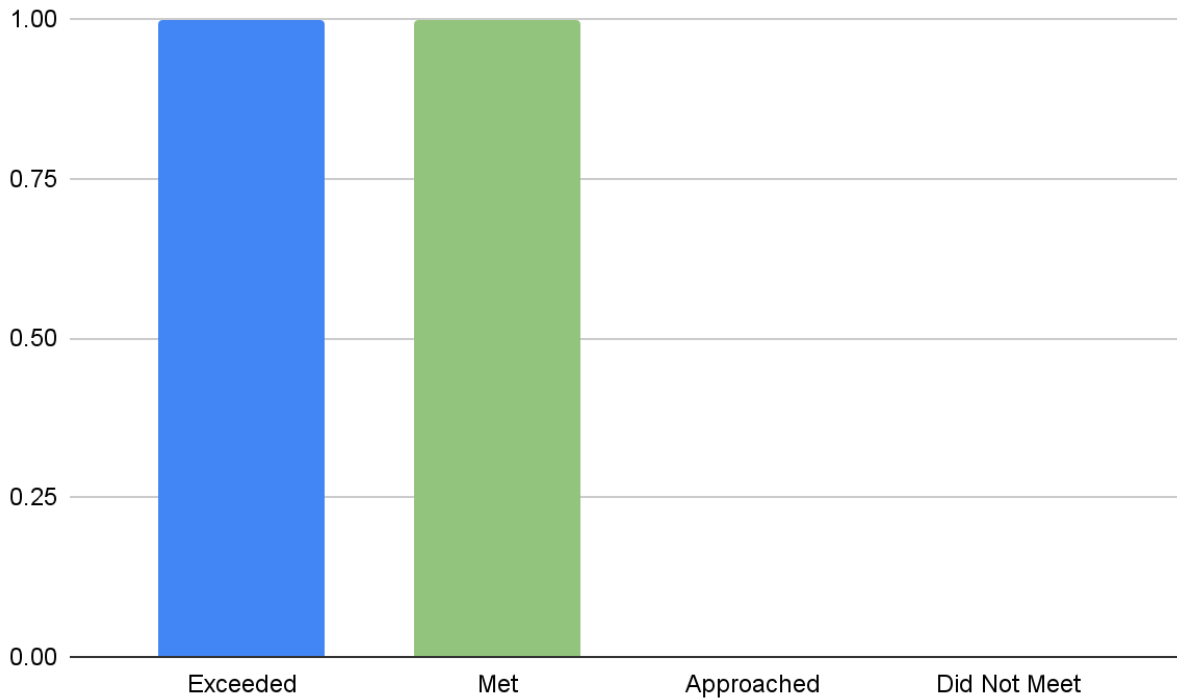


1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th

Target: School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math

Outcomes:

<p>Exceeded Expectation Exceeds 55%</p> <p>MeVA</p>	<p>Met Expectation Between 45%-54.9%</p> <p>CRCS</p>	<p>Approached Expectation Between 35%-44.9%</p>	<p>Did Not Meet Expectation Below 35%</p>
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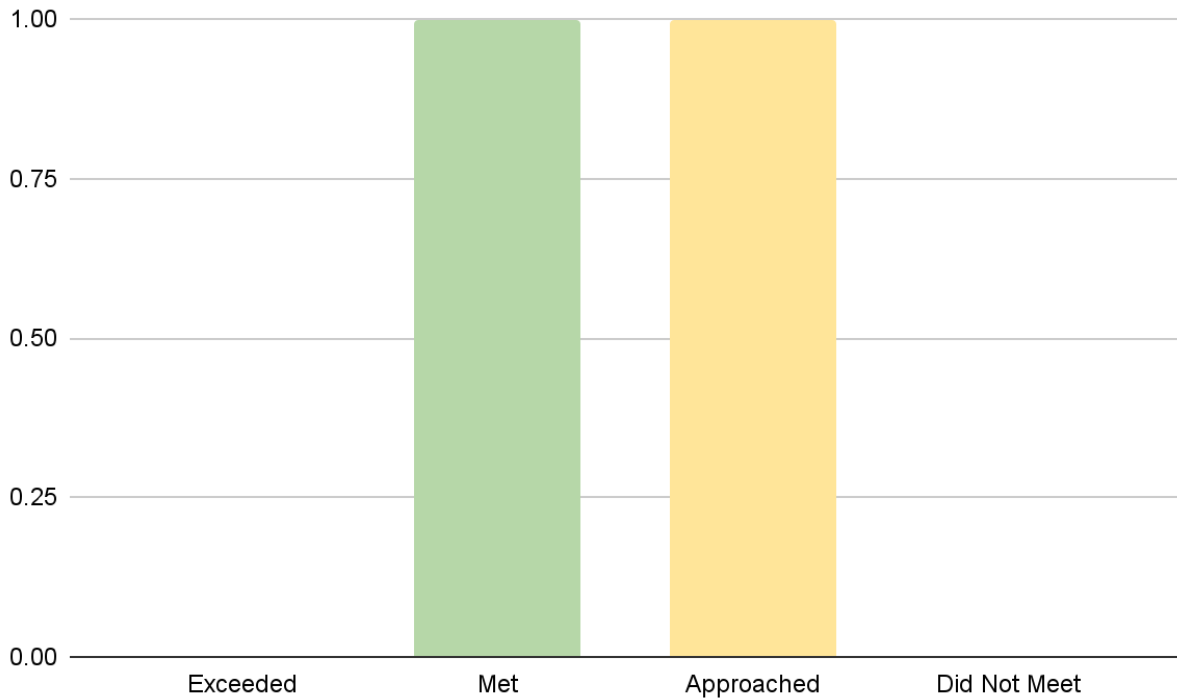


1.4a Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

Target: Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading

Outcomes:

Exceeded Expectation Exceeds 55%	Met Expectation Between 45%-54.9% CRCS	Approached Expectation Between 35%-44.9% MeVA	Did Not Meet Expectation Below 35%
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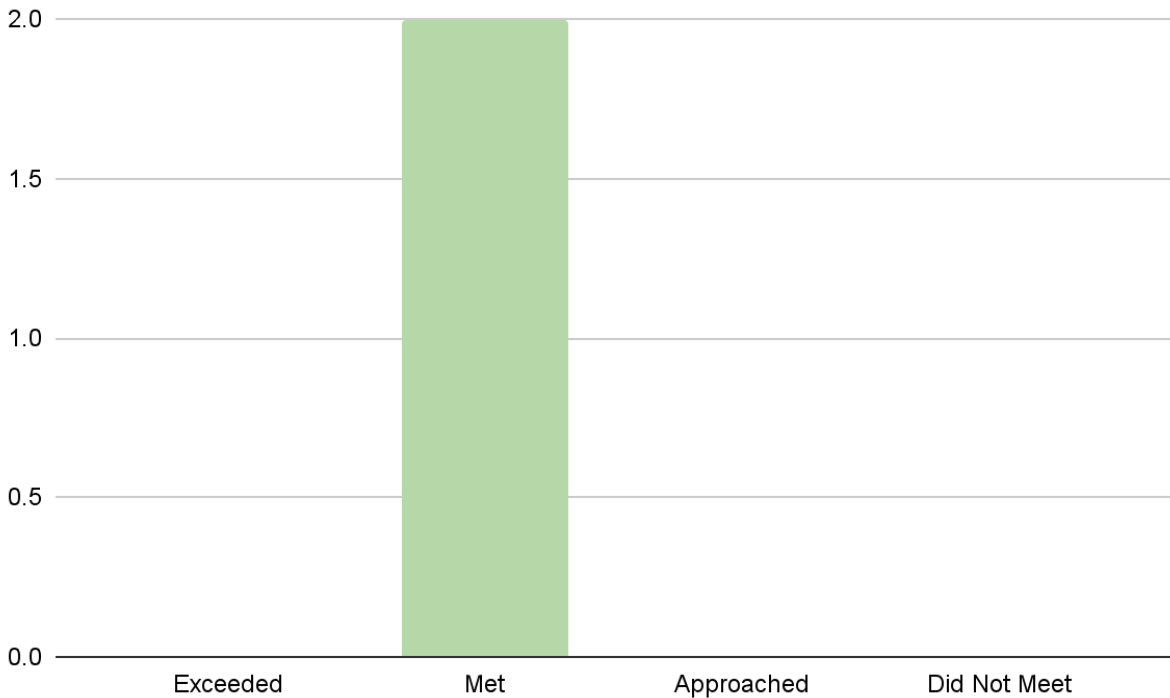
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1.4b Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

Target: Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language

Outcomes:

<p>Exceeded Expectation Exceeds 55%</p>	<p>Met Expectation Between 45%-54.9%</p> <p>CRCS, MeVA</p>	<p>Approached Expectation Between 35%-44.9%</p>	<p>Did Not Meet Expectation Below 35%</p>
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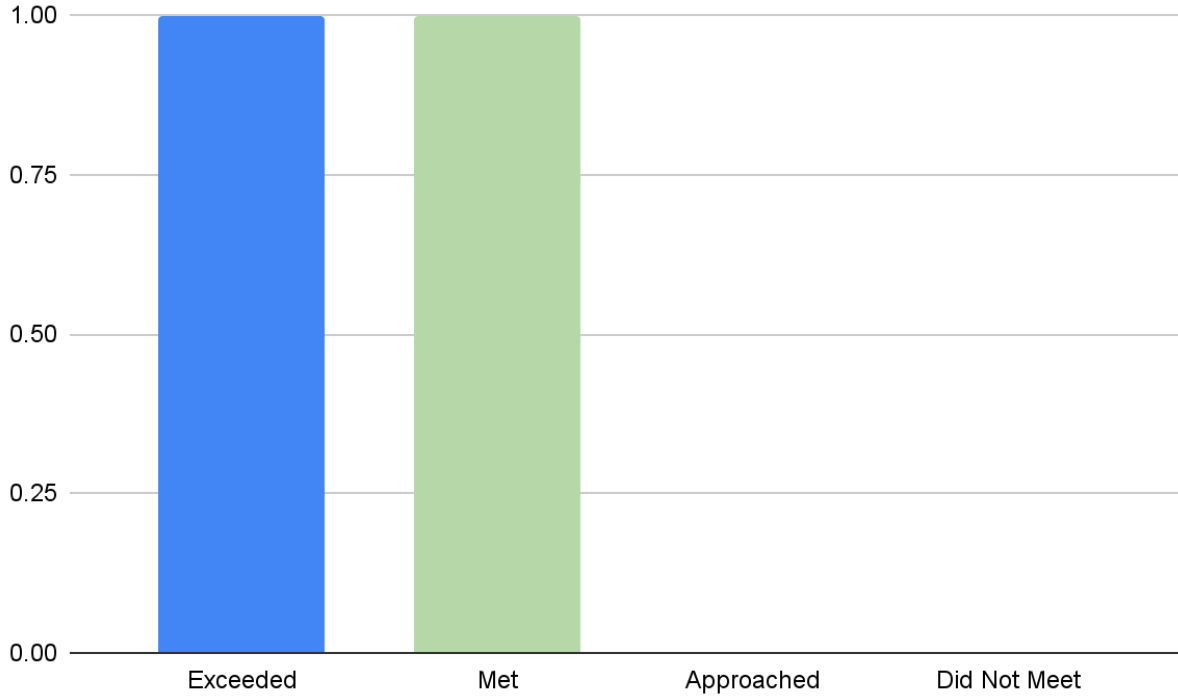
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1.4c Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

Target: Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP **math**

Outcomes:

<p>Exceeded Expectation Exceeds 55%</p> <p>MeVA</p>	<p>Met Expectation Between 45%-54.9%</p> <p>CRCS</p>	<p>Approached Expectation Between 35%-44.9%</p>	<p>Did Not Meet Expectation Below 35%</p>
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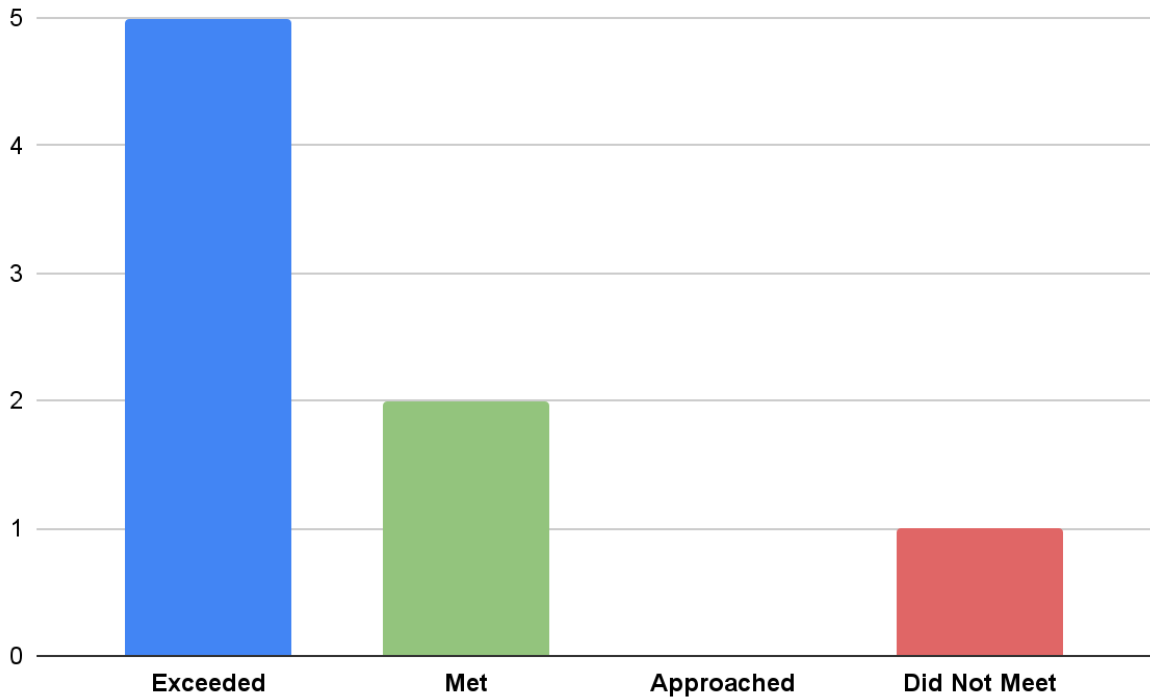


1.5 High School Completion

Target: 4-year high school graduation rate (current cohort). Schools will meet annual 2023 goal of 86%

Outcomes:

<p>Exceeded Expectation Exceeds 90%</p> <p>BA, CRCS, ELC, MeAA, MeVA</p>	<p>Met Expectation Met annual target (86%)</p> <p>MCA, MeANS</p>	<p>Approached Expectation Less than 5% below target</p>	<p>Did Not Meet Expectation 5% or more below target</p> <p>HCA</p>
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1.6a Post-Secondary Readiness

Target: *Beginning in SY2023-2024, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:*

- *Accuplacer - The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;*
- *SAT scores of ERBW 530 or higher and 520 or higher in math or;*
- *ASVAB score of 31 or higher.*

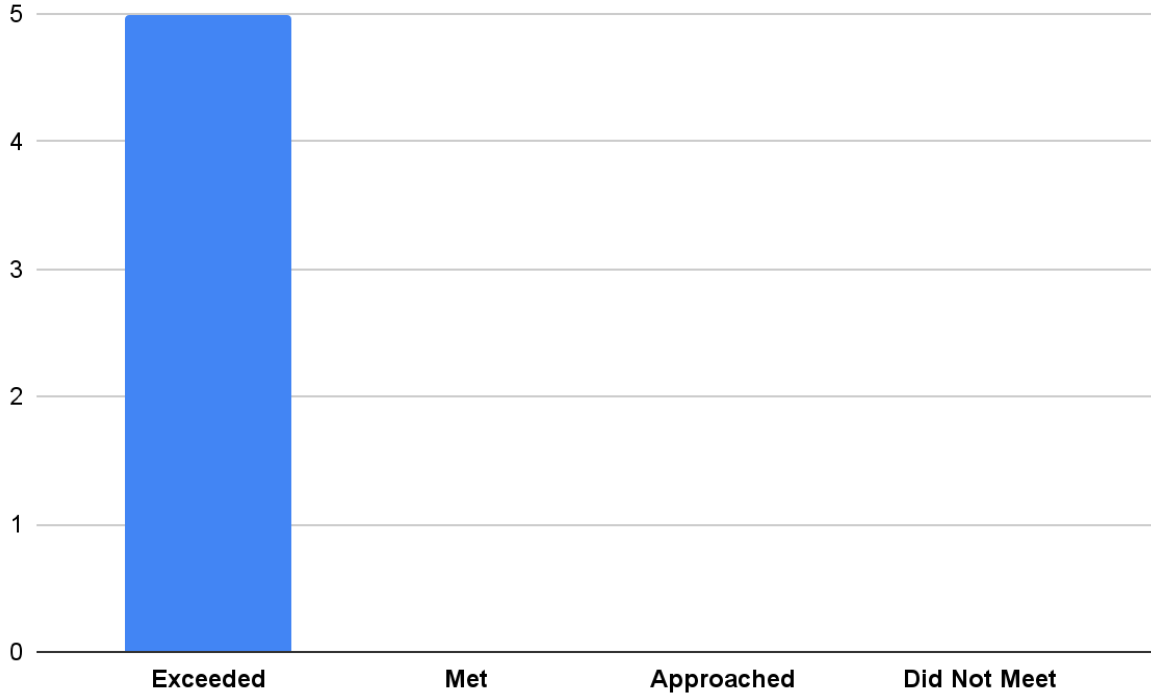
1.6c Post-Secondary Readiness: Post-Secondary Activity

Target: *At the end of their graduating year, 70%-89% of each schools' students will have successfully participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, Certificate program, career technical coursework or internship.*

Outcomes:

Exceeded Expectation Exceeds 80%	Met Expectation 70%-79.9%	Approached Expectation 60%-69.9%	Did Not Meet Expectation Fewer than 60%
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Baxter, CRCS, ELC, HCA, MeANS, MeAA, MCA, MeVA			
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1.6d Post-Secondary Readiness: FAFSA

Target: Schools will report annual rates and school-supported opportunities for FAFSA support.

Baxter Academy for Technology and Science	64 forms completed
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Community Regional Charter School	<i>16 forms completed</i>
Ecology Learning Center	<i>16 forms completed</i>
Harpswell Coastal Academy	<i>6 forms completed</i>
Maine Academy of Natural Sciences	<i>13 forms completed</i>
Maine Arts Academy	<i>34 forms completed</i>
Maine Connections Academy	<i>37 forms completed</i>
Maine Virtual Academy	<i>36 forms completed</i>

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SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.

FRAMING QUESTION:

Does the school provide the conditions for students to be successful?

2.1 State Compliance

Target: *The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.*

All schools operate in compliance with the terms of their charter and applicable federal state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.

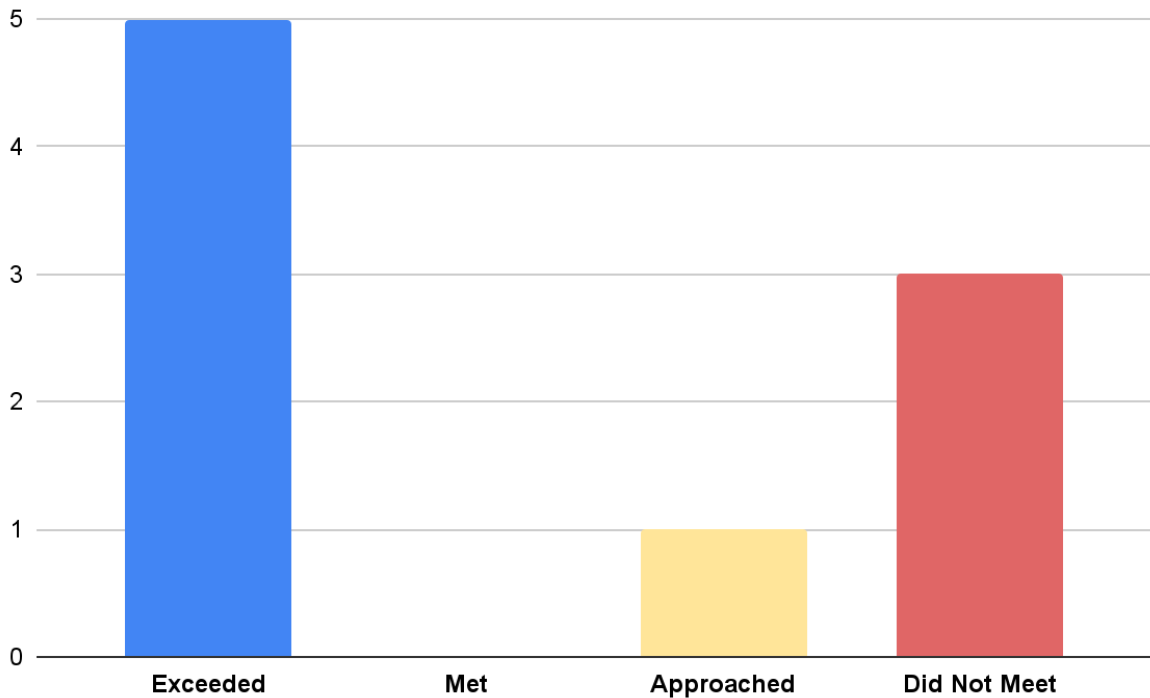
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2.2 Family Engagement: Panorama School Climate Survey - Family Results

Target: *Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet” standard.*

Outcomes:

<p>Exceeded Expectation All 3 of the 3 required scales in the above average range for like schools</p> <p>FSAS, MeANS, MeAA, MCA, MeVA</p>	<p>Met Expectation All 3 of the 3 required scales in the average range for like schools</p>	<p>Approached Expectation 2 of the 3 required scales in the average range for like schools</p> <p>Baxter</p>	<p>Did Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p> <p>ACADIA, CRCS, ELC</p>
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*NOTE - ACADIA Academy, Community Regional Charter School, and Ecology Learning Center “Did Not Meet” in this category due to participation rates being below 35%. Results; however, were **exceeding** the national averages for like schools.*

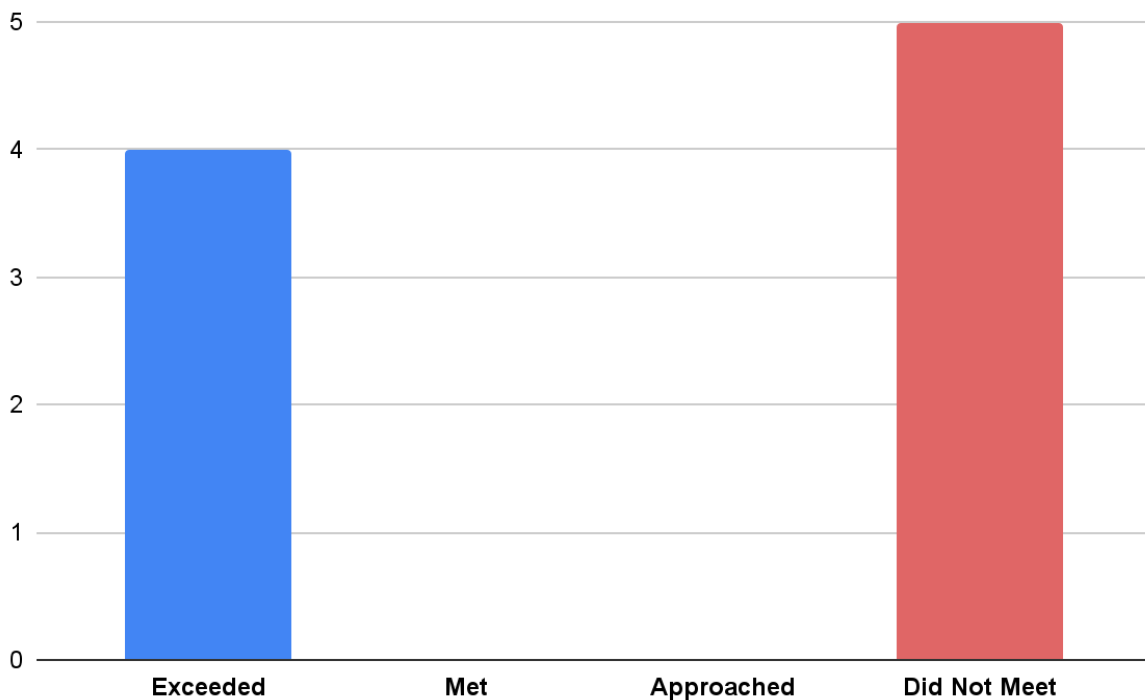
2.3 Student Engagement: School Climate Survey: Panorama School Climate Survey - Student Results

Target: Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students

must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”

Outcomes:

<p>Exceeded Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>ELC, MeANS, MCA, MeVA</p>	<p>Met Expectation All 4 of the 4 required scales in the average range for like schools</p>	<p>Approached Expectation At least 3 of the 4 required scales in the average range for like schools</p>	<p>Did Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p> <p>ACADIA, Baxter, CRCS, FSAS, MeAA</p>
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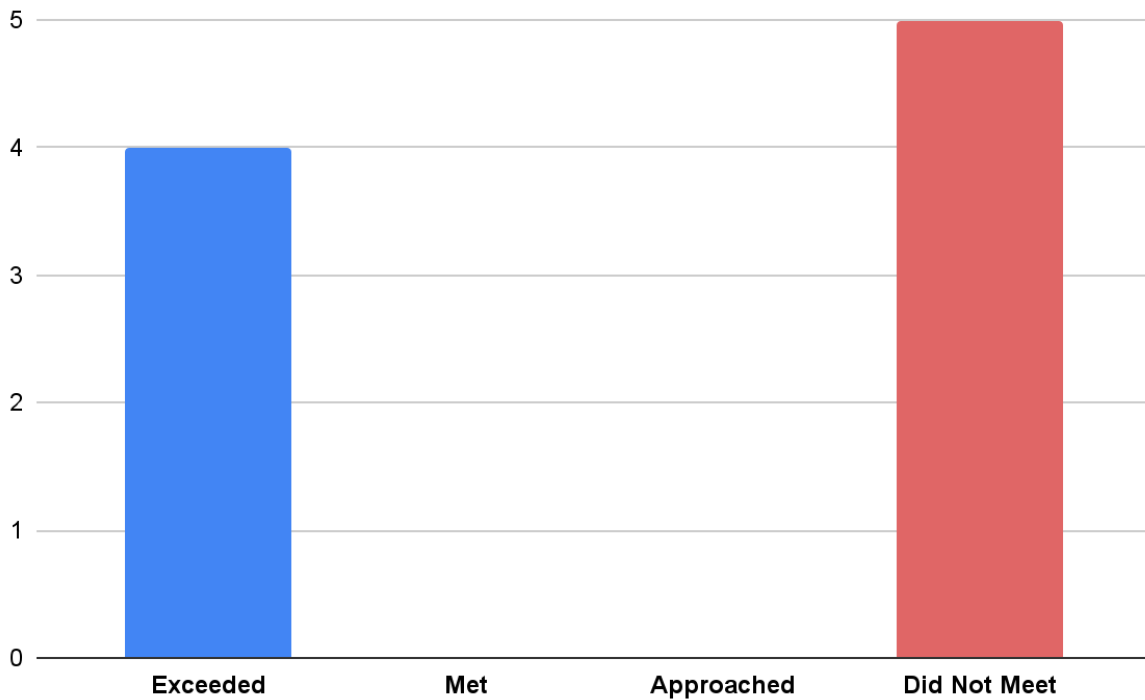
2.4 Teacher/Staff Engagement: School Climate Survey: Panorama School Climate Survey - Teacher/Staff Results

Target: Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher)

when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”

Outcomes:

<p>Exceeded Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>CRCS, MeAA, MCA, MeVA</p>	<p>Met Expectation All 4 of the 4 required scales in the average range for like schools</p>	<p>Approached Expectation At least 3 of the 4 required scales in the average range for like schools.</p>	<p>Did Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation is less than 75%</p> <p>ACADIA, Baxter, ELC, FSAS, MeANS</p>
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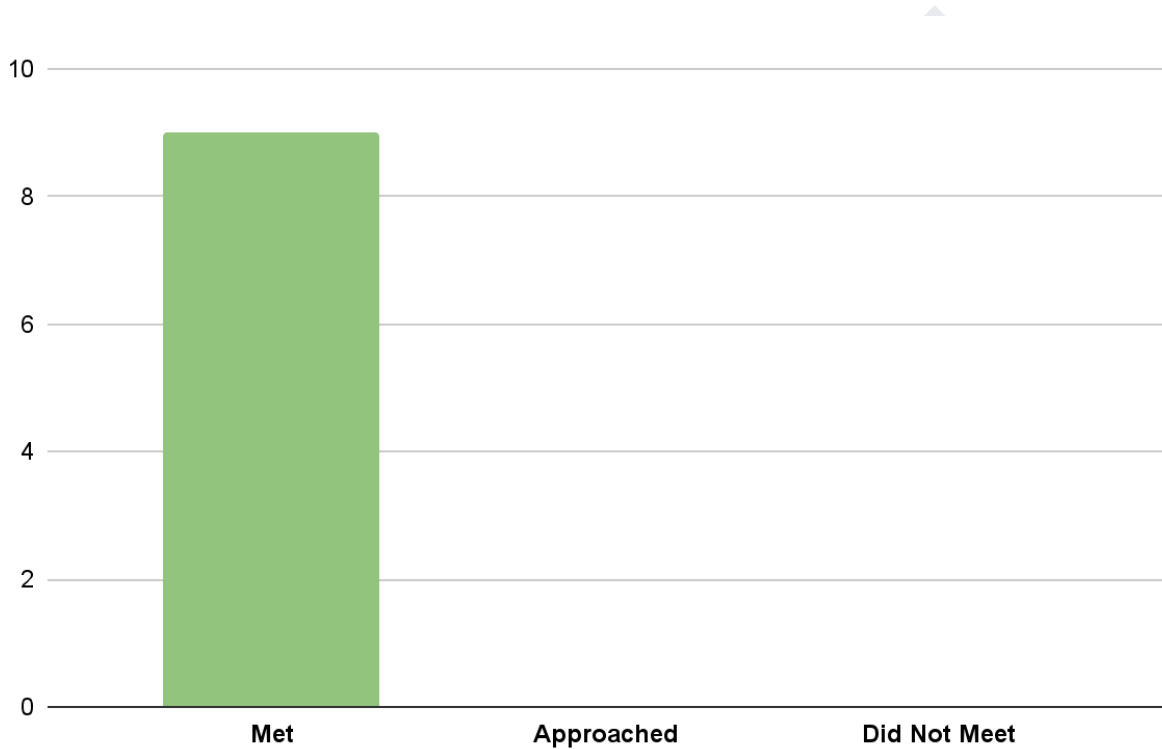
NOTE - ACADIA Academy, Baxter Academy for Technology and Science, and Ecology Learning Center “Did Not Meet” in this category due to participation rates being below 75%. Results; however, overwhelmingly **exceeded** national averages for like schools.

2.5 School Climate: Panorama Survey

Target: Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.

Outcomes:

<p>Met Expectation School develops and implements a plan</p> <p>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</p>	<p>Approached Expectation School develops and partially implements plan</p>	<p>Does Not Meet Expectation School does not develop or does not implement plan</p>
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SECTION 3: ORGANIZATIONAL SUSTAINABILITY

Effective Governing Boards: Members of the Governing Board uphold their responsibilities under Maine law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.

Facilities: The school maintains a facility that allows the school's mission to excel.

FRAMING QUESTIONS

Is the school an effectively run and sustainable organization?

3.1 Governing Board Effectiveness

Target:

Legal and Fiduciary Responsibilities

- Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community.

Talent strategy and accountability

- The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning.

Culture of Collaboration

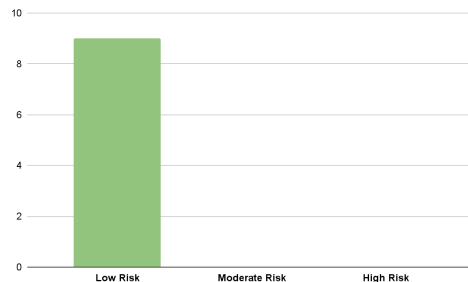
- The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.

Focus on Improvement

- The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and accountability cycles of the authorizer.

Outcomes:

<p>Low Risk Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</p>	<p>Moderate Risk Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school.</p>	<p>High Risk Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols.</p>
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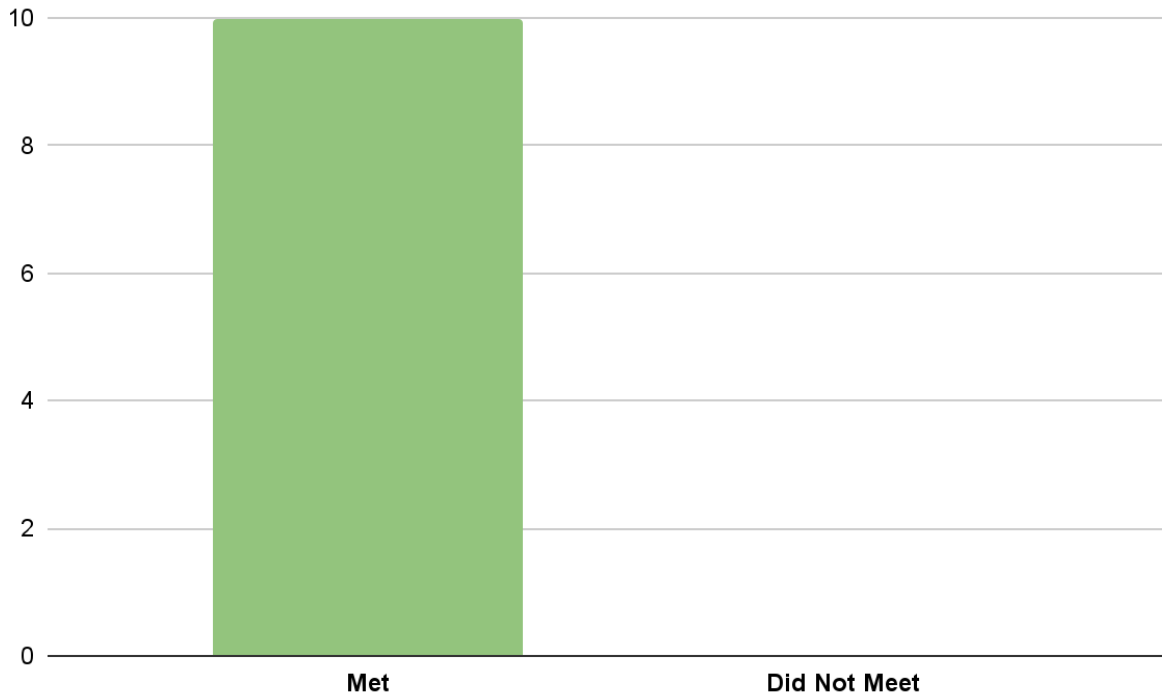


3.2 Public Accountability: Transparent, responsive, and legally compliant Board operations

Target: The Governing Board will hold a minimum of 6 meetings per school year in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).

Outcomes:

<p>Met Expectation 6 or more meetings</p> <p>ACADIA, Baxter, CRCS, ELC, FSAS, HCA, MeANS, MeAA, MCA, MeVA</p>	<p>Did Not Meet Expectation 5 or fewer meetings</p>
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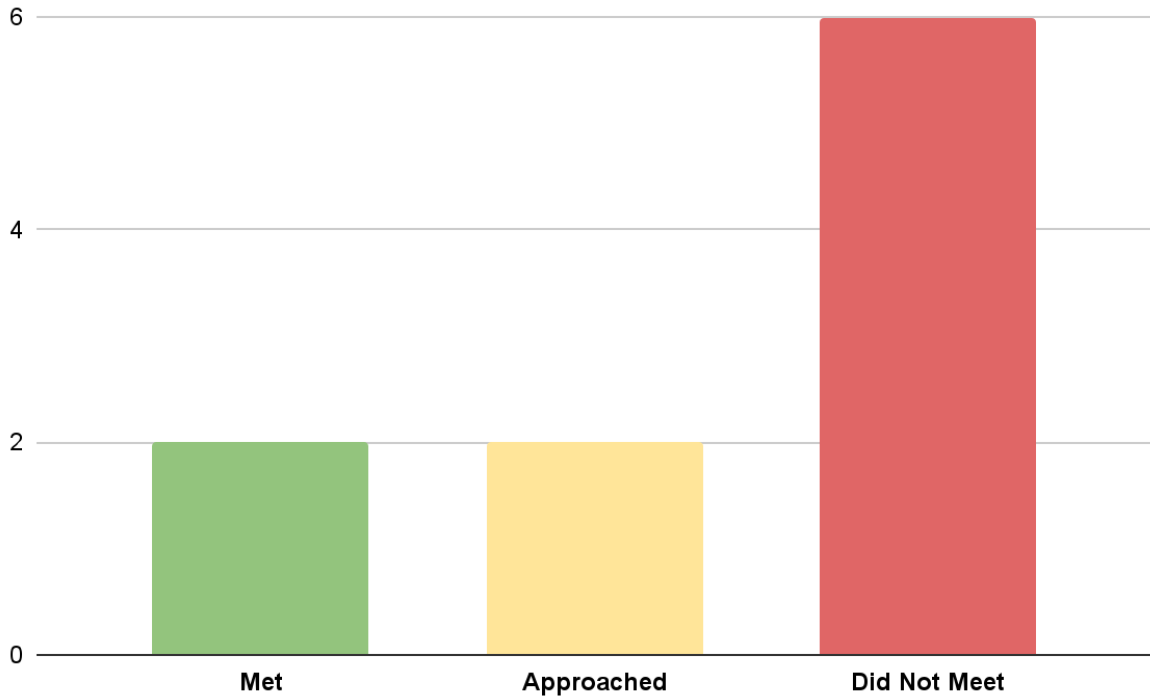


3.3 Public Accountability: Transparent, responsive, and legally compliant Board operations

Target: *Timely publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.*

Outcomes:

Met Expectation All minutes and agendas posted timely MCA, MeVA	Approached Expectation 1-2 items not posted timely CRCS, MeAA	Did Not Meet Expectation 3 or more not posted timely ACADIA, Baxter, ELC, FSAS, HCA, MeANS
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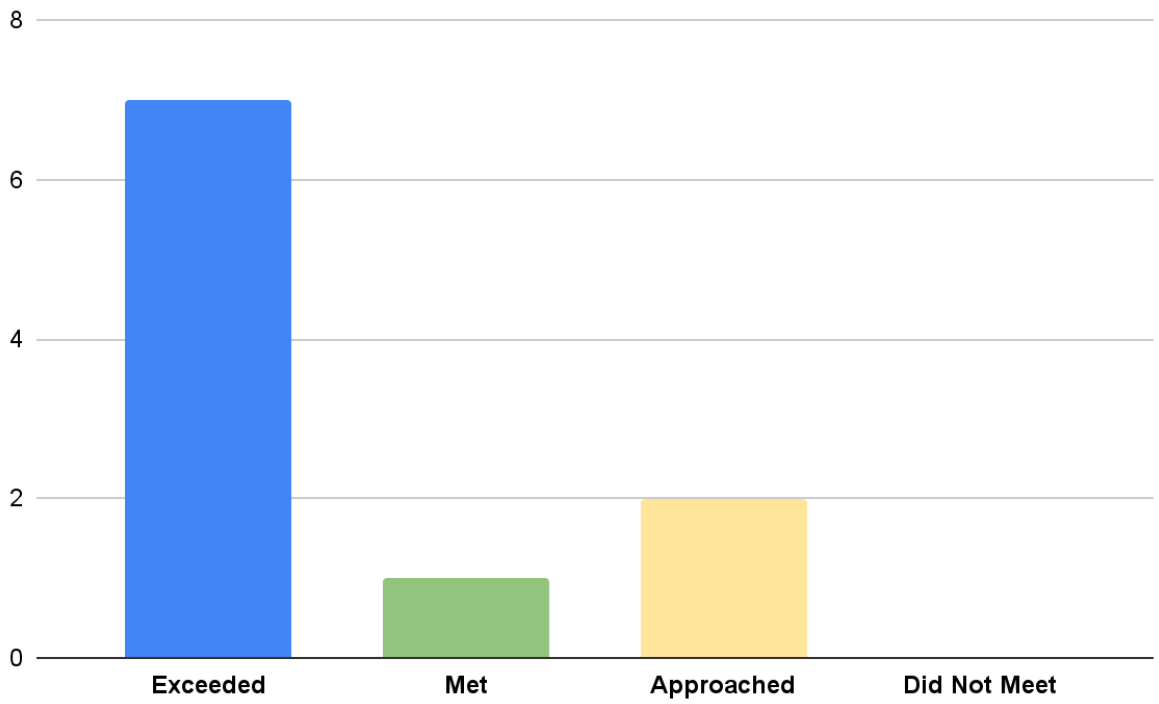
3.4 Reporting Accuracy and Timeliness

Target: 80%-90% of reports are submitted on time and are accurate and complete

Outcomes:

Exceeded Expectation More than 90% of reports are	Met Expectation 80%-89.9% of reports are	Approached Expectation 70%-79.9% of reports are	Did Not Meet Expectation Fewer than 70% of reports
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submitted on time and are accurate and complete ACADIA, Baxter, CRCS, MeANS, MeAA, MCA, MeVA	submitted on time and are accurate and complete HCA	submitted on time and are accurate and complete ELC, FSAS	are submitted on time and are accurate and complete
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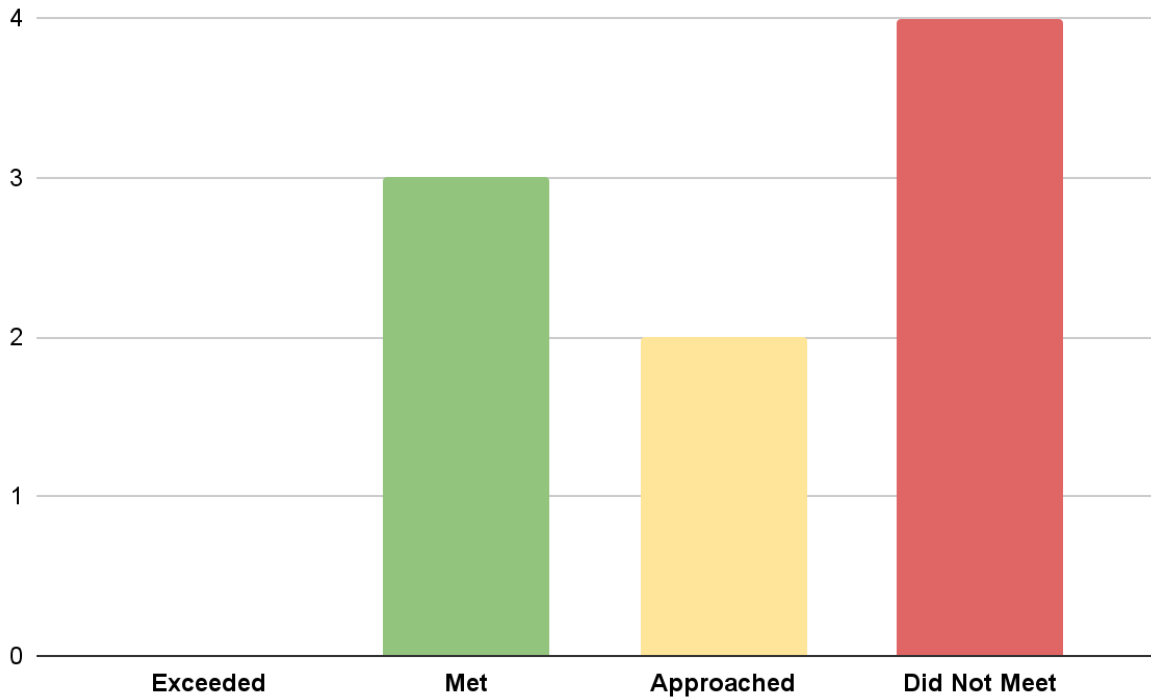


3.5 Board Training

Targets: Board members will engage in a baseline of annual training and development.

Outcomes:

<p>Exceeded Expectation Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.</p>	<p>Met Expectation 100% of required courses have been taken and evidence is provided</p> <p>Baxter, CRCS, MeAA</p>	<p>Approached Expectation 80%-99.9% of required courses are taken and evidence is provided</p> <p>ACADIA, MCA</p>	<p>Did Not Meet Expectation Less than 80% of required courses have been completed</p> <p>ELC, FSAS, MeANS, MeVA</p>
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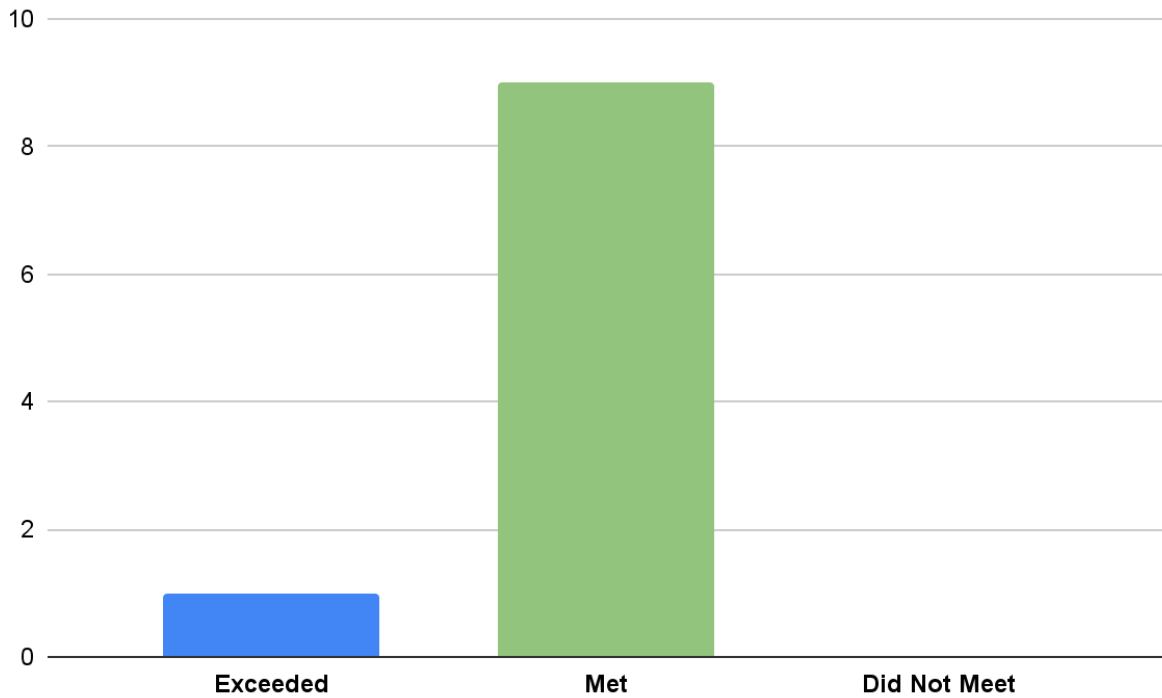
3.6 Facility meets Local and State requirements

Target: The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent

with 20-A M.R.S. §§1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S. §§6302, 6501; Maine DOE Rule Chapter 125.5.10

Outcomes:

<p>Exceeded Expectation Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p>Baxter</p>	<p>Met Expectation Certified as required and approved by the Board</p> <p>ACADIA, CRCS, ELC, FSAS, HCA, MeANS, MeAA, MCA, MeVA</p>	<p>Did Not Meet Expectation Not certified as required</p>
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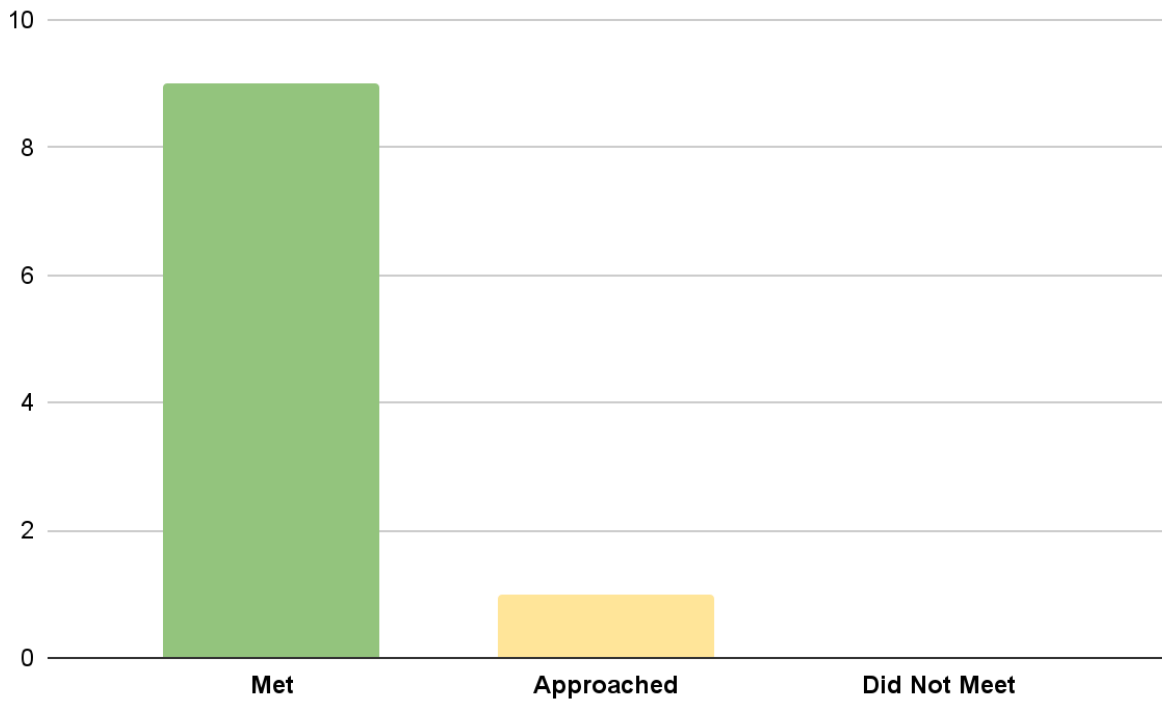


3.7 Facility supports Programming

Target: *The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.*

Outcomes:

<p>Meets Expectation Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>ACADIA, Baxter, CRCS, FSAS, HCA, MeANS, MeAA, MCA, MeVA</p>	<p>Approached Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>ELC</p>	<p>Did Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
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SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY

The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

FRAMING QUESTION:

Is the school financially viable?

Financial outcomes for Section 4 are based on findings/results from completed FY23 financial audits. Because those audits aren't due until December 30, 2023 data for this section is not yet available. The criteria for this section is as follows:

- 4.1a Current Ratio (Near-Term Measures) - Current ratio is greater than or equal to 1.1
- 4.1b Unrestricted Days Cash on Hand (Near-Term Measures) - Unrestricted days cash will be at least 30 days.
- 4.1c Enrollment Variance (Near-Term Measures) - Actual enrollment is within 10% of the enrollment projected in the approved budget.
- 4.1d Financial Obligations Default (Near-Term Measures) - The school meets all debt and real estate lease obligations.
- 4.2a Total Margin (Sustainability Measures) - The school's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.
- 4.2b Debt to asset ratio (Sustainability Measures) - The debt to asset ratio will be less than 0.9.
- 4.2c Cash Flow (Sustainability Measures) - Charter District Leadership maintains a positive cumulative 2-year cash flow.
- 4.2d Financial Obligations Coverage Ratio (Sustainability Measure) - Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.
- 4.3 Financial Planning and Budgeting - Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.

Results will be available once the FY23 Financial Audits are received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

Mission and Key Design Elements: The school is faithful to its mission, implements the key design elements outlined in its charter.

Access: The school ensures access for all students eligible to attend the school. Student enrollment and persistence is a leading indicator of school health.

5.1 Mission and Key Design Implementation

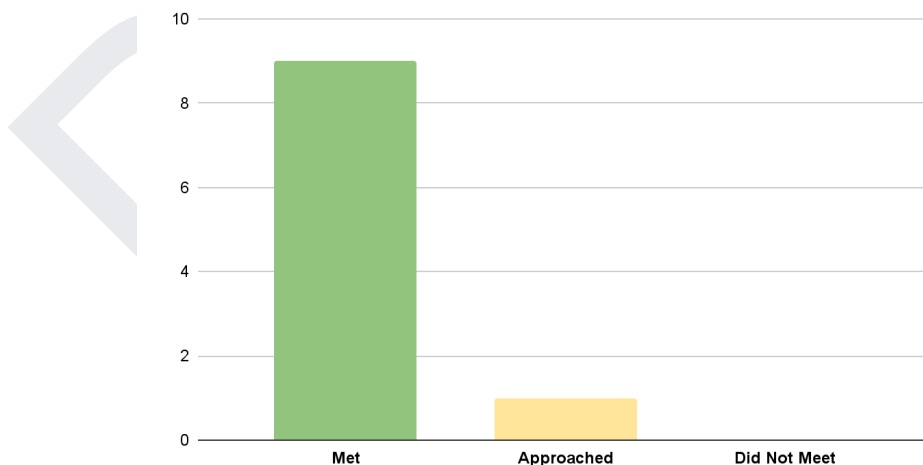
Target:

1. The school demonstrates its approved mission.
2. The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.
3. The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.

**Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.*

Outcomes:

<p>Meets Expectation Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</p>	<p>Approached Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>HCA</p>	<p>Did Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
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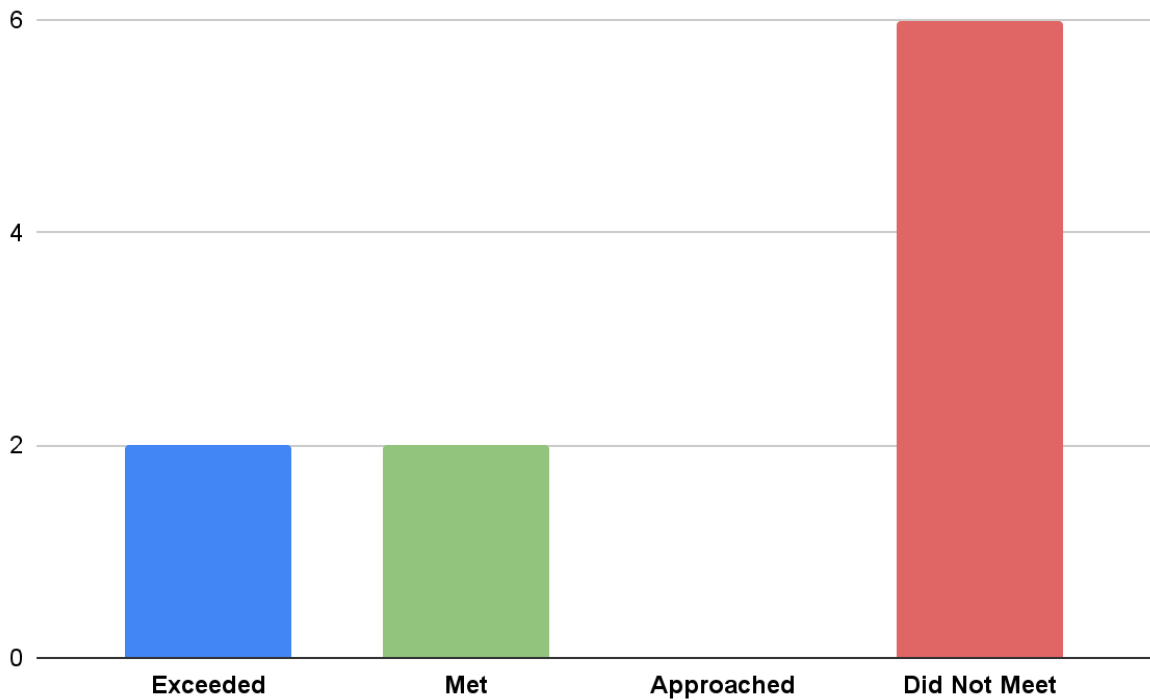


5.2 Student Attendance - Chronic Absenteeism Rate

Target: Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school. Chronic absenteeism rates will be reported at both the campus and district levels. Pre-K rates are not part of MDOE’s chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.

Outcomes:

Exceeded Expectation Fewer than 10% ACADIA, MeVA	Met Expectation 10%-18% MeAA, MCA	Approached Expectation 17.9%-25%	Did Not Meet Expectation Greater than 25% Baxter, CRCS, ELC, FSAS, HCA, MeANS
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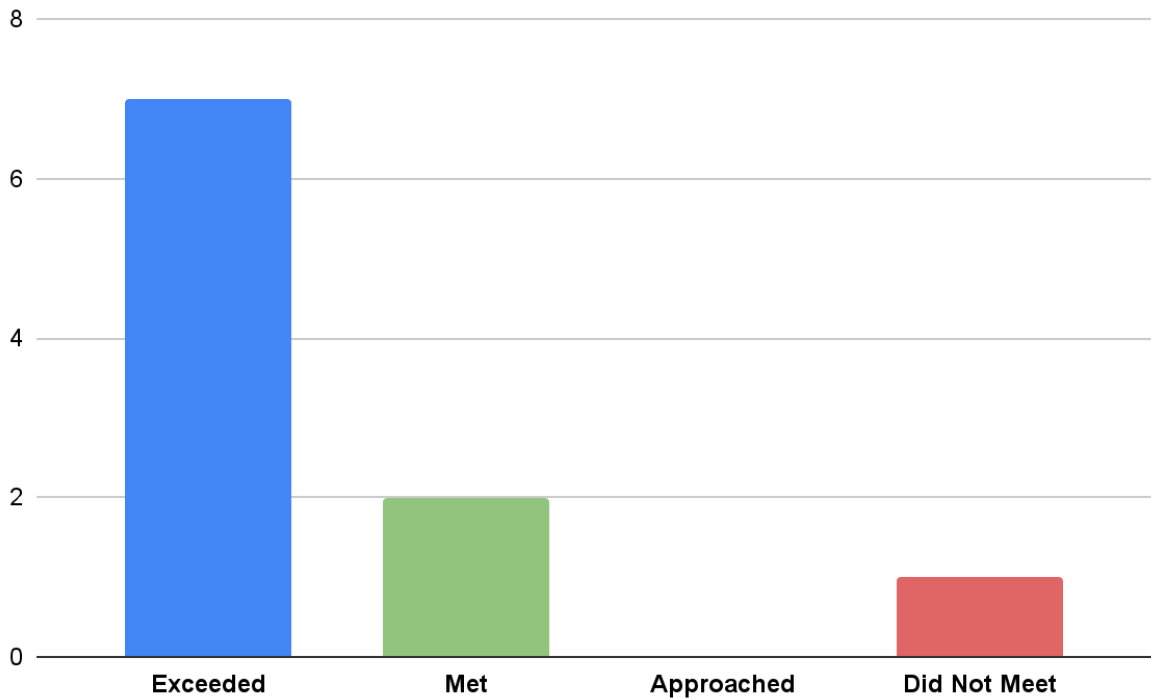


5.3 Student Persistence - School Year

Target: 85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day (10/1)

Outcomes:

<p>Exceeded Expectation Exceeds 90%</p> <p>ACADIA, Baxter, ELC, FSAS, MeAA, MCA, MeVA</p>	<p>Met Expectation 85%-89.9%</p> <p>CRCS, MeANS</p>	<p>Approached Expectation 75%-84.9%</p>	<p>Did Not Meet Expectation Fewer than 75%</p> <p>HCA</p>
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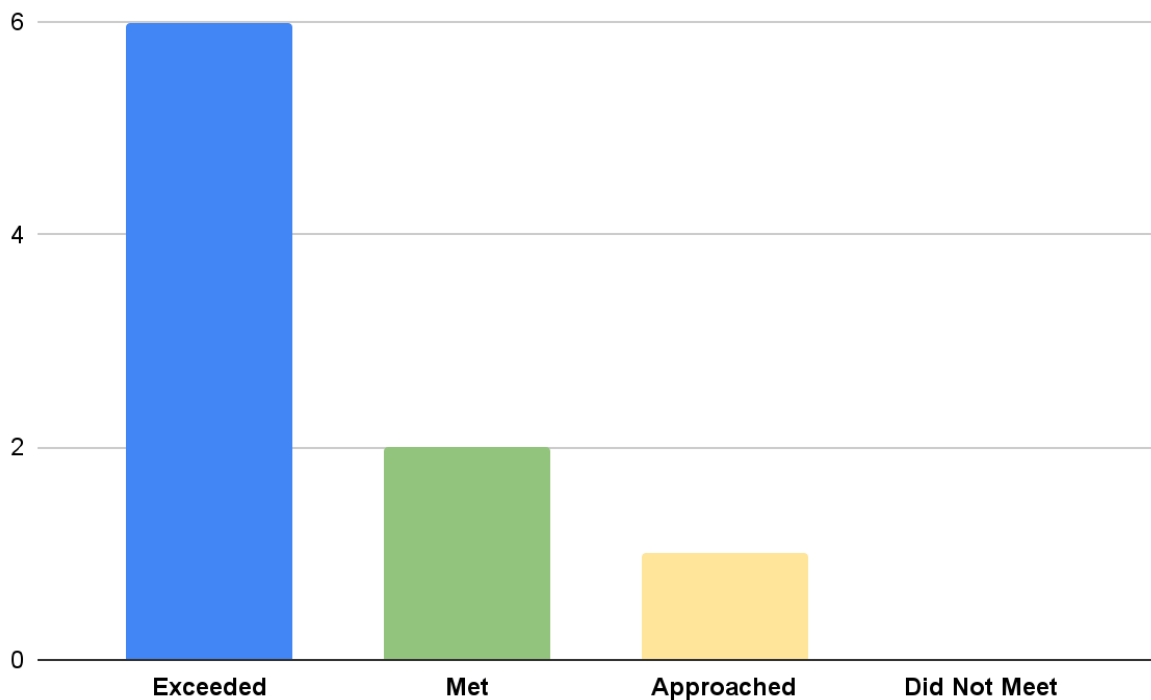


5.4 Student Persistence Year-to-Year

Target: Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Re-Enroll form for the following SY by March 31 of current SY.

Outcomes:

Exceeded Expectation Exceeds 90% ACADIA, Baxter, CRCS, ELC, MeAA, MeVA	Met Expectation 85%-89.9% FSAS, MCA	Approached Expectation 75%-84.9% MeANS	Did Not Meet Expectation Fewer than 75%
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For school specific performance tables, use the links below to navigate to the school's individual SY2022-23 annual monitoring report. Reports include charter specific data.

- ACADIA Academy
- Baxter Academy for Technology and Science
- Community Regional Charter School
- Ecology Learning Center
- Fiddlehead School of Arts & Sciences
- Harpswell Coastal Academy
- Maine Academy of Natural Sciences
- Maine Arts Academy
- Maine Connections Academy
- Maine Virtual Academy

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Narrative

Progress toward the strategic vision

The **Vision** of the Maine Charter School Commission is that all of Maine's children will have access to a vibrant ecosystem of diverse schools so that all of them can become happy, healthy and thriving citizens. The **Mission** is to authorize, monitor and develop unique public charter schools that provide a dynamic, superlative education for every student. The work is carried out with the following **Values** in mind:

- **Students at the center** - Be aggressively urgent in pursuit of more effective schools
- **Collective impact** - Compassionally coordinate, collaborate and build trust to multiply the impact in the ecosystem
- **Develop the people** - Design and implement tools, systems and cultures that grow the capacity of the people doing the work so they are prepared for greatness
- **Transparency for the sake of continuous improvement** - Leverage available data and find new forms of measurement to cultivate truth in decision making and promote integrity in our processes and reporting.

The **Strategic Priorities** represent the focus of our daily work. From how we organize our time to how we build agendas for meetings, the strategic priorities allow us to boost the signal and reduce the noise. They provide us with an opportunity to make thoughtful decisions about what is important, what isn't, and the rationale that shaped our thinking.

Strategic Priority #1: Increase student achievement and social-emotional well-being. This priority will be driven by the following actions:

- Cultivate a culture of data-driven decision making at all charter schools and at the Commission. In doing so, we shift our culture away from leaving learning to chance to one in which we deeply understand how our inputs alter the outcomes.
- Develop school leaders through professional learning, networking, and collective problem solving to maximize efforts toward achieving missions. The Charter Commission has the ability to connect our school leaders in a meaningful way so that they can solve shared problems in collaborative ways. We can also use our national reach to connect school leaders to development opportunities that can support their schools' missions. This supports school leaders in taking healthy risks and creating innovations that are supported by their peers.
- Refine expectations through thoughtful revision and implementation of the Performance Framework that includes multiple measures of authentic achievement, revealing the superpowers of our students and orienting priorities around educational practices that matter most.
- Clarify the roles and relationships between operators and the Charter Commission so that we share expectations about how the Charter Commission holds charter schools accountable for performance.

Strategic Priority #2: Create the conditions for sustained excellence. This priority

will be driven by the following actions:

- Serve as a model, high-performing governing board with procedures for evaluating its own performance and the ability to improve.
- Work alongside policymakers to support policies and practices that increase school quality and choice regardless of the type of school.
- Seek opportunities to build coalitions around shared goals.
- Coordinate common efforts to increase equity, innovation, and capacity building with our partners at the Maine Department of Education.

Strategic Priority #3: Develop effective governing boards. This priority will be driven by the following actions:

- Define expectations for interactions between governing boards and the Charter Commission and initiate quarterly board president meetings with the Executive Director with an emphasis on financial planning, assessments of school leader performance and board performance reflection.
- Develop and deliver a robust board training curriculum that includes annual board training, new board member orientation, and board president training in coordination with national experts and partners.
- Create and distribute exemplar, externally vetted documents and policies, including agenda templates, calendars, etc.
- Develop resources and tools that support board member recruitment, selection and retention.

Strategic Priority #4: Foster collaborative innovation. This priority will be driven by the following actions:

- Build a list of state and national partners that can support innovative school practices and connect charter schools with experts to facilitate implementation.
- Investigate funding sources that support educational innovation in rural settings including rural schools grants through the USDOE and other rural schools programs and foundations.
- Deepen collaboration with organizations that share similar visions to launch initiatives that support innovative teaching and learning practices.
- Design thoughtful ways to enhance the capacity of teachers to deliver effective instruction to their students, improving student achievement and well-being.
- Spread best practices through monthly leader meetings with charter school leaders and begin quarterly meetings with board chairs.

Strategic Priority #5: Engage and activate stakeholders. This priority will be driven by the following actions:

- Engage, inspire and activate our communities through vibrant storytelling in multiple media and on myriad platforms that reveals the power and promise

of charter schools.

- Execute thoughtful and truthful reporting of charter school performance at a regular cadence so that our community can be aware of the progress charter schools are making.
- Set the table for parents to promote the value of a charter school education and empower them to speak on behalf of their schools.
- Support full enrollment at charter schools by better understanding the market conditions, demand, and available seats.
- Position charter schools as great places to work by branding for high-achieving, creative educators.

Status of the portfolio

During SY2022-23, there were ten (10) public charter schools operating in the state of Maine. As previously reported, the Commission voted in October 2022 to not renew Harpswell Coastal Academy's charter contract. The school closed on June 30, 2023.

In the spring of 2023, Commission staff began the renewal process with Maine Connections Academy. Visits with the governing board and school administration were followed by the issuance of a Year 4 Performance Report. The school submitted its renewal application over the summer. In the beginning of SY2023-24, Commission staff held focus group visits with the school's students, families, staff, administration and governing board. A public hearing followed and the Commission voted to renew MCA's charter contract for an additional five (5) years beginning 7/1/24 and ending 6/30/29.

Maine Virtual Academy and the Ecology Learning Center are currently in the fourth year of their charter contracts and we look forward to the renewal process beginning this year.

Services to support excellent performance

Panorama

Panorama's vision is that "Panorama helps schools and districts transform their approach to education, so that every student thrives in school, every student benefits from an excellent education, and every student graduates prepared with the knowledge, skills, and mindsets they need to thrive in the modern, ever-changing world. Through our work to improve education, we help create a world where every child has equitable access to opportunities in school and in society more broadly." The Maine Charter School Commission began its partnership with Panorama Education in 2016 and survey participation rates for students,

families, teachers, and staff are measured as part of the Commission's Performance Framework.

NWEA

NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. The Maine Charter School Commission began its partnership with NWEA in the fall of 2019 with the expectation that schools would administer the assessments in the fall, winter, and spring of each year. Both academic proficiency and growth are measured as part of the Commission's Performance Framework.

Infinite Campus

Infinite Campus is a powerful student information system that supports student learning by ensuring school districts streamline educational processes, promote stakeholder collaboration and personalize learning. The Commission continued its partnership with Infinite Campus throughout the 2021-22 school year with 8 of the 10 public charter schools actively using the platform.

Epicenter

Maine's public charter schools are held to a rigorous Performance Framework which measures academic, operational, and financial targets. Epicenter is a web-based platform that streamlines school operations, board governance, and school compliance activities and puts data and documents at the fingertips of authorizers and authorized schools 24/7/365. The Commission began its partnership with Epicenter in the fall of 2016 and the relationship is strong to this day. During the 2021-22 school year, the renewal application went online for the first time and a project was initiated to convert the Performance Framework into Epicenter's online Scorecard component, which will make reporting more streamlined going forward.

Lotterease

Maine public charter schools must follow enrollment as outlined in Maine State Law (Title 20-A, Chapter 112, §2404). There are many different parts to enrollment and lottery, which can be complicated when using a paper process. The Commission sought a web-based platform that could assist schools in the management of the enrollment process from the initial contact with families through full enrollment of their child(ren) and partnered with Lotterease in 2020.

Website Enhancement

During the 2021-22 school year, the Commission engaged the services of InforME (Information Resource of Maine) – the Internet gateway for businesses and citizens to interact with the government electronically. Work has begun on a major overhaul of the Commission’s current website that will include graphics, easier navigation, charter school profiles, a section on charter school governing board development, and other enhancements that we are anxious to unveil in the coming months.

ACCUPLACER

ACCUPLACER is a powerful tool that helps colleges assess student readiness for introductory credit-bearing courses and make reliable placement decisions. Charter high schools are required to administer the Accuplacer, SAT or ASVAB to each student before graduation.

Financial performance

State law allows the Charter School Commission to draw up to 3% of the annual per-pupil allocation received by each public charter school under its authorization. In FY23, the Commission remained at the 2.35% allocation.

Based on the FY23 ED279s, the Commission’s revenue was \$757,149.85 of which \$666,788.72 was spent on monitoring performance and supporting the success of Maine’s public charter schools. The balance was carried over to FY24.

Coversheet

Annual Monitoring Report Summary

Section: II. Agenda Items
Item: D. Annual Monitoring Report Summary
Purpose: Discuss
Submitted by:
Related Material: SY2022-2023 Annual Monitoring Report Summary.pdf

SY 2022-2023 Annual Monitoring Report Summary

ACADIA Academy (AA)

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH: *Considerations will be determined once the MDOE releases data from the administration of the spring 2023 Through-Year Assessment.*

SCHOOL CLIMATE: Because of the recent dissolution of the partnership with the school's Education Service Provider, and the below-average teacher, staff and student satisfaction scores reported via the Panorama survey, we recommend that school develop clear and specific strategies for increasing stakeholder investment in and satisfaction with the school.

In school year 2022-23, ACADIA Academy was successful in the following areas of the Performance Framework:

- Board effectiveness, including holding the required number of meetings and public posting of agendas and minutes on time;
- Submitting accurate, on-time reports to the Commission (91% of the time with 100% accuracy);
- A **chronic absenteeism rate of 9%, exceeding expectations** on the Performance Framework;
- A facility that supports learning; and
- Student Persistence, exceeding expectations in the number of students that remain at the school throughout the school year and year-to-year.

ACADIA has demonstrated areas that require growth on the Performance Framework in the following areas:

- **Student and Teacher/Staff Panorama Survey Results:** Both stakeholder group are in the the "does not meet expectations" range; and
- **Board Trainings:** All school board members did not complete the required online training modules.

Baxter Academy for Technology and Science (BA)

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

CHRONIC ABSENTEEISM: Given the slight increase in chronic absenteeism from SY21-22, we recommend that the school develop clear and specific goals and strategies to increase attendance for the cohort of students most at risk to be chronically absent.

SCHOOL CLIMATE: Because of the below average student satisfaction scores reported via the Panorama survey, we recommend that the school implement their strategies for increasing student investment with fidelity and closely monitor the student experience throughout the year.

In school year 2022-23, Baxter Academy for Technology and Science was successful in the following areas of the Performance Framework:

- High School Completion: The school reported a **4-year graduation rate of 96.7% “exceeding expectations” on the Performance Framework and above the state annual target for 2023;**
- Post-Secondary Readiness: 86% of students completed at least one post-secondary activity;
- Board effectiveness, including holding the required number of meetings and **“exceeding expectations”** in the board training criteria;
- Submitting accurate, on-time reports to the Commission (93% on time with 100% accuracy);
- A facility that supports learning;
- Student Persistence, **exceeding expectations** in the number of students that remain at the school throughout the school year and year-to-year; and
- **Exceeding expectations** in the customized goals related to student’s performance on the SAT and Flex Fridays.

Baxter Academy has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student Panorama Survey Results: Student results “did not meet expectations” in School Climate. While the teacher/staff results are positive, Baxter Academy staff did not meet the participation threshold of 75%, thus resulting in a “did not meet expectations” on the Performance Framework.
- Timely Reporting of Board Meeting Agendas and Minutes: The school failed to post the Board Meeting agenda and/or minutes publicly in a timely manner 3+ times over the course of the year.
- Student Attendance: Baxter reported a chronic absenteeism rate of 36.21%.

Community Regional Charter School (CRCS)

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

CHRONIC ABSENTEEISM: Given the increase in chronic absenteeism from SY21-22, we recommend that the school develop clear and specific goals and strategies to increase attendance for the cohort of students most at risk to be chronically absent.

SCHOOL CLIMATE: Because of the below average student satisfaction scores reported via the Panorama survey, we recommend that the school implement their strategies for increasing student investment with fidelity and closely monitor the student experience throughout the year.

In school year 2022-23, Community Regional Charter School was successful in the following areas of the Performance Framework:

- Academics/NWEA Assessment Results: CRCS is **exceeding** or **meeting expectations** in all reading, math, and language criteria, including both the whole school population and subgroup populations;
- High School Completion: With **92% of students graduating in 4 years**, CRCS's graduation rate is **exceeding expectations and above the state annual target for 2023;**
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, CRCS already has 82% (reading) and 83% (math) meeting the goal, including all subgroups of students;
- Postsecondary Activities: CRCS is **exceeding expectations**, with 81% of students participating in at least one postsecondary opportunity;
- Teacher/Staff Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey;
- Governing Board Effectiveness: The school has held the required numbers of meetings and is **meeting expectations** in timeliness of posting minutes and agendas publicly;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Persistence: The school is **exceeding expectations** in the number of students that remain at the school throughout the year, as well as the number of students that plan to return next year; and
- Customized NWEA Goal: The school **exceeded expectations** in all three of the customized NWEA goals.

At the conclusion of SY2022-23, CRCS successfully completed an Intervention Plan on which the school was placed in SY2021-22. The Commission reviewed the progress that CRCS had made on the criteria in the Level 2 Intervention Plan and determined that the school had met the majority of targets, specifically related to improving overall student performance and facility planning. The Commission will

continue to encourage improvement in lowering the school's chronic absenteeism rate.

CRCS has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student Panorama Survey Results: Student results “did not meet expectations” in School Climate. While the family results are positive, CRCS families did not meet the participation threshold of 35%, thus resulting in a “did not meet expectations” on the Performance Framework.
- Student Attendance: CRCS reported a chronic absenteeism rate of 40%.

Ecology Learning Center (ELC)

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT: In SY2023-24, Accuplacer results will be rated on the Performance Framework. Given that the current percentage of students meeting the goal is low, we recommend that the school develop specific strategies for increasing the academic achievement required of graduates.

CHRONIC ABSENTEEISM: Given the increase in chronic absenteeism from SY2021-22, we recommend that the school develop clear and specific goals and strategies to increase attendance.

In SY2022-23, the Ecology Learning Center was successful in the following areas of the Performance Framework:

- High School Graduation: The school held its first graduation and **100% of seniors graduated**, in addition to two juniors who graduated early;
- Postsecondary activities: The school reported that **100% of seniors** are involved in at least one postsecondary opportunity;
- Student Experience: On the Panorama survey, the school ranked in the 99% nationally when compared with like-school on students' satisfaction rate with school climate;
- Governing Board Meetings: The Governing Board meets regularly and surpassed the minimum required board meetings;
- A facility that supports learning;
- Student Persistence, **exceeding expectations** in the number of students that remain at the school throughout the school year and year-to-year; and
- Passion Projects: The school **exceeded expectations** on the customized sections of the Performance Framework, surpassing the goal of 95% participation with at least 75% of students earning an overall score of 80%-100% on their week-long winter Passion Project.

The Ecology Learning Center has demonstrated areas that require growth on the Performance Framework in the following areas:

- Teacher/Staff and Family Panorama Survey Participation Rates: Both stakeholder groups are in the "does not meet expectations" range because the school did not meet the participation requirements. However, the results are strong for the stakeholders that took the survey.
- Board Trainings: All school board members did not complete the required online training modules.
- Attendance: The school reported a chronic absenteeism rate of 49.48%.

Fiddlehead School of Arts and Sciences (FSAS)

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH: *Considerations will be determined once the MDOE releases data from the administration of the spring 2023 Through-Year Assessment.*

STUDENT AND TEACHER/STAFF SCHOOL CLIMATE: The school is not meeting expectations in student and teacher/staff satisfaction rates, as measured on the Panorama survey. We recommend that the school probe to uncover the root cause of the dissatisfaction and develop strategies to increase investment with students and teachers/staff.

CHRONIC ABSENTEEISM: Given the increase in chronic absenteeism from SY2021-22, we recommend that the school develop clear and specific goals and strategies to increase attendance.

In school year 2022-23, Fiddlehead School of Arts and Sciences was successful in the following areas of the Performance Framework:

- Family Engagement: On the Panorama survey, the school ranked in the 70-90% of like-schools nationally on family satisfaction;
- Governing Board Meetings: The School Board held the required number of meetings;
- Facility: The facility supports learning;
- Student Persistence: The school **met or exceeded expectations** for student retention over the course of the year and year-to-year; and
- Customized Section: The school **met or exceeded expectations** in all customized goals outlining codification of the academic program.

Fiddlehead School of Arts and Sciences has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student and Teacher/Staff School Climate: The school is not meeting expectations in student and teacher/staff satisfaction rates, as measured on the Panorama survey.
- Governing Board Training and Timely Publication of Meeting Minutes and Agendas: The Governing Board did not attend the required number of online trainings, and failed to publish Board Meeting agendas and minutes in a timely way.
- Attendance: The school rate of chronic absenteeism increased in SY22-23 to 35%.

Harpswell Coastal Academy (HCA)

On October 11, 2022, under MRS 20-A §2411(7), the Maine Charter School Commission acted not to renew the charter contract for Harpswell Coastal Academy (HCA). As such, the charter expired on June 20, 2023.

Renewal decisions are based on merit and objective evidence of the school's performance over the term of the charter contract in accordance with the Performance Framework developed by the Commission pursuant to Title 20-A, section 2409 and set forth in the charter contract. The Maine Charter School Commission *"Resolved, that Harpswell Coastal Academy's application for renewal was not granted due to its failure to meet or make sufficient progress toward the performance expectations set forth in the charter contract, including enrollment standards, chronic absenteeism, academics, and overall fiscal fragility."*

The Maine Charter School Commission implemented the Charter School Closure Plan with Harpswell Coastal Academy in SY2022-23. This included notifications to parties, disposition of records, and financial filings/due diligence. The school continued to operate under the current program, school calendar, and conditions of the charter through June 20, 2023, when the current charter expired.

Where possible, the school provided evidence about performance in SY2022-23, the final year of the contract. The evidence is included in the Performance Framework below. Several criteria are not applicable, due to the school's closure. Those categories have not been rated, and explanatory notes are included.

Maine Academy of Natural Sciences (MEANS)

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

CHRONIC ABSENTEEISM: MEANS demonstrated a significant improvement in attendance, with the reduction of the percentage of students who are chronically absent to 35%. We recommend that the school continue to implement the attendance strategies with fidelity with the goal of continuing to reduce the percentage of students who are chronically absent.

TEACHER/STAFF SCHOOL CLIMATE: Out of the four required scales on the Panorama Survey, the school **exceeded expectations** in two, and has room for growth in two, resulting in an overall rating of “does not meet expectations.” We recommend that the school work to understand the root cause of teacher/staff satisfaction rates and implement strategies for increasing teacher/staff investment.

In school year 2022-23, Maine Academy of Natural Sciences was successful in the following areas of the Performance Framework:

- High School Completion: With 88% of students graduating in 4 years, MEAN's graduation rate is **meeting expectations** on the Performance Framework and exceeding the state's annual goal for 2023, a significant increase from years past;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, MEANS already has 76% (reading) and 86% (math) meeting the goal;
- Postsecondary Activities: MEANS is **exceeding expectations**, with 100% of students participating in at least one postsecondary opportunity;
- Student and Family Satisfaction: The school is exceeding expectations as measured by the Panorama survey;
- Governing Board Meetings: The school has held the required numbers of meetings;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Persistence: The school is **meeting expectations** in the number of students that remain at the school throughout the year, as well as the number of students that plan to return next year; and
- Customized NWEA Goal: The school **exceeded expectations** in four of the customized goals; including students meeting individual attendance goals, the percentage of students who graduated, the percentage of students at campus and threshold who participated in NWEA testing. Additionally, the school **met** the customized engagement goal for students in threshold.

MEANS has demonstrated areas that require growth on the Performance Framework in the following areas:

- Teacher/Staff School Climate: Out of the four required scales on the Panorama Survey, the school exceeded expectations in two, and has room for growth in two, resulting in an overall rating of “does not meet expectations.”
- Governing Board Effectiveness: The Governing Board did not complete the required number of online board trainings, and did not meet expectations in timely publication of board meeting agendas and minutes.
- Attendance: While MEANS show a significant improvement in attendance, with the reduction of the percentage of students who are chronically absent to 35%, the school still has room for improvement to meet expectations on the Performance Framework.

Maine Arts Academy (MeAA)

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

STUDENT SCHOOL CLIMATE: Because student satisfaction rates are below expectations on the Panorama Survey, we recommend that the school work to understand the root cause of student satisfaction and implement strategies for increasing investment.

In school year 2022-23, Maine Arts Academy was successful in the following areas of the Performance Framework:

- High School Completion: With 98% of students graduating in 4 years, MeAA's graduation rate is **exceeding expectations** on the Performance Framework and is higher than the state annual target for 2023;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, MeAA already has 95.6% (reading) and 92.3% (math) meeting the goal, including subgroups of students;
- Postsecondary Activities: MeAA is **exceeding expectations**, with 100% of students participating in at least one postsecondary opportunity;
- Teacher/Staff and Family Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey;
- Governing Board Meetings: The school has held the required numbers of meetings;
- Governing Board Professional Development: The Governing Board completed the required number of online board trainings;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Attendance: The school reports a chronic absenteeism rate of 16.4%, **meeting expectations** on the Performance Framework;
- Student Persistence: The school is exceeding expectations in the number of students that remain at the school throughout the year, as well as the number of students that plan to return next year; and
- Customized NWEA Goal: The school **exceeded expectations** in the customize goal that 85%-95% of MEAA students will have participated in at least two activities to share their art with the community such as performances, art shows, dance competitions, volunteer performances, fashion shows and other opportunities to share their passion for the arts.

MeAA has demonstrated areas that require growth on the Performance Framework in the following area:

- Student School Climate: The school's student satisfaction rates are below expectations in School Climate when compared to other like-schools nationally.

Maine Connections Academy (MCA)

In school year 2022-23, Maine Connections Academy was successful in the following areas of the Performance Framework:

- High School Completion: With 89.5% of students graduating in 4 years, MCA's graduation rate is **meeting expectations** on the Performance Framework and exceeding the annual state target for 2023;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, MCA already has 96% (reading) and 92% (math) meeting the goal. 100% of students met the ASVAB goal, and 58% (EW) and 50% (Math) met the SAT goal.
- Postsecondary Activities: 100% of students participated in at least one postsecondary opportunity;
- Teacher/Staff, Family and Student Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey with all stakeholder groups;
- Governing Board Meetings: The school has held the required numbers of meetings and posted agendas and minutes in a timely fashion;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Attendance: The school reports a chronic absenteeism rate of 10.9%, **meeting expectations** on the Performance Framework; and
- Student Persistence: The school is **exceeding expectations** in the number of students that remain at the school throughout the year, and meeting expectations in the number of students that plan to return next year.

Not all Board members completed the required training modules during the 2022-23 school year; however, they are approaching expectations in this category.

Maine Virtual Academy (MeVA)

In school year 2022-23, Maine Virtual Academy was successful in the following areas of the Performance Framework:

- Academics/NWEA MAP Growth: Students **met expectations** for projected growth in reading and **exceeded expectations** in math and language. All subgroups but one (male, reading) met or exceeded expectations;
- High School Completion: With 100% of students graduating in 4 years, MEVA's graduation rate **exceeded expectations** on the Performance Framework and surpassed the state's annual target for 2023;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, MEVA already has 87% (reading) and 90% (math) meeting the goal, including strong results from all subgroups;
- Postsecondary Activities: 100% of students at MEVA participate in at least one postsecondary opportunity;
- Teacher/Staff, Family and Student Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey with all stakeholder groups;
- Governing Board Meetings: The school has held the required numbers of meetings and posted agendas and minutes in a timely fashion;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Attendance: The school reports a chronic absenteeism rate of 3.42%, **exceeding expectations** on the Performance Framework;
- Student Persistence: The school is exceeding expectations in the number of students that remain at the school throughout the year, and in the number of students that plan to return next year;
- Customized Framework: The school is **meeting** the goal that the median student conditional growth percentile on the NWEA is in the 50th or higher for each grade level.

MEVA has demonstrated areas that require growth on the Performance Framework in the following areas:

- Board Professional Development: School Board Members did not participate in the minimum required online training modules.

Coversheet

Annual Monitoring Reports

Section: II. Agenda Items
Item: E. Annual Monitoring Reports
Purpose: Discuss

Submitted by:

Related Material:

SY2022-23 Annual Monitoring Report - Maine Connections Academy.pdf
SY2022-23 Annual Monitoring Report - ACADIA.pdf
SY2022-23 Annual Monitoring Report - Harpswell Coastal Academy.pdf
SY2022-23 Annual Monitoring Report - Baxter Academy for Technology and Science.pdf
SY2022-23 Annual Monitoring Report - Maine Arts Academy.pdf
SY2022-23 Annual Monitoring Report - Community Regional Charter School.pdf
SY2022-23 Annual Monitoring Report - Maine Virtual Academy.pdf
SY2022-23 Annual Monitoring Report - Ecology Learning Center.pdf
SY2022-23 Annual Monitoring Report - Maine Academy of Natural Sciences.pdf
SY2022-23 Annual Monitoring Report - Fiddlehead School of Arts & Sciences.pdf

2022-23 Annual Monitoring Report

*Prepared for
Maine Connections Academy*

November 2023





Mission

The mission of Maine Connections Academy (MCA) is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program in grades 7-12 throughout the state of Maine for students who need an alternative to the traditional classroom.

Vision

The vision of MCA will be to reach students for whom a cutting-edge virtual approach provides the very best pathway to school success through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community to promote academic and emotional success for every learner.

Governing Board

Billy Thompson, President/Secretary	Jennifer Cummings, Treasurer
Ellen McBride	Connie Ronco
Jana Lapoint	

Leadership Team

Walter Wallace, Head of School	Lauren Thompson, Assist Principal
Joy Kiely, SPED Director	Amy Trunnell, Chief Financial Officer

School Profile

Year Opened	2014-15
Years in Operation	9
Grades Served	7-12
Number of Sending Districts	118
Enrollment*	466
Students on Waiting List*	93

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

Grade Level Enrollment		
7th Grade	45	10%
8th Grade	68	15%
9th Grade	103	22%
10th Grade	98	21%
11th Grade	72	15%
12th Grade	80	17%
Gender		
Male	286	61%
Female	180	39%
Race/Ethnicity		
American Indian or Alaska Native	5	1%
Asian	5	1%
Black or African American	11	3%
Hispanic/Latino	9	2%
Two or More Races	19	4%
White	417	89%
Special Education		
Students with IEPs	92	20%
General Education Students	374	80%
Economically Disadvantaged		
Yes	190	41%
No	276	59%

EXECUTIVE SUMMARY

The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

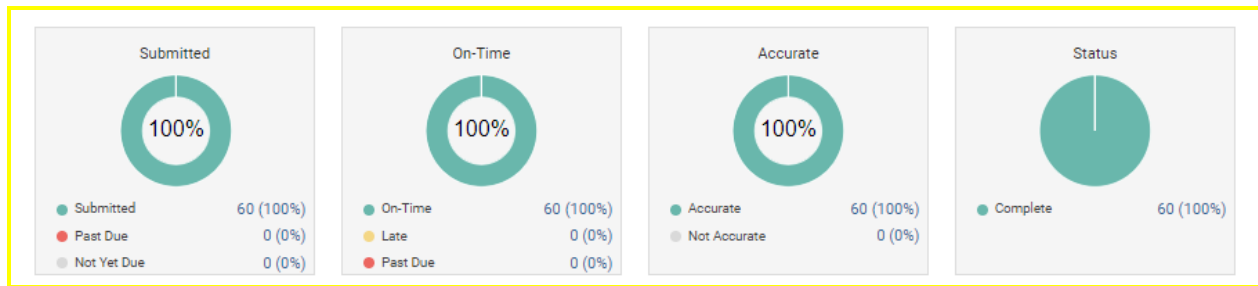
The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Maine Connections Academy was on cycle to have a Site Visit at the end of the 2022-23 school year.

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> School Leader Evaluation Tool
<ul style="list-style-type: none"> Current enrollment and demographics 	<ul style="list-style-type: none"> Staff Roster
<ul style="list-style-type: none"> Current organizational chart 	<ul style="list-style-type: none"> Panorama school climate survey results
<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> School's self-assessment
<ul style="list-style-type: none"> Board member meeting attendance 	<ul style="list-style-type: none"> Previous year's monitoring report [as applicable]
<ul style="list-style-type: none"> School's strategic plan [as applicable] 	<ul style="list-style-type: none"> School's reported performance framework results
<ul style="list-style-type: none"> ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> Copies of current recruitment materials
<ul style="list-style-type: none"> Professional Development Calendar 	<ul style="list-style-type: none"> Student enrollment application

Document review is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The

table below summarizes the charter districts' report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

In school year 2022-23, Maine Connections Academy was successful in the following areas of the Performance Framework:

- High School Completion: With 89.5% of students graduating in 4 years, MCA's graduation rate is **meeting expectations** on the Performance Framework and exceeding the annual state target for 2023;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, MCA already has 96% (reading) and 92% (math) meeting the goal. 100% of students met the ASVAB goal, and 58% (EW) and 50% (Math) met the SAT goal.
- Postsecondary Activities: 100% of students participated in at least one postsecondary opportunity;
- Teacher/Staff, Family and Student Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey with all stakeholder groups;
- Governing Board Meetings: The school has held the required numbers of meetings and posted agendas and minutes in a timely fashion;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Attendance: The school reports a chronic absenteeism rate of 10.9%, **meeting expectations** on the Performance Framework; and
- Student Persistence: The school is **exceeding expectations** in the number of students that remain at the school throughout the year, and meeting expectations in the number of students that plan to return next year.

Not all Board members completed the required training modules during the 2022-23 school year; however, they are approaching expectations in this category.

Maine Connections Academy is currently in the penultimate year of the current contract. The Maine Charter School Commission will vote on the school’s renewal during the October 2023 Commission Meeting.

End of Year Meeting

On June 6, 2023, the Maine Charter School Commission staff met with Billy Thompson, Maine Connections Academy Governing Board Chairperson; Walter Wallace, Head of School; Lauren Thompson, Assistant Principal; Joy Kiely, Special Education Director; Connie Ronco, Board Member; and Amy Trunnell, Chief Financial Officer to review the MCA charter application timeline and to discuss updated data and information.

Attendance

MCA is reporting a 2023 chronic absenteeism rate of 10.9%, which is **below the state average and meets expectations** on the Performance Framework. MCA has consistently low chronic absenteeism and credits the success with their proactive tiered process whereby they identify students who are at risk of low attendance, and meet with them and their families to develop a plan. Students and families have regular check-ins with the MCA learning coach to problem-solve, and hear frequent and consistent messaging about the importance of attendance.

Graduation

MCA reports that 89.5% of seniors graduated in 4-years. This increase allows MCA to **meet expectations** on the Performance Framework and exceeds the annual state target for 2023, and shows a strong improvement in graduation data over time. MCA attributes this improvement to efforts to improve teaching and learning, which has led to increased course passing rates, which ultimately leads to a higher graduation rate as more students are on-cohort and mastering the required standards.

MCA’s passing rates reflect a positive trend across all grades and subject areas from 2019-20 to the first semester of 2021-22, as shown in the below table, noted from MCA approved application to increase student enrollment.

Passing Rates at MCA

	ELA		Math	
<i>Grades</i>	7-8	9-12	7-8	9-12

MCA 2021-22	94%	86%	90%	92%
MCA 2020-21	94%	87%	88%	93%
MCA 2019-20	84%	83%	84%	85%
	Science		Social Studies	
<i>Grades</i>	<i>7-8</i>	<i>9-12</i>	<i>7-8</i>	<i>9-12</i>
MCA 2021-22	91%	90%	87%	91%
MCA 2020-21	96%	90%	90%	96%
MCA 2019-20	92%	86%	88%	86%

Over the past several years, MCA has increased support staff in order to increase student achievement. Positions include a full time math interventionist, a full time reading interventionist, a full time staff member who oversees all academic and behavior interventions, a Multiple Pathways staff member to support students who are off-cohort, a special education teacher, an advisory teacher to support students and families with academic planning, a social worker and a full time staff member who provides academic and behavioral support to students on an IEP. Additionally, the school decreased the number of students in each advisory to increase connections and points-of-contact with families. MCA added a new intervention program to increase engagement from reluctant learners called Lexia Power UP. Finally, the school has focused staff professional development on increasing student engagement in a virtual setting and has hosted several Marzano Group trainings and staff Book Study.

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

Subsequently, schools expressed a concern with the possibility of double testing students in the spring of 2023 (i.e., administering the NWEA MAP Assessment *and* the Through-Year Assessment). There were assurances made by the MDOE that the Through-Year Assessment results would show academic growth *comparable* to the growth results from the NWEA MAP Assessment and based on those assurances schools were allowed to apply for a waiver of the Commission-required NWEA MAP Assessment. ACADIA Academy applied for, and was granted, the waiver for the administration of the NWEA MAP Assessment in the spring. Because the data from the spring administration of the Through-Year Assessment has not been released, academic growth outcomes for students in grades 3-8 cannot be determined; nor can any subgroup analysis be done at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. Percentage of students assessed: Percentage of Students “At State Expectation”: Percentage of Students “Above State Expectation”:
1.1b	Student Academic Proficiency -	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.	This indicator will not be rated in SY22-23.

	MDOE Through-Year Assessment, Math	Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	Ratings will be developed after the baseline is established Percentage of students assessed: Percentage of Students “At State Expectation”: Percentage of Students “Above State Expectation”:
1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible ¹ students meeting their projected growth on NWEA MAP reading . <i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i> *NOTE - School received NWEA Testing Waiver for Spring 2023*	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i> *NOTE - School received NWEA Testing Waiver for Spring 2023*	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i> *NOTE - School received NWEA Testing Waiver for Spring 2023*	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>	Exceeds Expectation Exceeds 55%

¹ Eligible is defined as having both a fall and spring score.

		<p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School received NWEA Testing Waiver for Spring 2023</p>	<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4b	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School received NWEA Testing Waiver for Spring 2023</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4c	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School received NWEA Testing Waiver for Spring 2023</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.5	<p>High School Completion</p>	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:</p> <p>2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of</i></p>	<p>Exceeds Expectation Exceeds 90%</p>
			<p>Meets Expectation Meets annual target</p> <p>School reported 89.5% of students graduated in 4-years.</p>

		<p>2030.</p> <p>Maine Department of Education Graduation Rates by Year</p>	<p>Approaching Expectation Less than 5% below target</p>
			<p>Does Not Meet Expectation 5% or more below target</p>
1.6a	Post Secondary Readiness	<p><u>Beginning in SY 2023-2024</u>, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 in math or; • ASVAB score of 31 or higher <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>School report the following percentages met the goal:</p> <ul style="list-style-type: none"> • Accuplacer Reading: 96% • Accuplacer Math: 92% • SAT EW: 58% • SAT Math: 50% • ASVAB: 100% 	In SY 2022-2023, schools will report the data, but will not be rated.
1.6b	Post Secondary Readiness/ Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>School reported the following percentage met the goal for subgroups:</p> <ul style="list-style-type: none"> • Accuplacer: Students on 504s in Math 	In SY 2022-2023, schools will report the data, but will not be rated.
1.6c	Post Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully² participated in at least one post-secondary activity such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, career technical coursework or internship.</p>	<p>Exceeds Expectation Exceeds 80%</p> <p>MCA reported that 100% of students participated in at least one postsecondary opportunity.</p>
			<p>Meets Expectation 70%-79.9%</p>
			<p>Approaching Expectation 60%-69.9%</p>
			<p>Does Not Meet Expectation Fewer than 60%</p>
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support.	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>School reported that 37 families</p>

² Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

			filled out the FAFSA.
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.
2.2	Family Engagement: Panorama School Climate Survey-Family Results	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>MCA's family participation was 41%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 99th percentile nationally compared to like schools School Safety - In the 99th percentile nationally compared to like schools School Fit - In the 60th percentile nationally compared to like schools 	Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools
			Meets Expectation All 3 of the 3 required scales in the average range for like schools
			Approaching Expectation 2 of the 3 required scales in the average range for like schools
			Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%
2.3	School Climate: Panorama School Climate Survey-Student Results	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>MCA's student participation rate was 87%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 99th percentile nationally compared to like schools <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools
			Meets Expectation All 4 of the 4 required scales in the average range for like schools
			Approaching Expectation At least 3 of the 4 required scales in the average range for like schools
			Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%
2.4	School Climate: Panorama School Climate Survey-Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p>	Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools
			Meets Expectation All 4 of the 4 required scales in the average range for like schools

		<p>MCA's teacher/staff participation rate was 94%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> • School Climate - In the 93rd percentile nationally compared to like schools • School Leadership - In the 93rd percentile nationally compared to like schools • Professional Learning - In the 97th percentile nationally compared to like schools • Feedback and Coaching - In the 93rd percentile nationally compared to like schools 	<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	<p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> • Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> • The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> • The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school.</p> <p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols.</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	Meets Expectation 6 or more meetings

³ A school year is July 1 - June 30

	Board operations		Does Not Meet Expectation 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	Meets Expectation All minutes and agendas posted timely
			Approaching Expectation 1-2 items not posted timely
			Does Not Meet Expectation 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. 100% of required reports/documents were submitted on time with 100% accuracy	Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete
			Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete
			Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.
			Meets Expectations 100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance	Exceeds Expectations Charter District Leadership has obtained an environmentally

⁴ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

		and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment

4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0

4.3	Financial Planning and Budgeting	<p>Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.</p> <p>The 3-year annual financial plan is due on August 31st.</p>	<p>Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p> <p>Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>
SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW			
5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	<p>Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments</p> <p>Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p>Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Attendance	<p>Chronic absenteeism rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁵ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.</p>	<p>Exceeds Expectation Fewer than 10%</p> <p>Meets Expectation 10%-18% <i>School reports chronic absenteeism of 10.9%.</i></p> <p>Approaching Expectation 17.9%-25%</p> <p>Does Not Meet Expectation Greater than 25%</p>
5.3	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁶ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day⁷.</p>	<p>Exceeds Expectation More than 90% <i>School reports 90% student persistence throughout the school year.</i></p> <p>Meets Expectation</p>

⁵ Chronically absent is defined as missing 10% or more of school days.

⁶ Student resident in the state of Maine

⁷ Student Count Day is October 1

			85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
5.4	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	Exceeds Expectation Exceeds 90%
			Meets Expectation 85%-89.9%
			<i>School reports 86% recurrent enrollment from one year to the next.</i>
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Participation in extracurricular activities	At least 80% of students will participate in 1 or more school sponsored field trips, activity day, special event, or club.	Exceeds Expectation Exceeds 85%
			Meets Expectation 75%-84.9%
			Approaching Expectation 65%-74.9%
			Does Not Meet Expectation Fewer than 65%

MID-YEAR MEETING REPORT

**2022-23 Mid-Year Meeting
Maine Connections Academy**

March 30, 2023

On March 8, 2023, the Maine Charter School Commission staff completed a mid-year meeting in person and via Zoom with Billy Thompson, Maine Connections Academy Governing Board Chairperson; Walter Wallace, Head of School; Lauren Thompson, Assistant Principal; and Amy Trunnell, Chief Financial Officer. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- No recommendations at this time.

Academic

Maine Connections Academy (MCA) outperformed the state average in English Language Arts on the NWEA MAP Assessment with 90.4% of the students meeting or exceeding expectations (state average for SY2021-22 was 83.8%). In Reading, MCA's NWEA MAP projected RIT growth is 41.2%, which is below the national average (45%-55%). In Language, NWEA MAP Growth's projected RIT growth is 55.4%, above the national average.

MCA outperformed the state average in Math on the NWEA MAP Assessment with 92.3% of students meeting or exceeding expectations (state average for SY2021-22 was 81.3%). The percentage of students meeting school-wide projected RIT growth in math is 49.5%, meeting the national average for growth.

School leadership reports that they are focused on retaining students and supporting them to pass their classes successfully. The flexibility of the schedule allows teachers to spend time supporting students individually and in small groups to master standards needed for class completion. The school team reports that the passing rate has increased to 92% of students passing classes. The team notes that supporting all students has been the focal point of professional development. Teams meet to discuss students and put action plans in place to support them to succeed. Professional development has been more structured this year, which has been met with positive feedback from the teaching staff. The school recently completed a professional development cycle with the Marzano Group.

The school has determined that they will administer the NWEA in the state-required/ Commission-required grades and the Accuplacer or SAT in high school. MCA has administered the Accuplacer to all students in 12th grade and reports that they have already met the SY2023-24 participation rates and performance target. The students that elected to take the SAT opted out of the Accuplacer assessment.

The school team noted that their teachers are focused on increasing the academic performance of students in subgroup populations, specifically those on IEPs. Teachers use "Supervision Meetings" to discuss individual student data and to action plan. The school has four teachers devoted to special education who meet with the Special Education Director regularly to review performance data.

Attendance

MCA's SY2021-22 rate of chronic absenteeism was 7.9%, where they exceeded expectations on the Performance Framework. The school reports that their current rate of chronic absenteeism is 8.96%, putting them significantly below the state average. If their rate of chronic absenteeism continues until the end of the year, the school will again exceed expectations on the Performance Framework.

The school noted that students are required to be in school online each day for a minimum of five hours to be counted as present. Every live lesson is recorded and teachers require students to complete an exit ticket assignment at the end of each lesson. This allows students to make up schoolwork, if needed.

Graduation

MCA's SY2021-22 graduation rate was 73.9%, lower than the state average of 86.3% and not meeting expectations on the Performance Framework. The school team reports that they expect 79% of seniors to graduate this year. The school notes that their graduation rates have continued to trend upwards over the last three years, and continue to be lower than their goal. The school attributes the growth in their graduation rate to several factors, including hiring a teacher to assist students who are offtrack for graduation to form a credit-recovery plan. The school notes that their graduation goal is 86%, and while they do not anticipate reaching it this year, they plan to get close. The school team reported that they hold students to a high bar for graduation expectations, requiring students to accrue more than the minimum number of credits required by the state for graduation. Additionally, MCA accepts students throughout the year at all grade levels, unlike similar high schools. Supporting students who enter the school who are undercredited in 11th and 12th grades continues to pose a challenge.

Financial Performance

MCA is low risk in all financial criteria on the Performance Framework and maintains a strong financial position. The school has recently allocated additional resources to student support, creating new interventionist positions to support students in reading and math, a Social Worker, and positions to support students who are off-track to graduate. The school has invested in Pearson's electives courses, offering the students a vast and varied selection of optional online electives courses. The school team notes that funds are directed to positions that directly support students, and not to additional administration. The school is able to maintain an efficient administrative team because of the "extensive" administrative support from Pearson.

Student Enrollment and Recruitment

The school's current enrollment is 457 students. MCA recently had a charter amendment approved by the Commission to increase their enrollment to 500 students next year. The school is confident that they will enroll 500 students in SY2023-24 due to their robust waitlist.

Facilities

Although MCA is a virtual school, they are required to maintain a facility from which teachers and administrators work. The school is currently analyzing facility needs and discussing options for facilities to pursue when their current lease ends in August 2024.

Governing Board

The Board Chair reports that the board functions well. There are currently no open seats on the board. The Board Chair noted successes of the board including a smooth transition of presidency, strong attendance at meetings, proficiency using Boardable software, and knowledgeable and involved members. The Board Chair notes that an area of improvement is encouraging all board members to complete the required Epicenter board training.

The Board Chair noted that they work with Pearson to determine board agendas and that they receive a financial update at every meeting. Teachers periodically present at Board Meetings to help board members gain a deeper understanding of the school program. Twice yearly the board discusses school and school leadership goals. The Board Chair named the stabilization of school leadership as the essential ingredient that has led to the academic improvement at MCA over the past several years. The Board Chair hopes that the virtual nature of the school can be used as a model for other schools, especially as it relates to students taking classes with like-minded students across the country.

2022-23 Annual Monitoring Report

*Prepared for
ACADIA Academy*

November 2023





ACADIA ACADEMY

A Charter Academy for Developing Independence & Achievement

Mission

- **ACADIA will...**provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades Pre-K through 5th.
- **We will...**promote high educational achievement through direct teaching opportunities that are entwined with extensive experiential learning opportunities.
- **ACADIA faculty and staff will...**support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation.
- **We will...**support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.

Vision

- **ACADIA staff will...**provide for a unique and innovative educational experience.
- **ACADIA students will...**fully participate within our learning community, experiencing rigorous daily instruction consisting of carefully selected curricula to allow for academic acceleration, small group interaction, and meaningful application.
- **Authentic, relevant experiential activities will...**provide critical opportunities for our students to grasp real world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students.
- **Our students will...**be challenged to meet high expectations for academic performance, social and emotional competence, and demonstrate evidence of commitment to their community.
- **We expect students to...**embrace high standards of personal accountability and commitment to their personal learning journey through innovative, projects of self-study and interest.

Governing Board

Amy Dieterich, President	Sean Siebert, Vice President
Christopher Brann, Treasurer	Julie McCabe, Secretary
Donald Dearborn	Kate Dumais
Justin Good	Jon Mercier
Danielle Moreau	

Leadership Team

Casey Baugher, Director	Emily Giorgetti, SPED Coordinator
Heather Bucklin, CTOL	Tracy Turner, Operations Manager

School Profile

Year Opened	2016-17
Years in Operation	7
Grades Served	PreK-6
Number of Sending Districts	13
Enrollment*	247
Students on Waiting List*	13

*On 10-1-22 (State Student Count Day)

Grade Level Enrollment		
Pre-K	33	13%
KG	33	13%
1st Grade	34	14%
2nd Grade	35	15%
3rd Grade	33	13%
4th Grade	27	11%
5th Grade	33	13%
6th Grade	19	8%
Gender		
Female	115	47%
Male	132	53%
Race/Ethnicity		
American Indian or Alaska Native	1	<1%
Asian	2	<1%
Black or African American	9	4%
Hispanic/Latino	1	<1%
Two or More Races	3	1%
White	231	94%
Special Education		
Students with IEPs	40	16%
General Education Students	207	84%
Economically Disadvantaged		
Yes	58	24%
No	189	76%

EXECUTIVE SUMMARY

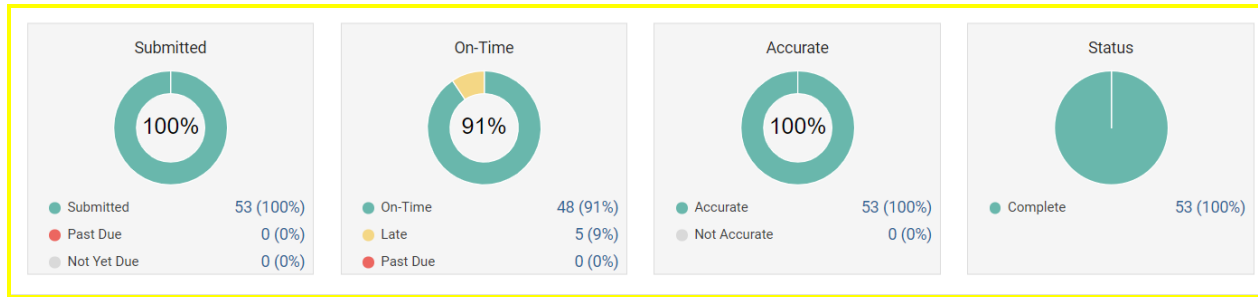
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). ACADIA Academy was not on cycle to have a Site Visit at the end of the 2022-23 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that receive an in-person visit.

Key documents and other information reviewed to determine progress on the charter district’s performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> School Leader Evaluation Tool
<ul style="list-style-type: none"> Current enrollment and demographics 	<ul style="list-style-type: none"> Staff Roster
<ul style="list-style-type: none"> Current organizational chart 	<ul style="list-style-type: none"> Panorama school climate survey results
<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> School’s self-assessment
<ul style="list-style-type: none"> Board member meeting attendance 	<ul style="list-style-type: none"> Previous year’s monitoring report [as applicable]
<ul style="list-style-type: none"> School’s strategic plan [as applicable] 	<ul style="list-style-type: none"> School’s reported performance framework results
<ul style="list-style-type: none"> ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> Copies of current recruitment materials
<ul style="list-style-type: none"> Professional Development Calendar 	<ul style="list-style-type: none"> Student enrollment application

Document is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts' report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH: *Considerations will be determined once the MDOE releases data from the administration of the spring 2023 Through-Year Assessment.*

SCHOOL CLIMATE: Because of the recent dissolution of the partnership with the school's Education Service Provider, and the below-average teacher, staff and student satisfaction scores reported via the Panorama survey, we recommend that school develop clear and specific strategies for increasing stakeholder investment in and satisfaction with the school.

In school year 2022-23, ACADIA Academy was successful in the following areas of the Performance Framework:

- Board effectiveness, including holding the required number of meetings and public posting of agendas and minutes on time;
- Submitting accurate, on-time reports to the Commission (91% of the time with 100% accuracy);
- A **chronic absenteeism rate of 9%, exceeding expectations** on the Performance Framework;
- A facility that supports learning; and
- Student Persistence, exceeding expectations in the number of students that remain at the school throughout the school year and year-to-year.

Additionally, the school identified several other areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Mission and Vision: “Our focus became restructuring our academic schedule to meet existing academic areas of concern. Further, we provided additional training and resources so that we could strengthen our staff’s education in SEL curriculum (Next Step) and restorative practices protocols. We found that the implementation of a dedicated experiential block, with accompanying exhibition, created a culture where students and staff felt comfortable interacting with “key experience” (experiential) focused projects.”
- Discipline: “We saw a marked decline in administrative intervention. We provided ongoing internal training and resources on restorative practices and contracted with a BCBA for individualized classroom behavioral management support. Because of our many new initiatives, we tracked less moderate or greater classroom behaviors (outside of those students with specific behavioral plans).”
- Student Needs: “ACADIA partnered with the Auburn Public Library to provide bi-weekly library services to all ACADIA students; this included monthly visits to the library and support from the organization. Physical wellness was also an identified area of need. This year, we hosted many student wellness clinics (i.e. dental, vision, other services) that were free of charge to all ACADIA families. Each clinic was hosted during and after the school day. We received considerably positive feedback for these events.”
- Recruitment, Retention, and Enrollment: “Enrollment has been a bright spot for ACADIA. After our initial lottery, we have maintained a waitlist across all grade levels (PK-6). After open enrollment, we quickly filled our spots with an expectation of 255-260 students for next year. Although we have had some impact on enrollment with the JFM/MMCC departure notification in April, we remain confident that the greatest challenges with that relationship ending has passed. We have, however, lost a number of students in May and June of this year. Each of these departures were a result of family circumstances (i.e. moving etc.) or our relationship with JFM/MMCC ending. We are fortunate that our efforts to expand and connect with the most vulnerable in our community has been paying off. We were very pleased by the number of new families, without a connection to the school, who joined this year’s lottery. In general, we continue to look for new avenues to explore recruiting different populations of diverse students within our typical catchment. The greatest challenge that we need to solve is the development of a food program. For many families, ACADIA is difficult to consider knowing we don’t have a school lunch program.”

- **Family Involvement:** Although the school did not meet the 35% participation rate on the Panorama survey that the Commission Requires, the 25% of families that filled out the survey rate the school in the 80-99% percentile nationally. In the Self-Assessment Report, the school noted that “ACADIA provides a considerable amount of opportunities for family involvement. Our survey data would indicate that families feel they have adequate opportunities to participate in the ACADIA community and their child’s education. We have a school wide committee dedicated to the exploration and provision of family engagement.”

ACADIA has demonstrated areas that require growth on the Performance Framework in the following areas:

- **Student and Teacher/Staff Panorama Survey Results:** Both stakeholder group are in the the “does not meet expectations” range; and
- **Board Trainings:** All school board members did not complete the required online training modules.

Notably, at the end of the 2022-23 school year, ACADIA dissolved their long-standing relationship with John F. Murphy Homes, their Educational Service Provider. The organizational change was deemed necessary by the School Board and school leadership, while also providing challenges to the school climate and finances. The school noted in the Self-Assessment Report that “Since the original concerns were raised by the commission in 2016 (our founding year) about the structural relationship with JFM, the relationship has continued to deteriorate. Recently, this relationship has been tumultuous with their leadership. ACADIA has endured a steady increase in prices that peaked in April of this year. For several years, ACADIA has not operated with an existing contractually defined relationship, nor a fee for service table. Our new school leadership prioritized an examination of this relationship (SPED and HR/Finance) to determine long-term efficacy and appropriateness. We determined in March of 2023 that we would transition all HR and finance functions away from JFM.”

ACADIA leadership reported that “ACADIA was met with several very large financial challenges for 22-23. The financial increases with JFM put our second and third quarters into a deficit. Although the SPED financial problems hit us hard, we are able to budget SPED appropriately for 23-24 with these services being fully in house. Bringing on a CFO has provided us with greater financial transparency and communication; this will prevent the types of increases that were not proctored appropriately before. The creation of new controls and protocols have already increased staff satisfaction particularly with our new payroll processor. Our operating budget for 23-24 will be fully balanced and should meet all school-wide needs.”

In the Self-Assessment Report, the school leaders noted the additional challenge of food services. “Providing a school lunch program is a continued area of need and exploration. Given the feedback we received in the community, it is evident that we can widen our enrollment within our catchment by providing one. We have several problems associated with this move: lack of clarity from MDOE on funding, physical infrastructure, and staffing. We’re hopeful this will change for 24-25. Our ESP relationship has put an enduring burden on our school finances this year with marked increases in SPED services.”

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

Subsequently, schools expressed a concern with the possibility of double testing students in the spring of 2023 (i.e., administering the NWEA MAP Assessment *and* the Through-Year Assessment). There were assurances made by the MDOE that the Through-Year Assessment results would show academic growth *comparable* to the growth results from the NWEA MAP Assessment and based on those assurances schools were allowed to apply for a waiver of the Commission-required NWEA MAP Assessment. ACADIA Academy applied for, and was granted, the waiver for the administration of the NWEA MAP Assessment in the spring. Because the data from the spring administration of the Through-Year Assessment has not been released, academic growth outcomes for students in grades 3-8 cannot be determined; nor can any subgroup analysis be done at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating

1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p>	<p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established.</p> <p>Percentage of Students Assessed:</p> <p>Percentage of Students “above state expectation”:</p> <p>Percentage of Students “at state expectation”:</p>
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p>	<p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established</p> <p>Percentage of Students Assessed:</p> <p>Percentage of Students “above state expectation”:</p> <p>Percentage of Students “at state expectation”:</p>
1.2		<p>Students will read on grade level based on the school's assessment tool by the end of the third grade.</p> <p>Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.</p>	<p>The Commission will monitor a charter school's percentage of students reading on grade level at the end of third grade.</p> <p>ACADIA uses Fountas and Pinnell and reports that 55% of 3rd grade students are reading on grade level.</p>
1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible¹ students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p>*NOTE - School received NWEA Testing Waiver for Spring 2023*</p>	<p>Exceeds Expectation Exceeds 55%</p> <p>Meets Expectation Between 45%-54.9%</p> <p>Approaching Expectation Between 35%-44.9%</p> <p>Does Not Meet Expectation Below 35%</p>
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p>	<p>Exceeds Expectation Exceeds 55%</p>

¹ Eligible is defined as having both a fall and spring score.

		<p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*NOTE - School received NWEA Testing Waiver for Spring 2023*</p>	<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.3c	<p>Student Academic Growth: NWEA MAP Growth 3rd-8th</p>	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions</p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*NOTE - School received NWEA Testing Waiver for Spring 2023*</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4a	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading.</p> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*To be reported, subgroups must have at least 10 students or 5% of the student population.</p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4b	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*To be reported, subgroups must have at least 10 students or 5% of the student population.</p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>

1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.49%
			Does Not Meet Expectation Below 35%

SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.
2.2	Family Engagement: Panorama School Climate Survey -Family Results	<p>Results from 3/3 required scales* for the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>ACADIA’s family participation was 25%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 80th percentile nationally compared to like schools School Safety - In the 99th percentile nationally compared to like schools School Fit - In the 90th percentile nationally compared to like schools <p>Results in 3 of 3 required scales are in the “Exceeds Expectation” range, but school “Does Not Meet” the target due to low family participation.</p>	Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools
			Meets Expectation All 3 of the 3 required scales in the average range for like schools
			Approaching Expectation 2 of the 3 required scales in the average range for like schools
			Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%
2.3	School Climate: Panorama School Climate Survey -Student Results	<p>Results from 4/4 of the required scales* for the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>ACADIA’s student participation rate was 95%. Results on the required scales are as follows:</p>	Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools
			Meets Expectation All 4 of the 4 required scales in the average range for like schools
			Approaching Expectation At least 3 of the 4 required scales in the average range for like

		<ul style="list-style-type: none"> School Climate - In the 30th percentile nationally compared to like schools (grades 3-5) and in the 10th percentile nationally compared to like schools (grade 6) <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	<p>schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.4	School Climate: Panorama School Climate Survey -Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* from the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>ACADIA's teacher/staff participation rate was 49%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 30th percentile nationally compared to like schools School Leadership - In the 23rd percentile nationally compared to like schools Professional Learning - In the 35th percentile nationally compared to like schools Feedback and Coaching - In the 10th percentile nationally compared to like schools 	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p>
			<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p>
			<p>Approaching Expectation School develops and partially implements the plan</p>
			<p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p>
			<p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p>

		<p>processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.</p> <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ² in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	<p>Meets Expectation 6 or more meetings</p>
			<p>Does Not Meet Expectation 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ³ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	<p>Meets Expectation All minutes and agendas posted timely</p>
			<p>Approaching Expectation 1-2 items not posted timely</p>
			<p>Does Not Meet Expectation 3 or more not posted timely</p>
3.4	Reporting Accuracy and Timeliness	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p>91% of required documents/reports were submitted on time with 100% accuracy</p>	<p>Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete</p>
			<p>Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete</p>
			<p>Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete</p>
			<p>Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	<p>Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.</p>
			<p>Meets Expectations</p>

² A school year is July 1 - June 30

³ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with <i>20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10</i> Public School Approval Requirements and Citation Chart	Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days

			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive

			cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st.	Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments
			Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Attendance	<p><u>Chronic absenteeism</u> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁴ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated. School reports 34% of Pre-K students were chronically absent.</p>	Exceeds Expectation Fewer than 10%
			School reports a chronic absenteeism rate of 9%.
			Meets Expectation 10%-18%
			Approaching Expectation 17.9%-25%

⁴ Chronically absent is defined as missing 10% or more of school days.

			Does Not Meet Expectation Greater than 25%
5.3	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶ .	Exceeds Expectation More than 90% <i>School reports 99% school year persistence.</i>
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
5.4	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	Exceeds Expectation Exceeds 90% <i>School reports 92% year-to-year persistence.</i>
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Mission and Vision	By the end of the school year 85%-95% of students will have successfully completed 3 out of 3 experiential learning projects (Eagle Soar Projects).	Exceeds Expectation Exceeds 95%
			Meets Expectation 85%-94.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
6.2a	Student Academic Growth: NWEA MAP Growth	Students in grades K, 1 and 2 will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP reading .	Exceeds Expectation Exceeds 70%
			Meets Expectation Between 60%-69.9%
			Approaching Expectation Between 50%-59.9%
			Does Not Meet Expectation Below 50%

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

6.2b	Student Academic Growth: NWEA MAP Growth	Students in grades K, 1 and 2 will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <u>math</u> .	Exceeds Expectation Exceeds 70%
			Meets Expectation Between 60%-69.9%
			Approaching Expectation Between 50%-59.9%
			Does Not Meet Expectation Below 50%

MID-YEAR MEETING REPORT

**2022-23 Mid-Year Meeting
ACADIA Academy**

March 21, 2023

On March 16, 2023, the Maine Charter School Commission staff completed a mid-year meeting in person and via Zoom with Amy Dieterich, the ACADIA Academy Governing Board Chairperson; Casey Baugher, Executive Director; and Heather Bucklin, the Coordinator of Teaching and Learning. Topics covered included academic proficiency and growth, student attendance, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- **COMPLETE THE AUDIT PROCESS EARLIER** - The School Administration and Board Finance Committee should review the audit process to ensure timely reporting. Review loan documents to determine if there is a timeline requirement for the audit to be completed.

Academic

In SY 21-22, ACADIA Academy outperformed the state average in both Reading and Math on the NWEA MAP Growth Assessment. 95.6% of the school’s students met or exceeded expectations in Reading (state average: 83.8%) and 89.5% of the students met or exceeded expectations in math (state average: 81.3%). The school reported lower than average growth on the NWEA Map Growth Assessment from Fall 2022 to Winter 2023; reporting 34% of students meeting projected growth in reading and 29% in Math. If the

school maintains similar growth projection percentages on the Spring NWEA MAP Growth Assessment, they will not meet expectations on the Performance Framework. School leadership discussed the “high proficiency/low growth” trend in the data and hypothesized several contributing factors, such as a lack of investment in standardized tests, and the relative challenge of students with high proficiency also demonstrating high growth.

The school noted students that fall into lower growth categories are targeted for small group intervention. The school chose to administer the optional winter NWEA assessment, and prioritized increasing investment in the assessment.

The school leadership noted a concern that due to the required “double testing” in the Spring with the NWEA Map Growth required by the Maine Charter School Commission, and the Maine Through-Year Assessment, required by the state, students may experience test fatigue, which could impact results negatively.

Attendance

ACADIA Academy reports a significant decrease in chronic absenteeism this year. In SY 2021-22, ACADIA’s chronic absenteeism was 42.2%. Currently, for SY 2022-23, the school is projecting that 16% of their students are chronically absent. ACADIA attributes this decrease in chronic absenteeism to adjusted COVID protocols, and the strong relationships between staff and families. If the school maintains the rate of 16% of students being chronically absent until the end of the year, they will meet expectations on the Performance Framework.

Financial Performance

ACADIA is currently reporting “low risk” on almost all criteria in the Performance Framework. The school noted that the combination of a decrease in enrollment and the increasing cost of services for students on IEPs is reflected in their budget. The school will fill all seats for SY 2023-24, and maintain a waitlist, which will alleviate the strain from the enrollment decrease in further years. The school leadership named staff changes and COVID restrictions as drivers of their temporary enrollment decrease.

The school partners with John F. Murphy Homes (JFM) to provide services to students at ACADIA on IEPs, including the hiring and management of school staff who serve students on IEPs. School Leadership noted that the service is expensive and that they are reviewing the partnership closely to determine if it is affordable moving forward.

ACADIA's finance team is going through a staffing transition. The school is moving away from contracting with JFM as a financial service provider, and is bringing finance and human resources work in-house. The school recently hired personnel to manage finance. JFM will continue to be involved during the transition of the new personnel and with the 3-year financial plan development.

The school leadership notes that they benefit from significant financial support from one donor family, for which they feel grateful.

The SY 2022-23 financial audit was received at the end of December 2022. Commission Staff advised the school to complete the audit earlier to assist with financial planning. The staff advised the school to review their debt agreement for a deadline to complete the annual audit to ensure they are in compliance with their debt agreement, or if they should apply for a timeline waiver from the bank.

Student Enrollment and Recruitment

At the time of the mid-year meeting, ACADIA reported 248 students enrolled in the school. The projected enrollment next year is 262 students. There are 105 students on the waitlist for next year, with a waitlist at every grade level. School leadership attributes the increase in enrollment to several factors, including a strong community where students and families choose to stay. The school has had only one student unenroll this year and one student who is currently enrolled choose not to enroll next year. The school has prioritized student and family events throughout the year, such as the "Eagle Soar" events, and the establishment of afterschool clubs for students.

ACADIA piloted the use of Lotterease to streamline enrollment and lottery logistics and report that it is a helpful tool that they plan to continue to use.

School leaders report that they are committed to increasing the diversity of their student population to be more representative of the Lewiston community. The high student retention provides a small window to increase diversity, as more open seats are in Pre-K and 50% of next year's open seats will go to siblings of current students, who are prioritized in the lottery. The school attends community forums to advertise the school and confront misconceptions about the charter schools.

Facilities

The school reports that the facility is in strong shape and there are no current plans to improve or expand the facility.

Governing Board

The Board Chair reports strong board performance. The Executive Director provides a report at monthly board meetings on academic successes, challenges and operational issues. There is a Finance Committee that meets regularly and at minimum quarterly finance reports to the full board. The board makes modifications to the budget as needed and reviews and signs off on the annual audit. Heather Bucklin, the Coordinator of Teaching and Learning, joins board meetings periodically to discuss assessment data and report on student interventions.

The Board Chair reports that there is a core group of board members that have been with the school since before it was founded and she is planning for succession in board leadership roles.

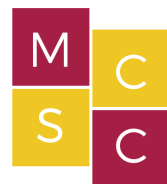
The Board Chair cited staff turnover as a current challenge. While the school offers competitive pay to local school districts, the benefits are not comparable, as the school cannot fund MainePERS and health insurance costs are high because of the small staff.

DRAFT

2022-23 Annual Monitoring Report

*Prepared for
Harpswell Coastal Academy*

November 2023





Mission

Our mission is to create an engaged community of creative thinkers, compassionate leaders, and effective problem solvers. Learning at HCA is project-based and place-based, grounding students in a purposeful exploration of the natural and human worlds. Our curriculum cultivates curiosity, integrity, and civic-mindedness and prepares students for post-secondary success, whether in college, technical training, or the workforce.

Vision

We envision HCA students and alumni as lifelong learners and champions of positive social change, economic opportunity, and sustainability in our towns, state, country, and world.

Governing Board

Cynthia Shelmeridine, Chair	David Jean
Barbara Merson, Treasurer	Kathy Wilson
Sally Mackenzie, VP/Secretary	Kata Ritenburg

Leadership Team

Mel Christensen-Fletcher, Interim Head of School	Amy Marx, Principal
Bonnie Violette, SPED Director	Ashley Hyde, Business & Finance Director

School Profile

Year Opened	2013-14
Years in Operation	10
Grades Served	5-12
Number of Sending Districts	22
Enrollment*	171
Students on Waiting List*	8

*On 10-1-22 (State Student Count Day)

Grade Level Enrollment		
5th Grade	12	7%
6th Grade	17	10%
7th Grade	21	12%
8th Grade	28	16%
9th Grade	21	12%
10th Grade	24	14%
11th Grade	18	11%
12th Grade	30	18%
Gender		
Female	81	47%
Male	90	53%
Race/Ethnicity		
American Indian or Alaska Native	1	<1%
Asian	2	1%
Black or African American	3	2%
Hispanic/Latino	3	2%
Two or More Races	3	2%
White	159	92%
Special Education		
Students with IEPs	46	27%
General Education Students	125	73%
Economically Disadvantaged		
Yes	46	27%
No	125	73%

EXECUTIVE SUMMARY

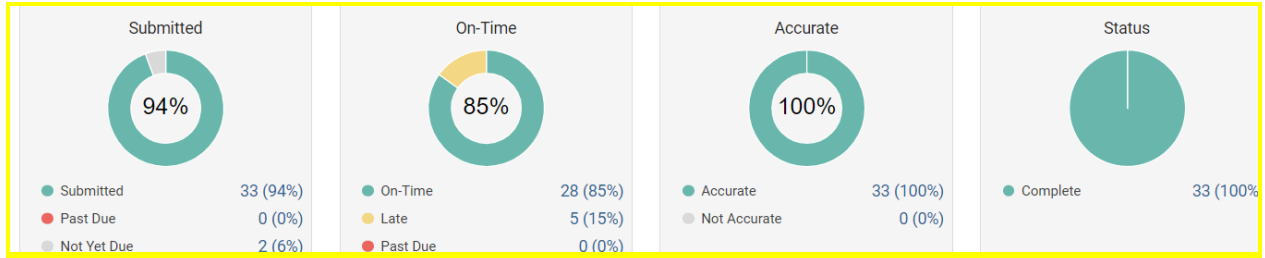
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#).

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> School Leader Evaluation Tool
<ul style="list-style-type: none"> Current enrollment and demographics 	<ul style="list-style-type: none"> Staff Roster
<ul style="list-style-type: none"> Current organizational chart 	<ul style="list-style-type: none"> Panorama school climate survey results
<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> School's self-assessment
<ul style="list-style-type: none"> Board member meeting attendance 	<ul style="list-style-type: none"> Previous year's monitoring report [as applicable]
<ul style="list-style-type: none"> School's strategic plan [as applicable] 	<ul style="list-style-type: none"> School's reported performance framework results
<ul style="list-style-type: none"> ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> Copies of current recruitment materials
<ul style="list-style-type: none"> Professional Development Calendar 	<ul style="list-style-type: none"> Student enrollment application

Document is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts' report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

On October 11, 2022, under MRS 20-A §2411(7), the Maine Charter School Commission acted not to renew the charter contract for Harpswell Coastal Academy (HCA). As such, the charter expired on June 20, 2023.

Renewal decisions are based on merit and objective evidence of the school's performance over the term of the charter contract in accordance with the Performance Framework developed by the Commission pursuant to Title 20-A, section 2409 and set forth in the charter contract. The Maine Charter School Commission *“Resolved, that Harpswell Coastal Academy’s application for renewal was not granted due to its failure to meet or make sufficient progress toward the performance expectations set forth in the charter contract, including enrollment standards, chronic absenteeism, academics, and overall fiscal fragility.”*

The Maine Charter School Commission implemented the Charter School Closure Plan with Harpswell Coastal Academy in SY2022-23. This included notifications to parties, disposition of records, and financial filings/due diligence. The school continued to operate under the current program, school calendar, and conditions of the charter through June 20, 2023, when the current charter expired.

Where possible, the school provided evidence about performance in SY2022-23, the final year of the contract. The evidence is included in the Performance Framework below. Several criteria are not applicable, due to the school’s closure. Those categories have not been rated, and explanatory notes are included.

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

Subsequently, schools expressed a concern with the possibility of double testing students in the spring of 2023 (i.e., administering the NWEA MAP Assessment *and* the Through-Year Assessment). There were assurances made by the MDOE that the Through-Year Assessment results would show academic growth *comparable* to the growth results from the NWEA MAP Assessment and based on those assurances schools were allowed to apply for a waiver of the Commission-required NWEA MAP Assessment. ACADIA Academy applied for, and was granted, the waiver for the administration of the NWEA MAP Assessment in the spring. Because the data from the spring administration of the Through-Year Assessment has not been released, academic growth outcomes for students in grades 3-8 cannot be determined; nor can any subgroup analysis be done at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. Percentage of Students Assessed: Percentage of Students “At State Expectation”: Percentage of Students “Above State Expectation”:
1.1b	Student Academic Proficiency - MDOE	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state	This indicator will not be rated in SY22-23. Ratings will be developed after the

	Through-Year Assessment, Math	expectation” and “above state expectation” on proficiency.	baseline is established Percentage of Students Assessed: 100% Percentage of Students “At State Expectation”: Percentage of Students “Above State Expectation”:
1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible ¹ students meeting their projected growth on NWEA MAP reading . <i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i> *NOTE - School received NWEA Testing Waiver for Spring 2023*	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i> *NOTE - School received NWEA Testing Waiver for Spring 2023*	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i> *NOTE - School received NWEA Testing Waiver for Spring 2023*	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>	Exceeds Expectation Exceeds 55%

¹ Eligible is defined as having both a fall and spring score.

		<p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School received NWEA Testing Waiver for Spring 2023</p>	<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4b	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School received NWEA Testing Waiver for Spring 2023</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School received NWEA Testing Waiver for Spring 2023</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:</p> <p>2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate, by the end of 2030.</i></p>	<p>Exceeds Expectation Exceeds 90%</p>
			<p>Meets Expectation Meets annual target</p>
			<p>Approaching Expectation Less than 5% below target</p>

		Maine Department of Education Graduation Rates by Year	<p>Does Not Meet Expectation 5% or more below target</p> <p>The school reported that 73% of students graduated within 4-years.</p>
1.6a	Post Secondary Readiness	<p>Beginning in SY 2023-2024, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 in math or; • ASVAB score of 31 or higher <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p>	<p>In SY 2022-2023, schools will report the data, but will not be rated.</p> <p>The school did not report results.</p>
1.6b	Post Secondary Readiness/Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p>*To be reported, subgroups must have at least 5 students or 5% of the student population.</p>	<p>In SY 2022-2023, schools will report the data, but will not be rated.</p> <p>The school did not report results.</p>
1.6c	Post Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully ² participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.	<p>Exceeds Expectation Exceeds 80%</p> <p>The school reported that 89% of students participated in at least one post-secondary activity.</p>
			<p>Meets Expectation 70%-79.9%</p>
			<p>Approaching Expectation 60%-69.9%</p>
			<p>Does Not Meet Expectation Fewer than 60%</p>
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support.	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>The school reported that 6 students completed the FAFSA.</p>
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	<p>No rating is provided for <i>Criterion 2.1: State Compliance</i>. Site visit reports that include a section for this criterion identify specific concerns the school must address.</p>

² Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

2.2	<p>Family Engagement: Panorama School Climate Survey-Family Results</p>	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>The school did not administer the Panorama Survey.</p>	<p>Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools</p> <p>Meets Expectation All 3 of the 3 required scales in the average range for like schools</p> <p>Approaching Expectation 2 of the 3 required scales in the average range for like schools</p> <p>Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	<p>School Climate: Panorama School Climate Survey-Student Results</p>	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>The school did not administer the Panorama Survey.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.4	<p>School Climate: Panorama School Climate Survey-Teacher/Staff Results</p>	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>The school did not administer the Panorama Survey.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	<p>School Climate: Panorama Survey</p>	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p>

		<i>N/A due to the school closure in June 2023.</i>	<p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. <p><i>N/A for the school due to closure in June 2023.</i></p>	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p> <p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	<p>Meets Expectation 6 or more meetings</p> <p>Does Not Meet Expectation 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	<p>Meets Expectation All minutes and agendas posted timely</p> <p>Approaching Expectation 1-2 items not posted timely</p>

³ A school year is July 1 - June 30

⁴ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			Does Not Meet Expectation 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. 85% of required documents/reports were submitted on time with 100% accuracy	Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete
			Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete
			Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK) NOTE - The Charter School Commission is required to report outcomes on the Performance Framework targets. Technically, Harpswell Coastal Academy did not meet the Board Training requirement, but the Board was focused completely on the closure of the school.	Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.
			Meets Expectations 100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.

			<p>Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
			<p>Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
<p>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY <i>(Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)</i></p>			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	<p>Lower Risk Greater than 1.5</p>
			<p>Moderate Risk 1.0-1.5</p>
			<p>High Risk Less than 1</p>
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ((total expenses minus depreciation expense)/365)</i>	<p>Lower Risk 60 or more days</p>
			<p>Moderate Risk 30-60 days</p>
			<p>High Risk Fewer than 30 days</p>
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	<p>Lower Risk Actual within 2% of the projected enrollment</p>
			<p>Moderate Risk Variance is between 2 and 5%</p>
			<p>High Risk Variance is greater than 5% of the projected enrollment</p>
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	<p>Lower Risk Not in default and not delinquent</p>
			<p>Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors</p>
			<p>High Risk In default and/or delinquent</p>
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	<p>Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is</p>

			positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash.</i> <i>Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st.	Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	<p>Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments</p> <p>Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p>Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Attendance	<p><u>Chronic absenteeism</u> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁵ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.</p> <p>*End-of-year data for 5th-8th Grades was not pulled before Infinite Campus was disabled, and could not be accessed at the time this report was being completed.</p> <p>NOTE - Absenteeism data certified in NEO indicates the following:</p> <ul style="list-style-type: none"> • Division 1 - 42.31% absenteeism rate • Division 2/3 - 62.64% absenteeism rate 	<p>Exceeds Expectation Fewer than 10%</p> <p>Meets Expectation 10%-18%</p> <p>Approaching Expectation 17.9%-25%</p> <p>Does Not Meet Expectation Greater than 25%</p>
5.3	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁶ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day⁷.</p>	<p>Exceeds Expectation More than 90%</p> <p>Meets Expectation 85%-89.9%</p> <p>Approaching Expectation 75%-84.9%</p> <p>Does Not Meet Expectation Fewer than 75%</p> <p>The school reported 65% persistence throughout the school year.</p>
5.4	Student Persistence -	<p>Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will</p>	<p>Exceeds Expectation Exceeds 90%</p>

⁵ Chronically absent is defined as missing 10% or more of school days.

⁶ Student resident in the state of Maine

⁷ Student Count Day is October 1

	Year-to-Year	<p>have completed an Intent to Reenroll form for the following SY by March 31 of current SY.</p> <p><i>N/A for the school due to closure in June 2023.</i></p>	<p>Meets Expectation 85%-89.9%</p>
			<p>Approaching Expectation 75%-84.9%</p>
			<p>Does Not Meet Expectation Fewer than 75%</p>
<p>SECTION 6: SCHOOL CUSTOMIZATION (Not Applicable)</p>			

DRAFT

2022-23 Annual Monitoring Report

*Prepared for
Baxter Academy for Technology and Science*

November 2023





Mission

Inquiry leads learning at Baxter Academy for Technology and Science, a public charter high school free to Maine students. Our project-based STEM curriculum emphasizes real-world problem solving and is paired with a humanities program that connects ideas across disciplines and cultivates strong communication skills. Students design innovative projects through Flex Friday, a unique program requiring initiative, perseverance, and collaboration, as well as reflection on the work and its impact in the community.

Vision

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

Governing Board

Thorn Dickinson, Chair	Ruth Dean, Vice Chair
Nik Charov, Treasurer	Daniel Mickool, Secretary
Justin Richards	Jana Lapoint

Leadership Team

Anna Klein-Christie, Director	Cicy Po, Head of School
Mary King, Assistant Principal	Laura Parks, Director of SPED

School Profile

Year Opened	2013-14
Years in Operation	11
Grades Served	9-12
Number of Sending Districts	58
Enrollment*	355
Students on Waiting List*	0

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

Grade Level Enrollment		
9th Grade	89	25%
10th Grade	88	25%
11th Grade	90	25%
12th Grade	88	25%
Gender		
Female	142	40%
Male	213	60%
Race/Ethnicity		
American Indian or Alaska Native	0	0%
Asian	10	3%
Black or African American	13	4%
Hispanic/Latino	10	3%
Two or More Races	8	2%
White	314	88%
Special Education		
Students with IEPs	75	21%
General Education Students	280	79%
Economically Disadvantaged		
Yes	60	17%
No	295	83%

EXECUTIVE SUMMARY

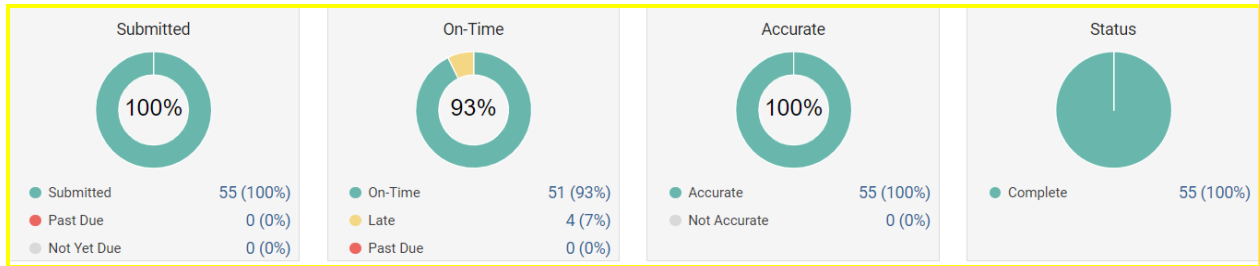
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Baxter Academy for Technology and Science was not on cycle to have a Site Visit at the end of the 2022-23 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that receive an in-person visit.

Key documents and other information reviewed to determine progress on the charter district’s performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> • School Calendar 	<ul style="list-style-type: none"> • School Leader Evaluation Tool
<ul style="list-style-type: none"> • Current enrollment and demographics 	<ul style="list-style-type: none"> • Staff Roster
<ul style="list-style-type: none"> • Current organizational chart 	<ul style="list-style-type: none"> • Panorama school climate survey results
<ul style="list-style-type: none"> • Board Meeting Minutes 	<ul style="list-style-type: none"> • School’s self-assessment
<ul style="list-style-type: none"> • Board member meeting attendance 	<ul style="list-style-type: none"> • Previous year’s monitoring report [as applicable]
<ul style="list-style-type: none"> • School’s strategic plan [as applicable] 	<ul style="list-style-type: none"> • School’s reported performance framework results
<ul style="list-style-type: none"> • ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> • Copies of current recruitment materials
<ul style="list-style-type: none"> • Professional Development Calendar 	<ul style="list-style-type: none"> • Student enrollment application

Document is a major component of the Maine Charter School Commission’s monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts’ report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

CHRONIC ABSENTEEISM: Given the slight increase in chronic absenteeism from SY21-22, we recommend that the school develop clear and specific goals and strategies to increase attendance for the cohort of students most at risk to be chronically absent.

SCHOOL CLIMATE: Because of the below average student satisfaction scores reported via the Panorama survey, we recommend that the school implement their strategies for increasing student investment with fidelity and closely monitor the student experience throughout the year.

In school year 2022-23, Baxter Academy for Technology and Science was successful in the following areas of the Performance Framework:

- High School Completion: The school reported a **4-year graduation rate of 96.7% “exceeding expectations” on the Performance Framework and above the state annual target for 2023;**
- Post-Secondary Readiness: 86% of students completed at least one post-secondary activity;
- Board effectiveness, including holding the required number of meetings and **“exceeding expectations”** in the board training criteria;
- Submitting accurate, on-time reports to the Commission (93% on time with 100% accuracy);
- A facility that supports learning;

- Student Persistence, **exceeding expectations** in the number of students that remain at the school throughout the school year and year-to-year; and
- **Exceeding expectations** in the customized goals related to student's performance on the SAT and Flex Fridays.

Additionally, the school identified several other areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Academic Program: "Our Academic Program, as a reflection of STEM/STEAM has expanded to include greater investments in pre-health sciences, industry, and building on design that can serve as a fast-track for productive careers. In addition, our curriculum has become more disciplined/strategic in the use of the 9th Grade Experience to prepare students for Flex Friday with project management, research, and collaborative skills. We have improved in the tracking of our special student populations. Not only has this made a difference in our ability to serve students, but it has also facilitated our ability to tell our story to funders."
- Assessment: "Baxter continues to think out of the box in the areas of assessment; not only do we help kids know they are on the right track by our evaluation by course, but we also have standards achievement to help students determine the right next level of challenge for them. Students engage in project-based learning through our Flex Friday program. They have opportunities for career and college exploration through our internship program, and across their classes and the Flex Friday can engage in student led inquiry that is personally meaningful and community connected. A Baxter education seeks to connect the power of STEM in the hands of students to make a difference in our communities."
- Climate and Discipline: "As a result of continued development of our school information system, the work of Flex Friday has had a higher rate of inclusion of student transcripts and our student participation rate has been near 100%, indicating improved rigor where academic climate is concerned. In the areas of discipline, we have seen significant improvement in student misbehaviors, especially bathroom vandalism; this has been correlated with a rise in student leadership."
- GPA: "The end of year GPA view of all students shows that there is a general trend of success for our students in classes. The school average GPA is 3.37. We do not see a significant gender effect, but do see that while students who hold IEPs, 504s and on free and reduced lunch meet competency benchmarks at a higher rate at 3.0, but that pattern changes for students who are excelling at 4.0 in their classes."
- NWEA (10th Grade): "The NWEA score shows that for growth, Baxter is in the 50th percentile, but for achievement in the highest quartile and

top third for Math; in reading students performed in the 50th percentile for growth but achievement was higher, and in language usage both growth and achievement are in the top quartile by the spring testing.”

Baxter Academy has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student Panorama Survey Results: Student results “did not meet expectations” in School Climate. While the teacher/staff results are positive, Baxter Academy staff did not meet the participation threshold of 75%, thus resulting in a “did not meet expectations” on the Performance Framework.
- Timely Reporting of Board Meeting Agendas and Minutes: The school failed to post the Board Meeting agenda and/or minutes publicly in a timely manner 3+ times over the course of the year.
- Student Attendance: Baxter reported a chronic absenteeism rate of 36.21%.

The school noted that they have planned for improvement after analyzing the Panorama survey results. Specifically, “in our most recent Panoramic Survey, despite improvements in Parent and Teacher surveys we found that we still have work to do. Our students need more activities for community engagement. We do not have sports that are common to standard public schools. This lack of extracurricular engagement will continue to be an issue. As a part of the strategic planning process moving into 23/24, we are exploring means of developing these opportunities. BA does not have a nutrition program. For the first time, we anticipate receiving Title I/IV monies that will make this support possible.”

The school team reflected on the chronic absenteeism rate and noted that “there is greater sensitivity about not getting other people sick which has driven up absences. This is paired with teacher practices that will support student continued learning asynchronously to not penalize students for wellness-related absences.”

The school leadership team has identified the following as areas of academic improvement:

- “Math alignment in terms of curricular progression and STEM cross-departmental collaboration
- Belonging and community building to address stronger learning environment and a health and wellness track

- Rich network of volunteer/non-certified/supplemental support of a Spanish student teacher, Volunteer Flex Friday Coaches, parent classroom volunteers, and leveraging organizational relationships.
- Attention to marginalized populations and reflecting pathways of study that provide clinical/industrial certifications and furthering our External Partnerships to provide meaningful context to student learning. We seek to support the building of a workforce in Maine.
- Baxter Distinguished Scholars, a pathway for students dedicated to the most rigorous learning institutions.”

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p>	<p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established.</p> <p>Percentage of Students Assessed:</p> <p>Percentage of students “at state expectation”:</p> <p>Percentage of students “above state expectations”:</p>

1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p>	<p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established</p> <p>Percentage of Students Assessed:</p> <p>Percentage of students “at state expectation”:</p> <p>Percentage of students “above state expectations”:</p>
1.5	High School Completion	<p>4-year high school graduation rate (current cohort) Schools will meet annual goals*:</p> <p>2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	<p>Exceeds Expectation Exceeds 90%</p> <p>School reports a 4-year graduation rate of 96.7%.</p> <hr/> <p>Meets Expectation Meets annual target</p> <hr/> <p>Approaching Expectation Less than 5% below target</p> <hr/> <p>Does Not Meet Expectation 5% or more below target</p>
1.6a	Post-Secondary Readiness	<p><u>Beginning in SY 2023-2024</u>, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 or higher in math or; • ASVAB score of 31 or higher. <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <ul style="list-style-type: none"> • 61/89 students took the SAT <ul style="list-style-type: none"> ○ EDRW: 69% met the target ○ Math: 53% met the target • School did not administer Accuplacer or ASVAB 	<p>In SY 2022-23, schools will report the data, but will not be rated.</p>
1.6b	Post-Secondary Readiness/Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <ul style="list-style-type: none"> • SAT EDRW: Baxter reports that out of 4 reported 	<p>In SY 2022-23, schools will report the data, but will not be rated.</p>

		<p><i>sub-groups (IEP, 504, male, female), two subgroups, students who are male and those on 504 plans, are in the “meets expectation” category. Female students are “approaching” and students on IEPs “do not meet.”</i></p> <ul style="list-style-type: none"> <i>SAT Math: Baxter reports that out of 4 reported sub-groups (IEP, 504, male, female), two subgroups, students who are male and those on 504 plans, are in the “meets expectation” category. Female students and students on IEPs “do not meet.”</i> 	
1.6c	Post-Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully ¹ participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.	<p>Exceeds Expectation Exceeds 80%</p> <p><i>School reports that 86% of students participate in at least one post-secondary activity</i></p> <p>Meets Expectation 70%-79.9%</p> <p>Approaching Expectation 60%-69.9%</p> <p>Does Not Meet Expectation Fewer than 60%</p>
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support.	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>School reports 64 students completed the FAFSA form</p>
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.
2.2	Family Engagement: Panorama School Climate Survey -Family Results	<p>Results from 3/3 required scales* for the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>Baxter’s family participation was 52%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 99th percentile nationally compared to like schools School Safety - In the 40th percentile nationally compared to like schools 	<p>Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools</p> <p>Meets Expectation All 3 of the 3 required scales in the average range for like schools</p> <p>Approaching Expectation 2 of the 3 required scales in the average range for like school</p>

¹ Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

		<ul style="list-style-type: none"> School Fit - In the 80th percentile nationally compared to like schools 	<p>Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	School Climate: Panorama School Climate Survey-Student Results	<p>Results from 4/4 of the required scales* for the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>Baxter’s student participation rate was 80%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 10th percentile nationally compared to like schools <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p>
			<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.4	School Climate: Panorama School Climate Survey-Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* for the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>Baxter’s teacher/staff participation rate was 71%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 94th percentile nationally compared to like schools School Leadership - In the 69th percentile nationally compared to like schools Professional Learning - In the 75th percentile nationally compared to like schools Feedback and Coaching - In the 41st percentile nationally compared to like schools <p>Results in 3 of 4 required scales are in the “Exceeds Expectation” range, but school “Does Not Meet” the target due to low family participation.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p>
			<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p>
			<p>Approaching Expectation School develops and partially implements the plan</p>
			<p>Does Not Meet Expectation School does not develop or does not implement plan</p>

SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. 	Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine
		<p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. 	Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school
		<p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ² in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	Meets Expectation 6 or more meetings
			Does Not Meet Expectation 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ³ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	Meets Expectation All minutes and agendas posted timely
			Approaching Expectation 1-2 items not posted timely
			Does Not Meet Expectation 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p>93% of required documents/reports were submitted on time with 100% accuracy</p>	Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete
			Meets Expectation 80%-89.9% of reports are submitted on time and are

² A school year is July 1 - June 30

³ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			accurate and complete
			Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete
			Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.
			Meets Expectations 100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with <i>20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10</i> Public School Approval Requirements and Citation Chart	Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Does Not Meet Expectation Facility does not provide a campus

			environment that optimizes learning, teaching and working that supports mission and key design element implementation.
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is

			negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st.	Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	1.The school demonstrates its approved mission. 2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students. 3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.	Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and

		<i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i>	amendments
			Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Attendance	<u>Chronic absenteeism</u> rate Schools will have 10%-18% or fewer students classified as chronically absent ⁴ on the last day of school. Chronic absenteeism rates will be reported at both the campus and district levels.	Exceeds Expectation Fewer than 10%
			Meets Expectation 10%-18%
			Approaching Expectation 17.9%-25%
			Does Not Meet Expectation Greater than 25% School reported 36.21% chronic absenteeism.
5.3	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶ .	Exceeds Expectation More than 90% School reported 94.3% persistence throughout the school year.
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
5.4	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	Exceeds Expectation Exceeds 90% School reported 98.6% recurrent enrollment from one year to the next.
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	College	PSAT 10 and SAT 11 school average scores will meet or exceed the	Exceeds Expectation

⁴ Chronically absent is defined as missing 10% or more of school days.

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

	Readiness	state average.	<p><i>Exceeds state average in both PSAT 10 and SAT 11, or in either PSTA 10 or SAT 11</i></p>
			<p>Meets Expectation <i>Meets state average in both PSAT 10 and SAT 11</i></p>
			<p>Approaching Expectation <i>Meets state average in either PSAT 10 or SAT 11, or the average school scores are within 100 points of the state average.</i></p>
			<p>Does Not Meet Expectation <i>The average school scores are below 100 points of the state average.</i></p>
6.2	Grade-Level Proficiency: Maine Through-Year Assessment	10th Grade Maine Through-Year Assessment school average scores will meet or exceed the state average.	<p>Exceeds Expectation <i>Exceeds state average in both ELA and Math, or in either ELA or Math.</i></p>
			<p>Meets Expectation <i>Meets state average in both ELA and Math.</i></p>
			<p>Approaching Expectation <i>Meets state average in either ELA or Math, or the average school scores are within 10% of the state average.</i></p>
			<p>Does Not Meet Expectation <i>The average school scores are below 10% of the state average.</i></p>
6.3	Science Proficiency: Maine Science Assessment	Maine Science Assessment school-average scores will meet or exceed the state average.	<p>Exceeds Expectation <i>Exceeds state average.</i></p>
			<p>Meets Expectation <i>Meets state average.</i></p>
			<p>Approaching Expectation <i>The average school scores are within 10% of the state average.</i></p>
			<p>Does Not Meet Expectation <i>The average school scores are below 10% of the state average.</i></p>
6.4	Flex Fridays	The school will hold public events for the student body to share Flex Friday presentations (2 times per year).	<p>Exceeds Expectation <i>Schools holds more than 2 Flex Friday public events</i></p>
			<p>Meets Expectation <i>School holds 2 Flex Friday public events</i></p>
			<p>Approaching Expectation <i>School holds 1 Flex Friday public event</i></p>

			<p>Does Not Meet Expectation <i>School holds no Flex Friday public events.</i></p>
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MID-YEAR MEETING REPORT

**2022-23 Mid-Year Meeting
 Baxter Academy for Technology and Science**

April 6, 2023

On March 6, 2023, the Maine Charter School Commission staff completed a mid-year meeting in-person and via Zoom with Thorn Dickinson, Baxter Academy for Technology and Science (Baxter Academy) Governing Board Chairperson, Ruth Dean, Vice-Chairperson, Cicy Po, Head of School, and Anna Marie Klein-Christie, Executive Director. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- **Finance:** Review the details of your loan compliance covenants and other restrictions including audit delivery deadlines and minimum free cash flow for debt service to ensure you are in compliance with loan regulations.

Academic

Baxter Academy’s Math and ELA NWEA MAP Growth results are suppressed by the state and so we are unable to report a state comparison. The school reports that from Fall 2022 to Winter 2023, 47.14% of 10th grade students met their projected RIT Growth on the NWEA MAP Growth assessment, putting them within the national average. In Reading, 43.94% of 10th grade students met their projected RIT growth, performing below the national average. The school team noted that these scores are an improvement from last year. When reviewing subgroup data the school found that “students who hold IEPs had a higher percent meeting their projected Math RIT scores. The trends were downward for students who hold 504s, Free and Reduced lunch, but not for African American students in Math. It should be noted that when we take a closer look at projected RIT scores, those at the higher achievement

have low growth. Our young women students had higher projected ELA RIT scores and our young men had higher projected Math RIT scores.”

The school reports that their current GPA average is 3.32 and that “students with disabilities have a higher rate of meeting standards in a course at an assessment of 3.0 for that course, but lower for exceeding expectations of standards. Of the students who do not successfully complete a course, rates are higher for students who hold IEPs, 504s or free and reduced lunch.”

The school leadership is focused on Flex Fridays and highlighted that the 9th grade class as a cohort had a more structured entry into Flex Friday compared to previous new students resulting in 100% of 9th grade students submitting final podcast projects. “Upon completion of the projects, the Roux Institute will be hosting TedEx style presentations for the students that will be open to the public and live streamed.”

Attendance

In SY2021-22, Baxter’s chronic absenteeism was 32%. This year, the school has shown improvement and is reporting a current rate of 28.45%. If the school maintains this rate until the end of the year, they will not meet expectations on the Performance Framework.

The school team reports that a high level of student mental health challenges has impacted attendance negatively. The school counselors are managing high caseloads of students with significant challenges.

The school notes that changes to their attendance tracking system are needed to generate a more accurate picture of student attendance. When students are in school, but not in class - such as at the guidance counselor's office - they may be marked as absent. Or, when students are taking college courses, they are marked absent. The school is revisiting how to update their attendance systems.

Graduation

In SY2021-22, 93.6% of students graduated from Baxter. Baxter will maintain a strong graduation rate this year, anticipating that 95.4% of seniors will graduate. In June, full data will be available as to the students’ next steps, including whether they intend to attend college, university, trade school, or transition directly into work or a certification program. The staff reviews a graduation audit list each week and supports students to make-up standards for graduation that are needed.

The school maintains its focus on college-readiness. However, the school recognizes a nationwide shift in thinking about college-for-all programs, recognizing that non-college pathways, such as internships, can lead to positive post-secondary outcomes for students.

Financial performance

Baxter Academy is low risk in most financial measures. “Baxter Academy has been operating in a solid financial standing for multiple years. Last year, the Board of Directors voted to pay debt service above the regular obligation by making additional payments of \$600,000 on 05/09/22 and \$100,000 on 09/30/22 towards the mortgage on our campus. While it is reflected in cash on hand, no other indicators were negatively affected, and it will be a considerable savings to Baxter Academy in reduced interest expense.”

Student Enrollment and Recruitment

Baxter Academy’s current enrollment is 347 students. The school experienced a temporary decrease in enrollment in SY2021-22, from which they are recovering this year. Currently, the school has a waitlist of around 30 students. The freshman and senior classes are full, with openings in sophomore and junior classes. The school anticipates classes of 100 students per grade in SY2023-24. The school team and board attributes the dip in enrollment to Baxter closing during COVID more than other schools because of their large catchment area.

The school notes that “while effectively functioning through a public lottery system, Baxter Academy is strategically cultivating opportunities for/with students not typically served by a STEM education program – in particular, underrepresented BIPoC students or New Americans. In the six months between the Lottery (March 1) and the first day of school, there is typically movement within the student population of net 6-7%. In engaging new students, our partners will be the Maine Association of New Americans (MANA), the New England Organization of Arab Americans (NEOAA), the Boys & Girls Club, ILAP, and the YMCA. In addition, we are co-hosting STEM camps with the University of Southern Maine on site and in partner locations.”

Facilities

The school team continues to find their facility adequate to host 400 students and has no current plans to expand or relocate.

Governing Board

The board reports that “The Baxter Academy Board of Directors is currently full with the recent addition of Dan Mickool, from the Husson University

School of Pharmacy. His addition represents the strategic expansion of curricular priorities to reflect broader STEM opportunities for the students in Southern Maine in pharmacy and health sciences. He will be working closely with our Academic Team to create a certification program where our students are able to work in local pharmacies during their Flex Friday projects and are fast-tracked into training programs that meet the healthcare needs of Maine Communities. The Baxter Academy by-laws permit the addition of 2-3 Board members, and we are working to secure them in the marine biology, energy, and business development fields.”

DRAFT

2022-23 Annual Monitoring Report

*Prepared for
Maine Arts Academy*

November 2023





Mission

Nurturing the next generation of leaders to become invaluable citizens at the heart of Maine’s cultural, economic, and social well-being.

Vision

Providing a rigorous career and college preparatory curriculum and well-rounded arts education to enrich the lives of our students.

Governing Board

Sherry Gilbert, President	Andrew Landry, Treasurer
Linda Warner, Secretary	Timothy Rector
Janna Townsend	Andrew Carlton

Leadership Team

Heather King, Head of School	Rachel Merrill, Principal
Jasen Richardson, Dean of Students	Tina Spencer, SPED Director

School Profile

Year Opened	2016-17
Years in Operation	7
Grades Served	9-12
Number of Sending Districts	31
Enrollment*	225
Students on Waiting List*	0

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

Grade Level Enrollment		
9th Grade	51	23%
10th Grade	74	33%
11th Grade	58	26%
12th Grade	42	19%
Gender		
Female	177	79%
Male	48	21%
Race/Ethnicity		
American Indian or Alaska Native	3	1%
Asian	1	<1%
Black or African American	1	<1%
Hispanic/Latino	9	4%
Two or More Races	6	3%
White	205	91%
Special Education		
Students with IEPs	30	13%
General Education Students	195	87%
Economically Disadvantaged		
Yes	52	23%
No	173	77%

EXECUTIVE SUMMARY

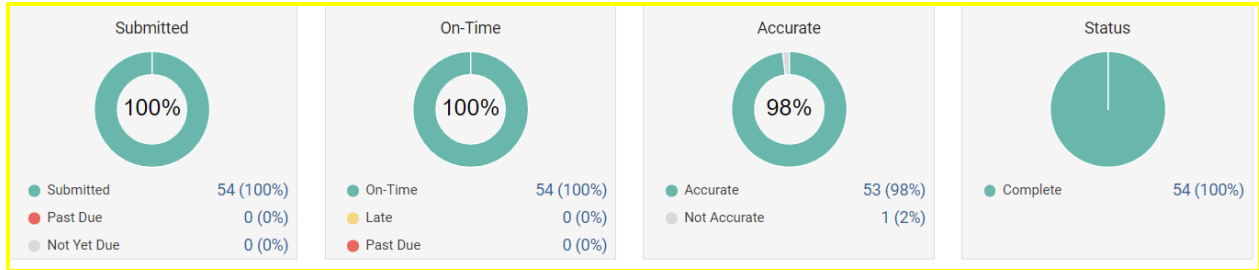
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Maine Arts Academy was not on cycle to have a Site Visit at the end of the 2022-23 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that receive an in-person visit.

Key documents and other information reviewed to determine progress on the charter district’s performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> • School Calendar 	<ul style="list-style-type: none"> • School Leader Evaluation Tool
<ul style="list-style-type: none"> • Current enrollment and demographics 	<ul style="list-style-type: none"> • Staff Roster
<ul style="list-style-type: none"> • Current organizational chart 	<ul style="list-style-type: none"> • Panorama school climate survey results
<ul style="list-style-type: none"> • Board Meeting Minutes 	<ul style="list-style-type: none"> • School’s self-assessment
<ul style="list-style-type: none"> • Board member meeting attendance 	<ul style="list-style-type: none"> • Previous year’s monitoring report [as applicable]
<ul style="list-style-type: none"> • School’s strategic plan [as applicable] 	<ul style="list-style-type: none"> • School’s reported performance framework results
<ul style="list-style-type: none"> • ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> • Copies of current recruitment materials
<ul style="list-style-type: none"> • Professional Development Calendar 	<ul style="list-style-type: none"> • Student enrollment application

Document is a major component of the Maine Charter School Commission’s monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts’ report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

STUDENT SCHOOL CLIMATE: Because student satisfaction rates are below expectations on the Panorama Survey, we recommend that the school work to understand the root cause of student satisfaction and implement strategies for increasing investment.

In school year 2022-23, Maine Arts Academy was successful in the following areas of the Performance Framework:

- **High School Completion:** With 98% of students graduating in 4 years, MeAA’s graduation rate is **exceeding expectations** on the Performance Framework and is higher than the state annual target for 2023;
- **Academics/Postsecondary:** Accuplacer results will not be included on the Annual Report until SY2023-24. However, MeAA already has 95.6% (reading) and 92.3% (math) meeting the goal, including subgroups of students;
- **Postsecondary Activities:** MeAA is **exceeding expectations**, with 100% of students participating in at least one postsecondary opportunity;
- **Teacher/Staff and Family Satisfaction:** The school is **exceeding expectations** as measured by the Panorama survey;
- **Governing Board Meetings:** The school has held the required numbers of meetings;
- **Governing Board Professional Development:** The Governing Board completed the required number of online board trainings;

- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Attendance: The school reports a chronic absenteeism rate of 16.4%, **meeting expectations** on the Performance Framework;
- Student Persistence: The school is exceeding expectations in the number of students that remain at the school throughout the year, as well as the number of students that plan to return next year; and
- Customized NWEA Goal: The school **exceeded expectations** in the customize goal that 85%-95% of MEAA students will have participated in at least two activities to share their art with the community such as performances, art shows, dance competitions, volunteer performances, fashion shows and other opportunities to share their passion for the arts.

The school provided context to support the areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Arts Inclusion: “When our students engage in the arts, they develop confidence in their own skills that crosses into the academic classroom. Our students learn their value and their enthusiasm and self-assurance grows throughout their four years in high school. Our Arts Faculty Chair focused on guiding students in their progression through each program’s prerequisites and course offerings. Administration worked with arts teachers to help foster student exposure to arts in the community while also supporting MeAA students to share their talents and passion for the arts in the central Maine community.”
- Professional Development: “Great Schools Partnerships (GSP) was contracted to return and provide our teachers with continued professional development in both August and January. Previously, in spring of 2022, GSP coached teachers in creating grading rubrics and assessments that aligned with the Maine Learning Results. In the 2022/2023 school year, GSP worked with teachers on providing consistent and timely instructional feedback and differentiating teaching methods to reach all learners in the classroom. GSP integrated assessments that were created by MeAA teachers into the workshop and teams of faculty members examined and critiqued assessments using the School Reform Initiative’s protocol, developed by Gene Thompson-Grove. This continued focus in professional development empowers teachers in both delivery of content material and their ability to accurately assess and monitor student learning.”
- Enrollment: “Successful learners at Maine Arts Academy share their positive experiences with others in the community. Maine Arts

academy has worked diligently to grow at a pace that is comfortable and manageable while maintaining an upward trajectory. Through word-of-mouth, social media advertising (Instagram, Facebook, and now TikTok), and newspaper and radio.”

- Community Partnerships: “Many key relationships that were sought out during year one have been sustained and/or improved with partners such as:
 - University of Maine at Augusta: Three of our faculty members are also adjunct faculty for UMA. Early college courses are offered through UMA, including dual enrollment courses, which are taught on campus.
 - Kennebec Valley Community College: Early college classes offered through KVCC.
 - Colby College: Three of our faculty members are also adjunct faculty for Colby. We hosted a visiting professor from Colby’s dance department to work closely with our dance students, which as stated earlier, led to continued opportunities for collaboration. MeAA dance students were the only dance students exclusively invited to perform on stage with Colby dance students at Colby Dance Company’s Break, Burn, Build at Colby’s Strider Theater. Students in our visual arts department were featured at Colby’s Youth Art Month exhibition held at the Ticonic Gallery in downtown Waterville.
 - Viles Arboretum is a new partnership for us! Students helped plant trees for them on the Day of Caring and Viles Arboretum staff spent a day with science and art teachers discussing methods to utilize their grounds to expand curriculum for the 2023/2024 school year. We look forward to a long relationship with them as our new property abuts their 224 acres of botanical gardens.
 - Windsor Elementary School’s 8th graders joined us to view our spring recital. Poland Bus Company graciously transported them to campus and back for no additional fee. Our admissions office also visited Windsor and presented information about Maine Arts Academy.
 - Maine Veterans’ Home partnered with us on Day of Caring. MeAA students performed for residents at the new veterans’ home in Augusta. We also discussed a long-term partnership with them inviting their residents to future recitals, exhibitions, and performances.
 - The City of Augusta partnered with us during the Day of Caring as well. MeAA students cleaned and groomed city sports fields. We look forward to a long relationship with them as they are our neighbors.

- MeAA partnered with United Way to participate in Day of Caring once again!
- MeAA partnered with the Colonial Theater in Augusta and met with them on several occasions for future opportunities to expand history and art curriculum. Photography students took pictures of antique doors for a future collaborative art show. The board president of the theater graciously offered use of the theater for potential classroom and performance space.
- MeAA is partnering with Stained Glass Express, the largest distributor of stained glass in New England, to offer stained glass courses next year at their facility in Manchester. Students will be bussed from campus to the Stained Glass Express expert instructors.
- School Climate: “The Panorama Survey showed that staff morale was in good standing once again. This is an area of strength for our school. 89% of staff members said the working environment at the school was positive. This score is up 14% from last year. 84% of faculty members stated they feel their input towards individualizing their own professional development opportunities is valued. This score increased by 17%. 68% of teachers reported having learned new teaching strategies, 35% more than last year’s survey. 74% of teachers responded favorably to learning about teaching from the school leaders, up 32% from last year. 95% of teachers feel that the school has been supportive of their growth as a teacher and 84% of teachers reported that school leaders set a positive tone for the school.

MeAA has demonstrated areas that require growth on the Performance Framework in the following area:

- Student School Climate: The school’s student satisfaction rates are below expectations in School Climate when compared to other like-schools nationally.

The school provided the following context for the student results on the Panorama survey: “Only 45% of students responded favorably to the physical space of our school. Because we have relocated to 310 Cony Road in Augusta, we believe that this percentage will increase in favorability. The previous space had many challenges.”

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. Percentage of Students Assessed: Percentage of Students “at state expectation”: Percentage of Students “above state expectation”:
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established Percentage of Students Assessed: Percentage of Students “at state expectation”: Percentage of Students “above state expectation”:

1.5	High School Completion	<p>4-year high school graduation rate (current cohort) Schools will meet annual goals*:</p> <p>2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	<p>Exceeds Expectation Exceeds 90%</p> <p>School reports a 98% 4-year graduation rate.</p> <hr/> <p>Meets Expectation Meets annual target</p> <hr/> <p>Approaching Expectation Less than 5% below target</p> <hr/> <p>Does Not Meet Expectation 5% or more below target</p>
1.6a	Post-Secondary Readiness	<p><u>Beginning in SY 2023-2024</u>, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 or higher in math or; • ASVAB score of 31 or higher. <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>School reports Accuplacer reading 95.6% and Accuplacer math 92.3%.</p> <p>School reports SAT: 100%.</p>	<p>In SY 2022-23, schools will report the data, but will not be rated.</p>
1.6b	Post-Secondary Readiness/ Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <p>School reports all subgroups are performing within 8% of comparison groups in Accuplacer reading. All groups, except SPED, are within 8% of comparison groups in Accuplacer math.</p>	<p>In SY 2022-23, schools will report the data, but will not be rated.</p>
1.6c	Post-Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully¹ participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.</p>	<p>Exceeds Expectation Exceeds 80%</p> <p>School reports that 100% of students participated in at least one postsecondary opportunity.</p> <hr/> <p>Meets Expectation 70%-79.9%</p>

¹ Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

			<p>Approaching Expectation 60%-69.9%</p>
			<p>Does Not Meet Expectation Fewer than 60%</p>
1.6d	<p>Post-Secondary Readiness: FAFSA</p>	<p>Schools will report annual rates and school-supported opportunities for FAFSA support.</p>	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>School reports that 34 families filled out the FAFSA.</p>
<p>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</p>			
2.1	<p>State Compliance</p>	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	<p>No rating is provided for <i>Criterion 2.1: State Compliance</i>. Site visit reports that include a section for this criterion identify specific concerns the school must address.</p>
2.2	<p>Family Engagement: Panorama School Climate Survey-Family Results</p>	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>MeAA had 41.29% families participation and exceeded expectations in 3/3 categories.</p>	<p>Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 3 of the 3 required scales in the average range for like schools</p>
			<p>Approaching Expectation 2 of the 3 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	<p>School Climate: Panorama School Climate Survey-Student Results</p>	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>MeAA had 79% student participation and "did not meet expectations" in school climate.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p>
			<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>

2.4	School Climate: Panorama School Climate Survey-Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>MeAA had 83.9% teacher/staff participation and exceeded expectations in 4/4 categories.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board’s bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee’s meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school’s mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p>

			High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ² in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	Meets Expectation 6 or more meetings
			Does Not Meet Expectation 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ³ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	Meets Expectation All minutes and agendas posted timely
			Approaching Expectation 1-2 items not posted timely
			Does Not Meet Expectation 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. 100% of required reports/documents were submitted on time with 98% accuracy.	Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete
			Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete
			Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.
			Meets Expectations 100% of required courses have been taken and evidence is

² A school year is July 1 - June 30

³ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days

			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive

			cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st.	Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments
			Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Attendance	<p><u>Chronic absenteeism</u> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁴ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	Exceeds Expectation Fewer than 10%
			Meets Expectation 10%-18% School reports a 16.4% chronic absent rate.
			Approaching Expectation 17.9%-25%

⁴ Chronically absent is defined as missing 10% or more of school days.

			Does Not Meet Expectation Greater than 25%
5.3	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶ .	Exceeds Expectation More than 90% <i>School reports 92.8% persistence throughout the school year.</i>
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
5.4	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	Exceeds Expectation Exceeds 90% <i>School reports 97.6% recurrent enrollment from one year to the next.</i>
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Mission and Vision	At the end of their graduating year, 85%-95% of MEAA students will have participated in at least two activities to share their art with the community such as performances, art shows, dance competitions, volunteer performances, fashion shows and other opportunities to share their passion for the arts.	Exceeds Expectation Exceeds 95%
			Meets Expectation 85%-94.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%

MID-YEAR MEETING REPORT

2022-23 Mid-Year Meeting

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

Maine Arts Academy

March 28, 2023

On March 20, 2023, the Maine Charter School Commission staff conducted a mid-year meeting via Zoom with Sherry Gilbert, the Maine Arts Academy Governing Board Chairperson; Shelley Reed, Board Member; Heather King, Head of School; Jill Alves, Business Manager; Jasen Richardson, Dean of Students and Academic Chair; and Rachel Roberge, Principal. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- **FINANCE**
 - Please provide details of the loan compliance covenants and other restrictions including audit delivery deadlines, minimum free cash flow for debt service, etc.
 - Please provide a reconciliation of borrowing authorized by MCSC and actual borrowing transaction(s).
- **ACADEMICS**
 - Please send the MCSC any NWEA state data, if you are able to receive the information from the state that is currently suppressed.

Academic

The Maine Arts Academy's SY 2021-22 end-of-year NWEA Map Growth data was suppressed at the state level. We do not currently have information about how the school is performing relative to the state average. The school reports that the state has not released the NWEA data to the school because of the small "n" size of certain subgroups. Moving forward, the school plans to administer the NWEA assessment to 10th grade, as required by the state, and possibly to incoming 9th graders. The school has shifted focus to the Accuplacer assessment, and reports appreciating the assessment shift to college readiness.

The school has administered the Accuplacer assessment and, while the reporting of results is not required this year via the Performance Framework, the school opted to report strong results during the midyear meeting. The school administered the assessment to all 11th and 12th graders, except for those that already passed last year during the pilot phase. The school reports that the assessment administration was "very positive" and "validating" for students. 92% of 11th graders and 93% of 12th graders met the college

readiness bar on the Performance Framework, exceeding expectations on the Performance Framework. The school identified as a goal raising the percentage of students on IEPs who met the college readiness bar.

The School Leadership reported that teacher training focused on differentiation and teacher collaboration are current successes. The school aims to grow their photography and film studies programs, but note that funding is a challenge. The team reports that the interdisciplinary nature of their program is flourishing due to strong teacher collaboration.

The Leadership team noted that they aim to promote faculty independence and satisfaction by providing teachers autonomy, and balancing that autonomy with quick support when a teacher is struggling in class.

A Board Member noted that teachers on the Academic Excellence Committee speak easily about their goals and collaborate thoughtfully to improve teaching and learning.

Attendance

The SY 2021-22 chronic absenteeism rate for the school was 23.2%, putting them below the state average but not meeting expectations on the Performance Framework. The school reports that they believe the state reported number to be incorrect and are attempting to work with the state to understand the difference in the school's vs. the state's calculation. The school reported a 9.86% chronic absenteeism rate for SY 2021-22 based on Infinite Campus reports.

The school reports the mid-year chronic absenteeism rate as 9.86%. If the school maintains this rate they will exceed expectations on the Performance Framework. The school notes that they are nervous this will not be the state reported number based on historic discrepancies.

Graduation

Maine Arts Academy's SY 2021-22 graduation rate was suppressed by the state due to a low "n" value of students not graduating. The state has certified to the school that their graduation rate is above 90%, putting them in the exceeds expectations category in the Performance Framework.

For SY 2022-23, 97.7% of seniors are on track to graduate. One student (representing the 2.3% not on track to graduate) transferred to an Adult Education program.

The school noted that the state may report a higher percentage of students not graduating this year because of a cohort of students who briefly attended MEAA because they believed the school would not uphold the state's

vaccination mandate. When they learned that the school does uphold the mandate the students left the school and are currently unaccounted for and may contribute to a higher “drop out” percentage for the school.

Financial performance

While the school is “lower risk” in most financial categories, they note that they are being careful with money because of their new facility purchase. The school has taken out loans with Kennebec Savings and Rural Development. The construction loan is approximately \$500,000.

The school hopes to bring in additional revenue through increased enrollment, now that they have a larger facility, and have submitted a charter amendment to the Commission to be considered during the April meeting.

The school team noted that the changes to the EPS formula has provided a funding increase.

The school continues to be challenged by the relationship with their current landlord, who submitted a lawsuit claiming the school owes him additional funds. The school settled to pay him \$100,000, or \$10,000/month over the next ten months.

The school has applied for over \$2,000,000 in Congressional funding and the board notes that they have an active Development Committee, including hiring a consultant to pursue grants.

Student Enrollment and Recruitment

Current enrollment at MEAA is 210 students. For next year, the school is reporting 240 students. They are comfortable going 10% over the projected 245 students for next year if there is student interest in attending the school. The school has added three new positions to manage the increased enrollment.

The school notes that they appreciated the partnership with Lincoln Barretta to help them increase enrollment. Because the contract is ending this month, they have decided to move recruitment in-house, as the contract was for \$36,000.

The school is focused on student retention and maintaining their current student population as they move locations.

The school submitted an amendment to the Commission to increase enrollment 20 students/year for the next several years and plans to submit an amendment next year requesting a grade level expansion to 7th and 8th grade.

Facilities

The school reports that they are thrilled to be leaving their current facility, which limits the size of student enrollment. The new facility has the occupancy permit and the fire marshall inspection complete. The school is launching construction at this time and they plan to move in for the start of SY 2023-24.

Governing Board

The Board Chair reports that the board is well-rounded and includes a former Superintendent, financial expert, special education teacher, a former Charter Commission Member, an attorney and an arts expert. The board member in attendance reported that the board is “very cohesive and enjoys working together.”

Board committees submit agenda items to the full board that are discussed. The board reports that they are pleased with seeing school performance increase from last year to this year.

DRAFT

2022-23 Annual Monitoring Report

*Prepared for
Community Regional Charter School*

November 2023





Mission

We are Community-Centered and Uncompromisingly Learner Focused. Community Regional Charter School creates a safe, respectful, and nurturing learning environment where everyone is accepted and celebrated. The CRCS provides a customized learning environment designed to allow every child to thrive socially, emotionally and academically through the integration of STEAM projects and community connections aimed at unlocking a passion for life-long learning.

Vision

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

Governing Board

Nicki Reinholt, Chair	Tonya Arnold, Vice Chair
Theresa Overall	Charlie-Marie Hansen, Treasurer
Stephanie Stutzman	Mike Buja

Leadership Team

Travis Works, Director	Elizabeth Firnkes, Building Principal
Susan Muzzy, Building Principal	Tammy Wyman, SPED Director

School Profile

Year Opened	2012-13
Years in Operation	11
Grades Served	PreK-12
Number of Sending Districts	18
Enrollment*	358
Students on Waiting List*	5

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

Grade Level Enrollment		
Pre-K	34	10%
KG	31	9%
1st Grade	18	5%
2nd Grade	21	6%
3rd Grade	26	7%
4th Grade	24	7%
5th Grade	14	4%
6th Grade	13	4%
7th Grade	24	7%
8th Grade	30	8%
9th Grade	32	9%
10th Grade	32	9%
11th Grade	30	8%
12th Grade	29	7%
Gender		
Female	162	45%
Male	196	55%
Race/Ethnicity		
American Indian or Alaska Native	1	1%
Asian	0	0
Black or African American	2	1%
Hispanic/Latino	9	3%

Two or More Races	8	2%
Unknown	1	1%
White	338	94%
Special Education		
Students with IEPs	91	25%
General Education Students	267	75%
Economically Disadvantaged		
Yes	230	64%
No	128	36%

EXECUTIVE SUMMARY

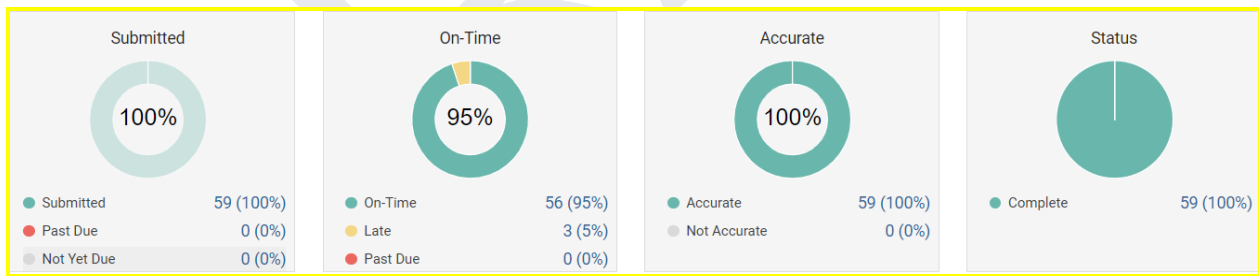
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Community Regional Charter School was on cycle to have a Site Visit at the end of the 2022-23 school year.

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> • School Calendar 	<ul style="list-style-type: none"> • School Leader Evaluation Tool
<ul style="list-style-type: none"> • Current enrollment and demographics 	<ul style="list-style-type: none"> • Staff Roster
<ul style="list-style-type: none"> • Current organizational chart 	<ul style="list-style-type: none"> • Panorama school climate survey results
<ul style="list-style-type: none"> • Board Meeting Minutes 	<ul style="list-style-type: none"> • School’s self-assessment
<ul style="list-style-type: none"> • Board member meeting attendance 	<ul style="list-style-type: none"> • Previous year’s monitoring report [as applicable]
<ul style="list-style-type: none"> • School’s strategic plan [as applicable] 	<ul style="list-style-type: none"> • School’s reported performance framework results
<ul style="list-style-type: none"> • ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> • Copies of current recruitment materials
<ul style="list-style-type: none"> • Professional Development Calendar 	<ul style="list-style-type: none"> • Student enrollment application

Document is a major component of the Maine Charter School Commission’s monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts’ report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

CHRONIC ABSENTEEISM: Given the increase in chronic absenteeism from SY21-22, we recommend that the school develop clear and specific goals and strategies to increase attendance for the cohort of students most at risk to be chronically absent.

SCHOOL CLIMATE: Because of the below average student satisfaction scores reported via the Panorama survey, we recommend that the school implement their strategies for increasing student investment with fidelity and closely monitor the student experience throughout the year.

In school year 2022-23, Community Regional Charter School was successful in the following areas of the Performance Framework:

- Academics/NWEA Assessment Results: CRCS is **exceeding** or **meeting expectations** in all reading, math, and language criteria, including both the whole school population and subgroup populations;
- High School Completion: With **92% of students graduating in 4 years**, CRCS's graduation rate is **exceeding expectations and above the state annual target for 2023**;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, CRCS already has 82% (reading) and 83% (math) meeting the goal, including all subgroups of students;
- Postsecondary Activities: CRCS is **exceeding expectations**, with 81% of students participating in at least one postsecondary opportunity;
- Teacher/Staff Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey;
- Governing Board Effectiveness: The school has held the required numbers of meetings and is **meeting expectations** in timeliness of posting minutes and agendas publicly;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Persistence: The school is **exceeding expectations** in the number of students that remain at the school throughout the year, as well as the number of students that plan to return next year; and
- Customized NWEA Goal: The school **exceeded expectations** in all three of the customized NWEA goals.

At the conclusion of SY2022-23, CRCS successfully completed an Intervention Plan on which the school was placed in SY2021-22. The Commission reviewed the progress that CRCS had made on the criteria in the Level 2 Intervention Plan and determined that the school had met the majority of targets, specifically related to improving overall student performance and facility planning. The Commission will continue to encourage improvement in lowering the school's chronic absenteeism rate.

The school provided context to support the areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

Academics: CRCS has demonstrated notable improvement in SY2022-23. At all campuses, the percentage of students meeting the NWEA MAP Growth goals increased from last year, resulting in the school meeting or exceeding expectations in all NWEA subjects (reading, language and math), including with student subgroups. In the school's Self-Assessment Report, the team reported that "We place a heavy emphasis on STEAM and innovation in all three of our buildings. This year, we transitioned a staff member from working primarily at one building to working at all three of our buildings to support STEAM integration. We have been working hard to change our thinking on mathematics instruction. At Overman we have established two ways in which we help learners to strengthen math proficiency. This year we created a pathway for each child that learners are placed in based on their academic level, not through choice. Additionally, many of our seminars continue to have a math component where learners are learning math in a more hands-on way."

Supporting All Learners: The leadership team reflected on supporting all learners, and reported the following: "The staff at both buildings have been developing skills to strengthen the MTSS system. At Overman, we started using a new data collection tool called the Raven Record where we record and analyze data about behavior successes and academic success. We started using this at the end of April and saw that we had better conversations with families and with each other. We had several parent meetings for tier 2 & 3 kids to put plans in place for the upcoming school year. The system is not perfect, but we have learned a lot in the last two months of school and look forward to adapting the tool for next year. We created a modified schedule for learners who were close to graduation that were at high risk of dropping out. Each learner had an individual plan for attendance and academic work. Out of the 4 learners on these plans, three demonstrated proficiency on the Accuplacer and completed learning targets necessary for graduation. The fourth learner will be continuing next year and is projected to graduate with his class in 2024. Without these intensive plans and determination of staff these learners would have likely dropped out."

Summer Programming: The school notes that "We have added summer school offerings district wide for the month of July 2023. These summer school offerings are curricular and co-curricular, from math intensives to gardening, to technology and writing camps. These offerings are taught by CRCS staff and open to currently enrolled CRCS learners for four weeks."

Family Engagement: The school reported that "In regards to the parent survey, all of the categories on Panorama showed an increase, with our greatest increase in regards to culture and climate. Last year, 67% of families responded favorably and this year we had 79% respond favorably. We

attribute this increase to a couple of different factors- the first being our commitment to communication and getting all families using Seesaw to see their learner's work and progress as well as communicate easily and effectively with all staff. The second factor was an increase in parent engagement opportunities. We offered multiple events throughout the school year for families to come in and be involved in their child's education and school culture. Some activities were celebration of learning nights, loved ones luncheons, field day, and multiple field trip opportunities."

CRCS has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student Panorama Survey Results: Student results "did not meet expectations" in School Climate. While the family results are positive, CRCS families did not meet the participation threshold of 35%, thus resulting in a "did not meet expectations" on the Performance Framework.
- Student Attendance: CRCS reported a chronic absenteeism rate of 40%.

In the SY2022-23 Self-Assessment Report, the school noted areas of improvement, including:

- Academics: "Teaching interdisciplinarily and thematically while also customizing learning for individual levels and targets is an area we are continuing to refine and improve."
- Student Panorama Survey Results: "The Panorama survey gives us valuable information to reflect on and use for improvement. When reviewing Panorama survey results and the Panorama playbook, we are saving strategies from the playbook to use schoolwide. One such strategy we have chosen for next year is "Safe Spaces" - lessons about physical safety, emotional safety, and intellectual safety. At Dimensions Academy, on the student survey one area that we are diving into is the question kids were asked about "how much does the behavior of other students help or hurt your learning?" We only had 20% of our 3rd-5th grades respond favorably. This is an area we intend to dive more into when our staff attends Responsive Classroom training this August. To continue to improve culture and climate, this Responsive Classroom training is pivotal. At Overman, one of our areas of concern is the learner's perspective of the culture and climate. This is a difficult thing to address, but coming out of the pandemic it is still something we are working towards improving."

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. <i>Percentage of students assessed:</i> <i>Percentage of students “at state expectation”:</i> <i>Percentage of students “above state expectation”:</i>
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established <i>Percentage of students assessed:</i> <i>Percentage of students “at state expectation”:</i> <i>Percentage of students “above state expectation”:</i>
1.2		Students will read on grade level based on the school's	The Commission will monitor a

		<p>assessment tool by the end of the third grade.</p> <p>Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.</p>	<p>charter school's percentage of students reading on grade level at the end of third grade.</p> <p>CRCS uses Fountas and Pinnell and reports that 61% of 3rd grade students are reading on grade level.</p>
1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible¹ students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	<p>Exceeds Expectation Exceeds 55%</p> <p>60% of students met their projected growth on NWEA MAP reading.</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p> <p>53% of students met their projected growth on NWEA MAP language.</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p> <p>55% of students met their projected growth on NWEA MAP math.</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>

¹ Eligible is defined as having both a fall and spring score.

<p>1.4a</p>	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><u>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</u></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>CRCS reported data for three subgroups:</p> <ul style="list-style-type: none"> ● IEP: 39% (Approaching) ● F+R Lunch/ED: 56% (Exceeding) ● Sex/Gender: F: 62%; M: 64% (Exceeding) 	<p>Exceeds Expectation Exceeds 55%</p> <p>Meets Expectation Between 45%-54.9%</p> <p>Approaching Expectation Between 35%-44.9%</p> <p>Does Not Meet Expectation Below 35%</p>
<p>1.4b</p>	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><u>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</u></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>CRCS reported data for three subgroups:</p> <ul style="list-style-type: none"> ● IEP: 57% (Exceeding) ● F+R Lunch/ED: 55% (Exceeding) ● Sex/Gender: F: 57%; M: 50% (Exceeding/Meeting) 	<p>Exceeds Expectation Exceeds 55%</p> <p>Meets Expectation Between 45%-54.9%</p> <p>Approaching Expectation Between 35%-44.49%</p> <p>Does Not Meet Expectation Below 35%</p>
<p>1.4c</p>	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><u>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</u></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>CRCS reported data for three subgroups:</p> <ul style="list-style-type: none"> ● IEP: 57% (Exceeding) ● F+R Lunch/ED: 48% (Meeting) ● Sex/Gender: F: 52%; M: 57% (Meeting/Exceeding) 	<p>Exceeds Expectation Exceeds 55%</p> <p>Meets Expectation Between 45%-54.9%</p> <p>Approaching Expectation Between 35%-44.49%</p> <p>Does Not Meet Expectation Below 35%</p>

1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:</p> <p>2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	<p>Exceeds Expectation Exceeds 90%</p> <p><i>School reported that 92% of students graduated within 4 years.</i></p> <hr/> <p>Meets Expectation Meets annual target</p> <hr/> <p>Approaching Expectation Less than 5% below target</p> <hr/> <p>Does Not Meet Expectation 5% or more below target</p>
1.6a	Post Secondary Readiness	<p><u>Beginning in SY 2023-2024</u>, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer: The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 in math or; • ASVAB score of 31 or higher <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>CRCS reported the following results: Accuplacer:</p> <ul style="list-style-type: none"> • Reading: 82% of students met the goal • Math: 83% of students met the goal 	<p>In SY 2022-2023, schools will report the data, but will not be rated.</p>
1.6b	Post Secondary Readiness/Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <p>CRCS reported the following subgroup results: Accuplacer:</p> <ul style="list-style-type: none"> • F+R Lunch/ED: <ul style="list-style-type: none"> ○ Reading: 75% of students met the goal (Meets Expectation) ○ Math: 88% of students met the goal (Meets Expectation) • Sex/Gender: <ul style="list-style-type: none"> ○ Reading: F: 88%; M: 76% (Meets Expectation) ○ Math: F: 81%; M: 88% (Meets Expectation) 	<p>In SY 2022-2023, schools will report the data, but will not be rated.</p>

1.6c	Post Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully ² participated in at least one post-secondary activity such as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, career technical coursework or internship.	<p>Exceeds Expectation Exceeds 80%</p> <p>81% of students at CRCS participate in at least one postsecondary opportunity.</p>
			<p>Meets Expectation 70%-79.9%</p>
			<p>Approaching Expectation 60%-69.9%</p>
			<p>Does Not Meet Expectation Fewer than 60%</p>
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support.	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>School reports 16 students completed the FAFSA form</p>
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	<p>No rating is provided for <i>Criterion 2.1: State Compliance</i>. Site visit reports that include a section for this criterion identify specific concerns the school must address.</p>
2.2	Family Engagement: Panorama School Climate Survey-Family Results	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>CRCS family participation was 29%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> • School Climate - In the 99th percentile nationally compared to like schools • School Safety - In the 70th percentile nationally compared to like schools • School Fit - In the 90th percentile nationally compared to like schools <p>Results in 3 of 3 required scales are in the "Exceeds Expectation" range, but school "Does Not Meet" the target due to low family participation.</p>	<p>Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools</p> <p>Meets Expectation All 3 of the 3 required scales in the average range for like schools</p> <p>Approaching Expectation 2 of the 3 required scales in the average range for like schools</p> <p>Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	School Climate: Panorama School Climate Survey-Student	Results from 4/4 of the required scales* from the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>

² Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

	Results	<p>must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>CRCS student participation rate was 87%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 30th percentile nationally compared to like schools (grades 3-5) and in the 10th percentile nationally compared to like schools (grades 6-12) <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.4	School Climate: Panorama School Climate Survey -Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* from the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>CRCS teacher/staff participation rate was 100%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 82nd percentile nationally compared to like schools School Leadership - In the 91st percentile nationally compared to like schools Professional Learning - In the 98th percentile nationally compared to like schools Feedback and Coaching - In the 89th percentile nationally compared to like schools 	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board’s bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p>

		<p>charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning.</p> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p> <p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	<p>Meets Expectation 6 or more meetings</p> <p>Does Not Meet Expectation 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	<p>Meets Expectation All minutes and agendas posted timely</p> <p>Approaching Expectation 1-2 items not posted timely</p> <p>Does Not Meet Expectation 3 or more not posted timely</p>
3.4	Reporting Accuracy and Timeliness	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p>95% of required documents/reports were submitted on time with 100% accuracy</p>	<p>Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete</p> <p>Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p>Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete</p> <p>Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	Exceeds Expectations Board provides evidence of development opportunities, such

³ A school year is July 1 - June 30

⁴ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			<p>as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.</p> <p>Meets Expectations 100% of required courses have been taken and evidence is provided</p> <p>Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided</p> <p>Does Not Meet Expectations Less than 80% of required courses have been completed</p> <p>75% of Board members completed required training modules</p>
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	<p>Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p>Meets Expectations Certified as required and approved by the Board</p> <p>Does Not Meet Expectations Not certified as required</p>
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	<p>Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.</p> <p>Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
<p>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)</p>			
4.1a	Current Ratio (Near-Term)	Current ratio is greater than or equal to 1.1.	<p>Lower Risk Greater than 1.5</p>

	Measures)	<i>Current assets divided by current liabilities.</i>	Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%

4.2c	Cash Flow (Sustainability Measure)	<p>Charter District Leadership maintains a positive cumulative 2-year cash flow.</p> <p><i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p>	<p>Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>
			<p>Moderate Risk A positive cumulative 2-year cash flow</p>
			<p>High Risk Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.</p>
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	<p>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</p> <p><i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i></p>	<p>Lower Risk Exceeds 1.1</p>
			<p>Moderate Risk Is 1.0 to 1.1</p>
			<p>High Risk Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.</p> <p>The 3-year annual financial plan is due on August 31st.</p>	<p>Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>
			<p>Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	<p>Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments</p>
			<p>Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments</p>
			<p>Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Attendance	<p>Chronic absenteeism rate</p> <p>Schools will have 10%-18% or fewer students classified as</p>	<p>Exceeds Expectation Fewer than 10%</p>

		<p>chronically absent⁵ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated. School reports that 41% of Pre-K students were chronically absent.</p>	<p>Meets Expectation 10%-18%</p> <p>Approaching Expectation 17.9%-25%</p> <p>Does Not Meet Expectation Greater than 25%</p> <p>CRCS reports that 38% of students are chronically absent.</p>
5.3	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁶ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day⁷.</p>	<p>Exceeds Expectation More than 90%</p> <p>Meets Expectation 85%-89.9%</p> <p>CRCS reports that 86% of students persisted through the school year.</p> <p>Approaching Expectation 75%-84.9%</p> <p>Does Not Meet Expectation Fewer than 75%</p>
5.4	Student Persistence - Year-to-Year	<p>Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.</p>	<p>Exceeds Expectation Exceeds 90%</p> <p>CRCS reports that 95% of students have completed the intent of reenroll.</p> <p>Meets Expectation 85%-89.9%</p> <p>Approaching Expectation 75%-84.9%</p> <p>Does Not Meet Expectation Fewer than 75%</p>
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Percentage of students meeting projected growth on NWEA MAP within standard deviation	<p>Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP reading within one standard deviation.</p>	<p>Exceeds Expectation Exceeds 70%</p> <p>Meets Expectation Between 60%-69.9%</p> <p>Approaching Expectation Between 50%-59.9%</p> <p>Does Not Meet Expectation Below 50%</p>

⁵ Chronically absent is defined as missing 10% or more of school days.

⁶ Student resident in the state of Maine

⁷ Student Count Day is October 1

6.1b	Percentage of students meeting projected growth on NWEA MAP within standard deviation	Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP math within one standard deviation.	Exceeds Expectation Exceeds 70%
			Meets Expectation Between 60%-69.9%
			Approaching Expectation Between 50%-59.9%
			Does Not Meet Expectation Below 50%
6.1c	Percentage of students meeting projected growth on NWEA MAP within standard deviation.	Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP language within one standard deviation.	Exceeds Expectation Exceeds 70%
			Meets Expectation Between 60%-69.9%
			Approaching Expectation Between 50%-59.9%
			Does Not Meet Expectation Below 50%

MID-YEAR MEETING REPORT

**2022-23 Mid-Year Meeting
Community Regional Charter School**

April 7, 2023

On March 2, 2023, the Maine Charter School Commission staff completed a mid-year meeting in-person and via Zoom at Community Regional Charter School (CRCS) with Elizabeth Firnkes, the Building Principal of Overman Academy; Susan Muzzy, the Building Principal of Creative Children’s Center and Dimensions Academy; Danielle Denis, Board Chair; Jill Alves, Business Manager; Nicole Reinholt, Board Member; and Travis Works, Executive Director. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

Facilities: As noted in your Intervention Plan, the Commission continues to be concerned that the current configuration of facilities is unsustainable. We ask that School Leadership and the Board plan with urgency to resolve the

construction and facilities projects by, initially, documenting a facilities plan and financial assessment.

Data: When you complete the NWEA data longitudinal analysis, we would like to see it.

Chronic Absenteeism: Because your chronic absenteeism rate is currently stagnant at a high level, consider providing the Commission with data that shows improvement. While not on the Performance Framework, it may be helpful for the Commission to understand if you have seen improvement in attendance from your group of students who are currently chronically absent.

Auditor:

1. As noted in your Intervention Plan, in order to protect the organization we recommend hiring a different auditor. Please consider different, larger, firms who have a background in auditing charter schools. Joe Drago is able to provide guidance, if helpful.
2. Review loan documents to determine if there is a timeline requirement for the audit to be completed.

Academic

The NWEA Growth MAP assessment data from the state is suppressed in both Math and Reading. At this time, we do not have access to state comparison data for CRCS. At the mid-year meeting, 48% of students met their projected RIT scores in reading, which is within the range of the national average. In Math, 43% of students met their projected RIT scores, which is below the national average. The overall scores have remained relatively consistent to the scores reported by the school last year.

The school leadership team noted that if you take the standard deviation of NWEA scores into account, 64% of students met projected RIT in Reading and 69% in Math. The school team reported several successes that they saw in the academic data, including grade levels 1, 5 and 8, doubling or tripling their growth goals. The team added that the students in 5th grade have continued to underperform compared to their goals. The team attributes the success of certain grade levels to the multi-tiered systems of support (MTSS) at the Overman campus. The team noted that students, particularly in 11th grade, are experiencing mental health challenges that are impacting attendance and academic performance.

The school reports that students on IEPs are performing on par with the regular education student population and that students from low-income households are outperforming their peers in Reading, but not Math.

The leadership team reports that they review the data with teachers at weekly staff meetings to goal-set and action plan. They use the data to inform curriculum development work. The team also showed several examples of student data that shows growth over time (fall to fall or over multiple years). The examples demonstrated that a student may not meet their annual RIT growth goal, but may still make progress over multiple years. The school team is in the process of completing the data analysis for all students in the school to ascertain if the longitudinal growth trend is true for the full student population.

Attendance

In SY2021-22, CRCS's rate of chronic absenteeism was 35.1%. At the time of the mid-year meeting, the chronic absenteeism rate district-wide was 35% (39% at Creative Children's Academy, 37% at Dimensions Academy, and 32% at Overman Academy), the same rate as last year.

The school team reported that they are disappointed that the rate of chronic absenteeism has not improved since last year. They attribute the high chronic absenteeism to prolonged COVID and flu sickness, transportation challenges with students missing the bus, or not being allowed to ride the bus because of poor behavior, and families of the youngest students keeping them home often.

The school completes weekly attendance audits and is working closely with families to support transportation challenges and absences due to family appointments.

Graduation

In SY2021-22, CRCS's graduation rate was 80%. At the mid-year meeting, the school reports that 96% of students are on track to graduate in four years, which would be a significant improvement and put the school in the "exceeds" category on the Performance Framework. The school notes that four 11th grade students are planning to graduate early.

CRCS works closely with each student on their post-secondary plans. Currently, in their senior class:

- 13% are planning to attend a 4-year college,
- 41% are planning to attend a 2-year college,
- 3% are planning to attend the military,
- 9% are considering Job Corps,
- 9% are entering the workforce with a certification (welding and CDL), and
- 25% are entering the workforce.

The leadership noted that all students have access to college dual enrollment beginning in 10th grade, which has helped students proactively plan post-secondary pathways.

Financial Performance

As of the mid-year meeting, three out of eight of the financial criteria in the Performance Framework are calculated as higher-risk, three are moderate risk and two are lower-risk. Currently, both the end of year FY22 numbers and the middle of the FY23 numbers show a deficit. The school reports that the deficit and decrease in cash are due to:

- Capital improvements (repaving),
- Fuel costs over budgeted amount,
- Utilities over budgeted amount,
- Septic System upgrade,
- Replacement of the electricity and pump to well at Dimensions, and
- Significant depreciation amount in P&L (approximately \$300,000).

CRCS is budgeting next year for 359 students, based on the 10/1/22 certified student count, though they plan to serve 370. Because of a Pre-K Expansion Grant received by the MDOE, 16 additional Pre-K students will be funded in real-time - without the typical annual delay.

Student Enrollment and Recruitment

At the time of the mid-year meeting, there were 339 students enrolled at CRCS. The school is budgeting next year for 359 learners, which is based on the 10/1/2022 student count. The school is anticipating having 370 students enrolled on 10/1/2023. The team noted that they have room for 386 students without adding additional space.

CRCS is hoping to enroll 32 students in each grade. Their ideal long term steady state enrollment scenario is 50 students per grade.

Facilities

The school continues to have significant facilities challenges and reports that their current configuration of three campuses constricts their optimal student enrollment. The team noted that they have room for 386 students, but anything beyond that will require additional space being added. The team notes that “Dimensions Academy needs physical space added and Overman Academy needs current space divided and reconfigured. The administration and board are working on a comprehensive plan on necessary space to match future enrollment projections.”

In order to house the additional 16 Pre-K students that are enrolling for SY2023-24 (funding in real-time via a grant from the MDOE) the school hopes to add a portable building rather than house the students in an existing building. However, the school needs to add a sprinkler system to the portable, which is cost-prohibitive at approximately \$110,000.

The school is hoping to build capital to invest in space during SY2024-25. The school would like to build a new, central building to house all campuses, but do not currently have a feasible plan to do so. Instead, they are considering ways to add square footage to their existing buildings. The school team reports that Overman Academy has existing square footage that can be divided up and that eight additional classrooms need to be added at the Dimensions Academy campus.

Governing Board

The Board reports that seven board positions are filled. They note that “over the last two years, the board has made a tremendous amount of growth and progress. That work continues today and one of the greatest assets has been the decision to utilize Board on Track. The board needs to continue improving and making progress on the board goals. For example, the board needs to develop a succession plan in the event a board member or even the board chair does resign.”

2022-23 Annual Monitoring Report

*Prepared for
Maine Virtual Academy*

November 2023





Mission

Maine Virtual Academy's (MeVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.

Vision

MeVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MeVA will empower students to acquire the academic and life skills needed to succeed in postsecondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

Governing Board

Donna Pelletier, President	Nicholas Gannon, Treasurer
Stacey Blanchard, Secretary	Susan Walters
Tina Meserve	

Leadership Team

Melinda Browne, Head of School	Donald Fournier, Academic Administrator
Lena Vitagliano, SPED Administrator	Stephanie Emery, Program Manager of Operations

School Profile

Year Opened	2015-16
Years in Operation	8
Grades Served	7-12
Number of Sending Districts	113
Enrollment*	438
Students on Waiting List*	57

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

Grade Level Enrollment		
7th Grade	31	7%
8th Grade	56	13%
9th Grade	55	12.5%
10th Grade	85	19.5%
11th Grade	113	26%
12th Grade	98	22%
Gender		
Female	237	54%
Male	201	46%
Race/Ethnicity		
American Indian or Alaska Native	6	1.5%
Asian	2	.5%
Hispanic/Latino	32	7%
Two or More Races	22	5%
White	376	86%
Special Education		
Students with IEPs	112	26%
General Education Students	326	74%
Economically Disadvantaged		
Yes	231	53%
No	207	47%

EXECUTIVE SUMMARY

The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

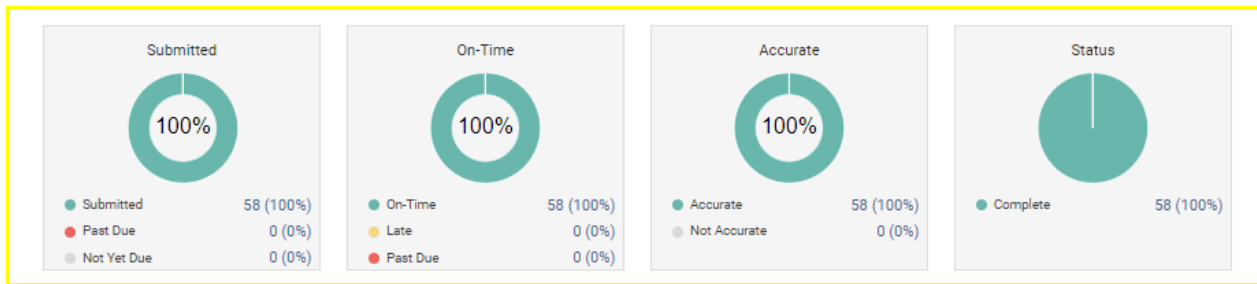
The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Maine Virtual Academy was on cycle to have a Site Visit at the end of the 2022-23 school year.

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> School Leader Evaluation Tool
<ul style="list-style-type: none"> Current enrollment and demographics 	<ul style="list-style-type: none"> Staff Roster
<ul style="list-style-type: none"> Current organizational chart 	<ul style="list-style-type: none"> Panorama school climate survey results
<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> School's self-assessment
<ul style="list-style-type: none"> Board member meeting attendance 	<ul style="list-style-type: none"> Previous year's monitoring report [as applicable]
<ul style="list-style-type: none"> School's strategic plan [as applicable] 	<ul style="list-style-type: none"> School's reported performance framework results
<ul style="list-style-type: none"> ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> Copies of current recruitment materials
<ul style="list-style-type: none"> Professional Development Calendar 	<ul style="list-style-type: none"> Student enrollment application

Document is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below

summarizes the charter districts' report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

In school year 2022-23, Maine Virtual Academy was successful in the following areas of the Performance Framework:

- Academics/NWEA MAP Growth: Students **met expectations** for projected growth in reading and **exceeded expectations** in math and language. All subgroups but one (male, reading) met or exceeded expectations;
- High School Completion: With 100% of students graduating in 4 years, MEVA's graduation rate **exceeded expectations** on the Performance Framework and surpassed the state's annual target for 2023;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, MEVA already has 87% (reading) and 90% (math) meeting the goal, including strong results from all subgroups;
- Postsecondary Activities: 100% of students at MEVA participate in at least one postsecondary opportunity;
- Teacher/Staff, Family and Student Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey with all stakeholder groups;
- Governing Board Meetings: The school has held the required numbers of meetings and posted agendas and minutes in a timely fashion;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Attendance: The school reports a chronic absenteeism rate of 3.42%, **exceeding expectations** on the Performance Framework;
- Student Persistence: The school is exceeding expectations in the number of students that remain at the school throughout the year, and in the number of students that plan to return next year;

- Customized Framework: The school is **meeting** the goal that the median student conditional growth percentile on the NWEA is in the 50th or higher for each grade level.

The school provided context to support the areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Academics: “MEVA keeps a rigorous assessment calendar each school year that supplies current and longitudinal student achievement and growth data. Our ongoing analysis finds that students who stay enrolled make steady gains over time. MEVA is addressing students’ learning losses, due to pandemic-related disruptions, and expanding our academic support. Examples of universal interventions include on-demand, daily tutoring in any academic subject, and robust summer programming. The MEVA faculty get to know our students on a personal basis and from the standpoint of their academic gaps/needs. Teaching teams work closely together to review assessment data to inform targeted instruction and course (curriculum) maps. In addition to daily co-teaching team meetings, we keep the cadence of weekly department meetings and schoolwide faculty (process improvement) meetings, to share valuable information and to collaborate on projects and initiatives. MEVA encourages our faculty’s dedication and retention by hearing all voices.
- Professional Development: “We decide professional development at MEVA by reviewing needs, determined through structured conversations with faculty members. Our weekly process improvement meetings supply a venue for teacher presentations on relevant topics such as promoting literacy and running active, grade-level, advisory groups.”
- Educational Services: “MEVA continues to contract with K12/Stride for faculty IT, and student enrollment services, which cost approximately eleven percent of our revenues, a small expense with respect to our overall operations. K12/Stride’s ongoing support meets our needs.”

MEVA has demonstrated areas that require growth on the Performance Framework in the following areas:

- Board Professional Development: School Board Members did not participate in the minimum required online training modules.

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. Percentage of Students Assessed: Percentage of students “at state expectation”: Percentage of students “above state expectations”:
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established Percentage of Students Assessed: Percentage of students “at state expectation”: Percentage of students “above state expectations”:

1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible¹ students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p>School reported 47% of students met the projected growth in reading.</p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p>School reported 57% of students met the projected growth in language.</p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p>School reported 65% of students met the projected growth in language.</p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>School reported the following subgroup performance: Students on IEPs: 47%</p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%

¹ Eligible is defined as having both a fall and spring score.

		<p>Students on 504s: 45% F+R Lunch: 46% Sex/Gender: Male: 36%; Female: 55%</p>	<p>Does Not Meet Expectation Below 35%</p>
1.4b	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>School reported the following subgroup performance: Students on IEPS: 47% Students on 504s: 50% F+R Lunch: 59% Sex/Gender: Male: 64%; Female: 52%</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>School reported the following subgroup performance: Students on IEPS: 63% Students on 504s: 64% F+R Lunch: 63% Sex/Gender: Male: 70%; Female: 62%</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*: 2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p>	<p>Exceeds Expectation Exceeds 90%</p>
			<p>Meets Expectation Meets annual target</p>
			<p>Approaching Expectation Less than 5% below target</p>

		<p>Maine Department of Education Graduation Rates by Year</p> <p>School reports that 100% of students graduated in 4 years.</p>	<p>Does Not Meet Expectation 5% or more below target</p>
1.6a	Post Secondary Readiness	<p><u>Beginning in SY 2023-2024</u>, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 in math or; • ASVAB score of 31 or higher <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>School reported the following Accuplacer results: Reading: 87% Math: 90%</p>	<p>In SY 2022-2023, schools will report the data, but will not be rated.</p>
1.6b	Post Secondary Readiness/ Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <p>In SY 2022-2023, schools will report the data, but will not be rated.</p> <p>School reported the following Accuplacer results for subgroups:</p> <p>IEP:</p> <ul style="list-style-type: none"> • Reading: 72% • Math: 72% <p>504:</p> <ul style="list-style-type: none"> • Reading: 92% • Math: 92% <p>F+R Lunch:</p> <ul style="list-style-type: none"> • Reading: 87% • Math: 93% <p>Sex/Gender:</p> <ul style="list-style-type: none"> • Male: <ul style="list-style-type: none"> ○ Reading: 87% ○ Math: 93% • Female: <ul style="list-style-type: none"> ○ Reading: 88% ○ Math: 88% 	<p>In SY 2022-2023, schools will report the data, but will not be rated.</p>
1.6c	Post Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully² participated in at least one post-secondary activity such as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, career technical coursework or internship.</p>	<p>Exceeds Expectation Exceeds 80%</p> <p>School reported that 100% of students participate in at least one postsecondary opportunity.</p> <hr/> <p>Meets Expectation 70%-79.9%</p>

² Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

			<p>Approaching Expectation 60%-69.9%</p>
			<p>Does Not Meet Expectation Fewer than 60%</p>
1.6d	<p>Post-Secondary Readiness: FAFSA</p>	<p>Schools will report annual rates and school-supported opportunities for FAFSA support.</p>	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>School reported that 36 families completed FAFSA.</p>
<p>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</p>			
2.1	<p>State Compliance</p>	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	<p>No rating is provided for <i>Criterion 2.1: State Compliance</i>. Site visit reports that include a section for this criterion identify specific concerns the school must address.</p>
2.2	<p>Family Engagement: Panorama School Climate Survey-Family Results</p>	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>MeVA's family participation was 63%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 99th percentile nationally compared to like schools School Safety - In the 99th percentile nationally compared to like schools School Fit - In the 70th percentile nationally compared to like schools 	<p>Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 3 of the 3 required scales in the average range for like schools</p>
			<p>Approaching Expectation 2 of the 3 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	<p>School Climate: Panorama School Climate Survey-Student Results</p>	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>MeVA's student participation rate was 78%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 99th percentile nationally compared to like schools <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p>
			<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>

2.4	School Climate: Panorama School Climate Survey-Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>MeVA’s teacher/staff participation rate was 100%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> • School Climate - In the 99th percentile nationally compared to like schools • School Leadership - In the 99th percentile nationally compared to like schools • Professional Learning - In the 91st percentile nationally compared to like schools • Feedback and Coaching - In the 99th percentile nationally compared to like schools 	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>

SECTION 3: ORGANIZATIONAL SUSTAINABILITY

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> • Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board’s bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> • The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee’s meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> • The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school’s mission, vision, and educational philosophy and the accountability 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p> <p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school.</p>
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		cycles of the authorizer.	High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols.
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	Meets Expectation 6 or more meetings
			Does Not Meet Expectation 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	Meets Expectation All minutes and agendas posted timely
			Approaching Expectation 1-2 items not posted timely
			Does Not Meet Expectation 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. 100% of required reports/documents were submitted on time with 100% accuracy	Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete
			Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete
			Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.
			Meets Expectations 100% of required courses have been taken and evidence is

³ A school year is July 1 - June 30

⁴ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days

			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive

			cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st.	Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments
			Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Attendance	<p><u>Chronic absenteeism</u> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁵ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.</p>	Exceeds Expectation Fewer than 10%
			School reported that 3.42% of students are chronically absent.
			Meets Expectation 10%-18%
			Approaching Expectation 17.9%-25%

⁵ Chronically absent is defined as missing 10% or more of school days.

			Does Not Meet Expectation Greater than 25%
5.3	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁶ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁷ .	Exceeds Expectation More than 90% <i>School reported that 96% of students persist through the school year.</i>
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
5.4	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	Exceeds Expectation Exceeds 90% <i>School reported that 97% of students persist from year to year.</i>
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report	Separate goals for each grade level (7,8,9,10, and 11), a total of fifteen indicators/goals: The student median conditional growth percentile is the fiftieth (50th) or higher, as of the spring NWEA math, reading, and language usage, for each eligible grade level. Math: <ul style="list-style-type: none"> ● 7th: Exceeding ● 8th: Exceeding ● 9th: Meeting ● 10th: Approaching ● 11th: Exceeding ● TOTAL: Meeting Reading:: <ul style="list-style-type: none"> ● 7th: Approaching ● 8th: Approaching ● 9th: Approaching ● 10th: Meeting ● 11th: Meeting ● TOTAL: Meeting Language : <ul style="list-style-type: none"> ● 7th: Meeting 	Exceeds Expectation Exceeds 66%ile
			Meets Expectation 50th-65th%ile
			Approaching Expectation 35th-49%ile
			Does Not Meet Expectation Lower than 34%ile

⁶ Student resident in the state of Maine

⁷ Student Count Day is October 1

		<ul style="list-style-type: none"> • 8th: Meeting • 9th: Meeting • 10th: Exceeding • 11th: Meeting • TOTAL: Meeting 	
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MID-YEAR MEETING REPORT

**2022-23 Mid-Year Meeting
Maine Virtual Academy**

March 27, 2023

On March 1, 2023, the Maine Charter School Commission staff completed a mid-year meeting via Zoom with Donna Pelletier, the Maine Virtual Academy Governing Board Chairperson; Stacey Blanchard, a Board Member and MEVA Parent; Melinda Browne, Head of School; Christina O’Grady, Curriculum Coordinator; and Don Fournier, Academic Administrator. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- None at this time.

Academic

Maine Virtual Academy (MEVA) outperformed the state average in English Language Arts on the NWEA MAP Assessment (Spring 2021-2022), with 84.9% of the students meeting or exceeding expectations (state average for SY2021-22 according to the ESSA Dashboard was 83.8%). 44% of students in grades 7 and 8 met or exceeded projected growth from the Fall 2022 NWEA MAP Assessment to the Winter 2023 administration in reading and 54.6% in language for these same grade levels, placing MEVA within the range of meeting the national growth average. In Mathematics, MEVA outperformed the state average with 86.9% of students meeting or exceeding the state expectations (state average in math for the SY2021-22, according to the ESSA Dashboard, was 81.3%). 61.9% of students in grades 7 and 8 met or exceeded projected growth from the Fall 2022 NWEA MAP Assessment to the Winter 2023 administration, which is within the range of the national average.

School leadership presented information that supports the school’s assertion that they are a high-performing charter school - academically, operationally, and financially. The school prioritizes data analysis and strong testing participation is important to the culture of the school. The school leadership

presented longitudinal evidence to show that students that stay at MEVA are showing strong academic growth. In reading, the trendlines for all students who have been at MEVA 2-5 years are showing an upward trend. In math, the trendlines for all students who have been at MEVA 1-5 years are showing an upward trend and the longer a student is at MEVA the steeper the trendline, which indicates accelerated growth as students continue at the school. In language, the students who have been at MEVA for 4-5 years are showing the highest level of growth.

The students at MEVA reported a positive experience taking the Accuplacer assessment this year. Overall, MEVA is meeting this new performance measure in both reading and math. MEVA is meeting the subgroup comparison measures, except for the disparity between special education (SE) and non-SE students. The MEVA SE team is focused on closing the gap by offering individual and small group remediation during Specially Designed Instruction (SDI) sessions.

The school leadership named two main areas of success and concern. The successes include the school accomplishing its mission and vision and students meeting academic targets. A challenge includes maintaining the 95% testing participation rate as the state transitions back to in-person state testing. The school is mobilizing its faculty and resources to meet the challenge.

The teachers at MEVA design their own curriculum using the Chalk Platform. They report that great strides have been made in their curriculum mapping goal. Specifically, MEVA has completed 100% of the core content areas maps, maps for all of the Art courses, and some additional elective courses totalling 44 (73%) completed maps. The remaining 16 (27%) maps to be completed are for elective courses. These maps will add a more robust picture of all of the course offerings at MEVA.

The completed maps allow for vertical and horizontal alignment as well as identifying any gaps or redundancies within the curriculum.

Attendance

MEVA continues to have exceptionally low rates of chronic absenteeism. In SY 2021-22 the school's rate of chronic absenteeism was 3.5%, far below the state average. Currently, the school is reporting a chronic absenteeism rate of 4.86%. If the school maintains a similar rate until the end of the year, they will exceed expectations in this category.

Graduation

MEVA has recently demonstrated strong improvement and performance in high school graduation rates. In SY 2021-22, the school data was suppressed

by the state, but the state certified a rate to school exceeding 90%. This year, the school is on-track for 100% of seniors to graduate.

MEVA credits their strong graduation rate to:

- Summer programming
- Extended school year for students on IEPs
- Asynchronous credit recovery courses during school year
- Targeted meetings with students and families
- Daily Helpdesk at the high school (daily from 2pm-4pm); on demand help in any subject; and
- A new Middle School Study Hub.

Financial Performance

MEVA maintains a strong financial standing and currently has the lowest risk financial metrics in the charter school portfolio.

MEVA reported the Quarter 2 FY 2023 financial summary by Jennifer Hight, CPA: “The new financial processes put into place in FY 2023 are running smoothly and effectively. We approved our FY 2022 990 at the Board Meeting in January. At the end of Quarter 2 for FY 2023 we show Revenue in Excess of Expenditures for the six months ending 12/31/22 of \$443,362. Salaries and benefits remain our largest expense. At this time, we are fully staffed and do not expect a change in personnel as we continue into the 2022-2023 school year.”

MEVA reports that they are making progress on the Financial Plan and Budget Performance Target. They have hosted two planning and budgeting workshops. A third workshop is scheduled for 3/2/23 and aims to have the FY24 budget and 3-year financial plan ready for board approval at the May 16th meeting.

Student Enrollment and Recruitment

Current enrollment is 406 students. 97% of students enrolled on Oct. 1 are still enrolled. The school credits the Improvement to the faculty’s rapid reporting and outreach efforts, including a form that is completed and discussed at weekly meetings and immediate school outreach to families to offer support.

For the first time in the school’s history they may need to run an enrollment lottery this year. The school plans to enroll up to their enrollment cap (390 + 10%). The school leadership reports that they are happy with the school’s current size and aim to maintain a low teacher to student ratio.

Facilities

MEVA continues to rent space at the Ballard Center in Augusta. MEVA has a facilities plan, which is reviewed annually or as needed.

Governing Board

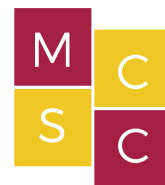
The school leadership and board report that the board of six members meets monthly and reviews finances, performance data and policies. The board has a strategic plan that prioritizes achieving the school's performance measures by providing access, instruction, remediation, postsecondary transition and service. The skill set on the board is diverse and the board sets annual goals based on a needs assessment.

DRAFT

2022-23 Annual Monitoring Report

*Prepared for
Ecology Learning Center*

November 2023



the Ecology Learning Center

Mission

The mission of the Ecology Learning Center is to deeply root students in Maine's ecological & cultural landscapes, foster authentic real-world learning through mentorship & craft, and cultivate compassionate and resilient leaders prepared to engage in the challenges of today & tomorrow.

Vision

Our vision is to inspire high school students from Waldo County and beyond to roll up their sleeves and engage in their local communities through service learning and apprenticeships. Guided by the unifying theme of “ecology” (the student of the relations between organisms and their environment), students will enact and embody ecological principles by making meaningful connections between school and community. We will help students develop the knowledge, skills, and commitment to work collaboratively to address important local challenges. Students will take active roles in every aspect of their education, always with the support and guidance of teachers and local experts.

Governing Board

Laura Graham, Chair	Beth Alma, Vice Chair
Chris Lewis, Treasurer	Carol McGovern, Secretary
Michael Shell	Randall Fox

Leadership Team

Leza Packard, Head of School	Kayla Higgins, Dean of Students
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School Profile

Year Opened	2020-21
Years in Operation	3
Grades Served	9-12
Number of Sending Districts	15
Enrollment*	102
Students on Waiting List*	0

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

Grade Level Enrollment		
9th Grade	22	22%
10th Grade	25	25%
11th Grade	30	28%
12th Grade	25	25%
Gender		
Female	49	48%
Male	52	51%
Unspecified	1	<1%
Race/Ethnicity		
American Indian or Alaska Native	0	0
Asian	1	<1%
Black or African American	1	<1%
Hispanic/Latino	1	<1%
Pacific Islander	1	<1%
White	98	99%
Special Education		
Students with IEPs	22	22%
General Education Students	80	78%
Economically Disadvantaged		
Yes	38	37%
No	64	63%

EXECUTIVE SUMMARY

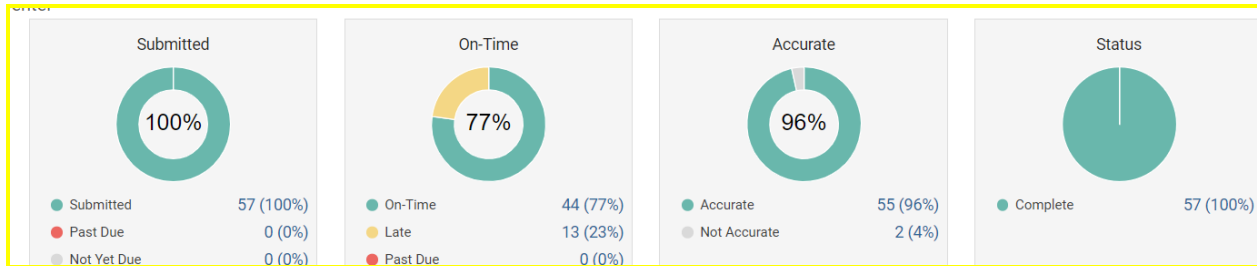
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Ecology Learning Center was not on cycle to have a Site Visit at the end of the 2022-23 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that receive an in-person visit.

Key documents and other information reviewed to determine progress on the charter district’s performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> School Leader Evaluation Tool
<ul style="list-style-type: none"> Current enrollment and demographics 	<ul style="list-style-type: none"> Staff Roster
<ul style="list-style-type: none"> Current organizational chart 	<ul style="list-style-type: none"> Panorama school climate survey results
<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> School’s self-assessment
<ul style="list-style-type: none"> Board member meeting attendance 	<ul style="list-style-type: none"> Previous year’s monitoring report [as applicable]
<ul style="list-style-type: none"> School’s strategic plan [as applicable] 	<ul style="list-style-type: none"> School’s reported performance framework results
<ul style="list-style-type: none"> ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> Copies of current recruitment materials
<ul style="list-style-type: none"> Professional Development Calendar 	<ul style="list-style-type: none"> Student enrollment application

Document is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts' report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT: In SY2023-24, Accuplacer results will be rated on the Performance Framework. Given that the current percentage of students meeting the goal is low, we recommend that the school develop specific strategies for increasing the academic achievement required of graduates.

CHRONIC ABSENTEEISM: Given the increase in chronic absenteeism from SY2021-22, we recommend that the school develop clear and specific goals and strategies to increase attendance.

In SY2022-23, the Ecology Learning Center was successful in the following areas of the Performance Framework:

- High School Graduation: The school held its first graduation and **100% of seniors graduated**, in addition to two juniors who graduated early;
- Postsecondary activities: The school reported that **100% of seniors** are involved in at least one postsecondary opportunity;
- Student Experience: On the Panorama survey, the school ranked in the 99% nationally when compared with like-school on students' satisfaction rate with school climate;
- Governing Board Meetings: The Governing Board meets regularly and surpassed the minimum required board meetings;
- A facility that supports learning;
- Student Persistence, **exceeding expectations** in the number of students that remain at the school throughout the school year and year-to-year; and

- **Passion Projects:** The school **exceeded expectations** on the customized sections of the Performance Framework, surpassing the goal of 95% participation with at least 75% of students earning an overall score of 80%-100% on their week-long winter Passion Project.

Additionally, the school identified several other areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- **Academics:** The school reported that “We further developed and refined our academic program this year, adding two dual enrollment college courses through which students received credit from UMaine Farmington (Environmental Studies and English). Every teacher met one-on-one with curriculum coordinator Korah Soll of Rural Aspirations, to review and revise their standards-based Scope & Sequences. We implemented Infinite Campus for the first time to track attendance and grades, and allow students and parents to view their progress throughout the year.” Additionally, “The school’s fall to fall NWEA MAP growth projection was strong, with 64% of students meeting projected RIT growth in Math and 63% of student meeting projected RIT growth in ELA. We exceeded our Custom Target goal, centered on a week-long winter Passion Project. 80% of our students earned an overall score of 80%-100% on the projects. The intended outcome was for students to explore and develop an independent interest that will prepare them for future education and employment opportunities. This was our third annual and largest Passion Project Expo, held at MOFGA with community members present including Representative Benjamin Hymes.”
- **Enrollment:** The school noted that “We grew from 77 students to 102, once again exceeding the original goal in our application which was 96 students at full capacity. Of the 102 students enrolled during the 2023 academic year, 23 had IEPs and 7 had 504 plans.”
- **First Graduating Class:** “We graduated our first ever senior class, with 24 out of 24 seniors and 2 juniors graduating early - a 100%+ graduation rate. This is an especially noteworthy accomplishment given that one third of this unique graduating class had been at risk of dropping out of school when they first entered the Ecology Learning Center, and half of the graduates had IEPs. The commencement ceremony took place at MOFGA's beautiful timber-framed Exhibition Hall, and included every student speaking before the audience of nearly 200 people as a collective student-centered keynote address. Four students received Honors recognition, and four High Honors. Additionally, the faculty nominated five students for unique mission-aligned awards: Environmental Leader, Community Leader, Hands-On Leader, Compassionate Leader, and Resilient Leader. Our

own string quartet of underclassmen played the processional and recessional.”

- Student, Family and Staff Experience: Although ELC did not meet the participation rates for families and staff, those that completed the survey were positive, placing the school in the exceeding expectations range, if they had met participation requirements.
- Staff Retention: “We have a high staff return rate, with 22 employees returning of the 24 who were offered positions. Our strategy of hiring elective course teachers in a full-time capacity, teaching their content area (Spanish language, Art, Music) part time and working as Ed Techs part time has helped greatly with staff retention and team cohesion.”

The Ecology Learning Center has demonstrated areas that require growth on the Performance Framework in the following areas:

- Teacher/Staff and Family Panorama Survey Participation Rates: Both stakeholder groups are in the “does not meet expectations” range because the school did not meet the participation requirements. However, the results are strong for the stakeholders that took the survey.
- Board Trainings: All school board members did not complete the required online training modules.
- Attendance: The school reported a chronic absenteeism rate of 49.48%.

Though not rated this year on the Performance Framework, the school noted that they want to see growth in the Accuplacer results. Specifically, “This was our first year conducting Accuplacer testing. The results were low, and we hope to improve these numbers in the future. 17 students took the test: 35% met the College Readiness indicator of 239 or above in reading and 53% met the College Readiness indicator of 226 or above in math.”

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. Percentage of Students Assessed: Percentage of Students “As State Expectation”: Percentage of Students “Above State Expectation”:
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established Percentage of Students Assessed: Percentage of Students “As State Expectation”: Percentage of Students “Above State Expectation”:
1.5	High School Completion	4-year high school graduation rate (current cohort) Schools will meet annual goals*: 2023-86%	Exceeds Expectation Exceeds 90%

		<p>2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	<p>School reported a 100% 4-Year Graduation Rate</p> <p>Meets Expectation Meets annual target</p> <p>Approaching Expectation Less than 5% below target</p> <p>Does Not Meet Expectation 5% or more below target</p>
1.6a	Post-Secondary Readiness	<p>Beginning in SY 2023-2024, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer: The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 or higher in math or; • ASVAB score of 31 or higher. <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>Accuplacer: Reading: 35% of students met the goal Math: 53% of students met the bar SAT: EBRW: 25% of students met the goal Math: 12.5% of students met the bar ASVAB: 0% (1 student) met the bar</p>	In SY 2022-23, schools will report the data, but will not be rated.
1.6b	Post-Secondary Readiness/ Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <p>Subgroups are all under 10 students, so will not be reported; except for male students, who are meeting expectations in all categories except Accuplacer reading.</p>	In SY 2022-23, schools will report the data, but will not be rated.
1.6c	Post-Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully¹ participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.</p> <p>School reported that 100% of students are engaged in at least one post-secondary activity.</p>	<p>Exceeds Expectation Exceeds 80%</p> <p>Meets Expectation 70%-79.9%</p> <p>Approaching Expectation 60%-69.9%</p> <p>Does Not Meet Expectation</p>

¹ Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

			Fewer than 60%
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support.	The Commission will monitor a charter school's ability to support students with FAFSA completion. School reports 16 students completed the FAFSA form
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices. MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.
2.2	Family Engagement: Panorama School Climate Survey -Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard.” <i>*Required Scales: School Climate, Safety, and School Fit</i> ELC’s family participation was 30%. Results on the required scales are as follows: <ul style="list-style-type: none"> • School Climate - In the 99th percentile nationally compared to like schools • School Safety - In the 99th percentile nationally compared to like schools • School Fit - In the 70th percentile nationally compared to like schools Results in 3 of 3 required scales are in the “Exceeds Expectation” range, but school “Does Not Meet” the target due to low family participation.	Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools
			Meets Expectation All 3 of the 3 required scales in the average range for like schools
			Approaching Expectation 2 of the 3 required scales in the average range for like schools
			Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%
2.3	School Climate: Panorama School Climate Survey -Student Results	Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.” <i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i> ELC’s student participation rate was 77%. Results on the required scales are as follows: <ul style="list-style-type: none"> • School Climate - In the 99th percentile nationally compared to like schools NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.	Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools
			Meets Expectation All 4 of the 4 required scales in the average range for like schools
			Approaching Expectation At least 3 of the 4 required scales in the average range for like schools
			Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%

2.4	School Climate: Panorama School Climate Survey-Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>ELC’s teacher/staff participation rate was 63%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> • School Climate - In the 93rd percentile nationally compared to like schools • School Leadership - In the 80th percentile nationally compared to like schools • Professional Learning - In the 67th percentile nationally compared to like schools • Feedback and Coaching - In the 67th percentile nationally compared to like schools <p>Results in 4 of 4 required scales are in the “Exceeds Expectation” range, but school “Does Not Meet” the target due to low family participation.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> • Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board’s bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> • The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee’s meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> • The Governing Board engages in continuous and strategic improvement planning by setting, and 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p>

		regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer.	High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ² in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	Meets Expectation 6 or more meetings
			Does Not Meet Expectation 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ³ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	Meets Expectation All minutes and agendas posted timely
			Approaching Expectation 1-2 items not posted timely
			Does Not Meet Expectation 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. 77% of required documents/reports were submitted on time with 100% accuracy	Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete
			Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete
			Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK) <i>2 out of the 5 Board Members did not complete the online training modules.</i>	Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.
			Meets Expectations 100% of required courses have been taken and evidence is

² A school year is July 1 - June 30

³ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days

			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive

			cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st.	Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments
			Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Attendance	<p><u>Chronic absenteeism</u> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁴ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	Exceeds Expectation Fewer than 10%
			Meets Expectation 10%-18%
			Approaching Expectation 17.9%-25%
			Does Not Meet Expectation Greater than 25%

⁴ Chronically absent is defined as missing 10% or more of school days.

			School reported 49.48% chronic absenteeism.
5.3	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶	Exceeds Expectation More than 90% School reported 94.12% persistence throughout the school year.
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
5.4	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	Exceeds Expectation Exceeds 90% School reported 98.57% recurrent enrollment from one year to the next.
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Passion Projects	<p>The intended outcome of week-long winter Passion Projects is to guide students to explore and develop an independent interest that will prepare them for future education and employment opportunities. Students will gain skills in project planning, completion, and presentation. They will strengthen skills in organization, public speaking, and self-reflection.</p> <p>The goal meets the school's mission by immersing students in an "authentic real-world learning" project of their choice, seeking "mentorship," and identifying a need or challenge in their community.</p> <p>We will measure our goal using a rubric and narrative reflection. The rubric will provide quantitative data by measuring four categories (planning, process, product, presentation). The narrative reflection will provide qualitative data by asking students to write about the quality of their work, how they would re-do or revise their project, and what they learned about themselves throughout the Passion Project.</p>	Exceeds Expectation With a goal of 95%, at least 75% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.
			Meets Expectation With a goal of 95%, at least 65% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.
			Approaching Expectation With a goal of 95%, at least 55% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.
			Does Not Meet Expectation With a goal of 95%, lower than 45% of students earn an overall score of 80%-100% on their week-long

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

			winter Passion Project.
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MID-YEAR MEETING REPORT

2022-23 Mid-Year Meeting Ecology Learning Center

March 28, 2023

On March 7, 2023, the Maine Charter School Commission staff completed a mid-year meeting in-person and via Zoom with Laura Graham, the Ecology Learning Center Governing Board Chairperson; Carol McGovern, Board Member/Secretary and Chair of the Governance Committee; Kayla Higgins, Dean of Students and Guidance Counselor; and Leza Packard, Head of School. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

Finance

- Please provide the details of loan compliance covenants and other restrictions including audit delivery deadlines and minimum free cash flow for debt service.

Academic

Ecology Learning Center's (ELC) SY 2021-22 end-of-year English Language Arts (ELA) NWEA Map Growth data was suppressed at the state level. We do not currently have information about how the school is performing relative to the state average in ELA. The school has 76.2% of students at or above state expectations in Math, which is slightly below the state average (81.3%).

The school's fall to fall NWEA MAP growth projection is strong, with 64% of students meeting projected RIT growth in Math and 63% of student meeting

projected RIT growth in ELA. The school is currently meeting expectations for NWEA Projected Growth on the Performance Framework.

MCSC staff noted that subgroup populations are making strong growth, with the exception of students whose families are low income. The school is interested in exploring this trend further.

The school attributes their strong student growth to the relationships formed between the teachers and students, which is possible due to the small size of the school. The staff prioritizes listening to the student perspective and taking time to meet their needs. The school is focused on each student having a portfolio which demonstrates their success throughout their time at ELC. Teachers at ELC make their own curriculum in alignment with a standards progression.

The school team praised the efforts of their teachers and their excitement about using lab-based instructional methods in math, science, and humanities. In addition to academics, the school places an emphasis on non-cognitive skill-building and supporting students to develop skills for postsecondary success.

This year will be ELC's first graduating class of seniors. The school leadership team is focused on post-secondary outcomes. Currently, they expect more than 50% of seniors to enroll in Community College. Nine seniors were accepted into a welding program at EMCC. 35% of students are enrolled in dual enrollment.

This year the school raised the expectation for graduation, moving the grade to pass a course from 60% to 70%.

Attendance

In SY 2021-22, 22.4% of students were chronically absent, which is lower than the state average and approaching expectations on the Performance Framework. The school is currently reporting a chronic absenteeism rate of 33.67%, which is an increase from last year. The school attributes the increase in chronic absenteeism to a flexible mindset about attendance with some of their families, particularly those whose children were homeschooled before attending ELC. Approximately $\frac{1}{3}$ of the student population at ELC has a background of homeschooling and parents who support "flexible learning". The school is reaching out to families to explain the importance of attendance and the legal ramifications of not sending students to school. Additionally, the school reports high levels of anxiety among students, especially post-COVID, that has increased chronic absenteeism.

Graduation

This school year is ELC's first graduating class of seniors. The school expects 100% of seniors to graduate. The Head of School praised the work of the Dean of Students in working with the cohort of seniors who will graduate this year. She noted that many of the senior class were marked as "dropped out" when they enrolled at ELC and now each one will graduate in the spring.

Financial performance

The school reports that "as of February 28, 2023, the bank balance is \$128,697.88. Many of our near term measures are low risk, including the current asset to liability ratio, financial obligations, and debt to asset ratio. Our cash on hand and cash flow has been high risk, and is now trending to moderate and lower risk. The enrollment variance, since we are such a small school, has been high (7% last year, 3% this year). These percentages are high due to our small school size, while overall our enrollment has indicated positive growth."

The school recently hired a new bookkeeper, in conjunction with the Finance Committee, who is performing well. The school's audit went well and was an improvement from last year, though the school would like the turnaround time from the auditor to be faster.

Student Enrollment and Recruitment

ELC has 103 students currently enrolled. The school reports that as of 2/14/23, 57 students have enrolled with 11 of these enrollments being new students. The school projects 106 total students for next year with an average of 26 students per grade, as almost all students are returning. The school aims for 26 new 9th graders to enroll, as well as 2-5 more 10th and 11th graders. Because the 11th grade class is currently at 30 students, they do not plan to enroll any new 12th graders. The recruitment and outreach plans include:

- 2/15, 3/2, 3/30, 4/5 Open Houses
- Troy Howard Middle School visit
- Newspaper public notices
- Student Government and Student Leadership Outreach.

Facilities

The school is currently utilizing two facilities located across the street from each other, in addition to two greenhouse spaces. The school has no current plans to expand the facility or enrollment further, though continue to be considered that the space is small for their needs.

Governing Board

The Board Chair reports strong board involvement. The board noted that “Seven engaged and committed board members serve on the ELC’s Board, including our newest board member who joined in January, 2023. In pursuit of the best and most diverse talent, the Board publishes ELC board service opportunities with VolunteerMatch and VolunteerMe and our application for board membership is on our website. Our long-term goal continues to be to grow to 13 members. With the commission’s help, the Board once again hired a facilitator for its annual retreat. The focus of the retreat was on building a shared understanding of Board work, behavior, and ethics with the goal of creating more alignment between the parts of our organization and developing a firmer foundation upon which to build the next stage of our Strategic Plan. At our Retreat, the Board adopted the following top priorities for the current year:

Governance

- Improve communications across the Board (including Chair/ED practices)
- Roles and responsibilities review: Board, Chair, ED, Staff
- Add 3-5 board members
- Board professional development: Finance 101; Charter Commission requirements and resources
- Review HR policies and procedures/legal review

Finance/Fundraising

- Review financial model and identify any misinformation concerning role of Public Charter Schools
- Fundraising tools and practices: identify what is needed today
- Develop three-year facilities plan with financial projections

Strategy/Impact

- Evaluate org status on Performance Standards
- Initiate Strategic Planning project

The Board is diligently working through each of these priorities with some specifics identified below:

- Finance/Fundraising priorities – We now have an agreement for the purchase of the adjacent lot and we have the benefit of a good landlord/tenant relationship for the property across the street that houses the balance of our classrooms. Upon reaching our full capacity enrollment goal and adding the necessary facility requirements to accommodate this growth, the Board aims to adopt a formal three-year facilities plan and corresponding three-year financial forecast.

Furthermore, with the help of a capacity-building grant from the Unity Foundation, the Board is undergoing professional Development Training to improve its capacity for fundraising and financial support.

- Strategy/Impact. We continue to look for ways to evaluate and document the effectiveness (and the challenges) of our school's progress toward its mission. The Academic Excellence Committee has worked with our Director to document and present clear data to the board regarding specific mission goals. A mid-year presentation was delivered to the Board in January. Each month a faculty member is invited to the board meeting to present a "mission moment", describing individual impacts from our mission in action. With respect to our Strategic Plan, we are designing a process by which our community and other stakeholders are invited into our strategic planning process. Our educational philosophy is place-based, getting the points of view and learning from our neighbors is essential to our long-term success. As we follow this process, we will have an updated Strategic Plan that will guide us in the coming years – including a fresh look at our facilities needs at that time coupled with the likelihood of a capital campaign to fund facilities improvements and upgrades.

Our greatest challenges (on the Board) continue to be the successful recruitment of qualified board members and ensuring a solid financial foundation for the school.”

The board commented that they recently completed the mid-year evaluation for the Head of School. The Board is interested in incorporating the educational philosophy of the school into the accountability framework. The board noted that they are confident in the performance of the school. They have a tight financial model due to the small size of the school, and are conscious of supporting the Head of School and teachers so as to minimize work overload within that small budget.

The board and school commented on the positive relationship with RSU 3, specifically the mutual benefit of their transportation partnership.

The board members noted that they are excited about the customized section of the Performance Framework and optimistic about the Panorama survey results.

The Board Chair is monitoring the board training requirement. Currently the board has a 50% participation rate.

Finally, the board and school team members noted that their first graduation is June 8th. The graduation will be student-led and faculty-guided.

2022-23 Annual Monitoring Report

*Prepared for
Maine Academy of Natural Sciences*

November 2023





Mission

The Maine Academy of Natural Sciences (MeANS) is a public charter high school that inspires and engages students through project-based, student-centered instruction immersed in the natural sciences of Maine with a focus on agriculture, forestry, and the environment. MeANS challenges all students to connect with their education to grow as individuals, interact with their communities, and lead fulfilling lives.

Vision

Respect: With an emphasis on honoring differences, MeANS encourages students to be compassionate and empathetic. Faculty, staff, and students employ restorative practices for community building and conflict resolution.

Responsibility: Our individualized instruction builds confidence and empowers students to take ownership of their education. Skills such as self-advocacy and goal setting are developed alongside a commitment to helping others.

Community: MeANS connects with students and families through close relationships with advisors, teachers, and administrators. Students are expected to contribute positively to the school and are encouraged to take advantage of the larger learning context through volunteerism, internships, and college courses.

Governing Board

Mike Muir, President	Sally Beaulieu, Vice Chair
Kim Patnode, Secretary	Dianna Gram
Dana Doran	Shannon Webber
Jesse Wechsler	Whitney King
Anna Perkins	Martha Harris
Robert Dodge	

Leadership Team

Matt Newberg, Head of School	Patrick Henyan, Assistant Head of School
Evan Coleman, Director of Curriculum and Instruction	Bonnie Violette, Director of Special Education
Becky Dennison, Dean of Threshold	Ashley Hyde, Business Manager

School Profile

Year Opened	2012-13
Years in Operation	10
Grades Served	9-12
Number of Sending Districts	30
Enrollment*	173
Students on Waiting List*	4

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

Grade Level Enrollment		
9th Grade	33	19%
10th Grade	45	26%
11th Grade	47	27%
12th Grade	48	28%
Gender		
Female	88	51%
Male	85	49%
Race/Ethnicity		
American Indian or Alaska Native	2	1%
Asian	1	1%
Black or African American	0	0%
Hispanic/Latino	7	4%
Two or More Races	3	2%
White	160	92%
Special Education		
Students with IEPs	50	29%
General Education Students	123	71%
Economically Disadvantaged		
Yes	105	61%
No	68	39%

EXECUTIVE SUMMARY

The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

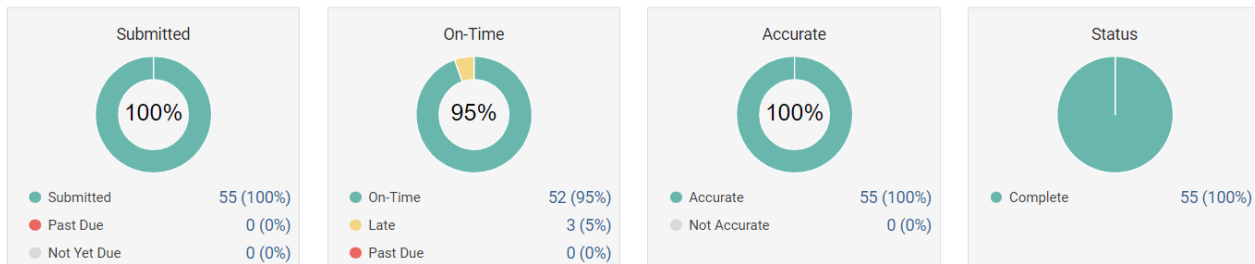
The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Maine Academy of Natural Sciences was on cycle to have a Site Visit at the end of the 2022-23 school year.

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> School Leader Evaluation Tool
<ul style="list-style-type: none"> Current enrollment and demographics 	<ul style="list-style-type: none"> Staff Roster
<ul style="list-style-type: none"> Current organizational chart 	<ul style="list-style-type: none"> Panorama school climate survey results
<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> School's self-assessment
<ul style="list-style-type: none"> Board member meeting attendance 	<ul style="list-style-type: none"> Previous year's monitoring report [as applicable]
<ul style="list-style-type: none"> School's strategic plan [as applicable] 	<ul style="list-style-type: none"> School's reported performance framework results
<ul style="list-style-type: none"> ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> Copies of current recruitment materials
<ul style="list-style-type: none"> Professional Development Calendar 	<ul style="list-style-type: none"> Student enrollment application

Document is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below

summarizes the charter districts' report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

CHRONIC ABSENTEEISM: MEANS demonstrated a significant improvement in attendance, with the reduction of the percentage of students who are chronically absent to 35%. We recommend that the school continue to implement the attendance strategies with fidelity with the goal of continuing to reduce the percentage of students who are chronically absent.

TEACHER/STAFF SCHOOL CLIMATE: Out of the four required scales on the Panorama Survey, the school **exceeded expectations** in two, and has room for growth in two, resulting in an overall rating of “does not meet expectations.” We recommend that the school work to understand the root cause of teacher/staff satisfaction rates and implement strategies for increasing teacher/staff investment.

In school year 2022-23, Maine Academy of Natural Sciences was successful in the following areas of the Performance Framework:

- **High School Completion:** With 88% of students graduating in 4 years, MEAN's graduation rate is **meeting expectations** on the Performance Framework and exceeding the state's annual goal for 2023, a significant increase from years past;
- **Academics/Postsecondary:** Accuplacer results will not be included on the Annual Report until SY2023-24. However, MEANS already has 76% (reading) and 86% (math) meeting the goal;
- **Postsecondary Activities:** MEANS is **exceeding expectations**, with 100% of students participating in at least one postsecondary opportunity;
- **Student and Family Satisfaction:** The school is exceeding expectations as measured by the Panorama survey;

- Governing Board Meetings: The school has held the required numbers of meetings;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Persistence: The school is **meeting expectations** in the number of students that remain at the school throughout the year, as well as the number of students that plan to return next year; and
- Customized NWEA Goal: The school **exceeded expectations** in four of the customized goals; including students meeting individual attendance goals, the percentage of students who graduated, the percentage of students at campus and threshold who participated in NWEA testing. Additionally, the school **met** the customized engagement goal for students in threshold.

At the conclusion of SY2022-23, MEANS successfully completed an Intervention Plan on which the school was placed in SY 2021-22. The Commission reviewed the progress that MEANS had made on the criteria in the Level 2 Intervention Plan and determined that the school had met the majority of targets, specifically related to improving low graduation rates and overall student performance. The school made strong progress in decreasing the chronic absenteeism rate.

The school provided context to support the areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Academics: “We implemented a strengthened planning curriculum that supports our academic goals. Teachers also incorporated Habits of Work into all classes and advisory as outlined in our intervention letter goals. Our Director of Curriculum and Instruction has worked incredibly hard to bolster the instruction during Intensives to very positive effect. Students cite Intensives as one of their favorite aspects of our school’s curriculum.”
- Assessment: “Testing participation was incredibly high, a trend that we have seen over the last few years, and achievement for our seniors on Accuplacer is already at MCSC goal levels.”
- School Climate: “Our Panorama data is strong across all three stakeholder groups and above average for all three criteria in the Family category. School Climate is in the 80% for students and reflects the hard work we have put into creating a strong supporting school culture. We have done this through focused meetings, advisory curriculum, and Restorative Practices. Students arrive enthusiastic and engaged.”

- Staff Retention: “Organizationally, MeANS is very strong. We have spent the year preparing for some changes at the administrative level. We will boast no staff turnover this year except for one Threshold Teacher retirement and the departure of our Business Manager. It’s safe to say that faculty and staff are largely very happy at the school and excited about the new additions we have coming next year (Title I ELA teacher, two AmeriCorp volunteers, new Assistant Head of School, etc.).”
- Governing Board: “We have had some shifts on our Governing Board, but the new members are very active and contributing positively. Of note, is the fact that our Academic Affairs Committee has made upwards of 10 school visits this year! They have attended classes, field trips, Threshold Mondays, Intensives, etc. They have provided detailed written reflections which have been shared with teachers after their visits.

MEANS has demonstrated areas that require growth on the Performance Framework in the following areas:

- Teacher/Staff School Climate: Out of the four required scales on the Panorama Survey, the school exceeded expectations in two, and has room for growth in two, resulting in an overall rating of “does not meet expectations.”
- Governing Board Effectiveness: The Governing Board did not complete the required number of online board trainings, and did not meet expectations in timely publication of board meeting agendas and minutes.
- Attendance: While MEANS show a significant improvement in attendance, with the reduction of the percentage of students who are chronically absent to 35%, the school still has room for improvement to meet expectations on the Performance Framework.

Of note, the school reported that “We are no longer using GWH (Good Will Hinkley) for Finance and HR and are moving to a purchased services agreement instead. We are also currently creating a contract for IT services.”

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. Percentage of Students Assessed: Percentage of students “at state expectation”: Percentage of students “above state expectation”:
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established Percentage of Students Assessed: Percentage of students “at state expectation”: Percentage of students “above state expectation”:

1.5	High School Completion	<p>4-year high school graduation rate (current cohort) Schools will meet annual goals*: 2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i> Maine Department of Education Graduation Rates by Year</p>	<p>Exceeds Expectation Exceeds 90%</p>
			<p>Meets Expectation Meets annual target</p> <p>School reports 88% 4-year high school graduation rate</p> <ul style="list-style-type: none"> • Campus - 95% • Threshold - 81%
			<p>Approaching Expectation Less than 5% below target</p>
			<p>Does Not Meet Expectation 5% or more below target</p>
1.6a	Post-Secondary Readiness	<p>Beginning in SY 2023-2024, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 or higher in math or; • ASVAB score of 31 or higher. <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>School reports 100% participation.</p> <ul style="list-style-type: none"> • 76% met college-readiness reading • 84% met college-readiness math score 	In SY 2022-23, schools will report the data, but will not be rated.
1.6b	Post-Secondary Readiness/ Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <p>The school reported that the data was not available.</p>	In SY 2022-23, schools will report the data, but will not be rated.
1.6c	Post-Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully¹ participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.</p>	<p>Exceeds Expectation Exceeds 80%</p> <p>School reports 100% of graduating seniors participated in at least one post-secondary activity</p>
			<p>Meets Expectation 70%-79.9%</p>

¹ Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

			<p>Approaching Expectation 60%-69.9%</p>
			<p>Does Not Meet Expectation Fewer than 60%</p>
1.6d	<p>Post-Secondary Readiness: FAFSA</p>	<p>Schools will report annual rates and school-supported opportunities for FAFSA support.</p>	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>School reported 13 forms completed.</p>
<p>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</p>			
2.1	<p>State Compliance</p>	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	<p>No rating is provided for <i>Criterion 2.1: State Compliance</i>. Site visit reports that include a section for this criterion identify specific concerns the school must address.</p>
2.2	<p>Family Engagement: Panorama School Climate Survey-Family Results</p>	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>MeANS family participation was 37%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 99th percentile nationally compared to like schools School Safety - In the 99th percentile nationally compared to like schools School Fit - In the 99th percentile nationally compared to like schools 	<p>Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 3 of the 3 required scales in the average range for like schools</p>
			<p>Approaching Expectation 2 of the 3 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	<p>School Climate: Panorama School Climate Survey-Student Results</p>	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>MeANS student participation rate was 78%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 80th percentile nationally compared to like schools <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p>
			<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>

2.4	School Climate: Panorama School Climate Survey-Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>MeANS teacher/staff participation rate was 97%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> • School Climate - In the 91st percentile nationally compared to like schools • School Leadership - In the 53rd percentile nationally compared to like schools • Professional Learning - In the 44th percentile nationally compared to like schools • Feedback and Coaching - In the 39th percentile nationally compared to like schools 	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	<p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>

SECTION 3: ORGANIZATIONAL SUSTAINABILITY

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> • Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> • The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> • The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p>
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			High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ² in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	Meets Expectation 6 or more meetings
			Does Not Meet Expectation 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ³ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	Meets Expectation All minutes and agendas posted timely
			Approaching Expectation 1-2 items not posted timely
			Does Not Meet Expectation 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. 95% of required reports/documents were submitted on time with 100% accuracy	Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete
			Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete
			Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.
			Meets Expectations 100% of required courses have been taken and evidence is

² A school year is July 1 - June 30

³ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days

			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive

			cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st.	Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments
			Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Attendance	<p><u>Chronic absenteeism</u> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁴ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	Exceeds Expectation Fewer than 10%
			Meets Expectation 10%-18%
			Approaching Expectation 17.9%-25%
			Does Not Meet Expectation Greater than 25%

⁴ Chronically absent is defined as missing 10% or more of school days.

			School reports 36% chronic absenteeism.
5.3	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶ .	Exceeds Expectation More than 90%
			Meets Expectation 85%-89.9%
			School reported 86% persistence throughout the school year.
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
5.4	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	Exceeds Expectation Exceeds 90%
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			School reports 78% recurrent enrollment from one year to the next.
			Does Not Meet Expectation Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Campus: Attendance	75% of students will meet their individual attendance goal.	Exceeds Expectation Exceeds 85%
			School reported 94%.
			Meets Expectation 75%-84.9%
			Approaching Expectation 65%-74.9%
			Does Not Meet Expectation Fewer than 65%
6.2	Campus: Graduation	85% of eligible seniors enrolled on the last day of school will graduate at the end of the year.	Exceeds Expectation Exceeds 95%
			Meets Expectation 85%-94.9%
			Approaching Expectation

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

			75%-84.9%
			Does Not Meet Expectation Fewer than 75%
6.3	Campus: Participation on NWEA MAP testing	90% Participation on Fall and Spring MAP (local) Testing for Campus	Exceeds Expectation Exceeds 95%
			Meets Expectation 90%-94.9%
			Approaching Expectation 75%-89.9%
			Does Not Meet Expectation Fewer than 75%
6.4	Threshold: Engagement Goals	75% of students will meet their Engagement Goals by the end of the year. Every student will create one specific, measurable goal with their teacher based on the data from the following criteria: <ul style="list-style-type: none"> I. Credit/Transcript Deficiencies (1-4) <ul style="list-style-type: none"> 1. Behind more than 10 credits (2 or more years behind) 2. Behind 5 credits or more (1 year behind) 3. Behind 1-5 credits 4. On pace II. Absenteeism History (1-4) <ul style="list-style-type: none"> 1. Absent 50% or more of previous year's calendar days 2. Chronically absent for entire year (17-87 absences) 3. Chronically absent for 1-4 quarters (absent 5-16 absences) 4. Not chronically absent in any quarter in previous year III. Graduation Likelihood (1-4) <ul style="list-style-type: none"> 1. Will take 2 or more years extra to graduate 2. Will take between one to two extra years to graduate 3. Will take less than one extra year to graduate 4. Will graduate within four years of entering high school IV. Familial and Community Support (1-4) <ul style="list-style-type: none"> 1. Little to No Support from Family and Community 2. Infrequent Support from Family and Community 3. Frequent Support from Family or Community 4. Consistency Strong Support from Family and Community 	Exceeds Expectation Exceeds 85%
			Meets Expectation 75%-84.9%
			Approaching Expectation 65%-74.9%
			Does Not Meet Expectation Fewer than 65%
6.6	Threshold: Participation on NWEA MAP testing	80% Participation on Fall and Spring MAP (local) Testing for Threshold	Exceeds Expectation Exceeds 90%
			Meets Expectation 80%-89.9%
			Approaching Expectation 70%-79.9%
			Does Not Meet Expectation Fewer than 70%

MID-YEAR MEETING REPORT

2022-23 Mid-Year Meeting Maine Academy of Natural Sciences

April 7, 2023

On March 2, 2023, the Maine Charter School Commission staff completed a mid-year meeting in-person and via Zoom with Mike Muir, Maine Academy of Natural Sciences (MeANS) Governing Board Chairperson; Anna Perkins, Board Member; Evan Coleman, Director of Curriculum and Instruction; Beth Christopher, Business Manager; Becky Dennison, Dean of the Threshold Program; Christine Sullivan, Director of Special Education/Assistant Head of School; Matt Newberg, Head of School; and Dani Best, Dean of Students. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- **College Readiness:** As you track college-readiness with the Accuplacer assessment, consider adding to that tracker your students who are currently taking college credits successfully as an additional way to illustrate the number of total students who are demonstrating college readiness.
- **Graduation:** Consider reporting to the Commission your 5-year and 6-year graduation rates. Although it is not currently part of the Performance Framework, because of the unique nature of the Threshold program, those metrics would be helpful for the Commission to review.
- **Threshold Survey:** The Director of Curriculum and Instruction mentioned that you collected survey data about why students enroll in Threshold. Consider if it would be helpful to summarize some of this information for the Commission when reporting program success.
- **Finance:** Use the 3-Year Plan as a platform for the Board and school to develop a financial plan that minimizes the deficit, especially while carrying debt. Consider cutting expenses and raising funds before the end of the year to finish with a surplus.

Academic

During SY2021-22, 81.8% of students met or exceeded the state benchmark on the NWEA MAP Growth Assessment in Reading. The school was approaching the state average of 83.8%. At the mid-year meeting, MeANS demonstrated

improvement in growth from the Spring 2022 to the Fall 2022 NWEA MAP Growth assessment, with 49.9% of 11th and 12th graders meeting their projected RIT scores in Reading, which is an increase of 3.9% from the previous year.

In SY2021-22, 73.5% of students met or exceeded the state benchmark on the NWEA MAP Growth Assessment in Math. The school was approaching the state average of 73.5%. At the mid-year meeting, MeANS demonstrated no change in growth from the Spring 2022 to the Fall 2022 NWEA MAP Growth assessment, with 53.3% of 11th and 12th graders meeting their projected RIT scores in math.

The school team reports that testing culture has improved dramatically at MeANS with a concerted effort from leadership and staff. The school notes that fall testing participation rates were all above 90% and that the Accuplacer participation rate on Campus was 100%. The school shared a grade-level growth data chart produced for MeANS from NWEA that showed the following high growth when comparing fall 2021 to fall 2022:

- 10th grade school conditional growth percentile in math: 31%
- 11th grade school conditional growth percentile in math: 98%
- 10th grade school conditional growth percentile in reading: 73%
- 11th grade school conditional growth percentile in reading: 89%
- 10th grade school conditional growth percentile in language arts: 96%
- 11th grade school conditional growth percentile in language arts: 97%

The leadership team reports that they attribute this growth to academic rigor increasing throughout the school, which has been the focus of the Director of Curriculum and Instruction. In particular, the leadership team has focused professional development on making Intensives, and project-based learning in general, more rigorous and likened this year's Intensives to be on-par with community college level learning. Additionally, professional development has focused on re-engagement with parts of their mission, such as outdoor learning.

The Dean of the Threshold Program noted that teachers use a variety of different modalities to help students engage in learning, such as projects, on-line courses, and direction toward areas of high interest. The Dean reports that seven Threshold students will graduate early this year, and one is currently taking 12 credits at University of Maine Farmington.

Attendance

In SY2021-22, MeANS's chronic absenteeism rate was 58.1%, a decrease of 17.7% from the previous year (SY2020-21). Campus chronic absenteeism was 61% as of mid-year and Threshold was 27%, a decrease from last year. The school is

reporting a full school chronic absenteeism rate of 48%, a decrease of 10% from last year.

The school is focused on attendance, and is closely monitoring each student who is demonstrating attendance challenges. The school attributes the improvement in chronic absenteeism to engaging programming and community building including a renewed focus on advisory, a new coffee house, more community events to celebrate learning, meetings with each senior to address any learning gaps toward graduation, high staff participation in events, truancy meetings and cash prizes for strong attendance.

The school acknowledges that the rates of chronic absenteeism remain too high, and notes the following barriers to all students being in school consistently:

- Sickness, including COVID quarantines;
- Transportation, including a large catchment area where some students are on the bus for more than two hours each day;
- High anxiety among students and families.

Graduation

In SY2021-22, MeANS graduation rate was 56.6%. The school anticipates that 81% of seniors will graduate from MeANS this year (88% from Campus and 78% from Threshold), which would be a significant improvement over past years.

The school attributes this success to proactive meetings with students outlining clear pathways to graduation, strong staff investment in building positive relationships with students, and multiple 1:1 meetings between seniors and the Dean of Students about plans to graduate.

Financial Performance

As of the mid-year meeting, four out of eight of the financial criteria in the Performance Framework are calculated as higher-risk, two are moderate risk and two are lower-risk. The school noted that they are currently operating at a financial loss, but are working on it and are not concerned with the current expenses. They are in year two of a 5-Year Plan that includes operating at a deficit, which is diminishing each year. Historically, the school operated with financial support from Good will-Hinckley, but they are operating with more and more independence from that organization. The school team and Board noted that they are meeting soon to discuss how financial gaps could be closed more quickly than originally planned. We ask that the school keep us updated on their plans.

The Board Chair notes that they recruited a member with a strong development background and the school has started a fundraising campaign, with the entire board contributing financially.

The school team and Board reported that low enrollment is a major driver of the financial situation. The school reports that interest in the Threshold program is increasing, with a current waitlist to be admitted to the program.

Student Enrollment and Recruitment

MeANS currently has 158 students enrolled. They plan to submit a proposal to amend their contracted enrollment, with a goal of 120 Campus students/70 Threshold students in SY2023-24, increasing to 120 Campus students/80 Threshold students in SY2024-25. The current plan is to remain constant at a school total of 200 students.

The Head of School recently presented the plan to decrease planned enrollment to the board, noting that when the Community Regional Charter School expanded to include high school students, student enrollment at MeANS from their largest sending district - Skowhegan - declined significantly.

The school believes that the 9th and 10th grade cohorts will support a strong family-to-family recruitment effort. They plan to maintain a cohort model, with 30 students per grade-level.

The school acknowledged that they could expand Threshold easily given the demand, but because of the specificity of the program, an additional teacher is required for each 10 students, which would contribute negatively to the school's financial concerns.

Facilities

MeANS is currently expanding the outdoor programming offered at their campus and will soon unveil a new agricultural barn, built with support from a RREV grant.

Governing Board

The school reports that "we currently have 12 Board members. The board is extremely active and involved in the school. We had 100% Board participation in our annual fund, contributing over double the previous year. We have developed voluntary pre-board meeting training workshops that have been well attended on topics such as School Budget, Project Based Learning and Curriculum. Additionally, we have developed an exciting launch to renew our Strategic Plan later this spring."

2022-23 Annual Monitoring Report

*Prepared for
Fiddlehead School of Arts & Sciences*

November 2023





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.

Governing Board

William Doughty, Chair	Ben Kramer, Treasurer
Kimberly Allen	Susan Doughty
Laura Newman	Marie Reimensnyder

Leadership Team

Jacinda Cotton-Castro, Director	Jason Manjourides, Principal
Anne Stires, COTL	Lee Ann Arnold, SPED Director
Jennifer Merrill, Title I Coordinator	Denise Johnson, Business Manager

School Profile

Year Opened	2013-14
Years in Operation	10
Grades Served	PreK-8
Number of Sending Districts	21
Enrollment*	192
Students on Waiting List*	34

*On 10-1-22 (State Student Count Day)

Grade Level Enrollment		
Pre-K	20	10%
KG	20	10%
1st Grade	21	11%
2nd Grade	19	10%
3rd Grade	13	8%
4th Grade	21	11%
5th Grade	19	10%
6th Grade	20	10%
7th Grade	19	10%
8th Grade	20	10%
Gender		
Female	84	44%
Male	108	56%
Race/Ethnicity		
Black or African American	5	3%
Two or More Races	2	1%
White	185	96%
Special Education		
Students with IEPs	53	28%
General Education Students	139	72%
Economically Disadvantaged		
Yes	25	13%
No	167	87%

EXECUTIVE SUMMARY

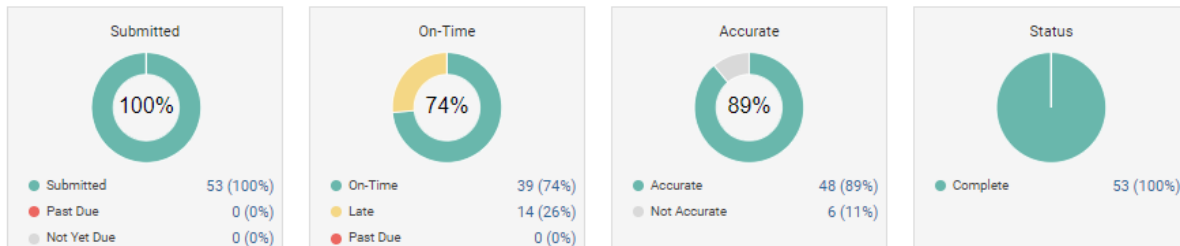
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Fiddlehead School of Arts & Sciences was not on cycle to have a Site Visit at the end of the 2022-23 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that receive an in-person visit.

Key documents and other information reviewed to determine progress on the charter district’s performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> • School Calendar 	<ul style="list-style-type: none"> • School Leader Evaluation Tool
<ul style="list-style-type: none"> • Current enrollment and demographics 	<ul style="list-style-type: none"> • Staff Roster
<ul style="list-style-type: none"> • Current organizational chart 	<ul style="list-style-type: none"> • Panorama school climate survey results
<ul style="list-style-type: none"> • Board Meeting Minutes 	<ul style="list-style-type: none"> • School’s self-assessment
<ul style="list-style-type: none"> • Board member meeting attendance 	<ul style="list-style-type: none"> • Previous year’s monitoring report [as applicable]
<ul style="list-style-type: none"> • School’s strategic plan [as applicable] 	<ul style="list-style-type: none"> • School’s reported performance framework results
<ul style="list-style-type: none"> • ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> • Copies of current recruitment materials
<ul style="list-style-type: none"> • Professional Development Calendar 	<ul style="list-style-type: none"> • Student enrollment application

Document is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts' report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH: Considerations will be determined once the MDOE releases data from the administration of the spring 2023 Through-Year Assessment.

STUDENT AND TEACHER/STAFF SCHOOL CLIMATE: The school is not meeting expectations in student and teacher/staff satisfaction rates, as measured on the Panorama survey. We recommend that the school probe to uncover the root cause of the dissatisfaction and develop strategies to increase investment with students and teachers/staff.

CHRONIC ABSENTEEISM: Given the increase in chronic absenteeism from SY2021-22, we recommend that the school develop clear and specific goals and strategies to increase attendance.

In school year 2022-23, Fiddlehead School of Arts and Sciences was successful in the following areas of the Performance Framework:

- **Family Engagement:** On the Panorama survey, the school ranked in the 70-90% of like-schools nationally on family satisfaction;
- **Governing Board Meetings:** The School Board held the required number of meetings;
- **Facility:** The facility supports learning;
- **Student Persistence:** The school **met or exceeded expectations** for student retention over the course of the year and year-to-year; and
- **Customized Section:** The school **met or exceeded expectations** in all customized goals outlining codification of the academic program.

Additionally, the school identified several other areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Program Codification: The school reported that they “are nearing completion of a MODEL framework grade by grade that we will use for possible future expansion. This year we strengthened our focus on Emergent Curriculum Approach for grades Pre-K through 2nd; Inquiry Based Approach for grades 3rd through 5th; and Project Based Approach for Grades 6th – 8 th – with an 8th Grade Capstone. The Capstone was once again a HUGE success this past spring.”
- Enrollment: The school received “165 Letters of Intent to Enroll...for September 2023, an all-time high.” This represents 15 school districts and 35% of students from families who identify as economically disadvantaged.

Fiddlehead School of Arts and Sciences has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student and Teacher/Staff School Climate: The school is not meeting expectations in student and teacher/staff satisfaction rates, as measured on the Panorama survey.
- Governing Board Training and Timely Publication of Meeting Minutes and Agendas: The Governing Board did not attend the required number of online trainings, and failed to publish Board Meeting agendas and minutes in a timely way.
- Attendance: The school rate of chronic absenteeism increased in SY22-23 to 35%.

The school provided additional content regarding school climate in their Self-Assessment Report: “The primary take away from our survey is that our culture has been damaged by the pandemic, the separation that was necessary during the pandemic, and the loss of key leadership. We will continue to work on rebuilding our community connection for families and for the staff.”

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

Subsequently, schools expressed a concern with the possibility of double testing students in the spring of 2023 (i.e., administering the NWEA MAP Assessment *and* the Through-Year Assessment). There were assurances made by the MDOE that the Through-Year Assessment results would show academic growth *comparable* to the growth results from the NWEA MAP Assessment and based on those assurances schools were allowed to apply for a waiver of the Commission-required NWEA MAP Assessment. ACADIA Academy applied for, and was granted, the waiver for the administration of the NWEA MAP Assessment in the spring. Because the data from the spring administration of the Through-Year Assessment has not been released, academic growth outcomes for students in grades 3-8 cannot be determined; nor can any subgroup analysis be done at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	This indicator will not be rated in SY22-23. Ratings will be developed after the baseline is established. Percentage of Students Assessed: Percentage of Students “At State Expectation”: Percentage of Students “Above State Expectation”:
1.1b	Student Academic Proficiency - MDOE	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state	This indicator will not be rated in SY22-23. Ratings will be developed after the

	Through-Year Assessment, Math	expectation” and “above state expectation” on proficiency.	baseline is established Percentage of Students Assessed: Percentage of Students “At State Expectation”: Percentage of Students “Above State Expectation”:
1.2		Students will read on grade level based on the school’s assessment tool by the end of the third grade. Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.	The Commission will monitor a charter school’s percentage of students reading on grade level at the end of third grade. Fiddlehead uses Fountas and Pinnell and reports that 75% of 3rd grade students are reading on grade level.
1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible ¹ students meeting their projected growth on NWEA MAP reading . <i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i> *NOTE - School received NWEA Testing Waiver for Spring 2023*	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35% School reported 34% of students met expectations.
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i> *NOTE - School received NWEA Testing Waiver for Spring 2023*	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35% School reported 36% of students met expectations.
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the</i>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%

¹ Eligible is defined as having both a fall and spring score.

		<p>spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*NOTE - School received NWEA Testing Waiver for Spring 2023*</p>	<p>Approaching Expectation Between 35%-44.9%</p> <hr/> <p>Does Not Meet Expectation Below 35%</p> <p>School reported 27% of students met expectations.</p>
1.4a	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p> <p>School reported the following percentages:</p> <ul style="list-style-type: none"> • SPED: 46% • 504: 17% • F+R: 36% • Male: 22% • Female: 45% 	<p>Exceeds Expectation Exceeds 55%</p> <hr/> <p>Meets Expectation Between 45%-54.9%</p> <hr/> <p>Approaching Expectation Between 35%-44.9%</p> <hr/> <p>Does Not Meet Expectation Below 35%</p>
1.4b	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p> <p>School reported the following percentages:</p> <ul style="list-style-type: none"> • SPED: 33% • 504: 25% • F+R: 36% • Male: 34% • Female: 52% 	<p>Exceeds Expectation Exceeds 55%</p> <hr/> <p>Meets Expectation Between 45%-54.9%</p> <hr/> <p>Approaching Expectation Between 35%-44.49%</p> <hr/> <p>Does Not Meet Expectation Below 35%</p>
1.4c	<p>Subgroup Performance: Maine State Assessment (NWEA MAP)</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p>	<p>Exceeds Expectation Exceeds 55%</p>

	3rd-8th	<p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*To be reported, subgroups must have at least 10 students or 5% of the student population.</p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p> <p>School reported the following percentages:</p> <ul style="list-style-type: none"> • SPED: 34% • 504: 9% • F+R: 27% • Male: 29% • Female: 24% 	<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>

SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	<p>No rating is provided for <i>Criterion 2.1: State Compliance</i>. Site visit reports that include a section for this criterion identify specific concerns the school must address.</p>
2.2	Family Engagement: Panorama School Climate Survey -Family Results	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."</p> <p>*Required Scales: School Climate, Safety, and School Fit</p> <p>Fiddlehead's family participation was 45%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> • School Climate - In the 90th percentile nationally compared to like schools • School Safety - In the 70th percentile nationally compared to like schools • School Fit - In the 70th percentile nationally compared to like schools 	<p>Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 3 of the 3 required scales in the average range for like schools</p>
			<p>Approaching Expectation 2 of the 3 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	School Climate: Panorama School Climate Survey -Student Results	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard."</p> <p>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</p> <p>Fiddlehead's student participation rate was 78%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> • School Climate - In the 10th percentile nationally 	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p>
			<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p>

		<p>compared to like schools (grades 3-5) and in the 50th percentile nationally compared to like schools (grades 6-8)</p> <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	<p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.4	School Climate: Panorama School Climate Survey -Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>Fiddlehead’s teacher/staff participation rate was 79%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> • School Climate - In the 18th percentile nationally compared to like schools • School Leadership - In the 15th percentile nationally compared to like schools • Professional Learning - In the 15th percentile nationally compared to like schools • Feedback and Coaching - In the 12th percentile nationally compared to like schools 	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p>
			<p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p>
			<p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p>
			<p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p>
			<p>Approaching Expectation School develops and partially implements the plan</p>
			<p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> • Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board’s bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> • The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee’s meetings are designed to foster open, deliberate, and thorough discussions to 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p>
			<p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school.</p>

		<p>facilitate and ensure public accountability.</p> <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols.</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ² in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	<p>Meets Expectation 6 or more meetings</p>
			<p>Does Not Meet Expectation 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ³ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	<p>Meets Expectation All minutes and agendas posted timely</p>
			<p>Approaching Expectation 1-2 items not posted timely</p>
			<p>Does Not Meet Expectation 3 or more not posted timely</p>
3.4	Reporting Accuracy and Timeliness	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p>74% of the required documents/reports were submitted on time with 89% accuracy</p>	<p>Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete</p>
			<p>Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete</p>
			<p>Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete</p>
			<p>Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	<p>Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth</p>

² A school year is July 1 - June 30

³ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			<p>areas, an annual self-governance evaluation process, etc.</p> <p>Meets Expectations 100% of required courses have been taken and evidence is provided</p> <p>Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided</p> <p>Does Not Meet Expectations Less than 80% of required courses have been completed</p>
3.6	Facility meets Local and State requirements	<p>The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10</p> <p>Public School Approval Requirements and Citation Chart</p>	<p>Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p>Meets Expectations Certified as required and approved by the Board</p> <p>Does Not Meet Expectations Not certified as required</p>
3.7	Facility supports Programming	<p>The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.</p>	<p>Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.</p> <p>Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
<p>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)</p>			
4.1a	Current Ratio (Near-Term Measures)	<p>Current ratio is greater than or equal to 1.1.</p> <p><i>Current assets divided by current liabilities.</i></p>	<p>Lower Risk Greater than 1.5</p> <p>Moderate Risk 1.0-1.5</p> <p>High Risk Less than 1</p>

4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.

		<i>Flow</i>	<p>Moderate Risk A positive cumulative 2-year cash flow</p> <p>High Risk Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.</p>
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	<p>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</p> <p><i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i></p>	<p>Lower Risk Exceeds 1.1</p> <p>Moderate Risk Is 1.0 to 1.1</p> <p>High Risk Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.</p> <p>The 3-year annual financial plan is due on August 31st.</p>	<p>Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p> <p>Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	<p>Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments</p> <p>Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p>Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Attendance	<p>Chronic absenteeism rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁴ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	<p>Exceeds Expectation Fewer than 10%</p> <p>Meets Expectation 10%-18%</p>

⁴ Chronically absent is defined as missing 10% or more of school days.

		Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated. School reports that 36% of Pre-K students were chronically absent.	<p>Approaching Expectation 17.9%-25%</p> <p>Does Not Meet Expectation Greater than 25%</p> <p>School reports 35% of students are chronically absent.</p>
5.3	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day⁶.</p>	<p>Exceeds Expectation More than 90%</p> <p>School reports 98% of students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day.</p> <p>Meets Expectation 85%-89.9%</p> <p>Approaching Expectation 75%-84.9%</p> <p>Does Not Meet Expectation Fewer than 75%</p>
5.4	Student Persistence - Year-to-Year	<p>Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.</p>	<p>Exceeds Expectation Exceeds 90%</p> <p>Meets Expectation 85%-89.9%</p> <p>School reports 89% of students have filled out intent to reenroll.</p> <p>Approaching Expectation 75%-84.9%</p> <p>Does Not Meet Expectation Fewer than 75%</p>
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Clear classroom standards and educational program.	<p>100% of classroom standards are documented, aligned to the Maine State Standards, and to Fiddlehead's mission.</p> <p>In SY23-24, 90% of classrooms use the standards with fidelity in operation.</p>	<p>Exceeds Expectation 100% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p>In SY23-24, 100% of classrooms use the standards with fidelity in operation.</p> <p>Meets Expectation 100% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p>

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

			<p>In SY23-24, 90% of classrooms use the standards with fidelity in operation.</p>
			<p>Approaching Expectation 80%-99% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p>In SY23-24, 70%-89% of classrooms use the standards with fidelity in operation.</p>
			<p>Does Not Meet Expectation Less than 80% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p>In SY23-24, less than 70% of classrooms use the standards with fidelity in operation.</p>
<p>6.2</p>	<p>Assessments used to document learning.</p>	<p>100% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, 90% of classrooms use the structures and plans in operations.</p>	<p>Exceeds Expectation 100% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, 100% of classrooms use the structures and plans in operations.</p> <p>Meets Expectation 100% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, 90% of classrooms use the structures and plans in operations.</p> <p>Approaching Expectation 80%-99% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, 70%-89% of classrooms use the structures and plans in operations.</p> <p>Does Not Meet Expectation Less than 80% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, less than 70% of classrooms use the structures and plans in operations.</p>

6.3	Defined personnel roles and responsibilities and descriptions of the following programs within the school community: PBIS, RTI Format, Restorative Justice, Performance Measures, Organizational Chart, School Calendar, Comprehensive Needs Assessment, School Schedule, and Financial Responsibilities	In SY23-24, 100% of staff will be clear on the program & resources that our school community embraces	<p>Meets Expectation In SY23-24, 100% of staff will be clear on the program & resources that our school community embraces.</p> <p>Approaching Expectation In SY23-24, 80%-99% of staff will be clear on the program & resources that our school community embraces.</p> <p>Does Not Meet Expectation In SY23-24, less than 80% of staff will be clear on the program & resources that our school community embraces.</p>
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MID-YEAR MEETING REPORT

**2022-23 Mid-Year Meeting
Fiddlehead School of Arts and Sciences**

March 23, 2023

On March 17, 2023, the Maine Charter School Commission (MCSC) staff completed a mid-year meeting in-person and via Zoom with the Fiddlehead School of Arts and Sciences (FSAS) Governing Board Chairperson, Joe Mattos; Executive Director, Jacinda Cotton-Castro; RTI & Assessment Coordinator, Jenn Merrill; and Business Manager, Denise Johnson. Topics covered included academic proficiency and growth, student attendance, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- **COMPLETE THE AUDIT PROCESS EARLIER** - The School Administration and Board Finance Committee should review the audit process to ensure timely reporting. Review loan documents to determine if there is a timeline requirement for the audit to be completed.
- **PHILANTHROPY** - The Commission encourages the board to consider a donor development and advancement campaign to support sustainability.

Academic

Fiddlehead Academy outperformed the state average in Reading on the NWEA MAP Assessment with 87.5% of the students meeting or exceeding expectations (state average for SY2021-22 was 83.8%). 40% of students met or exceeded projected growth from the Fall 2022 NWEA Map Assessment to the Winter administration. If the trend of 40% continues in the Spring assessment, the school will not meet the expectation in the Performance Framework. In Mathematics, Fiddlehead was close to the state average with 79.6% of students meeting or exceeding the state expectations (state average in math for the SY2021-22 was 81.3%). 45% of students met or exceeded projected growth from the Fall 2022 NWEA Map Assessment to the Winter administration, which is within the range of the national average.

The School Leadership reports that they have prioritized assessment participation and have seen improvement in the number of families participating in testing. During the fall NWEA administration, 0% of families opted out. They noted that they appreciate the insight that the NWEA data provides teachers for instructional purposes and are planning to find additional time in their professional development for teachers to analyze and action plan from the data to inform instruction. The school has professional development for teachers every Friday, where teachers work together to plan in “pods” or participate in whole-school development. Moving forward, the school plans to find two hours of classroom coverage for each teacher after the NWEA administration, so that they can review the data and form action plans with the RTI & Assessment Coordinator.

The School Leadership credits the Reggio Emilia philosophy with their above-state-average Reading scores, as literacy is a key component of their curriculum. The school reports that they had brought in a new math program that was going well pre-COVID and has lost momentum recently. They plan to re-engage with the math curriculum during professional development.

The School Leadership noted several additional areas of academic prioritization, including writing, critical thinking and developing a consistent

daily academic schedule. The school plans to develop a measurement tool to assess critical thinking and hopes to incorporate it into future customized criteria in the Performance Framework.

Finally, the school reported that their Principal is not returning next year and will be missed. They are planning to hire for the position.

Attendance

Fiddlehead has recently made great strides in lowering the chronic absenteeism rate, and is currently projecting a rate far below the state average. In SY 2020-21, the school's chronic absenteeism rate was 28.5%, which dropped to 3.8% during SY 2021-22. Thus far this year, the school's rate is 10.8%. If the school maintains a similar rate for the remainder of the academic year, they will meet expectations on the Performance Framework.

Financial Performance

Fiddlehead is currently reporting "low risk" in most Performance Framework financial measures. Fiddlehead School's FY2022 audit was signed off in December and presented to the School Board by the auditor in January 2023. The Commission staff encouraged the school to move this timeline up if possible to assist in their financial planning. The Commission staff encouraged the school to review its loan documents to ensure they complete the audit within the timeline required by the loan provider.

The school noted several philanthropic efforts, including a "Monthly Giving Program" that has brought in additional revenue.

The School Leadership noted that their biggest financial challenge is the additional resources, such as staff, that is required to serve the population at the school of students on IEPs, which has increased. They are researching programs that may be able to support this specific funding challenge.

The school reports that they are interested in expanding their space to have more room to serve students with IEPs, as well as incorporate nature seamlessly into the daily curriculum, as encouraged in their mission. The school plans to submit an amendment to the Commission to expand their facility footprint.

Student Enrollment and Recruitment

Fiddlehead School's current enrollment is 191 students. The enrollment lottery was held on March 15th and the school has every spot in the school filled for next year (208 students), with a waitlist of 173 students. This is a historically high enrollment and waitlist for the school, which has prompted the school to

strategically think about future expansion to meet the student and family demand.

Facilities

The Fiddlehead facility reflects its mission and is a warm, welcoming space for students. Because the school is meeting their max student enrollment of 208 students in the current facility, they are eager to expand their facility footprint. While continuing to operate from their current facility, they hope to relocate their youngest grades to yurts on Thompson Apple Orchard in the future to be able to accommodate more students, and support the mission, which is focused on nature-based education.

Governing Board

Joe Mattos, the Board Chair, attended the meeting and reported that the Board and all committees are high functioning. The Board Chair noted that the Board holds the Executive Director and school accountable to annual goals, and staying true to its mission. The Board is engaging with the Executive Director in conversations about future planning, facility expansion and enrollment growth.

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