



# Maine Charter School Commission

## Monthly Commission Meeting

Published on November 8, 2024 at 9:50 AM EST

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### Date and Time

Tuesday November 12, 2024 at 1:00 PM EST

### Location

Fiddlehead School of Arts and Sciences, 25 Shaker Road, Gray, Maine or via Zoom

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The **Vision** of the Maine Charter School Commission is that ***"Innovative public charter schools will provide Maine students with an equitable opportunity for an excellent education where students are valued, supported and challenged."***

The **Mission** of the Maine Charter School Commission is ***"To authorize, monitor and support innovative public charter schools that provide a dynamic, high-quality education for every student."***

### Reminders:

- This meeting is being recorded via Zoom.
- We ask members of the public to hold comments until public comments are heard.

*Any person seeking special accommodation for the public meeting should contact Sue Whipkey at (207)816-2187 or [susan.whipkey@maine.gov](mailto:susan.whipkey@maine.gov).*

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### Agenda

	Purpose	Presenter
<b>I. Opening Items</b>		
A. Record Attendance		Susan Whipkey
B. Call the Meeting to Order		Norm Higgins
C. To Consider the Approval of the 10/08/24 Commission Meeting Minutes	Approve Minutes	Norm Higgins
<b>II. Comments from Commission Chair</b>		
A. Comments	Discuss	Norm Higgins
<b>III. Additions or Adjustments to the Agenda</b>		
A. Additions/Adjustments	Discuss	Norm Higgins
<b>IV. Committee Reports</b>		
A. School Performance Committee	FYI	Tori Kornfield
B. Finance Committee	FYI	Leigh Albert
		<i>• FY25 Budget vs Actual Spending Report</i>
C. Executive Committee - No meeting held	FYI	Norm Higgins
<b>V. Public Comment*</b>		
A. Public Comment	Discuss	Norm Higgins
<b>VI. Presentation</b>		
		<i>• Fiddlehead School of Arts &amp; Sciences - Jacinda Cotton-Castro</i>
<b>VII. Executive Director/Commission Staff Report</b>		
A. School Updates	Discuss	Amy Allen

	Purpose	Presenter
<b>B. Organizational Updates</b>	Discuss	Amy Allen
<b>C. Media Updates</b>	FYI	Amy Allen

- Fiddlehead Yurt Provides Creative Outdoor Space

**VIII. Monthly School Portfolio/Data Report**

*None*

**IX. Unfinished Business**

*None*

**X. New Business Requiring Approval and/or Acceptance**

<b>A. To Receive and Place on File SY2023-24 Annual Monitoring Reports</b>	Vote	Norm Higgins
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- SY2023-24 Annual Monitoring Reports Portfolio Summary
- SY2023-24 Annual Monitoring Report Financial Summary
- SY2023-24 Annual Monitoring Reports
  - *ACADIA Academy*
  - *Baxter Academy for Technology and Sciences*
  - *Community Regional Charter School*
  - *Ecology Learning Center*
  - *Fiddlehead School of Arts & Sciences*
  - *Maine Arts Academy*
  - *Maine Connections Academy*
  - *Maine Virtual Academy*
  - *Maine Academy of Natural Sciences*

<b>B. To Receive and Place on File SY2023-24 Annual Report to the Commissioner</b>	Vote	Norm Higgins
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- SY2023-24 Annual Report to the Commissioner

**XI. New Business Requiring Notification to the Commission (No formal action to be taken by Commission)**

Purpose Presenter

**A.** New Governing Board Members FYI Norm Higgins

- *Ecology Learning Center (Justin MacDonald)*

**B.** Board Member Resignations FYI Norm Higgins

- *ACADIA Academy (Azenaide Pedro)*

**C.** Board Member Term Outs FYI Norm Higgins

- *ACADIA Academy (Chris Brann)*
- *ACADIA Academy (Sean Siebert)*

**XII. Future Topics**

**A.** Future Topics FYI Norm Higgins

December

- 10/1/24 Student Enrollment Data Breakdowns
- Maine Virtual Academy's Independent Third Party Evaluation Presentation

January

- Launch Strategic Plan
- 2024 Annual Boards and Commissions Report

February

- Performance Framework Minor Clarifications
- Preview Enrollment Map Update

**XIII. Announcements**

**A.** Important Dates FYI Norm Higgins

- 12/9/24 Governing Board Strategic Planning PD Session (10:00-12:00pm)
- 12/10/24 Commission Strategic Planning PD Session (10:00-12:00pm)

	Purpose	Presenter
<b>B. Upcoming Business Meetings</b>	FYI	Norm Higgins

- **December 10, 2024** (*Cross Office Building, Room #103, Augusta*) or Zoom
- **January 14, 2025** (*Cross Office Building, Room #103, Augusta*) or Zoom

#### **XIV. Closing Items**

<b>A. Adjourn Meeting</b>	Vote	Norm Higgins
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# Coversheet

## To Consider the Approval of the 10/08/24 Commission Meeting Minutes

**Section:** I. Opening Items  
**Item:** C. To Consider the Approval of the 10/08/24 Commission Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Monthly Commission Meeting on October 8, 2024

APPROVED



## Maine Charter School Commission

### Minutes

#### Monthly Commission Meeting

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#### Date and Time

Tuesday October 8, 2024 at 1:00 PM

#### Location

Room #103, Cross Office Building, 111 Sewall Street, Augusta or via Zoom

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The **Vision** of the Maine Charter School Commission is that ***"Innovative public charter schools will provide Maine students with an equitable opportunity for an excellent education where students are valued, supported and challenged."***

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#### Directors Present

Brian Langley (remote), James Ford (remote), Jim Handy, Norm Higgins, Tom Keller, Tori Kornfield

### Directors Absent

Leigh Albert

### Guests Present

Amy Allen (remote), Lana Ewing, Susan Whipkey (remote)

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

Norm Higgins called a meeting of the board of directors of Maine Charter School Commission to order on Tuesday Oct 8, 2024 at 1:03 PM.

Tom read the Commission's Mission and Vision statements.

### C. To Consider the Approval of the 9/10/24 Commission Meeting Minutes

Jim Handy made a motion to approve the 9/10/24 Commission Meeting Minutes.

Tori Kornfield seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

Tori Kornfield Aye

Tom Keller Aye

Jim Handy Aye

Leigh Albert Absent

James Ford Absent

Brian Langley Aye

Norm Higgins Aye

## II. Comments from Commission Chair

### A. Comments

Lana and Norm met with the Maine Alliance of Charter Schools. The discussion focused on the effective marketing of Charter Schools.

## III. Additions or Adjustments to the Agenda

### A. Additions/Adjustments

None



## IV. Committee Reports

### A. School Performance Committee

Tori reported that the Committee reviewed and discussed the following:

- Renewal applications for Ecology Learning Center (ELC) and Maine Virtual Academy (MeVA). The Committee recommends renewal for both schools.
- SY23-24 Enrollment/Unenrollment data.

### B. Finance Committee

Lana reported the Finance Committee reviewed the following:

- The financial portions of the ELC and MeVA renewal applications. The Committee supports renewal.
- Joe Drago's report on 4th Quarter Financials.
- Maine Academy of Natural Sciences (MEANS) budget gaps and concerns around enrollment.
- Post Covid Analysis of Non-subsidy funding. On average schools are retaining about 80% of funds received during the Covid years.

### C. Executive Committee

Norm reported the Committee discussed the following:

- MEANS financial situation and possible solutions and opportunities the school might pursue.
- Marketing opportunities and effective communication with the Legislature.

## V. Public Comment\*

### A. Public Comment

Nicki Reinholdt and Travis Works from Community Regional Charter Schools (CRCS) provided a status report on their work exploring options for a new facility. They have contracted with Raymond James to review financing options, Highmark for project development and Ben Lund for legal advice. They have determined they need a 45K square foot building to house all students with 25 acres and public water/sewer.

Raymond James is completing feasibility studies.

## VI. Executive Director/Commission Staff Report

## **A. School Updates**

Lana provided the following school updates:

- Maine Connections Academy has moved to their new location in South Portland.
- MEANS has completed fall intensives, project based academic programming including outdoor activities and field trips.
- Maine Arts Academy held their first art show of the year at Blanchard Art Gallery in Hallowell.
- The work for closure of Harpswell Coastal Academy is nearing completion.

## **B. Organizational Updates**

Lana reported the following:

- MCSC is on track to receive the New School Applications in February. There are currently seven Letters of Intent as one organization withdrew.
- Norm and Lana met with David Hartman of Venn Education LLC to discuss Norm's role in the New School Application process. Norm will ensure an unbiased review by the Committee who will perform the same review steps for each applicant.
- Lana attended the Edunomics course at Georgetown.
- The staff is working on the Annual Monitoring Reports to present at the November Commission Meeting.
- Lana will be on temporary leave in November.

## **C. Media Updates**

## **VII. Monthly School Portfolio/Data Report**

### **A. SY2023-24 Year End Unenrollment/Enrollment Data**

Lana presented the Enrollment/Unenrollment data with the following takeaways:

- Overall, 485 (18%) students unenrolled which is comparable to the prior year.
- 5 schools retained more students, 4 lost more than previous year.
- Summer retention was higher than prior year.
- Students who enroll stay longer.

## **VIII. New Business Requiring Approval and/or Acceptance**

### **A.**

### **To Consider the Approval of Ecology Learning Center's Renewal Application**

Tori Kornfield made a motion to approve Ecology Learning Center's Charter Renewal Application.

Jim Handy seconded the motion.

Leza Packard and Beth Alma spoke on behalf of the Ecology Learning Center's application. Lana gave a summary of the Renewal Package and provided the Staff recommendation for renewal.

The board **VOTED** to approve the motion.

#### **Roll Call**

Tori Kornfield Aye

James Ford Aye

Tom Keller Aye

Brian Langley Aye

Jim Handy Aye

Leigh Albert Absent

Norm Higgins Aye

### **B. To Consider the Approval of Maine Virtual Academy's Renewal Application**

Tori Kornfield made a motion to approve Maine Virtual Academy's Charter Renewal Application.

Jim Handy seconded the motion.

Melinda Browne and Donna Pelletier spoke on behalf of Maine Virtual Academy's application. Lana gave a summary of the Renewal Package and provided the Staff recommendation for renewal.

The board **VOTED** to approve the motion.

#### **Roll Call**

Jim Handy Aye

Brian Langley Aye

Tom Keller Aye

James Ford Aye

Tori Kornfield Aye

Leigh Albert Absent

Norm Higgins Aye

## **IX. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:54 PM.

Respectfully Submitted,  
Norm Higgins

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# Coversheet

## Finance Committee

**Section:** IV. Committee Reports  
**Item:** B. Finance Committee  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Dashboard for FY25 10\_28\_24.pdf



# MCSC FY25 Budget vs. Actual (As of October 28, 2024)

Revenue	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Allotment - Legislatively Mandated	\$694,809	\$550,946	(\$143,863)	\$694,809
Additional State Subsidy Available	\$110,603		(\$110,603)	\$29,395
<b>Total Allotment - ED279</b>	<b>\$805,412</b>	<b>\$550,946</b>	<b>(\$254,466)</b>	<b>\$724,204</b>
Carryover Funds	\$38,285	\$0	(\$38,285)	\$82,096
Grants	\$0	\$0	\$0	\$2,163
<b>TOTAL Annual Revenue</b>	<b>\$843,697</b>	<b>\$550,946</b>	<b>(\$292,751)</b>	<b>\$808,463</b>

Costs (1)	Projection FY25	Actual FY25	Difference FY25	Actual FY24
<b>Total Cost Summary</b>	<b>\$849,472</b>	<b>\$239,079</b>	<b>\$610,394</b>	<b>\$714,491</b>

## (1) Detail of Costs

Personnel	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Staff Salaries	\$302,779	\$101,101	↑ \$201,678	\$275,491
Manpower Service Fee	\$67,669	\$22,064	↑ \$45,605	\$101,932
Benefits	\$63,000	\$21,000	↑ \$42,000	\$60,000
<b>TOTAL Personnel</b>	<b>\$433,448</b>	<b>\$144,164</b>	<b>\$289,284</b>	<b>\$437,423</b>

Technology for Schools	Projection FY25	Actual FY25	Difference FY25	Actual FY24
NWEA MAP Test	\$14,400	\$0	↑ \$14,400	\$13,351
Panorama Education	\$11,500	\$0	↑ \$11,500	\$10,625
Infinite Campus	\$21,789	\$22,024	↓ (\$235)	\$19,615
Lotterease	\$2,625	\$1,701	↑ \$924	\$6,669
Epicenter	\$40,646	\$34,210	↑ \$6,436	\$33,710
College-Readiness Diagnostics	\$4,725	\$2,040	↑ \$2,685	\$4,500
Board on Track	\$35,000		↑ \$35,000	\$0
<b>TOTAL Technology for Schools</b>	<b>\$130,684</b>	<b>\$59,975</b>	<b>\$70,710</b>	<b>\$88,470</b>

Contracted Services	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Financial Consultant	\$51,739	\$4,725	↑ \$47,014	\$38,408
Public Relations/ Engagement	\$25,000	\$0	↑ \$25,000	\$20,843
Project-Based Support	\$45,000	\$1,886	↑ \$43,114	\$51,563
Operational/Financial Support	\$0	\$0	→ \$0	\$0
<b>TOTAL Contracted Services</b>	<b>\$121,739</b>	<b>\$6,611</b>	<b>\$115,128</b>	<b>\$110,814</b>

Technology for MCSC	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Office of Information Technology	\$3,675	\$1,711	↑ \$1,964	\$8,636
Cell Phone Services	\$2,730	\$553	↑ \$2,177	\$2,664
Website	\$5,000		↑ \$5,000	\$0
Remote CART Captioning Service	\$0	\$0	→ \$0	\$2,350
BoardOnTrack	\$5,775	\$5,495	↑ \$280	\$5,495
<b>TOTAL Technology for MCSC</b>	<b>\$17,180</b>	<b>\$7,758</b>	<b>\$9,422</b>	<b>\$19,145</b>

Personal Services - Per Diem / Commission Members	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Per Diem	\$15,400	\$2,805	↑ \$12,595	\$12,729
NACSA	\$0		→ \$0	\$0
<b>TOTAL Personal Services</b>	<b>\$15,400</b>	<b>\$2,805</b>	<b>\$12,595</b>	<b>\$12,729</b>

Charter School Innovation/Collaboration	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Innovation Fund/Professional Development	\$40,000		↑ \$40,000	\$0
Board Chair Collaboration	\$1,700	\$0	↑ \$1,700	\$1,511
CountMe In	\$1,500		↑ \$1,500	\$0
<b>TOTAL Charter School Innovation/</b>	<b>\$43,200</b>	<b>\$0</b>	<b>\$43,200</b>	<b>\$1,511</b>

Travel	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Commission Members	\$8,400	\$682	↑ \$7,719	\$3,958
Staff	\$13,000	\$5,283	↑ \$7,717	\$7,772
<b>TOTAL Travel</b>	<b>\$21,400</b>	<b>\$5,965</b>	<b>\$15,435</b>	<b>\$11,730</b>

Sta-Cap	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Sta-Cap	\$10,264	\$999	↑ \$9,266	\$3,033
<b>TOTAL Contingency</b>	<b>\$10,264</b>	<b>\$999</b>	<b>\$9,266</b>	<b>\$3,033</b>

General Operations	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Insurance/Risk Management	\$893	\$27	↑ \$866	\$822
Printing/Photocopying Services	\$1,000	\$0	↑ \$1,000	\$516
Dues and Subscriptions	\$7,203	\$2,328	↑ \$4,875	\$6,926
Meeting Room Rental	\$1,050		↑ \$1,050	\$0
Postage	\$315	\$0	↑ \$315	\$272
Advertising	\$525	\$200	↑ \$325	\$200
Food	\$420	\$234	↑ \$186	\$234
General Government Service Center	\$11,825	\$7,513	↑ \$4,312	\$9,395
Legal and Professional Services	\$11,401	\$500	↑ \$10,901	\$10,858
Office and Other Supplies	\$525	\$0	↑ \$525	\$413
<b>TOTAL General Operations</b>	<b>\$35,157</b>	<b>\$10,802</b>	<b>\$24,355</b>	<b>\$29,636</b>

Contingency	Projection FY25	Actual FY25	Difference FY25	Actual FY24
Contingency	\$21,000		↑ \$21,000	\$0
<b>TOTAL Contingency</b>	<b>\$21,000</b>	<b>\$0</b>	<b>\$21,000</b>	<b>\$0</b>

# Coversheet

## Media Updates

**Section:** VII. Executive Director/Commission Staff Report  
**Item:** C. Media Updates  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Fiddlehead Yurt.pdf



# **New Yurt at Fiddlehead School of Arts and Sciences Provides Creative Outdoor Learning Space for Students**



Nestled in the campus green area at Fiddlehead School of Arts and Sciences in Gray is a new yurt,





serving as a unique outdoor learning space for students. For the school, it also represents something more: the power of creativity and community.

“Lovingly crafted by the local artisans at Your Community Carpenter LLC in Bridgton, this hand-built structure reflects the spirit of collaboration that makes our school so special,” said Fiddlehead School founder Jacinda Cotton-Castro.

This summer, Fiddlehead School was on a tight deadline to get the yurt up before the start of the 2024-2025 school year. As a result, community members volunteered to help by sanding down boards for the yurt’s floor and then lifting the structure into place.

“We were honored to bring this unique space to life, knowing that it would soon become a canvas for the imaginations of our students,” said Cotton-Castro. “We are also very lucky to have incredible families and volunteers who help us in many different ways.”

The yurt serves many purposes throughout the school week as a flexible environment. On Mondays and Tuesdays, it hums with the sounds of young artists at work, painting, drawing, and engaging in hands-on projects that let their creativity soar. The yurt’s circular design fosters a sense of togetherness and curiosity during expressive Spanish classes. There’s also time for students to have quiet reflection. Even after the final bell of the day has rung, the yurt is a lively hub of choice and exploration where students come together to collaborate, dream, try, and grow as part of Fiddlehead School’s after-school enrichment program Whether students are running outside of the structure or working on



projects inside of it, the yurt gives them the freedom to learn and play in ways that feel meaningful.



Excitingly, the yurt isn't meant just for Fiddlehead School students. It will also be used as a gathering place for the wider community, hosting local authors for story readings, art auctions, and other events that celebrate the creativity and talent within the wider community.

Above all, the yurt is more than just a building; it's a new chapter in Fiddlehead School's story—one to be written by the students, families, and community members who are helping to bring it to life.

"We look forward to the connections, creativity, and shared experiences that will unfold within its walls," said Cotton-Castro.



*Information for this article was provided by the Fiddlehead School of Arts and Sciences. To submit good news from your school, fill out our [good news submission form](#).*

Posted on **October 22, 2024**

Posted in **Good News from Schools, Outdoor Learning, Regular Newsroom Notice**

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Previous

**PUBLIC FEEDBACK – RULE CHAPTER 115: THE CREDENTIALING OF EDUCATION PERSONNEL**

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Next

**ST. CROIX REGIONAL TECHNICAL CENTER CELEBRATES INSTRUCTOR LAUREN REMINGTON AS A 2024 MARCIA LOVELL AWARDEE**

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 **PRESS RELEASES**

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- **Wiscasset Elementary School Teacher Becky Hallowell Named 2025 Maine Teacher of the Year**  
October 10, 2024
  - **2025 Maine Teacher of the Year State Finalists Announced**  
August 28, 2024
  - **Maine Teacher of the Year Semifinalists Announced**  
July 2, 2024



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## NEWSROOM ARTICLES

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- Nominations Open for Presidential Awards for Excellence in Mathematics and Science Teaching  
October 25, 2024
- Applications Due November 15 for Extended Learning Opportunities Expansion 2.0  
October 24, 2024
- Maine DOE Launches New Project to Expand the Impact of the Rethinking Responsive Education Ventures (RREV) Initiative  
October 23, 2024

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## GOOD NEWS FROM SCHOOLS

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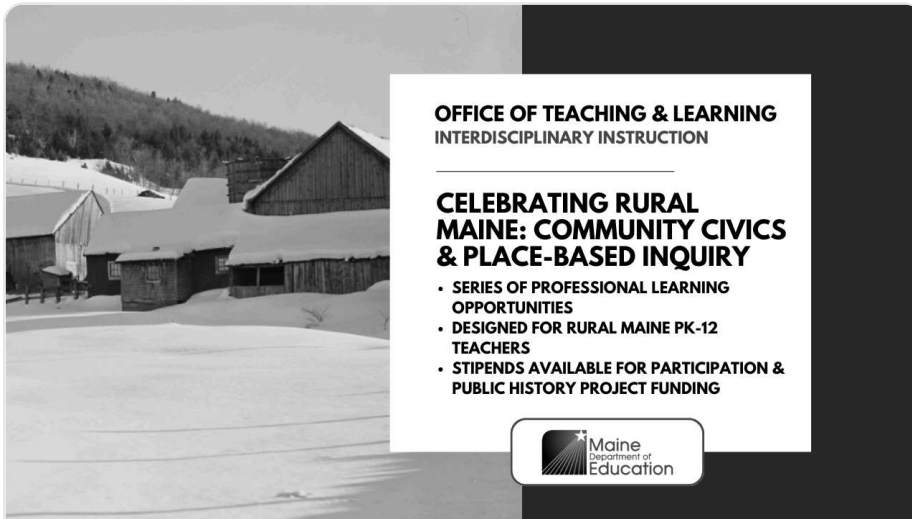
Tweets 8.7K Following 637 Followers 5K



ME Dept of Education @mdoeneews Oct 21



Registration is NOW OPEN for "Celebrating Rural Maine"! Join us in exploring how to design and implement engaging civic inquiry projects that honor our rural heritage. Sign up today and enhance your teaching toolkit! To learn more, visit the DOE Newsroom: https://t.co/dz6AzwyvDC



Maine DOE Awarded Funding for Interdisciplinary Civic Inquiry Projects The Maine Department of Education (DOE) has received \$99,149 from the Library of Congress' Teaching with Primary Sources program to support the "Celebrating Rural Maine: Civic Inquiry Place-Based" project. This... mainedoeneews.net

## Maine DOE Facebook Feed



Maine Department of Education October 24 at 12:16pm

There are two weeks left before the 14th annual Maine PBIS conference, and there is still time to register! The conference is a chance for Maine Positive Behavior Interventions... See more





**Reminder: Register NOW for the 14th Annual Maine PBIS Conference!**

Join the Maine Department of Education (DOE) Office of Special Services and Inclusive Education for the 14th Annual Maine PBIS Conference! Thursday, November 7, 2024 8:30 AM – 4:00 PM  
Augusta Civic Center The conference is a chance for Maine Positive

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# WHAT HOLDS US TOGETHER

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# Coversheet

## To Receive and Place on File SY2023-24 Annual Monitoring Reports

**Section:** X. New Business Requiring Approval and/or Acceptance  
**Item:** A. To Receive and Place on File SY2023-24 Annual Monitoring Reports  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

SY2023-24 Annual Monitoring Reports Portfolio Summary.pdf  
SY2023-24 Annual Monitoring Report Financial Summary.pdf  
DRAFT SY2023-24 Annual Monitoring Report - ACADIA Academy.pdf  
DRAFT SY2023-24 Annual Monitoring Report - Baxter Academy for Technology and Sciences.pdf  
DRAFT SY2023-24 Annual Monitoring Report - Community Regional Charter School.pdf  
DRAFT SY2023-24 Annual Monitoring Report - Ecology Learning Center.pdf  
DRAFT SY2023-24 Annual Monitoring Report - Fiddlehead School of Arts & Sciences.pdf  
DRAFT SY2023-24 Annual Monitoring Report - Maine Arts Academy.pdf  
DRAFT SY2023-24 Annual Monitoring Report - Maine Connections Academy.pdf  
DRAFT SY2023-24 Annual Monitoring Report - Maine Virtual Academy.pdf  
DRAFT SY2023-24 Annual Monitoring Report - Maine Academy of Natural Sciences.pdf

## SY2023-24 Annual Monitoring Reports Portfolio Summary

In school year 2023-2024, charter districts were successful in the following areas of the Performance Framework:

- Data from the spring administration of the Maine Through Year Assessment is used to report proficiency outcomes and 8 of 9 schools are **meeting** or **exceeding** reading expectations with several grade levels performing above state averages;
- 6 of 7 charter high schools are **meeting** or **exceeding** expectations for 4-year high school completion and surpassing the annual MDOE goal of 87%;
- This is the first year that the Commission has measured 5 and 6-year high school completion and 6 of 7 charter high schools are **meeting** or **exceeding** expectations. 5 of 7 have completion rates that **exceed** the state average;
- Charter high schools largely use the Accuplacer to assess for college-readiness. 6 of 7 are **exceeding** framework expectations;
- Successful participation in post-secondary activities continues to be strong. 6 of 7 charter high schools are **exceeding** expectations with 4 schools reporting 100% successful completion;
- In the spring, schools use the Panorama survey to measure school climate and family engagement. Survey responses from all stakeholder groups (families, students, teachers, and staff) are in the **exceeding** expectations for 4 of 9 public charter schools;
- All charter school governing boards **meet** expectations for the number of meetings held throughout the school year;
- Public charter schools are required to provide data and submit reports to the Commission throughout the year using the Epicenter platform. 9 of 9 schools are **meeting** or **exceeding** expectations for timely reporting and submission accuracy.
- All facilities support programming;
- 8 of 9 charter schools submitted their annual 3-year financial plan;
- School persistence throughout the year and from year-to-year remains high with most schools **meeting** or **exceeding** framework expectations; and
- Subgroup performance is an area of strength across the portfolio.

Areas demonstrating required growth are as follows:

- Results from the spring administration of the Maine Through Year Assessment show that math proficiency continues to be a challenge across the portfolio with 5 of 9 charter schools **not meeting** or **approaching** framework expectations;
- Chronic absenteeism remains high with 5 of 9 schools **not meeting** or **approaching** expectations. *(On a positive note, 5 of 9 schools have chronic absenteeism rates that are below the state average.)*;

- 3 of 3 schools with students in grades 3-5 are in the **not meeting** expectations range for responses on the required scales of the annual Panorama school climate and family engagement survey;
- Agendas for governing board meetings must be posted at least 5 days prior to a board meeting and meeting minutes posted no more than 5 days after approved - 8 of 9 governing boards are **not meeting** this expectation;
- Governing boards are expected to participate in annual training and professional development. 6 of 9 schools are **not meeting** this requirement.

**Section 4: Financial Management and Viability  
FY24**

		ACADIA	Baxter	CRCS	ELC	FSAS	MeANS	MeAA	MCA	MeVA
<b>Near Term Measures</b>										
4.1.a	Current Ratio	1.2 = Moderate Risk	0.7 = High Risk	1.4 = Moderate Risk	1.8 = Lower Risk	2.2 = Lower Risk	1.6 = Lower Risk	2.5 = Lower Risk	2.2 = Lower Risk	8.0 = Lower Risk
4.1.b	Unrestricted Days Cash on Hand	27 days = High Risk	41 days = Moderate Risk	43 days = Moderate Risk	25 days = High Risk	73 days = Lower Risk	26 days = High Risk	31 days = Moderate Risk	85 days = Lower Risk	199 days = Lower Risk
4.1.c	Enrollment Variance	-0.4% = Lower Risk	+5.1% = Lower Risk	+1.6% = Lower Risk	+1.0% = Lower Risk	+2.6% = Lower Risk	-3.0% = Moderate Risk	+5.3% = Lower Risk	+2.0% = Lower Risk	+1.0% = Lower Risk
4.1.d	Financial Obligations Default	Not in Default = Lower Risk	Not in Default = Lower Risk	Not in Default = Lower Risk	Not in Default = Lower Risk	Not in Default = Lower Risk	Not in Default = Lower Risk	Not in Default = Lower Risk	Not in Default = Lower Risk	Not in Default = Lower Risk

**Sustainability Measures**

4.2.a	Total Margin	Current Yr is -13.5%; 3 Year is 0.0% High Risk	Current Yr is -3.1%; 3 Year is -3.3% High Risk	Current Yr is 4.5%; 3 Year is 0.4% Moderate Risk	Current Yr is -0.9%; 3 Year is 2.7% Moderate Risk	Current Yr is -0.5%; 3 Year is -4.1% High Risk	Current Yr is -0.9%; 3 Year is -6.4% High Risk	Current Yr is 6.3%; 3 Year is 1.2% Moderate Risk	Current Yr is -2.2%; 3 Year is -0.8% High Risk	Current Yr is 10.8%; 3 Year is 8.3% Lower Risk
4.2.b	Debt to asset ratio	23% = Lower Risk	100% = Moderate Risk	55% = Lower Risk	20% = Lower Risk	78% = Lower Risk	38% = Lower Risk	74% = Lower Risk	44% = Lower Risk	24% = Lower Risk
4.2.c	Cash Flow	2 Year Cash Flow is -105,686 High Risk	2 Year Cash Flow is -265,208 High Risk	2 Year Cash Flow is 236,918 Lower Risk	2 Year Cash Flow is 27,052 Moderate Risk	2 Year Cash Flow is -39,798 High Risk	2 Year Cash Flow is -363,805 High Risk	2 Year Cash Flow is -372,828 High Risk	2 Year Cash Flow is +109,303 Moderate Risk	2 Year Cash Flow is 595,646 Lower Risk
4.2.d	Financial Obligations Coverage Ratio	-16.3 = High Risk	1.1 = Moderate Risk	2.0 = Lower Risk	1.8 = Lower Risk	1.5 = Lower Risk	0.6 = High Risk	2.7 = Lower Risk	0.4 = High Risk	5.4 = Lower Risk
4.3	Financial Planning & Budgeting	3 Year Budget Plan not Submitted = Not Meeting Expectations	3 Year Budget Plan Submitted = Meeting Expectations	3 Year Budget Plan Submitted = Meeting Expectations	3 Year Budget Plan Submitted = Meeting Expectations	3 Year Budget Plan Submitted = Meeting Expectations	3 Year Budget Plan Submitted = Meeting Expectations	3 Year Budget Plan Submitted = Meeting Expectations	3 Year Budget Plan Submitted = Meeting Expectations	3 Year Budget Plan Submitted = Meeting Expectations

**ACADIA** Based on FY24 4th quarter financials, ACADIA Academy is low to moderate risk on several of its financial metrics, but the 4th quarter results reflect higher risk scores for unrestricted days cash on hand, total margin, cash flow and financial obligations coverage ratio largely due to the financial strain of a high number of out-of-district placements for students on IEPs. The ACADIA governing board continues to monitor this closely.

**Baxter** Baxter Academy takes its fiscal discipline seriously and has made major structural changes in order to meet ongoing increases in costs and increased student needs (i.e., additional bussing and deaf interpreter services). Recent budgets have been affected by a drop in student enrollment in prior years, but the school has been able to leverage Title I and Title IV funds and are working with a part-time grant writer to "explore local foundations who have an interest in several specialized projects." Based on FY24 4th quarter financials, Baxter Academy falls into the low to moderate risk on most financial metrics.

**CRCS** Based on FY24 4th quarter financials, CRCS falls in the low to moderate risk on all of its financial metrics. CRCS engaged the services of RHR Smith & Company, Certified Public Accountants and received a clean financial audit for FY23. Of note; however, the audited results included restated balance sheets for the previous year and the balance sheets have been restated for 3 of the last 4 years.

**ELC** Based on FY24 4th quarter financials, ELC falls in the low to moderate risk on all financial metrics with the exception of days cash on hand, which the board continues to closely review. Transportation costs have been the highest since the school opened in 2000 and "current challenges the board faces are how to meet the school's financial needs, especially with the addition of the Clifford Arts & Student Center." ELC engaged the services of PGM Accounting and received a clean financial audit for FY23

**FSAS** Financial statements used to calculate outcomes were due on 8/15/24 and received on 10/31/24. Based on FY24 4th quarter financials, Fiddlehead School of Arts & Sciences falls in the low to moderate risk on seven of nine financial metrics, but the 4th quarter results reflect higher risk scores for total margin and cash flow. For FY24, Fiddlehead reports a small deficit and a positive cash flow, however the larger FY23 deficit and negative cash flow keep the cumulative metrics in a higher risk category. Fiddlehead engaged the services of Runyon, Kersteen and Ouellette ("RKO"), Certified Public Accountants and received a clean financial audit for FY23.

**MeANS** Financial sustainability remains an area of "significant challenge" and it will be important going forward that the school hits its annual enrollment goals. If the school does not meet enrollment targets, we will require that they resubmit a budget and 3-Year Financial Plan to the Commission that accounts for the true enrollment at the school. MeANS engaged the services of BerryDunn and received a clean financial audit for FY23.

**MeAA** Based on FY24 4th quarter financials, Maine Arts Academy falls in the low to moderate risk on all financial metrics with the exception of cash flow. While the school maintained a positive cash flow during FY24, the two-year cumulative cash flow is negative. The board continues to closely review and monitor the pending financing arrangements for the ongoing construction costs for MeAA's new facility opened for student instruction in September 2024. MeAA engaged the services of RHR Smith & Company, Certified Public Accountants and received a clean financial audit for FY23.

**MCA** MCA exceeds financial expectations and earns a clean audit year after year. MCA excels at grant management, staying up to date with application, performance reports, and invoicing.

**MeVA** MeVAs financial team is "exceptionally qualified" and includes a business manager who is a full-time CP, and an HR Manager/Accounts Payable Clerk who supports the school. MeVA exceeds financial expectations and earns a clean audit year after year. MeVA excels at grant management, staying up to date with application, performance reports, and invoicing.

# 2023-24 Annual Monitoring Report

*Prepared for  
ACADIA Academy*

November 2024





# 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	Julie McCabe, Secretary
Donald Dearborn	Danielle Moreau
Jon Mercier,	Justin Good, Treasurer
Meredith Morrison, President	Alicia Laroche
Kate Dumais, Vice President	

### Leadership Team

Heather Bucklin, Executive Director	Emily Giorgetti, SPED Coordinator
Tracy Turner, Operations Manager	Andrew Dubois, Business Manager

### School Profile

Year Opened	2016-17
Years in Operation	9
Grades Served	PreK-6
Number of Sending Districts	11
Enrollment*	250*
Students on Waiting List*	0*

\*On 10-1-24 (State Student Count Day)

Grade Level Enrollment		
Pre-K	31	12.5%
KG	33	13.5%
1st Grade	34	14%
2nd Grade	34	14%
3rd Grade	27	11%
4th Grade	34	14%
5th Grade	26	10%
6th Grade	27	11%
Gender		
Female	116	47%
Male	130	53%
Race/Ethnicity		
American Indian or Alaska Native	1	<1%
Asian	1	<1%
Black or African American	11	4%
Hispanic/Latino	6	3%
Two or More Races	5	2%
White	222	90%
Special Education		
Students with IEPs	33	13%
General Education Students	213	87%
Economically Disadvantaged		
Yes	62	25%
No	184	75%



## EXECUTIVE SUMMARY

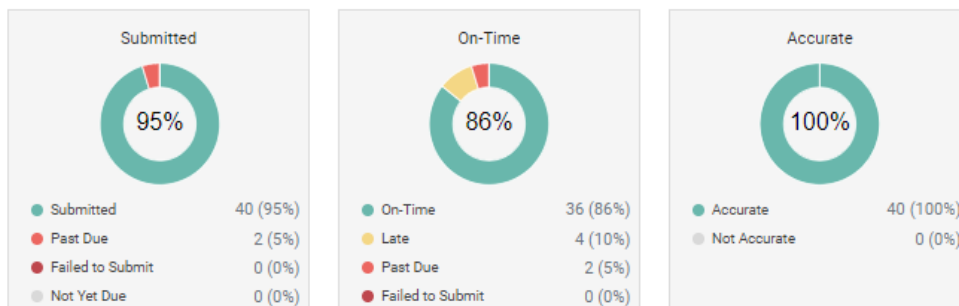
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 on cycle to have a Site Visit at the end of the 2023-24 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School's self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year's monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School's strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School's reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

Documentation 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 2023-24 school year:



## 2023-24 NARRATIVE

Leadership at ACADIA Academy shared that “with each school year, we are able to identify clear areas of celebration and growth and continue to be mindful of the tremendous strides made and challenges met”. Additionally, “as we grow, new challenges emerge and this year was not immune to these bumps in the road”.

The ACADIA leadership team conducts annual reviews ahead of each school year to inform planning and practices for the upcoming academic year and reports that they are “overwhelmingly impressed with the projects and work our teaching staff completed this year in preparing highly meaningful experiential opportunities for our students”. With the implementation of the BARR system, staff were able to discuss and create success plans for every student in the building.

ACADIA experienced “many community and cultural challenges that were unexpected” including community trauma, and teaching partners that “struggled to fit well together”. Along with existing wellness clinic offerings, the school was able to deploy resources following the mass shooting in Lewiston – additional counseling and support animals - to help support staff, students, and families.

Discipline practices at ACADIA continue to be a “point of pride”. The BARR system allowed for greater understanding of student needs and how to meet them. Staff were provided with access to professional development opportunities focused on creating compassionate and SEL focused classrooms. Restorative practice training for staff offered tools for immediate classroom intervention and the school reported no student suspensions nor substantiated cases of bullying.

ACADIA provides a “considerable amount” of opportunities for family involvement and has a school-wide committee dedicated to the “exploration and provision” of family engagement. Their PTO is highly engaged and active in the school community.

The school describes its greatest challenge as supporting and staffing its program for students on Individualized Education Plans (IEPs). Out-of-district placements have been a financial strain on the organization.

### **Student Achievement**

ACADIA requested, and was granted, a waiver from the Commission to not administer the NWEA MAP. Academic assessment results show that ACADIA students are proficient in both reading and math, but not meeting growth targets.

The Maine Through Year Assessment measures student academic proficiency and ACADIA students are **exceeding** expectations in reading – with students in grades 5 and 6 outperforming their peers. They are **meeting** expectations in math, and students in the 4th grade outperformed state expectations.

Subgroup performance in reading is strong overall and **meets** expectations on the framework. The performance of female students is the strongest with several grades **exceeding** state expectations. Subgroups are **approaching** expectations in math.

ACADIA students are **not meeting** growth targets in reading and **approaching** expectations in math. For both reading and math, students are **approaching** or **not meeting** expectations across all subgroups. The Commission will require the school to administer the NWEA MAP assessment beginning in the Fall of 2024 as growth data gleaned from the Maine Through-Year Assessment appears unreliable.

Chronic absenteeism is a strength for the school, consistently **meeting** performance framework expectations.

### **School Climate and Family Engagement**

Annually, schools are required to distribute school climate surveys to families, students, teachers, and staff. For the second year in a row, ACADIA families, students, and teachers responded unfavorably to the survey questions. Leadership “thinks the challenges of maintaining several long-term subs as well as other community issues may have contributed”. We encourage the ACADIA board and administration to prioritize school climate and culture in the upcoming school year.

### **Organizational Sustainability**

The ACADIA governing board is made up of 12 members, many who have been on the board and held officer roles for years. The long-term members will soon term off the board and succession planning has begun to ensure a smooth transition.

The board meets on a regular basis, holding 12 monthly meetings as well as several special meetings in SY2023-24. Meeting agendas and approved minutes thoroughly capture the discussions and decisions of the board, but are oftentimes posted later than expected.

Throughout the school year schools are required to submit reports and other data using the Epicenter platform. 86% of required reports were submitted on time with 100% accuracy, **meeting** performance framework expectations.

Board members are required to engage in a baseline of annual training and development. ACADIA board members failed to complete the required training requirements with only 1 of the 20 (or 5%) completed. We encourage the ACADIA board to prioritize training and professional development in the upcoming school year.

Of note: ACADIA’s FY23 financial audit was due on 12/30/23 and not received until 9/25/24. Financial outcomes for the purpose of annual reporting were due on 8/15/24 and not received until 10/1/24. The required 3-year financial plan due on 6/30/24 has not been submitted.

**Financial Management and Viability**

Based on FY24 4th quarter financials, ACADIA Academy is low to moderate risk on several of its financial metrics, but the 4th quarter results reflect higher risk scores for unrestricted days cash on hand, total margin, cash flow and financial obligations coverage ratio largely due to the financial strain of a high number of out-of-district placements for students on IEPs. The ACADIA governing board continues to monitor this closely.

**School Mission and Student Persistence**

Student persistence and recurrent enrollment continue to be strengths for the school, **exceeding** performance framework expectations.

**2023-24 PERFORMANCE FRAMEWORK OUTCOMES**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Reading</b>	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.	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
		<u><b>Grade 3</b></u> <b>58% of ACADIA 3rd graders are “at or above state expectations” in Reading compared to 60% state-wide per the Acacia platform (Meeting Expectations)</b>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
		<u><b>Grade 4</b></u> <b>64% of ACADIA 4th graders are “at or above state expectations” in Reading compared to 64% state-wide per the Acacia platform (Meeting Expectations)</b>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		<u><b>Grade 5</b></u> <b>76% of ACADIA 5th graders are “at or above state expectations” in Reading compared to 70% state-wide per the Acacia platform (Exceeding Expectations)</b>	<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
		<u><b>Grade 6</b></u>	<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”

		<b>85% of ACADIA 6th graders are “at or above state expectations” in Reading compared to 72% state-wide per the Acacia platform (Exceeding Expectations)</b>	
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.	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
		<b>Grade 3</b> <b>36% of ACADIA 3rd graders are “at or above state expectations” in Math compared to 63% state-wide per the Acacia platform (Not Meeting Expectations)</b>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
		<b>Grade 4</b> <b>76% of ACADIA 4th graders are “at or above state expectations” in Math compared to 54% state-wide per the Acacia platform (Exceeding Expectations)</b>	
		<b>Grade 5</b> <b>52% of ACADIA 5th graders are “at or above state expectations” in Math compared to 52% state-wide per the Acacia platform (Meeting Expectations)</b>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		<b>Grade 6</b> <b>38% of ACADIA 6th graders are “at or above state expectations” in Math compared to 43% state-wide per the Acacia platform (Meeting Expectations)</b>	<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, Reading	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender  <i>*To be reported, subgroups must have <b>at least 10 students</b>.</i>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
		<b>Grade 3</b> <ul style="list-style-type: none"> <li>54% of Male students are “at or above state expectations” in Reading compared to 57% state-wide per the Acacia platform (Meeting Expectations)</li> <li>60% of Female students are “at or above state expectations” in Reading compared to 63% state-wide per the Acacia platform (Meeting Expectations)</li> </ul>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
		<b>Grade 4</b> <ul style="list-style-type: none"> <li>44% of Male students are “at or above state</li> </ul>	

		<p><b>expectations” in Reading compared to 61% state-wide per the Acacia platform (Not Meeting Expectations)</b></p> <ul style="list-style-type: none"> <li>82% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations)</li> <li>58% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Exceeding Expectations)</li> </ul>	
		<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>75% of Female students are “at or above state expectations” in Reading compared to 75% state-wide per the Acacia platform (Meeting Expectations)</li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>82% of Female students are “at or above state expectations” in Reading compared to 75% state-wide per the Acacia platform (Exceeding Expectations)</li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
<p>1.1d</p>	<p>Proficiency by subgroup, Through-Year Assessment, <b>Math</b></p>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students.</b></i></p>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>46% of Male students are “at or above state expectations” in Math compared to 64% state-wide per the Acacia platform (Not Meeting Expectations)</li> <li>27% of Female students are “at or above state expectations” in Math compared to 61% state-wide per the Acacia platform (Not Meeting Expectations)</li> </ul>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>19% of Male students are “at or above state expectations” in Math compared to 58% state-wide per the Acacia platform (Not Meeting Expectations)</li> <li>24% of Female students are “at or above state expectations” in Math compared to 51% state-wide per the Acacia platform (Not Meeting Expectations)</li> <li>33% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform (Approaching Expectations)</li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>50% of Female students are “at or above state expectations” in Math compared to 51% state-wide per the Acacia platform (Meeting Expectations)</li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools</p>

		<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li><b>35% of Female students are “at or above state expectations” in Math compared 40% state-wide per the Acacia platform (Meeting Expectations)</b></li> </ul>	“at or above state expectation
1.2	Reading on Grade Level - 3rd Grade	<p>Students will read on grade level based on the school's assessment tool by the end of 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><b>ACADIA uses the Fountas &amp; Pinnell and reports that 71% of 3rd graders are reading on grade level.</b></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><b>Reported as Required</b></p>
1.3a	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible<sup>1</sup> students meeting their projected growth on NWEA MAP <b>reading</b>.</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><b>ACADIA reports that 29% of eligible students are meeting projected growth in Reading.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
			<p><b>Not Meeting Expectations</b> Below 35%</p>
1.3b	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</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><b>Data Not Available; the Maine Through Year Assessment does not assess language.</b></p>
1.3c	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</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><b>ACADIA reports that 38% of eligible students are meeting their projected growth in Math.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
			<p><b>Not Meeting Expectations</b> Below 35%</p>
1.4a	Subgroup Performance: Maine State	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>reading</b>.</p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>

<sup>1</sup> Eligible is defined as having both a fall and spring score.

	<p>Assessment (NWEA MAP) 3rd-8th</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 <b>at least 10 students</b> or 5% of the student population.</p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 28% (Not Meeting Expectations)</b></li> <li>• <b>Male - 26% (Not Meeting Expectations)</b></li> <li>• <b>Female 31% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 37% (Approaching Expectations)</b></li> <li>• <b>Students with a 504 Plan - 25% (Not Meeting Expectations)</b></li> </ul>	<p><b>Meeting Expectations</b> Between 45%-54.9%</p> <hr/> <p><b>Approaching Expectations</b> Between 35%-44.9%</p> <hr/> <p><b>Not Meeting Expectations</b> 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 <b>language</b>.</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 <b>at least 10 students</b> or 5% of the student population.</p>	<p><b>Data Not Available; the Maine Through Year Assessment does not assess language.</b></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 <b>math</b>.</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 <b>at least 10 students</b> or 5% of the student population.</p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 39% (Approaching Expectations)</b></li> <li>• <b>Male - 36% (Approaching Expectations)</b></li> <li>• <b>Female 32% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 30% (Not Meeting Expectations)</b></li> <li>• <b>Students with a 504 Plan - 35% (Approaching Expectations)</b></li> </ul>	<p><b>Exceeding Expectations</b> Exceeds 55%</p> <hr/> <p><b>Meeting Expectations</b> Between 45%-54.9%</p> <hr/> <p><b>Approaching Expectations</b> Between 35%-44.49%</p> <hr/> <p><b>Not Meeting Expectations</b> Below 35%</p>



1.7	Student Attendance	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school<sup>2</sup>.</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><b>Exceeding Expectations</b> Fewer than 10%</p> <p><b>Meeting Expectations</b> 10%-18%</p> <p><b>ACADIA's state-reported chronic absenteeism rate is 16.82%.</b></p> <p><b>Approaching Expectations</b> 17.9%-25%</p> <p><b>Not Meeting Expectations</b> Greater than 25%</p>
<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
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><a href="#">MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (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: <a href="#">Panorama School Climate Survey</a> -Family Results	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, and School Fit</i></p> <p><b>37 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 10th percentile</b></li> <li>• <b>School Climate - 10th percentile</b></li> <li>• <b>School Fit - 20th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%</p>
2.3	School Climate: <a href="#">Panorama School Climate Survey</a> -Student Results	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p><b>Grades 3-5</b> <b>76 students (86%) of students responded to the Panorama School Climate Survey and the results compared to like</b></p>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like</p>

<sup>2</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		<p><b>schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 20th percentile</b></li> <li>• <b>School Safety - 20th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 10th percentile</b></li> <li>• <b>School Climate - 10th percentile</b></li> </ul> <p><b>Grade 6</b>  <b>25 students (92.6%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 10th percentile</b></li> <li>• <b>School Safety - 70th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 10th percentile</b></li> <li>• <b>School Climate - 20th percentile</b></li> </ul>	<p>schools nationally</p> <p><b>Not Meeting Expectations</b>                  Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.4	School Climate: <a href="#">Panorama School Climate Survey-Teacher Results</a>	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>30 teachers (66.66%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b>  <b>School Climate - 10th percentile</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 10th percentile</b></li> <li>• <b>Professional Learning - 10th percentile</b></li> <li>• <b>Feedback and Coaching - 10th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b>                  4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b>                  3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b>                  2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b>                  Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a>	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>9 staff (100%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 30th percentile</b></li> <li>• <b>School Leadership - 60th percentile</b></li> <li>• <b>Professional Learning - 90th percentile</b></li> <li>• <b>Feedback and Coaching - 70th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b>                  4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b>                  3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b>                  2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b>                  Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.6	School Climate: Panorama	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address</p>	<p><b>Meeting Expectations</b>                  School develops and implements</p>

	Survey	areas for continued improvement. Plan and outcome will be submitted to the Commission.	plan
			<b>Approaching Expectations</b> School develops and partially implements the plan
			<b>Not Meeting Expectations</b> School does not develop or does not implement plan

**SECTION 3: ORGANIZATIONAL SUSTAINABILITY**

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Culture of Collaboration</p> <p>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> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.
			<b>Moderate Risk:</b> 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.
			<b>High Risk:</b> 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	<p>The Governing Board will hold a minimum of 6 meetings per school year<sup>3</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act (<a href="#">FOAA</a>).</p> <p><b><i>The ACADIA governing board held 14 meetings during SY2023-24.</i></b></p>	<b>Meeting Expectations</b> 6 or more meetings
			<b>Not Meeting Expectations</b> 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>Timely<sup>4</sup> 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> <p><b><i>There were 5 instances of board meeting agendas or approved minutes being posted late.</i></b></p>	<b>Meeting Expectations</b> All minutes and agendas posted timely
			<b>Approaching Expectations</b> 1-2 items not posted timely

<sup>3</sup> A school year is July 1 - June 30

<sup>4</sup> 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.

			<b>Not Meeting Expectations</b> 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><b>86% of reports were submitted on time and were accurate 100% of the time.</b></p> <p><b>NOTE: ACADIA's FY23 Financial Audit was due on 12/30/23. It was submitted to the Commission on 9/25/24 and the FY24 QTR4 financials were due on 8/15/24 and submitted on 10/1/24. The required 3-year financial plan that was due on 6/30/23 was not received.</b></p>	<b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete
			<b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete
			<b>Approaching Expectations</b> 70%-79.9% of reports are submitted on time and are accurate and complete
			<b>Not Meeting Expectations</b> Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	<p>Board members will engage in a baseline of annual training and development using the following guidelines. (<a href="#">LINK</a>)</p> <p><b>In SY2023-24, the ACADIA board had 21 required board training requirements. Of those 21 requirements, 1 was completed (5%).</b></p>	<b>Exceeding Expectations</b> 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. and has completed 100% of required courses
			<b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> Less than 80% of required courses have been completed
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><a href="#">Public School Approval Requirements and Citation Chart</a></p>	<b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meeting Expectations</b> Certified as required and approved by the Board
			<b>Not Meeting Expectations</b> 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.	<b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working

			that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> 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**

Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.

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>  <b>\$439,138 / \$380,480 = 1.2</b>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> 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>  <b>\$288,866 / ((\$4,004,076-95,693) / 365) = 27 days</b>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> 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>  <b>(246-247)/247 = -0.4%</b>	<b>Lower Risk</b> Actual within 2% of the projected enrollment
			<b>Moderate Risk</b> Variance is between 2 and 5%
			<b>High Risk</b> 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>	<b>Lower Risk</b> Not in default and not delinquent
			<b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors
			<b>High Risk</b> In default and/or delinquent t and

			has not obtained waivers from lenders and/or lessors
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p><b>CYR - \$-477,301 / \$3,526,775 = -13.5%</b>  <b>3YR - \$55 / \$11,786,682 = 0.0%</b></p>	<p><b>Lower Risk</b>                      Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p>
			<p><b>Moderate Risk</b>                      Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin <math>\geq</math>-10%</p>
			<p><b>High Risk</b>                      Aggregated Three-Year Total Margin is negative OR the current year Total Margin is <math>&lt;</math>-10%</p>
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p><b>\$603,008 / \$2,627,253 = 23%</b></p>	<p><b>Lower Risk</b>                      Less than 90%</p>
			<p><b>Moderate Risk</b>                      90 to 100%</p>
			<p><b>High Risk</b>                      Greater than 100%</p>
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.</i>  <i>Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p> <p><b>CYR Cash Flow = \$-89,883</b>  <b>PYR Cash Flow = \$-15,803</b>  <b>2-Year Cash Flow = \$-105,686</b></p>	<p><b>Lower Risk</b>                      A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>
			<p><b>Moderate Risk</b>                      A positive cumulative 2-year cash flow</p>
			<p><b>High Risk</b>                      Does not have a positive cumulative 2-year cash flow</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><b>\$(369,649) / \$23,634 = -16.3</b></p>	<p><b>Lower Risk</b>                      Exceeds 1.1</p>
			<p><b>Moderate Risk</b>                      Is 1.0 to 1.1</p>
			<p><b>High Risk</b>                      Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>School 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 June 30th.</p>	<p><b>Meeting Expectations</b>                      School 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><b>Not Meeting Expectations</b>                      School 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: SCHOOL MISSION AND STUDENT PERSISTENCE			
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.  <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>	<b>Meeting Expectations</b> School is implementing the mission and design elements as outlined in the charter and amendments
			<b>Approaching Expectations</b> School is partially implementing the mission and design elements as outlined in the charter and amendments
			<b>Not Meeting Expectations</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Persistence - School Year	Persistence throughout the school year  85% or more of eligible <sup>5</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day <sup>6</sup> .  <b><i>The school reports that 98.37% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</i></b>	<b>Exceeding Expectations</b> More than 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
5.3	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.  <b><i>The school reports that 96.34% completed an Intent to Reenroll form for SY2024-25.</i></b>	<b>Exceeding Expectations</b> Exceeds 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	ACADIA will improve social & emotional and academic outcomes for all students by building strong	By the end of the school year, at least 90% of students will have established goals and identified strategies for obtaining them as evidenced on the Small block and Big block data sheets.  <b><i>192 out of 236 students were discussed in Small or Big Block meetings and had goals set to monitor academic or SEL growth. This is 81% of students schoolwide.</i></b>	<b>Exceeding Expectations</b> Greater than 92%
			<b>Meeting Expectations</b> 88% - 92%
			<b>Approaching Expectations</b>

<sup>5</sup> Student resident in the state of Maine

<sup>6</sup> Student Count Day is October 1

	<p>collaborative relationships between students and staff and staff teams through the implementation of the BARR framework.</p>		<p>78% - 88.9%</p>
			<p><b>Not Meeting Expectations</b> Below 78%</p>
<p>6.2</p>	<p>Students in grades K-2 will demonstrate strong writing growth on twice yearly assessments.</p>	<p>75% of all K-2 students will demonstrate writing growth as measured by ACADIA's writing rubric.</p> <p><i><b>This goal was approved in February 2024. A schoolwide writing prompt and grading rubrics were developed in the Fall. Students in grades K-2 were administered the prompt in May. Teachers collaboratively scored all writing prompts using the newly developed rubric to ensure calibration across teachers and grade levels. The writing prompt will be administered twice in the 24/25 school year (first in October, again in May) in order to analyze student growth in writing.</b></i></p>	<p><b>Exceeding Expectations</b> More than 77%</p> <hr/> <p><b>Meeting Expectations</b> 73% - 77%</p> <hr/> <p><b>Approaching Expectations</b> 63% - 72.9%</p> <hr/> <p><b>Not Meeting Expectations</b> Below 63%</p>



# 2023-24 Annual Monitoring Report

*Prepared for  
Baxter Academy for Technology and Science*

November 2024





### 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

Daniel Mickool, Secretary	Justin Richards
Kathleen DeSilva	Nik Charov, Vice Chair
Daniel Strader	April Theberge, Treasurer
Jana Lapoint	Ruth Dean, Chair

### Leadership Team

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

### School Profile

Year Opened	2013-14
Years in Operation	12
Grades Served	9-12
Number of Sending Districts	39
Enrollment*	384*
Students on Waiting List*	0*

\*On 10-1-24 (State Student Count Day)

## School Year 2023-24 Demographic Table

Grade Level Enrollment		
9th Grade	110	29%
10th Grade	89	24%
11th Grade	92	25%
12th Grade	82	22%
Gender		
Female	151	40%
Male	222	60%
Race/Ethnicity		
Asian	11	3%
Black or African American	16	4%
Hispanic/Latino	9	2%
Two or More Races	17	5%
White	320	86%
Special Education		
Students with IEPs	82	22%
General Education Students	291	78%
Economically Disadvantaged		
Yes	41	11%
No	332	89%

## EXECUTIVE SUMMARY

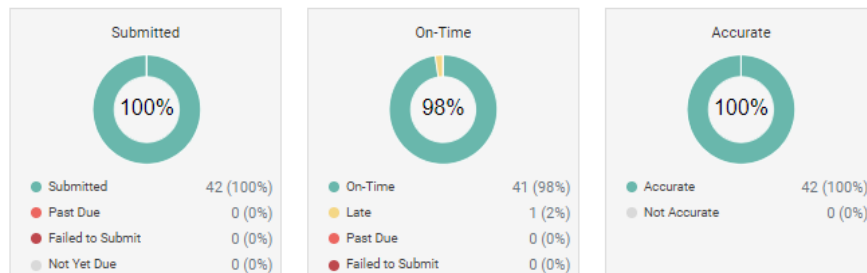
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 on cycle to have a Site Visit at the end of the 2023-24 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School's self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year's monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School's strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School's reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

Documentation 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 2023-24 school year:



## NARRATIVE

Baxter Academy for Technology and Science does not teach students *what* to think, instead they focus on teaching them *what to think about*. Students are given space to dedicate themselves to solving problems that are relevant, to collaborate and innovate, and to leverage the community resources that are dedicated to their success.

When asked if they are an academic success, Leadership shared the following - *“Baxter has created a strong academic program that meets the needs of our changing community and economy, that establishes a climate that promotes best learning outcomes, that uses traditional assessment tools and access to long term success.”*

Katie Strait - a science teacher at Baxter - was named the 2024 Cumberland County Teacher of the Year last May and is one of four finalists for Maine Teacher of the Year – a first for a public charter school teacher in Maine. Katie regularly organizes beach clean-ups and students often make artwork and installations with what they find. She also hosts trips to allow students to explore tide pools and marine ecosystems in their backyard.

Baxter continues to look for ways to engage girls in STEM education. The school's Civil Rights team has worked to bring more education about the role of women in STEM and have reached out to local area institutions to be conversation partners. They continue to look at their speaker series and have applied for a USM grant to bring a researcher in to inform the data around this work. Baxter's work meeting the needs of ELL students continues to evolve and the school has built a supportive immersion program. Baxter partners with the Maine Outdoor Learning Initiative (MOLI) to expand access to STEM education for new Americans in the Greater Portland Area.

Notable “wins” during this past school year include:

- 2024 Maine State Chess Champions
- Received 20 Scholastic Art Achievement Awards
- A student won the Congressional Art Award and will have his piece hanging in the walls of Congress this school year.
- Students won Maine State Scholastic Science Awards and received stipends and full scholarships
- Robotics team won two district events and qualified for the Einstein competition at the World Championship competition in Houston, TX
- Cybersecurity team placed first in the CyberPatriot Competition. Two members won spots in the Cybersecurity Foundation's training program and will be taking the GFACT certification exam - an industry level certification

### **Student Achievement**

Baxter Academy for Technology and Science had a strong year academically as evidenced by results from the Maine Through Year Assessment and the Accuplacer.

The Maine Through Year Assessment measures proficiency in both reading and math and Baxter students are **exceeding** state expectations in both areas. Baxter subgroups are also outperforming state expectations - by as much as 20% in several cases.

Baxter measures college-readiness using the Accuplacer and the SAT. Accuplacer results are strong with 98% of students meeting the college readiness indicator goal and **exceeding** expectations on the Performance Framework. Subgroups are all exceeding framework expectations, with 100% of both females and economically disadvantaged students considered college-ready.

High school completion continues to exceed the Maine Department of Education's annual goals with a 97.65% 4-year graduation rate and **exceeding** expectations on the Performance Framework. This is a slight increase from the previous year. In SY2023-24, the Commission began measuring 5 and 6 year high school completion and Baxter is **exceeding** expectations with percentages "exceeding 90%" for both.

91% of Baxter students have participated in at least one post-secondary activity and the school offers FAFSA support to families and students as needed.

Chronic absenteeism has been a concern for the last few years and the school worked hard to improve in that area for SY2023-24. Efforts to improve included "vigilant record-keeping and follow-up with families, class engagement strategies, and work with our teachers". Baxter's chronic absenteeism rate decreased from 36.21% to 20.74% and is **approaching** expectations on the Performance Framework.

### **School Climate and Family Engagement**

Families, students, teachers, and staff are asked to participate in the annual Panorama Spring Climate survey. Results across different scales are compared to like-schools nationally and Baxter is **exceeding** expectations on all scales for every stakeholder group - a significant improvement from the previous years' results.

The school attributes its increase in Climate results to additional club initiatives, student potlucks, off site events, and an end of year field day.

Baxter dedicates 20 percent of the week to "Flex Friday" - student-managed, long-term projects that are relevant to each student's interests and goals. Student teams identify a real-world problem, define how they might solve it, pitch their solution to a faculty review board, network with outside experts, and then get to work. Opportunities for students to present to audiences have increased and students have revived the "Baxterian".

Leadership describes teacher retention and climate as “ideal”. The Baxter board and administration successfully negotiated a union contract that was approved by the faculty “in short order”.

### **Organizational Sustainability**

The Baxter governing board is made up of 8 active, talented, and engaged members who are “committed to staying focused on their appropriate role and engaging staff, students, or experts when necessary for problem-solving.”

Commission-required reports are received on time, but the “timely” publication of board meeting agendas and approved minutes has room for improvement. The board completed only 50% of required board training and is **not meeting expectations** on the framework. We encourage the board to prioritize training and professional development in the upcoming school year and ensure that meeting materials are posted as required.

### **Financial Management and Viability**

Baxter Academy takes its fiscal discipline seriously and has made major structural changes in order to meet ongoing increases in costs and increased student needs (i.e., additional bussing and deaf interpreter services). Recent budgets have been affected by a drop in student enrollment in prior years, but the school has been able to leverage Title I and Title IV funds and are working with a part-time grant writer to “explore local foundations who have an interest in several specialized projects.”

Based on FY24 4th quarter financials, Baxter Academy falls into the **low to moderate risk** on most financial metrics. Results in the **higher risk** category are mainly due to enrollment declines in prior years and the associated reduction in state subsidy. Baxter’s board continues to monitor this very closely.

Baxter engaged the services of Nicholson, Michaud & Nadeau, Certified Public Accountants and received a clean financial audit for FY23.

### **School Mission and Student Persistence**

Student persistence continues to **exceed** expectations and their mission requires “robust” engagement in the community.

The school piloted the Baxter Distinguished Scholars program which recognizes students who exemplify Baxter’s mission and values through academic focus, leadership, and service. Applications are reviewed by a committee of instructional leadership, including department chairs and administrators.

**2023-24 PERFORMANCE FRAMEWORK OUTCOMES**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Reading</b>	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.  <b>68% of Baxter high schoolers are "at or above state expectations" in Reading compared to 61% state-wide per the Acacia platform</b>	<b>Exceeding Expectations</b> ≥5% of state average of schools "at or above state expectation"
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools "at or above state expectation"
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools "at or above state expectation"
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools "at or above state expectation"
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	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.  <b>62% of Baxter high schoolers are "at or above state expectations" in Math compared to 42% state-wide per the Acacia platform</b>	<b>Exceeding Expectations</b> ≥5% of state average of schools "at or above state expectation"
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools "at or above state expectation"
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools "at or above state expectation"
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools "at or above state expectation"
1.1c	Proficiency by subgroup, Through-Year Assessment, <b>Reading</b>	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup "at state expectation" and "above state expectation" on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender  *To be reported, subgroups must have <b>at least 10 students.</b>  <b>High School</b> <ul style="list-style-type: none"> <li><b>69% of Male students are "at or above state</b></li> </ul>	<b>Exceeding Expectations</b> ≥5% of state average of schools "at or above state expectation"
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools "at or above state expectation"
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools "at or above state expectation"



		<p><b>expectations” in Reading compared to 55% state-wide per the Acacia platform (Exceeding Expectations)</b></p> <ul style="list-style-type: none"> <li>• <b>67% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Meeting Expectations)</b></li> <li>• <b>50% of Students with IEPs are “at or above state expectations” in Reading compared to 31% state-wide per the Acacia platform (Exceeding Expectations)</b></li> </ul>	<p>state expectation”</p> <p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
1.1d	Proficiency by subgroup, Through-Year Assessment, <b>Math</b>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender *To be reported, subgroups must have <b>at least 10 students</b>.</p> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>• <b>63% of Male students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>61% of Female students are “at or above state expectations” in Math compared to 44% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>16% of Students with IEPs are “at or above state expectations” in Math compared to 11% state-wide per the Acacia platform (Exceeding Expectations)</b></li> </ul>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p> <p><b>Meeting Expectations</b> Between ≥-5% and &lt;-5% of state average of schools “at or above state expectation”</p> <p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p> <p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
1.5	4 Year High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                  2025-87%                  2026-88%                  2027-88%                  2028-89%                  2029-89%                  2030-90%</p> <p>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>Baxter’s state-reported 4-year graduation rate is 97.65%.</b></p> <p><b>Meeting Expectations</b> Meets annual target</p> <p><b>Approaching Expectations</b> Less than 5% below target</p> <p><b>Not Meeting Expectations</b> 5% or more below target</p>
1.5a	5 and 6 Year High School Completion	<p>5 and 6-year high school graduation rate</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                  2025-87%                  2026-88%                  2027-88%                  2028-89%                  2029-89%                  2030-90%</p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>Baxter’s state-reported 5-year graduation rate is 97.78% and 6-year graduation rate is 93.55%.</b></p> <p><b>Meeting Expectations</b> Meets annual target</p>

			<p><b>Approaching Expectations</b> Less than 5% below target</p>										
			<p><b>Not Meeting Expectations</b> 5% or more below target</p>										
1.6a	Post Secondary Readiness	<p>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"> <li>• <b>Accuplacer. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math;</b> or</li> <li>• <b>SAT scores</b> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <b>ASVAB score</b> of 31 or higher</li> </ul> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><b>Baxter reports that 98% of students have scored 239 or above in reading and 226 or above in math on the Accuplacer.</b></p>	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p>										
			<p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p>										
			<p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p>										
			<p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>										
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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"> <li>• <b>Accuplacer.</b> The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <b>SAT scores</b> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <b>ASVAB score</b> of 31 or higher</li> </ul> <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). <i>*To be reported, subgroups must have <b>at least 10 students.</b></i></p> <p><b>Accuplacer Results (Subgroups)</b></p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>% Meeting Reading/Math Goal</th> </tr> </thead> <tbody> <tr> <td>Students with an IEP</td> <td>93%</td> </tr> <tr> <td>Male</td> <td>95%</td> </tr> <tr> <td>Female</td> <td>100%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>100%</td> </tr> </tbody> </table>	Subgroup	% Meeting Reading/Math Goal	Students with an IEP	93%	Male	95%	Female	100%	Economically Disadvantaged	100%	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p>
			Subgroup	% Meeting Reading/Math Goal									
			Students with an IEP	93%									
			Male	95%									
Female	100%												
Economically Disadvantaged	100%												
<p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p>													
<p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p>													
<p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</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 <sup>1</sup> 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.  <b><i>Baxter reports that 91% of students have successfully participated in at least one post-secondary activity.</i></b>	<b>Exceeding Expectations</b> Exceeds 80%
			<b>Meets Expectations</b> 70%-79.9%
			<b>Approaching Expectations</b> 60%-69.9%
			<b>Not Meeting Expectations</b> Fewer than 60%
1.6d	Post-Secondary Readiness: <a href="#">FAFSA</a>	Schools will report annual rates and school-supported opportunities for FAFSA support.  <b><i>School supports students with FAFSA completion reporting that 74% students/families completed a FAFSA form.</i></b>	The Commission will monitor a charter school's ability to support students with FAFSA completion.  <b><i>Reported as Required</i></b>
1.7	Student Attendance	<u>Chronic absenteeism</u> rate.  Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school <sup>2</sup> .  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.	<b>Exceeding Expectations</b> Fewer than 10%
			<b>Meeting Expectations</b> 10%-18%
			<b>Approaching Expectations</b> 17.9%-25%  <b><i>Baxter's state-reported chronic absenteeism rate is 20.74%.</i></b>
			<b>Not Meeting Expectations</b> Greater than 25%
<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
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.  <a href="#">MRSA 20-A</a> <a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (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: <a href="#">Panorama School Climate Survey</a> -Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).  Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".  <i>*Required Scales - School Climate, Safety, and School Fit</i>  <b><i>173 families responded to the Panorama School Climate</i></b>	<b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b>

<sup>1</sup> Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

<sup>2</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		<p><b>Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Fit - 99th percentile</b></li> </ul>	<p>1 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%</p>
2.3	School Climate: <a href="#">Panorama School Climate Survey</a> -Student Results	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p><b>291 students (79.9%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 50th percentile</b></li> <li>• <b>School Safety - 90th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 90th percentile</b></li> <li>• <b>School Climate - 90th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.4	School Climate: <a href="#">Panorama School Climate Survey</a> -Teacher Results	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>27 teachers (84%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 70th percentile</b></li> <li>• <b>Professional Learning - 80th percentile</b></li> <li>• <b>Feedback and Coaching - 80th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	School Climate: <a href="#">Panorama School Climate Survey</a> -Staff Results	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional</i></p>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like</p>

		<p><i>Learning, and Feedback &amp; Coaching</i></p> <p><b>12 staff (100%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 99th percentile</b></li> <li>• <b>Professional Learning - 99th percentile</b></li> <li>• <b>Feedback and Coaching - 99th percentile</b></li> </ul>	<p>schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.6	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><b>Meeting Expectations</b> School develops and implements plan</p> <p><b>Approaching Expectations</b> School develops and partially implements the plan</p> <p><b>Not Meeting Expectations</b> School does not develop or does not implement plan</p>
<b>SECTION 3: ORGANIZATIONAL SUSTAINABILITY</b>			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p> <p><b>Moderate Risk:</b> 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><b>High Risk:</b> 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,	The Governing Board will hold a minimum of 6 meetings per school year <sup>3</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act ( <a href="#">FOAA</a> ).	<b>Meeting Expectations</b> 6 or more meetings

<sup>3</sup> A school year is July 1 - June 30

	responsive, and legally compliant Board operations	<b>The Baxter governing board held 11 meetings during SY2023-24.</b>	<b>Not Meeting Expectations</b> 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely <sup>4</sup> 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.  <b>During SY2024-24, 11 agendas or board-approved meeting minutes were posted late.</b>	<b>Meeting Expectations</b> All minutes and agendas posted timely
			<b>Approaching Expectations</b> 1-2 items not posted timely
			<b>Not Meeting Expectations</b> 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.  <b>98% of reports were submitted on time and were accurate 100% of the time.</b>	<b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete
			<b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete
			<b>Approaching Expectations</b> 70%-79.9% of reports are submitted on time and are accurate and complete
			<b>Not Meeting Expectations</b> 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. ( <a href="#">LINK</a> )  <b>In SY2023-24, the Baxter board had 10 required board training requirements. Of those 10 requirements, 6 were completed (60%).</b>	<b>Exceeding Expectations</b> 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. and has completed 100% of required courses
			<b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> Less than 80% of required courses have been completed
3.6	Facility meets Local and State	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including	<b>Exceeding Expectations</b> Charter District Leadership has

<sup>4</sup> 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.

	requirements	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 <a href="#">Public School Approval Requirements and Citation Chart</a>	obtained an environmentally friendly certification such as LEED <b>Meeting Expectations</b> Certified as required and approved by the Board <b>Not Meeting Expectations</b> 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.	<b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation. <b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation. <b>Not Meeting Expectations</b> 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**

Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.

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> <b>\$588,942 / \$837,363 = 0.7</b>	<b>Lower Risk</b> Greater than 1.5 <b>Moderate Risk</b> 1.0-1.5 <b>High Risk</b> 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> <b>\$528,041 / ((\$4,936,554-\$192,945) / 365) = 41 days</b>	<b>Lower Risk</b> 60 or more days <b>Moderate Risk</b> 30-60 days <b>High Risk</b> 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>	<b>Lower Risk</b> Actual within 2% of the projected enrollment <b>Moderate Risk</b>

		$(373-355)/355 = 5.1\%$	Variance is between 2 and 5%
			<b>High Risk</b> 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>	<b>Lower Risk</b> Not in default and not delinquent
			<b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors
			<b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors
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>  <b>CYR - \$-146,657 / \$4,789,897 = -3.1%</b> <b>3YR - \$-468,240 / \$14,173,744 = -3.3%</b>	<b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			<b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin $\geq$ -10%
			<b>High Risk</b> Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $<$ -10%
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 90%.  <i>Total Liabilities divided by Total Assets</i>  <b>\$3,826,078 / \$3,825,144 = 100%</b>	<b>Lower Risk</b> Less than 90%
			<b>Moderate Risk</b> 90 to 100%
			<b>High Risk</b> 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>  <b>CYR Cash Flow = \$-18,840</b> <b>PYR Cash Flow = \$-246,368</b> <b>2-Year Cash Flow = \$-265,208</b>	<b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			<b>Moderate Risk</b> A positive cumulative 2-year cash flow
			<b>High Risk</b> Does not have 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.  <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	<b>Lower Risk</b> Exceeds 1.1
			<b>Moderate Risk</b> Is 1.0 to 1.1



		<b>\$568,570 / \$522,282 = 1.1</b>	<b>High Risk</b> Is less than 1.0
4.3	Financial Planning and Budgeting	School 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 June 30th.	<b>Meeting Expectations</b> School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			<b>Not Meeting Expectations</b> School 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.
<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
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.  <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>	<b>Meeting Expectations</b> School is implementing the mission and design elements as outlined in the charter and amendments
			<b>Approaching Expectations</b> School is partially implementing the mission and design elements as outlined in the charter and amendments
			<b>Not Meeting Expectations</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Persistence - School Year	Persistence throughout the school year  85% or more of eligible <sup>5</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day <sup>6</sup> .  <b><i>Baxter reports that 96.24% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</i></b>	<b>Exceeding Expectations</b> More than 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
5.3	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.  <b><i>Baxter reports that 98.21% of students completed an Intent to Reenroll form for SY2024-25.</i></b>	<b>Exceeding Expectations</b> Exceeds 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%

<sup>5</sup> Student resident in the state of Maine

<sup>6</sup> Student Count Day is October 1

			<b>Not Meeting Expectations</b> Fewer than 75%
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
6.1	College Readiness	<p>PSAT 10 and SAT 11 school average scores will meet or exceed the state average.</p> <p><b><u>PSAT 10</u></b></p> <ul style="list-style-type: none"> <li>• <b>State Average Score: 946</b></li> <li>• <b>Baxter Average Score: 967</b></li> </ul> <p><b><u>SAT 11</u></b></p> <ul style="list-style-type: none"> <li>• <b>State Average Score: 1027</b></li> <li>• <b>Baxter Average Score: 1089</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds state average in both PSAT 10 and SAT 11, or in either PSAT 10 or SAT 11.
			<b>Meeting Expectations</b> Meets state average in both PSAT 10 and SAT 11.
			<b>Approaching Expectations</b> Meets state average in either PSAT 10 or SAT 11, or the average school scores are within 100 points of the state average.
			<b>Not Meeting Expectations</b> The average school scores are below 100 points of the state average.
6.2	Grade-Level Proficiency: Maine Through-Year Assessment	<p>10th Grade Maine Through-Year Assessment school-average scores will meet or exceed the state average.</p> <p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• <b>State Average Score: 1500</b></li> <li>• <b>Baxter Average Score: 1511</b></li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• <b>State Average Score: 1504</b></li> <li>• <b>Baxter Average Score: 1505</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds state averages in both ELA and Math, or in either ELA or Math.
			<b>Meeting Expectations</b> Meets state average in both ELA and Math.
			<b>Approaching Expectations</b> Meets state average in either ELA or Math, or the average school scores are within 10% of the state average.
			<b>Not Meeting Expectations</b> The average school scores are below 10% of the state average.
6.3	Science Proficiency: Maine Science Assessment	<p>Maine Science Assessment school-average scores will meet or exceed the state average.</p> <p><b><u>2023 Maine Science Assessment</u></b></p> <ul style="list-style-type: none"> <li>• <b>State Average Score: 36</b></li> <li>• <b>Baxter Average Score: 43</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds state average.
			<b>Meeting Expectations</b> Meets state average.
			<b>Approaching Expectations</b> The average school scores are within 10% of the state average.
			<b>Not Meeting Expectations</b> The average school scores are below 10% of the state average.
6.4	Flex Fridays	<p>The school will hold public events for the student body to share Flex Friday presentations (2 times per year).</p> <p><b><i>Flex Friday Elevator Pitch Day - November 3rd</i></b> <b><i>Flex Friday Shark Tank - February 9th</i></b></p>	<b>Exceeding Expectations</b>
			<b>Meeting Expectations</b>

		<i>Middle School Demonstrations - Multiple Dates</i> <i>Flex Friday Exhibitions - May 20th &amp; 21st</i>	<b>Approaching Expectations</b>
			<b>Not Meeting Expectations</b>

# 2023-24 Annual Monitoring Report

*Prepared for  
Community Regional Charter School*

November 2024





### 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

Michael Buja	Stephanie Saltzman, Treasurer
Nicky Reinholt, Chair	Charlie-Marie Hansen
Theresa Overall	

### 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	13
Grades Served	PreK-12
Number of Sending Districts	21
Enrollment*	385*
Students on Waiting List*	7*

\*On 10-1-24 (State Student Count Day)

### School Year 2023-24 Demographic Table

Grade Level Enrollment		
Pre-K	44	11.5%
KG	20	5.5%
1st Grade	30	8%
2nd Grade	19	5%
3rd Grade	16	4%
4th Grade	29	7.75%
5th Grade	25	6.5%
6th Grade	22	5.75%
7th Grade	14	3.5%
8th Grade	28	7.5%
9th Grade	32	8.5%
10th Grade	37	9.5%
11th Grade	37	9.5%
12th Grade	28	7.5%
Gender		
Female	180	47%
Male	201	53%
Race/Ethnicity		
Black or African American	2	1%
Hispanic/Latino	10	2.5%
Two or More Races	10	2.5%
White	359	94%
Special Education		
Students with IEPs	89	23%
General Education Students	292	77%
Economically Disadvantaged		
Yes	226	59%
No	155	41%

## EXECUTIVE SUMMARY

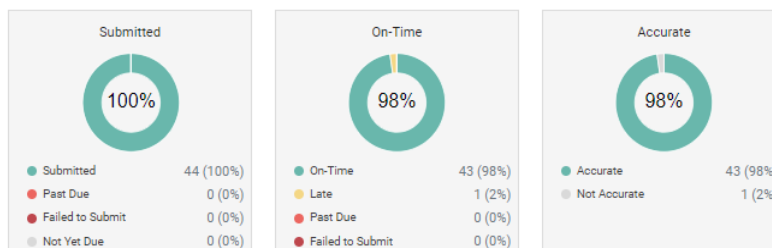
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 not on cycle to have a Site Visit at the end of the 2023-24 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School’s self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year’s monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School’s strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School’s reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

Documentation 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 2023-24 school year:



## NARRATIVE

Community Regional Charter School (CRCS) strives to provide a “customized learning environment where every learner can thrive socially, emotionally, and academically” and have put structures in place at all levels to allow staff to customize opportunities for learners. Staff are encouraged to be flexible in their classrooms and instructional strategies and “integrate real-life problem-solving opportunities that integrate skills needed in STEAM fields and require learners to use higher-level thinking skills across all content areas”.

CRCS “narrowed our STEAM focus to place greater emphasis on design thinking, human-centered problem solving, and pre-engineering” and shared that “arts will always play a large role at CRCS”. CRCS hired a Director of Design and Innovation and has provided technology to students “more effectively and purposefully with a focus on using the resources available to design solutions to problems”.

Title I teachers address academic areas of concern - as well as social areas of concern - using “Check In, Check Out” services as well as restorative conversations throughout the day outside of academic instruction. CRCS is growing its Learning Coach program to best meet the individual needs of their learning community. Learning Coaches support academic, social/emotional, college and career-readiness, postgraduate plans, and more.

CRCS piloted the RavenRecord system in the final months of 2022-23 and throughout the 2023-24 school year and will expand its purpose “to shift from primarily a behavior management tool to a more comprehensive tool for identifying patterns of both strength and concern in our learners”. Teachers gather data daily on students’ acute needs and notable achievements using a streamlined form. Data is leveraged to make informed decisions regarding academic seminar scheduling, staff duty rosters, and the overhaul of elective offerings at Overman Academy. “Moving forward, the RavenRecord will be a powerful tool for Learning Coaches to have data-informed conversations with learners and families alike”.

Leadership shared that “our wide variety of technology tools, makerspace resources, and learner-centered offerings serve us well as visual representations of the opportunities learners experience at CRCS”. “Prospective learners and families express excitement about our scheduling and cross-curricular design and how we strive to maximize access to hands-on learning pathways in stark contrast to the age, grade, and curricular barriers typical of traditional schools in our region”.

CRCS continues to offer district-wide summer school offerings for 4 weeks each year. Offerings are curricular and co-curricular and range from math intensives to gardening, to technology and writing camps. Offerings are taught by CRCS staff and open to currently enrolled CRCS students.

This year CRCS experienced safety threats outside of its community (Lewiston shootings) and within its community (parent threat to safety) and reports that



“when confronted with threats to safety, we continue to practice ways to enhance our communication protocols and skills to provide transparency and a sense of security for families”. In both cases, the school quickly pivoted to schedule an outside consultant to work with staff and students on processing traumatic events and supporting one another.

The school has “received positive feedback from learners and families with regard to our continued efforts to be a welcome tent for all learners from a diverse range of backgrounds, perspectives, and identities. Learners belonging to the LGBTQ community report an increasing sense of acceptance among their peers and regularly express their appreciation for the open and affirming environment staff present”. CRCS faced challenges related to race-based harassment and anti-semitism. “Using restorative practice approaches have yielded great success in regards to safety and a positive environment for staff, learners, and families. Hearing and learning from each other’s perspectives have afforded a deeper understanding which has made all involved feel supported and safe, and has given them a positive experience when working through difficult situations.” Of note, the school reports that “families with learners of color expressed gratitude for addressing an issue of racial prejudice directly, succinctly, and transparently”.

Late in the summer of 2023, CRCS received the second largest MLTI Teach with Tech Grant ever awarded by the state of Maine. The \$128,000 grant allowed CRCS to purchase a StarLab inflatable planetarium, zSpace AR/AV units, a wide format printer, Sphero robotics, Wacom digital art tablets, and ClearTouch interactive touchscreen tablets. Despite not being able to acquire many of these items until midway through the year, these “powerful tools have already started having a positive impact on learning in our community”. Learners from CRCS took the zSpace units, art tablets, and Sphero robotics to the MLTI’s Student Technology Conference at the University of Maine where they facilitated learning experiences for their peers from schools around the state. They have submitted another MLTI grant application around digital storytelling that will include everything from digital filmmaking to VR environment creation and a USDA grant for a social-emotional learning platform that will enable the school to provide access to resources challenging for learners and their families to reach where they are.

With multiple in person events throughout the year, parents had several opportunities for engagement with the school. One highlight of parent involvement was the district-wide trip to Jackman to see the solar eclipse. Parents rode on buses and snacks were provided upon arrival at the private location reserved for the viewing. CRCS offers multiple ways for families to get information and to be involved with their child’s education.

The CRCS governing board “has spent a great deal of time and energy on growing protocols, and a deeper level of oversight of the school in general”. CRCS operates in three separate buildings and the board - particularly the Facilities Committee - has conducted a thorough analysis of the necessary capital improvements to maintain the buildings and determined that consolidation to one building in a new location is the desired next step.

### Dimensions Academy

Leadership at Dimensions Academy report that they saw a decrease in bullying at the elementary building which they attribute to “prompt investigations and communications to families and learners involved”.

One goal - based on last year’s Panorama survey data - was to explore the question ‘how much does the behavior of other students help or hurt your learning’? Last year, 20% of 3rd-5th grades responded favorably and staff collaborated on ways to address the negative behaviors in ways that would minimize the impact on other learners. Staff pulled from Responsive Classroom training and knowledge and saw an increase from 20% to 33% responding favorably in the latest survey results. They acknowledge that “there is still room for growth” but “feel we are on the right track to improving in this area”. The CRCS administrative team is attending the Innovative Schools Summit in July which will focus on school culture and climate. They will be setting specific SMART goals to monitor culture and climate for students throughout the school year.

### Overman Academy

Overman made a “significant change” to its daily schedule at the midway point of the school year, creating early afternoon opportunities for students to take elective seminars that meet twice a week. Electives are geared to students’ expressed interests and afford shorter term exploratory experiences. Due to the distance that many students live from the physical campus, the elective blocks “proved vital for establishing new student groups such as a drama club and a roleplaying game club as well as regular time for our student leadership team to gather”. In 2024-25, this elective structure will continue with “heightened emphasis” on developing habits of mind and generating evidence of learning targets related to the respective elective.

Math continues to be an area of focus for Overman Academy leadership. They have struggled to attract new talent to the team despite continued advertising. In the meantime, they are “working hard” to build the strengths of their current teachers. Facilitators look at data together every 7 weeks and group learners in ways that “will help support their success”.

Staff at Overman Academy “continue to check and adjust to ensure that course credits are rigorous and provide the skills necessary for learners to move forward after graduation” and their desire to be standards-based is “evident through our use of Empower learning”. Leadership reports that “every year we get better and stronger by using standards to create non-traditional ways for learners to get credits”.

Overman successfully supports learners with dual enrollment programs at work with KVCC and SCTC. An Overman teacher was approved to teach a dual enrollment class on campus which helps to support students who are nervous about taking classes on a college campus.

Overman Academy had a “very successful” career week bringing over 15 members of the community into the school to present 45-minute sessions for learners to gain first-hand knowledge of careers and businesses in Maine. Spreading these sessions throughout the week was beneficial to presenters and allowed students more time to focus on their interests.

Overman made progress toward their goal of improving culture and climate on campus – improving to 75% of students reporting a positive school climate, from 41% a year ago. Leadership notes that “working to provide more consistency regarding rules and responsibilities of staff and students” was “a big step”. Staff are using data from the RavenRecord to ensure that all students are getting the support they need to be successful.

### **Student Achievement**

CRCS administers the NWEA MAP assessment to measure student academic growth and experienced challenges with overlapping NWEA data and Maine Through Year Assessment results.

The Maine Through Year Assessment - required by the Maine Department of Education - measures student academic proficiency for students in grades 3 through 8 and high school. Results are below state expectations in all grades for Reading and Math and **not meeting** expectations on the performance framework. Subgroups are **approaching** framework expectations.

CRCS students are **approaching** expectations for student growth in reading, language, and math. For reading, language, and math, students are **approaching** expectations across all subgroups - students with IEPs **met** expectations in reading and math.

Chronic Absenteeism remains a challenge with 33.33% of Dimensions Academy and 47.83% of Overman Academy students defined as chronically absent. These results are similar to last year’s results and **not meeting** expectations on the framework. The school attributes the primary cause of the high percentage to transportation issues.

High School graduation rates continue to be a strength for CRCS with nearly 94% of its 12th graders graduating in 4 years – **exceeding** the Maine Department of Education’s annual goal of 87%.

SY2023-24 marked the first year that the Commission measured 5-and-6-year graduation rates and CRCS **exceeded** expectations with nearly 96% 5th and 6th year students earning a high school diploma.

CRCS uses the Accuplacer to assess college readiness, reporting that 86% of students met college readiness indicators in both math and reading - **exceeding** expectations on the framework. 93% of economically disadvantaged students are college-ready.

The school reports that 61% of students participated in at least one post-secondary activity - a 20% drop from the previous year, and **approaching** expectations on the framework. CRCS provides FAFSA support to families and students as needed.

### **Climate and Family Engagement**

CRCS distributed the annual Panorama survey to families, students, teachers, and staff as required. Results on all scales are compared to like-schools nationally.

137 CRCS families responded to the survey and results are **exceeding** expectations on the performance framework. The number of responses received was significantly higher than last year and CRCS reports being “thrilled” and shared “we worked incredibly hard and strategically to get these responses”.

Overall, Dimensions Academy students are **approaching** expectations based on results from the survey. Students in 6th grade responded more favorably than students in grades 3-5. Responses from teachers and staff are **not meeting** expectations.

Results from Overman Academy students, teachers, and staff are **exceeding** expectations and a testament to the efforts by the school to improve culture and climate on campus.

### **Organizational Sustainability**

The CRCS board is made up of 5 active members who hold regular meetings.

Commission-required reports are received on time, and the Board uses BoardOnTrack to manage all meeting materials. The board completed only 33% of required board training and is **not meeting expectations** on the framework. We encourage the board to prioritize training and professional development in the upcoming school year.

### **Financial Management and Viability**

Based on FY24 4th quarter financials, CRCS falls in the **low to moderate** risk on all of its financial metrics.

CRCS engaged the services of RHR Smith & Company, Certified Public Accountants and received a clean financial audit for FY23. Of note; however, the audited results included restated balance sheets for the previous year and the balance sheets have been restated for 3 of the last 4 years.

### **School Mission and Student Persistence**

Student persistence and recurrent enrollment for students at Children's Creative Academy is a concern with only 73% of students persisting through the year and completing an Intent to Re-Enroll. CCA is **not meeting expectations** on the performance framework expectations.

84% of Dimensions Academy students persisted throughout the school year - **approaching** expectations - while 97% completed an Intent to Re-Enroll form - **exceeding** expectations.

88% of Overman Academy students persisted throughout the school year and 89% completed an Intent to Re-Enroll form - **meeting** expectations for both indicators.

# **CRCS Performance Framework Outcomes**

## **District**

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, Reading	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.	<b>Exceeding Expectations</b> ≥5% of state average of schools "at or above state expectation"
		<b><u>Grade 3</u></b> 36% of CRCS 3rd graders are "at or above state expectations" in Reading compared to 60% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b>	
		<b><u>Grade 4</u></b> 37% of CRCS 4th graders are "at or above state expectations" in Reading compared to 54% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools "at or above state expectation"
		<b><u>Grade 5</u></b> 59% of CRCS 5th graders are "at or above state expectations" in Reading compared to 70% state-wide per the Acacia platform <b>(Approaching Expectations)</b>	
		<b><u>Grade 6</u></b> 54% of CRCS 6th graders are "at or above state expectations" in Reading compared to 72% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b>	
		<b><u>Grade 7</u></b> 56% of CRCS 7th graders are "at or above state expectations" in Reading compared to 68% state-wide per the Acacia platform <b>(Approaching Expectations)</b>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools "at or above state expectation"
		<b><u>Grade 8</u></b> 41% of CRCS 8th graders are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b>	
		<b><u>High School</u></b> 42% of CRCS high school students are "at or above state expectations" in Reading compared to 61% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b>	
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.	<b>Exceeding Expectations</b> ≥5% of state average of schools "at or above state expectation"
		<b><u>Grade 3</u></b>	

		<p><b>43% of CRCS 3rd graders are “at or above state expectations” in Math compared to 63% state-wide per the Acacia platform (Not Meeting Expectations)</b></p>	
		<p><b>Grade 4</b>  <b>40% of CRCS 4th graders are “at or above state expectations” in Math compared to 54% state-wide per the Acacia platform (Approaching Expectations)</b></p>	<p><b>Meeting Expectations</b>                  Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 5</b>  <b>10% of CRCS 5th graders are “at or above state expectations” in Math compared to 52% state-wide per the Acacia platform (Not Meeting Expectations)</b></p>	
		<p><b>Grade 6</b>  <b>27% of CRCS 6th graders are “at or above state expectations” in Math compared to 43% state-wide per the Acacia platform (Not Meeting Expectations)</b></p>	<p><b>Approaching Expectations</b>                  Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 7</b>  <b>13% of CRCS 7th graders are “at or above state expectations” in Math compared to 38% state-wide per the Acacia platform (Not Meeting Expectations)</b></p>	
		<p><b>Grade 8</b>  <b>14% of CRCS 8th graders are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform (Not Meeting Expectations)</b></p>	<p><b>Not Meeting Expectations</b>                  ≤-15% of state average of schools “at or above state expectation”</p>
		<p><b>High School</b>  <b>0% of CRCS high school students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Not Meeting Expectations)</b></p>	
<p>1.1c</p>	<p>Proficiency by subgroup, Through-Year Assessment, <b>Reading</b></p>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students.</b></i></p>	<p><b>Exceeding Expectations</b>                  ≥5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>• <b>30% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 47% state-wide per the Acacia platform (Not Meeting Expectations)</b></li> </ul>	
		<p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>• <b>35% of Male students are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform (Not Meeting Expectations)</b></li> <li>• <b>40% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Not Meeting Expectations)</b></li> <li>• <b>27% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Not Meeting Expectations)</b></li> </ul>	<p><b>Meeting Expectations</b>                  Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>



		<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>• 54% of Male students are “at or above state expectations” in Reading compared to 66% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>• 64% of Female students are “at or above state expectations” in Reading compared to 75% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>• 45% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 58% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	
		<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>• 70% of Male students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>• 41% of Female students are “at or above state expectations” in Reading compared to 75% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 57% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 60% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 7</b> There are not enough students in each subgroup to make outcomes reportable.</p>	
		<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>• 10% of Male students are “at or above state expectations” in Reading compared to 58% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 67% of Female students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>• 37% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 51% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
		<p><b>High School</b></p> <ul style="list-style-type: none"> <li>• 37% of Male students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 50% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 50% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> </ul>	
<p>1.1d</p>	<p>Proficiency by subgroup, Through-Year Assessment,</p>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and</p>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p>

<b>Math</b>	<p>“above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p>	
	<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>40% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 47% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	
	<p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>41% of Male students are “at or above state expectations” in Math compared to 58% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>40% of Female students are “at or above state expectations” in Math compared to 51% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>36% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> </ul>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
	<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>18% of Male students are “at or above state expectations” in Math compared to 55% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>0% of Female students are “at or above state expectations” in Math compared to 51% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>0% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 36% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> </ul>	
	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>17% of Female students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>21% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
	<p><b>Grade 7</b> <i>There are not enough students in each subgroup to make outcomes reportable.</i></p>	
	<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>20% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>8% of Female students are “at or above state expectations” in Math compared to 37% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>19% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 25% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
<p><b>High School</b></p> <ul style="list-style-type: none"> <li>0% of Male students are “at or above state</li> </ul>		

		<p><i>expectations” in Math compared to 42% state-wide per the Acacia platform (Not Meeting Expectations)</i></p> <ul style="list-style-type: none"> <li>• <i>0% of Female students are “at or above state expectations” in Math compared to 44 state-wide per the Acacia platform (Not Meeting Expectations)</i></li> <li>• <i>0% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform (Not Meeting Expectations)</i></li> </ul>	
<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
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><a href="#">MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (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: <a href="#">Panorama School Climate Survey-Family Results</a>	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, and School Fit</i></p> <p><b>137 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 70th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Fit - 99th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%</p>
2.6	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><b>Meeting Expectations</b> School develops and implements plan</p>
			<p><b>Approaching Expectations</b> School develops and partially implements the plan</p>
			<p><b>Not Meeting Expectations</b> School does not develop or does not implement plan</p>
<b>SECTION 3: ORGANIZATIONAL SUSTAINABILITY</b>			

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p> <p><b>Moderate Risk:</b> 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><b>High Risk:</b> 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	<p>The Governing Board will hold a minimum of 6 meetings per school year<sup>1</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).  <b><i>The CRCS governing board held 12 board meetings during SY2023-24.</i></b></p>	<p><b>Meeting Expectations</b> 6 or more meetings</p> <p><b>Not Meeting Expectations</b> 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>Timely<sup>2</sup> 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> <p><b><i>In SY2023-24, there was 1 agenda or approved meeting minutes that was posted late.</i></b></p>	<p><b>Meeting Expectations</b> All minutes and agendas posted timely</p> <p><b>Approaching Expectations</b> 1-2 items not posted timely</p> <p><b>Not Meeting Expectations</b> 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><b><i>98% of reports were submitted on time and were accurate 98% of the time.</i></b></p>	<p><b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete</p> <p><b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p><b>Approaching Expectations</b> 70%-79.9% of reports are</p>

<sup>1</sup> A school year is July 1 - June 30

<sup>2</sup> 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.

			submitted on time and are accurate and complete
			<b>Not Meeting Expectations</b> 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. <a href="#">(LINK)</a>  <i>In SY2023-24, the CRCS board had 19 required board training requirements. Of those 19 requirements, 5 were completed (26%).</i>	<b>Exceeding Expectations</b> 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. and has completed 100% of required courses
			<b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> 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 <a href="#">Public School Approval Requirements and Citation Chart</a>	<b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meeting Expectations</b> Certified as required and approved by the Board
			<b>Not Meeting Expectations</b> 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.	<b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> Facility does not provide a campus environment that optimizes learning, teaching and working

			that supports mission and key design element implementation.
<b>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY</b>			
<p><i>Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.</i></p>			
4.1a	Current Ratio (Near-Term Measures)	<p>Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i></p> <p><b><math>\\$727,328 / \\$519,050 = 1.4</math></b></p>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	<p>Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i></p> <p><b><math>\\$599,913 / ((\\$5,272,449 - \\$169,557) / 365) = 43 \text{ days}</math></b></p>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	<p>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> <p><b><math>(+381-375)/375 = +1.6\%</math></b></p>	<b>Lower Risk</b> Actual within 2% of the projected enrollment
			<b>Moderate Risk</b> Variance is between 2 and 5%
			<b>High Risk</b> Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	<p>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>	<b>Lower Risk</b> Not in default and not delinquent
			<b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors
			<b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors
4.2a	Total Margin (Sustainability Measures)	<p>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> <p><b>CYR - <math>\\$251,072 / \\$5,523,521 = 4.5\%</math></b> <b>3YR - <math>\\$69,096 / \\$15,407,458 = 0.4\%</math></b></p>	<b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			<b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin $\geq$ -10%

			<b>High Risk</b> Aggregated Three-Year Total Margin is negative OR the current year Total Margin is <-10%
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 90%.  <i>Total Liabilities divided by Total Assets</i>  <b>\$3,048,720 / \$5,586,395 = 55%</b>	<b>Lower Risk</b> Less than 90%
			<b>Moderate Risk</b> 90 to 100%
			<b>High Risk</b> 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>  <b>CYR Cash Flow = \$184,861 PYR Cash Flow = \$52,057 2-Year Cash Flow = \$236,918</b>	<b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			<b>Moderate Risk</b> A positive cumulative 2-year cash flow
			<b>High Risk</b> Does not have 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.  <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>  <b>\$585,181 / \$298,603 = 2.0</b>	<b>Lower Risk</b> Exceeds 1.1
			<b>Moderate Risk</b> Is 1.0 to 1.1
			<b>High Risk</b> Is less than 1.0
4.3	Financial Planning and Budgeting	School 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 June 30th.	<b>Meeting Expectations</b> School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			<b>Not Meeting Expectations</b> School 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.
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
6.1	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 <b>reading</b> within one standard deviation.  <b>CRCS reports that 62% of learners met or exceeded their growth target in reading within one standard deviation.</b>	<b>Exceeding Expectations</b> Exceeds 70%
			<b>Meeting Expectations</b> Between 60%-69.9%
			<b>Approaching Expectations</b> Between 50%-59.9%
			<b>Not Meet Expectations</b> Below 50%

6.2	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 <b>math</b> within one standard deviation.</p> <p><b><i>CRCS reports that 67% of learners met or exceeded their growth target in math within one standard deviation.</i></b></p>	<p><b>Exceeding Expectations</b> Exceeds 70%</p> <p><b>Meeting Expectations</b> Between 60%-69.9%</p> <p><b>Approaching Expectations</b> Between 50%-59.9%</p> <p><b>Not Meet Expectations</b> Below 50%</p>
6.3	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 <b>language</b> within one standard deviation.</p> <p><b><i>CRCS reports that 59% of learners met or exceeded their growth target in language within one standard deviation.</i></b></p>	<p><b>Exceeding Expectations</b> Exceeds 70%</p> <p><b>Meeting Expectations</b> Between 60%-69.9%</p> <p><b>Approaching Expectations</b> Between 50%-59.9%</p> <p><b>Not Meet Expectations</b> Below 50%</p>



# **CRCS Performance Framework Outcomes**

## **Children's Creative Academy**

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
2.5	School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a>	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>100% of Creative Children's Academy staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 52nd percentile</b></li> <li>• <b>Feedback and Coaching - 33rd percentile</b></li> <li>• <b>Professional Learning - 61st percentile</b></li> <li>• <b>School Climate - 70th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>

<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>3</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>4</sup>.</p> <p><b>73% of Creative Children's Academy students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<p><b>Exceeding Expectations</b> More than 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 75%</p>
5.3	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><b>73% of Creative Children's Academy students completed an</b></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>Meeting Expectations</b></p>

<sup>3</sup> Student resident in the state of Maine

<sup>4</sup> Student Count Day is October 1

		<p><b><i>Intent to Re-Enroll form for SY2024-25.</i></b></p>	85%-89.9%
			<p><b>Approaching Expectations</b> 75%-84.9%</p>
			<p><b>Not Meeting Expectations</b> Fewer than 75%</p>

# **CRCSC Performance Framework Outcomes**

## **Dimensions Academy**

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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<b>SECTION 1: STUDENT ACHIEVEMENT</b>			
Criterion	Indicator	Target	Rating
1.2	Reading on Grade Level - 3rd Grade	<p>Students will read on grade level based on the school's assessment tool by the end of 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><b>CRCS uses Fountas &amp; Pinnell and reports that 43% of 3rd grade students are reading on grade level.</b></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><b>Reported as Required</b></p>
1.3a	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible<sup>5</sup> students meeting their projected growth on NWEA MAP <b>reading</b>.</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><b>CRCS reports that 35% of eligible students are meeting their projected growth in Reading.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
			<p><b>Not Meeting Expectations</b> Below 35%</p>
1.3b	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</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><b>CRCS reports that 35% of eligible students are meeting their projected growth in Language.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
			<p><b>Not Meeting Expectations</b> Below 35%</p>
1.3c	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</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><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>

<sup>5</sup> Eligible is defined as having both a fall and spring score.

		<b>CRCS reports that 39% of eligible students are meeting their projected growth in Math.</b>	<b>Not Meeting Expectations</b> 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 <b>reading</b>.</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 <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 52% (Meeting Expectations)</b></li> <li>• <b>Male - 39% (Approaching Expectations)</b></li> <li>• <b>Female 31% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 36% (Approaching Expectations)</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.9%
			<b>Not Meeting Expectations</b> Below 35%
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 <b>language</b>.</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 <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 10% (Not Meeting Expectations)</b></li> <li>• <b>Male - 36% (Approaching Expectations)</b></li> <li>• <b>Female 33% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 36% (Approaching Expectations)</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.49%
			<b>Not Meeting Expectations</b> Below 35%
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 <b>math</b>.</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 <b>at least 10 students</b> or 5% of the student population.</i></p>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.49%
			<b>Not Meeting Expectations</b> Below 35%

		<p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 48% (Meeting Expectations)</b></li> <li>• <b>Male - 36% (Approaching Expectations)</b></li> <li>• <b>Female 41% (Approaching Expectations)</b></li> <li>• <b>Economically Disadvantaged 44% (Approaching Expectations)</b></li> </ul>	
1.7	Student Attendance	<p>Chronic absenteeism rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	<p><b>Exceeding Expectations</b> Fewer than 10%</p>
			<p><b>Meeting Expectations</b> 10%-18%</p>
			<p><b>Approaching Expectations</b> 17.9%-25%</p>
			<p><b>Not Meeting Expectations</b> Greater than 25%</p> <p><i>Dimension Academy's state-reported chronic absenteeism rate is 33.33%.</i></p>

**SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

2.3	School Climate: <a href="#">Panorama School Climate Survey-Student Results</a>	<p>Results from at least 4/4 of the required scales* on the Student Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher-Student Relationships</i></p>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
		<p><b>Grades 3-5</b> <b>56 students (83.58%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 40th percentile</b></li> <li>• <b>School Climate - 30th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 30th percentile</b></li> <li>• <b>School Rigorous Expectations - 20th percentile</b></li> </ul>	<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
		<p><b>Grade 6</b> <b>157 students (86.26%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 50th percentile</b></li> <li>• <b>School Climate - 20th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 20th percentile</b></li> <li>• <b>School Rigorous Expectations - 20th percentile</b></li> </ul>	<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%.</p>
2.4	School Climate: <a href="#">Panorama School Climate</a>	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like</p>

	<a href="#">Survey-Teacher Results</a>	<p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>89.50% of Dimensions Academy teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 10th percentile</b></li> <li>• <b>Feedback and Coaching - 40th percentile</b></li> <li>• <b>Professional Learning - 50th percentile</b></li> <li>• <b>School Climate - 30th percentile</b></li> </ul>	<p>schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	<a href="#">School Climate: Panorama School Climate Survey-Staff Results</a>	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>89.50% of Dimensions Academy staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 30th percentile</b></li> <li>• <b>Feedback and Coaching - 40th percentile</b></li> <li>• <b>Professional Learning - 70th percentile</b></li> <li>• <b>School Climate - 10th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>

<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>6</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>7</sup>.</p> <p><b>84% of Dimensions Academy students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<p><b>Exceeding Expectations</b> More than 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 75%</p>

<sup>6</sup> Student resident in the state of Maine

<sup>7</sup> Student Count Day is October 1



5.3	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><b><i>97% of Dimensions Academy students completed an Intent to Re-Enroll form for SY2024-25.</i></b></p>	<table border="1"> <tr> <td data-bbox="1162 203 1549 323"> <b>Exceeding Expectations</b> Exceeds 90%                 </td> </tr> <tr> <td data-bbox="1162 331 1549 407"> <b>Meeting Expectations</b> 85%-89.9%                 </td> </tr> <tr> <td data-bbox="1162 415 1549 491"> <b>Approaching Expectations</b> 75%-84.9%                 </td> </tr> <tr> <td data-bbox="1162 499 1549 554"> <b>Not Meeting Expectations</b> Fewer than 75%                 </td> </tr> </table>	<b>Exceeding Expectations</b> Exceeds 90%	<b>Meeting Expectations</b> 85%-89.9%	<b>Approaching Expectations</b> 75%-84.9%	<b>Not Meeting Expectations</b> Fewer than 75%
<b>Exceeding Expectations</b> Exceeds 90%							
<b>Meeting Expectations</b> 85%-89.9%							
<b>Approaching Expectations</b> 75%-84.9%							
<b>Not Meeting Expectations</b> Fewer than 75%							

# **CRCs Performance Framework Outcomes**

## **Overman Academy**

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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<b>SECTION 1: STUDENT ACHIEVEMENT</b>			
Criterion	Indicator	Target	Rating
1.5	High School Completion	4 year high school graduation rate (current cohort)  Schools will meet annual goals*: <b>2024-87%</b> 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%  <i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i>  <a href="#">Maine Department of Education Graduation Rates by Year</a>	<div style="background-color: #ADD8E6; padding: 5px; border: 1px solid black;"> <b>Exceeding Expectations</b>                      Exceeds 90%   <i>CRCS' state-reported 4-year graduation rate is 93.55%.</i> </div> <div style="padding: 5px; border: 1px solid black;"> <b>Meeting Expectations</b>                      Meets annual target                 </div> <div style="padding: 5px; border: 1px solid black;"> <b>Approaching Expectations</b>                      Less than 5% below target                 </div> <div style="padding: 5px; border: 1px solid black;"> <b>Not Meeting Expectations</b>                      5% or more below target                 </div>
1.5a	5 and 6 Year High School Completion	5 and 6-year high school graduation rate  Schools will meet annual goals*: <b>2024-87%</b> 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%  <i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i>  <a href="#">Maine Department of Education Graduation Rates by Year</a>	<div style="background-color: #ADD8E6; padding: 5px; border: 1px solid black;"> <b>Exceeding Expectations</b>                      Exceeds 90%   <i>CRCS' state-reported 5-year graduation rate is 95.93% and 6-year graduation rate is 95.83%.</i> </div> <div style="padding: 5px; border: 1px solid black;"> <b>Meeting Expectations</b>                      Meets annual target                 </div> <div style="padding: 5px; border: 1px solid black;"> <b>Approaching Expectations</b>                      Less than 5% below target                 </div> <div style="padding: 5px; border: 1px solid black;"> <b>Not Meeting Expectations</b>                      5% or more below target                 </div>
1.6a	Post Secondary Readiness	School will meet goal of 75%-85% students meeting one of the following by the end of 12th grade: <ul style="list-style-type: none"> <li><u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li><u>SAT scores</u> of EBRW 530 or higher and 520 or higher in</li> </ul>	<b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math

		<ul style="list-style-type: none"> <li>math; or</li> <li><u>ASVAB score</u> of 31 or higher</li> </ul> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p><b>Overman Academy reports that 86% of students have scored 239 or above in reading and 226 above in math on the Accuplacer.</b></p>	<p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p> <p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>										
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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"> <li><u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li><u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li><u>ASVAB score</u> of 31 or higher</li> </ul> <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). *To be reported, subgroups must have <b>at least 10 students</b>.</p> <p><b>Accuplacer Results (Subgroups)</b></p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>% Students Meeting Reading/Math Goal</th> </tr> </thead> <tbody> <tr> <td>Students with an IEP</td> <td>57%</td> </tr> <tr> <td>Male</td> <td>85%</td> </tr> <tr> <td>Female</td> <td>87%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>93%</td> </tr> </tbody> </table>	Subgroup	% Students Meeting Reading/Math Goal	Students with an IEP	57%	Male	85%	Female	87%	Economically Disadvantaged	93%	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p> <p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p> <p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
Subgroup	% Students Meeting Reading/Math Goal												
Students with an IEP	57%												
Male	85%												
Female	87%												
Economically Disadvantaged	93%												
1.6c	Post Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully<sup>8</sup> 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><b>Overman Academy reports that 61% of students have successfully participated in at least one post-secondary activity.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 80%</p> <p><b>Meets Expectations</b> 70%-79.9%</p> <p><b>Approaching Expectations</b> 60%-69.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 60%</p>										
1.6d	Post-Secondary Readiness: <a href="#">FAFSA</a>	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.										

<sup>8</sup> Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

		<b>School supports students with FAFSA completion reporting that 36% students/families completed a FAFSA form.</b>	<b>Reported as Required</b>
1.7	Student Attendance	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school<sup>9</sup>.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	<b>Exceeding Expectations</b> Fewer than 10%
			<b>Meeting Expectations</b> 10%-18%
			<b>Approaching Expectations</b> 17.9%-25%
			<b>Not Meeting Expectations</b> Greater than 25%
<b>Overman Academy's state-reported chronic absenteeism rate is 47.83%.</b>			

**SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

2.3	School Climate: <a href="#">Panorama School Climate Survey-Student Results</a>	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p><b>93.20% of students at Overman Academy responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 99th percentile</b></li> <li>• <b>School Rigorous Expectations - 99th percentile</b></li> </ul>	<b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%
2.4	School Climate: <a href="#">Panorama School Climate Survey-Teacher Results</a>	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>100% of teachers at Overman Academy responded to the Panorama School Climate Survey and the results compared</b></p>	<b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 2 of the 4 required scales are 50%

<sup>9</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		<p><b>to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Learning - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 99th percentile</b></li> <li>• <b>Feedback and Coaching - 90th percentile</b></li> </ul>	<p>or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a>	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>100% of staff at Overman Academy responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 80th percentile</b></li> <li>• <b>Feedback and Coaching - 70th percentile</b></li> <li>• <b>Professional Learning - 90th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>

<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>10</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>11</sup>.</p> <p><b>88% of Overman Academy students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<p><b>Exceeding Expectations</b> More than 90%</p>
			<p><b>Meeting Expectations</b> 85%-89.9%</p>
			<p><b>Approaching Expectations</b> 75%-84.9%</p>
			<p><b>Not Meeting Expectations</b> Fewer than 75%</p>
5.3	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><b>89% of Overman Academy students completed an Intent to Re-Enroll form for SY2024-25.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p>
			<p><b>Meeting Expectations</b> 85%-89.9%</p>
			<p><b>Approaching Expectations</b></p>

<sup>10</sup> Student resident in the state of Maine

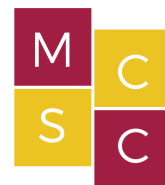
<sup>11</sup> Student Count Day is October 1

			75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%

# 2023-24 Annual Monitoring Report

*Prepared for  
Ecology Learning Center*

November 2024





# 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 study 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

Beth Alma, Chair	Randy Fox, Vice Chair
Chris Lewis, Treasurer	Josh Kerksmar
Justin MacDonald	Donyse Babin
Tia Poulin	

## 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	4
Grades Served	9-12
Number of Sending Districts	16
Enrollment*	120* (not certified)
Students on Waiting List*	0*

\*On 10-1-24 (State Student Count Day)

## School Year 2023-24 Demographic Table

Grade Level Enrollment		
9th Grade	26	24%
10th Grade	28	26%
11th Grade	25	23%
12th Grade	28	26%
Gender		
Female	60	56%
Male	45	42%
Not Selected	2	2%
Race/Ethnicity		
Black or African American	2	2%
Hispanic/Latino	2	2%
Native Hawaiian or Other Pacific Islander	2	2%
White	101	94%
Special Education		
Students with IEPs	26	24%
General Education Students	81	76%
Economically Disadvantaged		
Yes	34	32%
No	73	68%

## EXECUTIVE SUMMARY

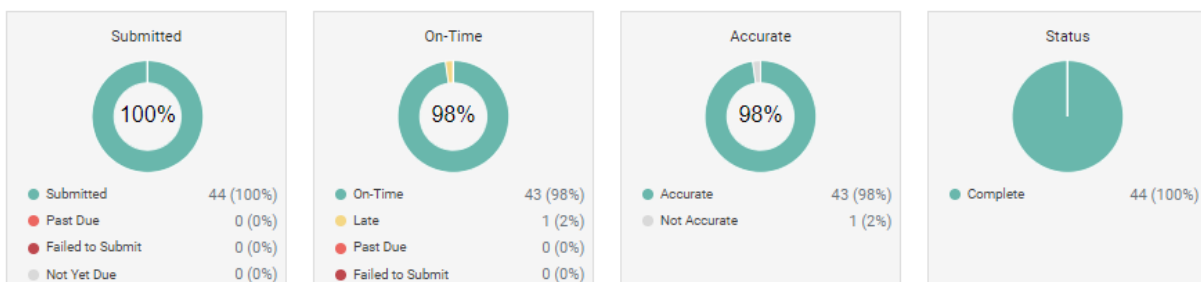
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 on cycle to have a Site Visit at the end of the 2023-24 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School's self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year's monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School's strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School's reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

Documentation 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 through Epicenter. The table below summarizes the charter districts' report and data submission completion throughout the 2023-24 school year:



## NARRATIVE

SY2023-24 marked Ecology Learning Center's (ELC) fourth year as a charter public school in Maine and this past spring they embarked on their first charter renewal process. Performance outcomes in Years 1-3, along with preliminary outcomes for Year 4 can be found in their Year 4 Performance Report which can be found [here](#).

### **Student Achievement**

ELC continues to grow and mature as a school and constantly strives for improvement. Results from the most recent administration of the Maine Through-Year Assessment have ELC students **exceeding** expectations in reading proficiency and **meeting** expectations in math proficiency – outperforming state expectations in both areas. Because the school is small, most subgroup data is not reportable; however, a review of the results show that - in many cases - the demographic groups are performing well against their peers. The one subgroup that is large enough to be highlighted in this report - male students - are **exceeding** performance framework expectations and outperforming state expectations in both reading and math.

Annually, schools are asked to submit a self-assessment. When asked to think about whether or not ELC is an academic success, here are some of the responses:

*“After graduating our first class of seniors in June 2023, we further developed and refined our academic program to offer more flexibility and choice for future seniors, and a more streamlined schedule for all students. We adopted a schedule that aligns more closely with the original vision written into our charter application: English and Math courses meet daily for 50 minutes, while Social Studies, Science, and elective courses meet twice a week for 85 minutes. The longer blocks allow for more interdisciplinary project-based learning and increased time on task since there are fewer transitions between classes. Additionally, the new schedule ensures that students are assigned to English classes by grade-level, which supports a clear curriculum progression.”*

*“We added Physics to our growing list of dual enrollment college courses through which students received credit from UMaine Farmington. We also offered a new humanities elective, Maine Studies, which bolstered our place-based learning mission.”*

*“We reworked our Work & Wellness Wednesday curriculum into a more robust, thoughtful curriculum progression for students to gain knowledge and skill in areas that better prepare them for college and careers. Last year students simply participated in community engagement tasks. This year, students completed classes in Nutrition, Exercise Science, Sex Ed, Interpersonal & Intrapersonal Communication, Organizational Skills, Financial Literacy, PSAT & SAT prep, and Public Speaking, as well as Community engagement.”*

*“Our outdoor programming continues to thrive. We had a record-breaking number of students participate in 3-day, 2-night fall orientation trips, and we anticipate a second year of wildly successful Spring Expeditions for Juniors and Seniors to take place May 28-31. Spring expeditions will include a 4-day, 3-night trip either backpacking in the White Mountains, canoeing the St. Croix River, or camping and doing service work at Cobscook Bay.”*

*“This year we implemented a new weekly schedule to allow for longer blocks, project-based learning, interdisciplinary work between departments, and more ease for students to advance to higher math levels. Feedback on the new schedule from faculty, staff, and students was overwhelmingly positive.”*

ELC’s 4-year high school graduation rate is 87.50% which is **meeting** expectations on the performance framework and just surpassing the state’s annual goal of 87%.

This is the first year evaluating 5th and 6th year graduates on the Performance Framework and ELC is **exceeding** expectations in both, graduating 95.65% of 5th year students and 100% of 6th year students. By comparison, the state’s most recently reported data shows a 5-and-6-year combined graduation rate of 88.9%.

ELC uses the Accuplacer to assess post-secondary readiness, with several students choosing the SAT. The school reports that 100% of students successfully participated in at least one post-secondary activity prior to graduation and offers FAFSA support to students and families.

In SY2022-23, 49.48% of students were chronically absent. Although **not meeting expectations**, the school reduced the rate to 25.93% in SY2023-24. It is important to note that coding in the student information system *may* be contributing to a number that is higher than actual (e.g., seniors are on a liberated schedule and one senior who was taking a Biology class at the University of Maine were counted as absent from school that day). The school is encouraged to explore an approved Anytime/Anywhere Learning Plan for the upcoming school year.

### **School Climate and Family Engagement**

Families, students, teachers, and staff are asked to participate in the annual Panorama Spring Climate survey. Results across different scales are compared to like-schools nationally and, as evidenced by the results of the most recent survey, *“students, parents, and faculty continue to describe our school climate as welcoming, supportive, and safe.”*

Survey participation rates have room for improvement, resulting in a **not meeting** expectations despite the overwhelmingly positive results. The school is encouraged to find ways to ensure that minimum participation is met.

Professional development in team-building, Nonviolent Communication, and training in “Building a Welcoming High School” by OUT Maine opened the school year, with a cohort of teachers volunteering to design strategies to improve school culture and cleanliness and students caring for the physical campus.

### **Organizational Sustainability**

ELCs governing board grew from 5 to 8 members and is described as “a well-balanced board in terms of experience and expertise” and as “kind, caring, and hard working members who are willing to learn and grow as new challenges arise”. New members bring significant academic experience, such as decades of teaching in district public high schools and colleges/universities, and the board continues to look for new members with a variety of strong skill sets such as finance, legal, fundraising, and special education.

The board meets on a regular basis, holding 11 monthly meetings as well as several special meetings in SY2023-24. Meeting agendas and approved minutes thoroughly capture the discussions and decisions of the board, but are oftentimes posted later than expected.

Throughout the school year schools are required to submit reports and other data using the Epicenter platform. In previous years this was an area of growth for the school, but in SY2023-24 ELC submitted 98% of required submissions on time which **exceeded** expectations.

The Clifford Arts & Student Center (originally named the Unity Centre for the Performing Arts) is ELC’s vibrant new public performing arts theater, public art gallery, and art studio. “The Cliff” will host regular music and film events as well as educational workshops for students and community members. The Center - which includes a 200-seat theater, commercial kitchen, dining space, and ceramics studio was built in 2000 and gifted to the Ecology Learning Center by Unity Environmental University in collaboration with Unity Foundation.

### **Financial Management and Viability**

Based on FY24 4th quarter financials, ELC falls in the **low** to **moderate** risk on all financial metrics with the exception of days cash on hand, which the board continues to closely review.

Transportation costs have been the highest since the school opened in 2000 and *“current challenges the board faces are how to meet the school’s financial needs, especially with the addition of the Clifford Arts & Student Center.”*

ELC engaged the services of PGM Accounting and received a clean financial audit for FY23.

### **School Mission and Student Persistence**

In February, ELC applied for, and was granted, an increase in student enrollment from 96 students to 120 beginning in SY2024-25. As of May 17, the school had 120 students enrolled for AY25, and a waitlist of 3 students. Recruitment is primarily word of mouth, flyers posted at public places, and social media.

Student persistence and recurrent enrollment continue to be strengths for the school, **exceeding** performance framework expectations.

**School Customization**

For the second year in a row, ELC met its Custom Target goal, centered on week-long winter Passion Projects. *“The intended outcome was for students to explore and develop an independent interest that will prepare them for future education and employment opportunities.”*

There are discrepancies in graduation data between school self-reported data and data available from the MDOE. Accurate reporting of data should be a focus of improvement for the school.

**SY2023-24 PERFORMANCE FRAMEWORK OUTCOMES**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Reading</b>	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.  <b>80% of ELC high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform.</b>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	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.  <b>44% of ELC high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform.</b>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”

			state expectation”
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, <b>Reading</b>	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender  <i>*To be reported, subgroups must have <b>at least 10 students</b>.</i>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1d	Proficiency by subgroup, Through-Year Assessment, <b>Math</b>	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender  <i>*To be reported, subgroups must have <b>at least 10 students</b>.</i>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.5	High School Completion	4 year high school graduation rate (current cohort)  Schools will meet annual goals*: <b>2024-87%</b> 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%  <i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i>  <a href="#">Maine Department of Education Graduation Rates by Year</a>	<b>Exceeding Expectations</b> Exceeds 90%
			<b>Meeting Expectations</b> Meets annual target  <b>ELC’s state-reported 4-year graduation rate is 87.50%</b>
			<b>Approaching Expectations</b> Less than 5% below target



			<b>Not Meeting Expectations</b> 5% or more below target
1.5a	5 and 6 Year High School Completion	<p>5 and 6-year high school graduation rate</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                      2025-87%                      2026-88%                      2027-88%                      2028-89%                      2029-89%                      2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p>	<b>Exceeding Expectations</b> Exceeds 90%  <b>ELC's state-reported 5-year graduation rate is 95.65% and 6-year graduation rate is 100%</b>
			<b>Meeting Expectations</b> Meets annual target
			<b>Approaching Expectations</b> Less than 5% below target
			<b>Not Meeting Expectations</b> 5% or more below target
1.6a	Post Secondary Readiness	<p>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"> <li>• <b>Accuplacer.</b> The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <b>SAT scores</b> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <b>ASVAB score</b> of 31 or higher</li> </ul> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><b>ELC uses the Accuplacer to assess College Readiness. They report that 71% of students scored a 226 or above in Math and that 77% scored a 239 or above in Reading.</b></p>	<b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math
			<b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math
			<b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.
			<b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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"> <li>• <b>Accuplacer.</b> The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <b>SAT scores</b> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <b>ASVAB score</b> of 31 or higher</li> </ul> <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p>	<b>ELC administers the Accuplacer to 12th grade students only. There are no subgroups with at least 10 students so outcomes are not reportable for SY2023-24.</b>

1.6c	Post Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully <sup>1</sup> 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.  <b><i>ELC reports that 100% of students successfully participated in at least one post-secondary activity.</i></b>	<b>Exceeding Expectations</b> Exceeds 80%
			<b>Meets Expectations</b> 70%-79.9%
			<b>Approaching Expectations</b> 60%-69.9%
			<b>Not Meeting Expectations</b> Fewer than 60%
1.6d	Post-Secondary Readiness: <a href="#">FAFSA</a>	Schools will report annual rates and school-supported opportunities for FAFSA support.  <b><i>School supports students with FAFSA completion reporting that 86% of students/families completed a FAFSA form.</i></b>	The Commission will monitor a charter school's ability to support students with FAFSA completion.  <b><i>Reported as Required</i></b>
1.7	Student Attendance	<u>Chronic absenteeism</u> rate.  Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school <sup>2</sup> .  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.	<b>Exceeding Expectations</b> Fewer than 10%
			<b>Meeting Expectations</b> 10%-18%
			<b>Approaching Expectations</b> 17.9%-25%
			<b>Not Meeting Expectations</b> Greater than 25%  <b><i>ELCs state-reported chronic absenteeism rate is 25.93%.</i></b>
<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
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.  <a href="#">MRSA 20-A</a> <a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (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: <a href="#">Panorama School Climate Survey</a> -Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).  Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".  <i>*Required Scales - School Climate, Safety, and School Fit</i>  <b><i>47 families responded to the Panorama School Climate Survey and the results compared to like schools nationally</i></b>	<b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 1 of the 3 required scales are 50%

<sup>1</sup> Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

<sup>2</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		<p><b>are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Fit - 99th percentile</b></li> </ul>	<p>or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%</p>
2.3	School Climate: <a href="#">Panorama School Climate Survey</a> -Student Results	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p><b>72 students (68.6%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 90th percentile</b></li> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 99th percentile</b></li> <li>• <b>School Climate - 90th percentile</b></li> </ul> <p><b>NOTE - School is Exceeding Expectations in this category, but will Not Meet Expectations due to student participation being lower than 75%.</b></p>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR <b>participation rate is less than 75%</b></p>
2.4	School Climate: <a href="#">Panorama School Climate Survey</a> -Teacher Results	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>15 teachers (88.23%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 90th percentile</b></li> <li>• <b>Professional Learning - 80th percentile</b></li> <li>• <b>Feedback and Coaching - 40th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	School Climate: <a href="#">Panorama School Climate Survey</a> -Staff Results	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50%</p>

		<p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>5 staff (38.46%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 90th percentile</b></li> <li>• <b>School Leadership - 90th percentile</b></li> <li>• <b>Professional Learning - 90th percentile</b></li> <li>• <b>Feedback and Coaching - 60th percentile</b></li> </ul> <p><b>NOTE - School is Exceeding Expectations in this category, but will Not Meet Expectations due to student participation being lower than 75%.</b></p>	<p>or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR <b>participation rate is less than 75%</b></p>
2.6	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><b>Meeting Expectations</b> School develops and implements plan</p> <p><b>Approaching Expectations</b> School develops and partially implements the plan</p> <p><b>Not Meeting Expectations</b> 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"> <li>• 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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p> <p><b>Moderate Risk:</b> 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><b>High Risk:</b> 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	The Governing Board will hold a minimum of 6 meetings per school year <sup>3</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act ( <a href="#">FOAA</a> ).	<b>Meeting Expectations</b> 6 or more meetings
			<b>Not Meeting Expectations</b> 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely <sup>4</sup> 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.	<b>Meeting Expectations</b> All minutes and agendas posted timely
			<b>Approaching Expectations</b> 1-2 items not posted timely
			<b>Not Meeting Expectations</b> 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.  <b><i>ELC submitted 98% of required reports on time with 98% accuracy.</i></b>	<b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete
			<b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete
			<b>Approaching Expectations</b> 70%-79.9% of reports are submitted on time and are accurate and complete
			<b>Not Meeting Expectations</b> 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. ( <a href="#">LINK</a> )  <b><i>The ELC board had 17 training requirements in SY2023-24. Of those requirements, 14 were completed (82%).</i></b>	<b>Exceeding Expectations</b> 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. and has completed 100% of required courses.
			<b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> Less than 80% of required courses

<sup>3</sup> A school year is July 1 - June 30

<sup>4</sup> 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.

			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 <a href="#">Public School Approval Requirements and Citation Chart</a>	<b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meeting Expectations</b> Certified as required and approved by the Board
			<b>Not Meeting Expectations</b> 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.	<b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
<b>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY</b>			
<i>Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.</i>			
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>  <b>\$157,659 / \$88,944 = 1.8</b>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> 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>  <b>\$99,225 / ((\$1,535,652-\$61,232) / 365) = 25 days</b>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> Fewer than 30 days

4.1c	Enrollment Variance (Near-Term Measures)	<p>Actual enrollment is within 5% of the enrollment projected in the approved budget.</p> <p><i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i></p> <p><b>107 / 106 = 1.0</b></p>	<p><b>Lower Risk</b> Actual within 2% of the projected enrollment</p>
			<p><b>Moderate Risk</b> Variance is between 2 and 5%</p>
			<p><b>High Risk</b> Variance is greater than 5% of the projected enrollment</p>
4.1d	Financial Obligations Default (Near-Term Measures)	<p>The school meets all debt and real estate lease obligations.</p> <p><i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i></p>	<p><b>Lower Risk</b> Not in default and not delinquent</p>
			<p><b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors</p>
			<p><b>High Risk</b> In default and/or delinquent</p>
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p><b>CYR - \$(13,439) / \$1,522,212 = -0.9%</b> <b>3YR - \$111,303 / \$4,176,270 = 2.7%</b></p> <p><b>*Note - FY24 In Kind Donation is not included in Revenue</b></p>	<p><b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p>
			<p><b>Moderate Risk</b> Aggregated Two-Year Total Margin is at least 1.5%</p>
			<p><b>High Risk</b> 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.</p>
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p><b>\$357,234 / \$1,752,891 = 20%</b></p>	<p><b>Lower Risk</b> Less than 90%</p>
			<p><b>Moderate Risk</b> 90 to 100%</p>
			<p><b>High Risk</b> Greater than 100%</p>
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><b>CYR Cash Flow = -42,927</b> <b>PYR Cash Flow = \$69,979</b> <b>2-Year Cash Flow = \$27,052</b></p>	<p><b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>
			<p><b>Moderate Risk</b> A positive cumulative 2-year cash flow</p>
			<p><b>High Risk</b> 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><b>\$85,918 / \$48,919 = 1.8</b></p>	<p><b>Lower Risk</b> Exceeds 1.1</p>
			<p><b>Moderate Risk</b> Is 1.0 to 1.1</p>
			<p><b>High Risk</b> Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>School 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 June 30th.</p>	<p><b>Meeting Expectations</b> School 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><b>Not Meeting Expectations</b> School 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>
<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
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><b>Meeting Expectations</b> School is implementing the mission and design elements as outlined in the charter and amendments</p>
			<p><b>Approaching Expectations</b> School is partially implementing the mission and design elements as outlined in the charter and amendments</p>
			<p><b>Not Meeting Expectations</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>5</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>6</sup>.</p>	<p><b>Exceeding Expectations</b> More than 90%</p> <p><b>95% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>
			<p><b>Meeting Expectations</b> 85%-89.9%</p>
			<p><b>Approaching Expectations</b> 75%-84.9%</p>
			<p><b>Not Meeting Expectations</b></p>

<sup>5</sup> Student resident in the state of Maine

<sup>6</sup> Student Count Day is October 1



			Fewer than 75%
5.3	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.	<b>Exceeding Expectations</b> Exceeds 90%
			<b>99% of students completed an Intent to Re-Enroll form for SY2024-25.</b>
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
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> <p><b><i>ELC reports that 80% of its students earned an overall score of 80%-100% on their Passion Projects, based on a comprehensive evaluation rubric.</i></b></p>	<b>Exceeding Expectations</b> 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.
			<b>Meeting Expectations</b> 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.
			<b>Approaching Expectations</b> 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.
			<b>Not Meeting Expectations</b> With a goal of 95%, lower than 45% of students earn an overall score of 80%-100% on their week-long winter Passion Project.

# 2023-24 Annual Monitoring Report

*Prepared for  
Fiddlehead School of Arts & Sciences*

November 2024





### 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	Jamie Dickson, Secretary
Roger Preston, Treasurer	Susan Doughty
Marie Reimensnyder	Becky Scott

### Leadership Team

Jacinda Cotton-Castro, Director	Jason Manjourides, Principal
Anne Stires, COTL	Dr. June Sellers, SPED Director
Jennifer Merrill, Title I Coordinator	Nicole Gallagher, Business Manager

### School Profile

Year Opened	2013-14
Years in Operation	12
Grades Served	PreK-8
Number of Sending Districts	21
Enrollment*	177*
Students on Waiting List*	60*

\*On 10-1-24 (State Student Count Day)

Grade Level Enrollment		
Pre-K	20	10%
KG	20	10%
1st Grade	21	11%
2nd Grade	21	11%
3rd Grade	15	6.5%
4th Grade	14	5.5%
5th Grade	21	11%
6th Grade	21	11%
7th Grade	22	12%
8th Grade	22	12%
Gender		
Female	91	46%
Male	106	54%
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	6	3%
White	182	92%
Special Education		
Students with IEPs	59	30%
General Education Students	138	70%
Economically Disadvantaged		
Yes	18	9%
No	179	91%

## EXECUTIVE SUMMARY

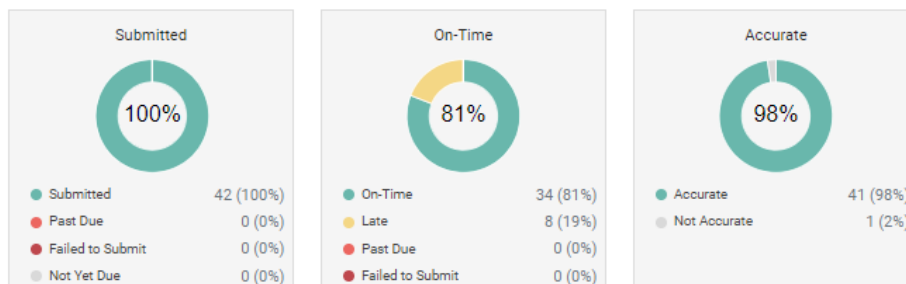
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 on cycle to have a Site Visit at the end of the 2023-24 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School's self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year's monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School's strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School's reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

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 2023-24 school year:



## NARRATIVE

Fiddlehead School of Arts & Sciences' leadership described SY2023-24 as “topsy turvy” but feels that they “made great gains in taking the organization from good, back towards great again”. FSAS is inspired by the Reggio Emilia approach to teaching and learning and holds fundamentals of the Reggio approach as core to their program throughout the grade spans.

FSAS is committed to the growth and development of the whole child – socially, emotionally, physically, academically, intellectually, and artistically. Students build a toolbox of habits and skills that drive a lifelong love of learning.

Students “leave our school with the skills necessary to think critically, collaborate with others, communicate effectively, and problem solve creatively”. Because a Fiddlehead education focuses on the whole child, “students develop not only broad academic proficiency, but also skills such as confidence, compassion, and resilience that are vital for constructive and impactful citizenship”. Students are encouraged to “engage with the world around them as they continue to learn and grow”.

In the upper grades, FSAS experienced some of the highest percentage of students with special needs in the state of Maine. Leadership reports a rise in students on the autism spectrum enrolling at the school and will continue to build skills around the “autism spectrum experience”.

FSAS leadership said that “this past year was about holding tightly to what we have established and reflecting on areas of improvement”. This was Fiddlehead’s sixth year implementing a RTI program – providing a framework for identifying students in need of support and supplying the proper interventions to aid in their academic success. The RTI program provides direct intervention to individuals and small groups of students and acts as a resource to classroom teachers implementing Tier I interventions in their classrooms. Even though this approach “has been successful”, the school will add Teacher Assistants (Instructional Support Persons) in each classroom to support Lead Teachers and students.

Fiddlehead strives to provide a “peaceful, enriching and safe environment for all students to grow and learn” working “tirelessly” to implement PBIS - Positive Behavioral Interventions and Supports - an approach encompassing:

- Identifying and teaching school-wide expectations;
- Building a positive school climate and culture;
- Positively acknowledging students for following expectations;
- Creating consistent responses to problem behavior;
- Tracking and using student behavioral data for decision making;
- Applying a team approach and problem-solving protocol; and
- Merging the multi-tiered system of supports for academic and behavioral needs.

FSAS leadership analyzes the results from the annual school climate survey and uses the results to set goals for themselves for the following year. In response to the

Spring 2024 survey results, leadership shared that “the primary takeaway from our survey is that our culture has been damaged by the pandemic, the separation that was necessary during the pandemic, and still needs to be rebuilt”.

Historically, Fiddlehead has had strong staff retention. This was not true for the past few years. The team noted that “we have been hit hard by teachers who are tired and leaving the profession”. One of the biggest staffing challenges is within the special education team. As previously mentioned, FSAS experienced an increase in students on the autism spectrum and has been unable to find staff with this specialization. Another member of the team passed away unexpectedly, and another is retiring. They have hired a new Special Education Director and feel that they are “well positioned to move forward with a creative approach to our rising special education population”.

Parent and community engagement continues to be a strength of the school as evidenced from the results of the most recent school climate survey. They have a “wonderfully involved” parent group and brought back several opportunities this year for families to participate in field trips. Families are invited to off-site locations (i.e., Libby Hill and Thompsons Apple Orchard) for presentations and celebrations.

Fundraising is a “below the line objective” that helps supplement the needs of the school. They are working toward an Advisory Committee whose singular purpose will be to support the Executive Director to increase annual donations and long-term giving programs. FSAS continues to expand its Afterschool Enrichment Program adding private music lessons, as well as summer camp programs.

### **Student Achievement**

Fiddlehead requested, and was granted, a waiver from the Commission to not administer the NWEA MAP. Academic assessment results show that FSAS students are proficient in both math and reading and meeting annual growth targets.

The Maine Through Year Assessment measures student academic proficiency and FSAS students overall are **meeting** expectations in reading and math - with students in grades 3, 7, and 8 outperforming their peers in reading and in grades 4 and 5 in math.

Subgroup performance in both math and reading is strong overall and **meeting** expectations on the framework. Many subgroups are too small to be reportable.

Fiddlehead students are **not meeting** growth targets in reading and **approaching** expectations in math. For both reading and math, students are **approaching** expectations across all subgroups; however, economically disadvantaged students are exceeding. The Commission will require the school to administer the NWEA MAP assessment beginning in the Fall of 2024 as growth data gleaned from the Maine Through-Year Assessment appears unreliable.

Chronic absenteeism continues to be an area of concern for the school with 35% of students considered chronically absent. This is not meeting expectations on the

framework and higher than the most recently published statewide chronic absenteeism rate of 25.5%. FSAS is encouraged to review internal attendance policies and ensure accurate data reporting to reduce the number of students chronically absent next year.

### **School Climate and Family Engagement**

Annually, schools are required to distribute school climate surveys to families, students, teachers, and staff. Results of the survey show that families are happy with the school and their child's education. Teachers, staff, and younger students all responded unfavorably to survey questions, while older students responded more favorably. We encourage the FSAS board and administration to prioritize improving school climate and culture in the upcoming school year.

### **Organizational Sustainability**

The Fiddlehead board is made up of 6 members who meet on a regular basis, holding 12 monthly meetings as well as several special meetings in SY2023-24. Meeting agendas and approved minutes thoroughly capture the discussions of the board, but are often posted later than expected.

Throughout the school year, schools are required to submit reports and other data using the Epicenter platform. 81% of required reports were submitted on time, with 98% accuracy, **meeting** performance framework expectations.

Board members are required to engage in a baseline of annual training and development. FSAS board members failed to complete any of the required training requirements during SY2023-24 and we encourage the Fiddlehead board to prioritize training and professional development in the upcoming school year.

### **Financial Management and Viability**

Financial statements used to calculate outcomes were due on 8/15/24 and received on 10/31/24.

Based on FY24 4th quarter financials, Fiddlehead School of Arts & Sciences falls in the **low** to **moderate** risk on seven of nine financial metrics, but the 4th quarter results reflect **higher** risk scores for total margin and cash flow. For FY24, Fiddlehead reports a small deficit and a positive cash flow, however the larger FY23 deficit and negative cash flow keep the cumulative metrics in a **higher risk** category.

Fiddlehead engaged the services of Runyon, Kersteen and Ouelette ("RKO"), Certified Public Accountants and received a clean financial audit for FY23.

### **School Mission and Student Persistence**

Student persistence and recurrent enrollment continue to be strengths for the school, **exceeding** performance framework expectations.



**2023-24 PERFORMANCE FRAMEWORK OUTCOMES**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, Reading	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.	<b>Exceeding Expectations</b> ≥5% of state average of schools "at or above state expectation"
		<b>Grade 3</b> <i>67% of FSAS 3rd graders are "at or above state expectations" in Reading compared to 60% state-wide per the Acacia platform (Exceeding Expectations)</i>	
		<b>Grade 4</b> <i>64% of FSAS 4th graders are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Meeting Expectations)</i>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools "at or above state expectation"
		<b>Grade 5</b> <i>50% of FSAS 5th graders are "at or above state expectations" in Reading compared to 70% state-wide per the Acacia platform (Not Meeting Expectations)</i>	
		<b>Grade 6</b> <i>71% of FSAS 6th graders are "at or above state expectations" in Reading compared to 72% state-wide per the Acacia platform (Meeting Expectations)</i>	
		<b>Grade 7</b> <i>75% of FSAS 7th graders are "at or above state expectations" in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations)</i>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools "at or above state expectation"
		<b>Grade 8</b> <i>72% of FSAS 8th graders are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Exceeding Expectations)</i>	
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools "at or above state expectation"

<p>1.1b</p>	<p>Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b></p>	<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><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 3</b> <i>60% of FSAS 3rd graders are “at or above state expectations” in Math compared to 63% state-wide per the Acacia platform (Meeting Expectations)</i></p>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 4</b> <i>57% of FSAS 4th graders are “at or above state expectations” in Math compared to 54% state-wide per the Acacia platform (Meeting Expectations)</i></p>	
		<p><b>Grade 5</b> <i>56% of FSAS 5th graders are “at or above state expectations” in Math compared to 52% state-wide per the Acacia platform (Meeting Expectations)</i></p>	
		<p><b>Grade 6</b> <i>34% of FSAS 6th graders are “at or above state expectations” in Math compared to 43% state-wide per the Acacia platform (Approaching Expectations)</i></p>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 7</b> <i>25% of FSAS 7th graders are “at or above state expectations” in Math compared to 38% state-wide per the Acacia platform (Approaching Expectations)</i></p>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 8</b> <i>39% of FSAS 8th graders are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform (Meeting Expectations)</i></p>	
<p>1.1c</p>	<p>Proficiency by subgroup, Through-Year Assessment, <b>Reading</b></p>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students.</b></i></p>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 3</b></p>	

		<ul style="list-style-type: none"> <li>75% of Male students are “at or above state expectations” in Reading compared to 57% state-wide per the Acacia platform <b>(Exceeding Expectations)</b></li> </ul>	
		<p><b>Grade 4</b> There is no subgroup data for Fiddlehead 4th graders that is reportable as all groups have fewer than 10 students.</p>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>45% of Male students are “at or above state expectations” in Reading compared to 66% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> </ul>	
		<p><b>Grade 6</b> There is no subgroup data for Fiddlehead 6th graders that is reportable as all groups have fewer than 10 students.</p>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>69% of Male students are “at or above state expectations” in Reading compared to 63% state-wide per the Acacia platform <b>(Exceeding Expectations)</b></li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>66% of Female students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> </ul>	
<p>1.1d</p>	<p>Proficiency by subgroup, Through-Year Assessment, <b>Math</b></p>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students.</b></i></p>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>58% of Male students are “at or above state expectations” in Math compared to 64% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 4</b> There is no subgroup data for Fiddlehead 4th graders that is reportable as all groups have fewer than 10 students.</p>	

		<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>54% of Male students are “at or above state expectations” in Math compared to 55% state-wide per the Acacia platform (<b>Meeting Expectations</b>)</li> </ul> <p><b>Grade 6</b></p> <p>There is no subgroup data for Fiddlehead 6th graders that is reportable as all groups have fewer than 10 students.</p> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>31% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform (<b>Approaching Expectations</b>)</li> </ul> <p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>33% of Female students are “at or above state expectations” in Math compared to 37% state-wide per the Acacia platform (<b>Meeting Expectations</b>)</li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p> <p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
1.2	Reading on Grade Level - 3rd Grade	<p>Students will read on grade level based on the school's assessment tool by the end of 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><b>Using the NWEA/Maine Through Year Assessment, FSAS reports that 67% of 3rd grade students are reading on grade level.</b></p>	<p>The Commission will monitor a charter school's percentage of students reading on grade level at the end of the third grade.</p> <p><b>Reported as Required</b></p>
1.3a	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible<sup>1</sup> students meeting their projected growth on NWEA MAP <b>reading</b>.</p> <p>Participation under 85% 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><b>FSAS reports that 33% of eligible students are meeting their projected growth in Reading.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p> <p><b>Meeting Expectations</b> Between 45%-54.9%</p> <p><b>Approaching Expectations</b> Between 35%-44.9%</p> <p><b>Not Meeting Expectations</b> Below 35%</p>
1.3b	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</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</p>	<p><b>Data Not Available; the Maine Through Year Assessment does not assess language.</b></p>

<sup>1</sup> Eligible is defined as having both a fall and spring score.

		- fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)	
1.3c	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b> .	<b>Exceeding Expectations</b> Exceeds 55%
		<i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i>	<b>Meeting Expectations</b> Between 45%-54.9%
		<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>	<b>Approaching Expectations</b> Between 35%-44.9%
		<b>FSAS reports that 40% of eligible students are meeting their projected growth in Math.</b>	<b>Not Meeting Expectations</b> 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 <b>reading</b> .	<b>Exceeding Expectations</b> Exceeds 55%
		<i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>	<b>Meeting Expectations</b> Between 45%-54.9%
		<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>	<b>Approaching Expectations</b> Between 35%-44.9%
		<i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i>	<b>Not Meeting Expectations</b> Below 35%
		<b>School-reported subgroup data is as follows:</b>	
		<ul style="list-style-type: none"> <li>• <b>Students with IEPs - 28% (Not Meeting Expectations)</b></li> <li>• <b>Male - 29% (Not Meeting Expectations)</b></li> <li>• <b>Female 36% (Approaching Expectations)</b></li> <li>• <b>Economically Disadvantaged 56% (Meeting Expectations)</b></li> <li>• <b>Students with a 504 Plan - 53% (Meeting Expectations)</b></li> </ul>	
1.4b	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 <b>language</b> .	<b>Data Not Available; the Maine Through Year Assessment does not assess language.</b>
		<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>	
		<i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i>	

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 <b>math</b>.</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 <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 44% (Approaching Expectations)</b></li> <li>• <b>Male - 41% (Approaching Expectations)</b></li> <li>• <b>Female 38% (Approaching Expectations)</b></li> <li>• <b>Economically Disadvantaged 61% (Exceeding Expectations)</b></li> <li>• <b>Students with a 504 Plan - 24% (Not Meeting Expectations)</b></li> </ul>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.49%</p>
			<p><b>Not Meeting Expectations</b> Below 35%</p>
1.7	Student Attendance	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school<sup>2</sup>.</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><b>Exceeding Expectations</b> Fewer than 10%</p>
			<p><b>Meeting Expectations</b> 10%-18%</p>
			<p><b>Approaching Expectations</b> 17.9%-25%</p>
			<p><b>Not Meeting Expectations</b> Greater than 25%</p> <p><b>FSAS' state-reported chronic absenteeism rate is 37.57%.</b></p>
<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
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><a href="#">MRSA 20-A</a> <a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships</a> <a href="#">Individuals with Disabilities Education Act</a> (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: <a href="#">Panorama School Climate Survey</a> -Family Results	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, and School Fit</i></p> <p><b>88 families responded to the Panorama School Climate</b></p>	<p><b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally</p>

<sup>2</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		<p><b>Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 90th percentile</b></li> <li>• <b>School Climate - 90th percentile</b></li> <li>• <b>School Fit - 70th percentile</b></li> </ul>	<p><b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%</p>
2.3a	<p>School Climate: <a href="#">Panorama School Climate Survey</a>-Student Results</p>	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p><b>Grades 3-5</b> <b>45 students (93.75%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 10th percentile</b></li> <li>• <b>School Safety - 10th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 10th percentile</b></li> <li>• <b>School Climate - 10th percentile</b></li> </ul> <p><b>Grades 6-8</b> <b>52 students (88.13%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 10th percentile</b></li> <li>• <b>School Safety - 20th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 60th percentile</b></li> <li>• <b>School Climate - 60th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.4	<p>School Climate: <a href="#">Panorama School Climate Survey</a>-Teacher Results</p>	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>29 of 29 Fiddlehead teachers (100%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 20th percentile</b></li> <li>• <b>School Leadership - 30th percentile</b></li> <li>• <b>Professional Learning - 40th percentile</b></li> <li>• <b>Feedback and Coaching - 10th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>

2.5	School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a>	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>14 of 14 Fiddlehead staff (100%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 10th percentile</b></li> <li>• <b>School Leadership - 40th percentile</b></li> <li>• <b>Professional Learning - 70th percentile</b></li> <li>• <b>Feedback and Coaching - 10th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.6	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><b>Meeting Expectations</b> School develops and implements plan</p> <p><b>Approaching Expectations</b> School develops and partially implements the plan</p> <p><b>Not Meeting Expectations</b> School does not develop or does not implement plan</p>
<b>SECTION 3: ORGANIZATIONAL SUSTAINABILITY</b>			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>• The Governing Board engages in continuous and</li> </ul>	<p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p> <p><b>Moderate Risk:</b> 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>



		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.	<b>High Risk:</b> 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 <sup>3</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act ( <a href="#">FOAA</a> ).  <b><i>The FSAS governing board held 12 board meetings during SY2023-24 (10 regular and 2 special meetings).</i></b>	<b>Meeting Expectations</b> 6 or more meetings
			<b>Not Meeting Expectations</b> 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely <sup>4</sup> 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.  <b><i>In SY2023-24, there were 9 times when governing board meeting agendas or approved meeting minutes were posted late.</i></b>	<b>Meeting Expectations</b> All minutes and agendas posted timely
			<b>Approaching Expectations</b> 1-2 items not posted timely
			<b>Not Meeting Expectations</b> 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.  <b><i>81% of reports were submitted on time and were accurate 98% of the time.</i></b>	<b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete
			<b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete
			<b>Approaching Expectations</b> 70%-79.9% of reports are submitted on time and are accurate and complete
			<b>Not Meeting Expectations</b> 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. ( <a href="#">LINK</a> )  <b><i>In SY2023-24, the FSAS board had 22 required board training requirements. Of those 22 requirements, 0 were completed (0%).</i></b>	<b>Exceeding Expectations</b> 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. and has completed 100% of required courses
			<b>Meeting Expectations</b>

<sup>3</sup> A school year is July 1 - June 30

<sup>4</sup> 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
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> 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> <a href="#">Public School Approval Requirements and Citation Chart</a>	<b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meeting Expectations</b> Certified as required and approved by the Board
			<b>Not Meeting Expectations</b> 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.	<b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> 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**

*Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.*

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>  <b>\$563,617 / 259,149 = 2.2</b>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> Less than 1
4.1b	Unrestricted	Unrestricted days cash will be at least 30 days.	<b>Lower Risk</b>

	Days Cash on Hand (Near-Term Measures)	<p><i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i></p> <p><b><math>\\$519,097 / ((\\$2,671,974 - \\$92,523) / 365) = 73 \text{ days}</math></b></p>	<p>60 or more days</p> <p><b>Moderate Risk</b> 30-60 days</p> <p><b>High Risk</b> Fewer than 30 days</p>
4.1c	Enrollment Variance (Near-Term Measures)	<p>Actual enrollment is within 5% of the enrollment projected in the approved budget.</p> <p><i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i></p> <p><b><math>(197-192)/192 = 2.6\%</math></b></p>	<p><b>Lower Risk</b> Actual within 2% of the projected enrollment</p> <p><b>Moderate Risk</b> Variance is between 2 and 5%</p> <p><b>High Risk</b> Variance is greater than 5% of the projected enrollment</p>
4.1d	Financial Obligations Default (Near-Term Measures)	<p>The school meets all debt and real estate lease obligations.</p> <p><i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i></p>	<p><b>Lower Risk</b> Not in default and not delinquent</p> <p><b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors</p> <p><b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors</p>
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p><b>CYR - <math>\\$-14,498 / \\$2,657,477 = -0.5\%</math></b></p> <p><b>3YR - <math>\\$-307,639 / \\$7,530,150 = -4.1\%</math></b></p>	<p><b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p> <p><b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin <math>\geq</math>-10%</p> <p><b>High Risk</b> Aggregated Three-Year Total Margin is negative OR the current year Total Margin is <math>&lt;</math>-10%</p>
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p><b><math>\\$1,676,565 / \\$2,159,627 = 78\%</math></b></p>	<p><b>Lower Risk</b> Less than 90%</p> <p><b>Moderate Risk</b> 90 to 100%</p> <p><b>High Risk</b> Greater than 100%</p>
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.</i></p>	<p><b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>

		<p><i>Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p> <p><b>CYR Cash Flow = \$53,312</b></p> <p><b>PYR Cash Flow = \$-93,110</b></p> <p><b>2-Year Cash Flow = \$-39,798</b></p>	<p><b>Moderate Risk</b> A positive cumulative 2-year cash flow</p> <p><b>High Risk</b> Does not have a positive cumulative 2-year cash flow</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><b>\$109,634 / \$71,124 = 1.5</b></p>	<p><b>Lower Risk</b> Exceeds 1.1</p> <p><b>Moderate Risk</b> Is 1.0 to 1.1</p> <p><b>High Risk</b> Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>School 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 June 30th.</p>	<p><b>Meeting Expectations</b> School 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><b>Not Meeting Expectations</b> School 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>
<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
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><b>Meeting Expectations</b> School is implementing the mission and design elements as outlined in the charter and amendments</p> <p><b>Approaching Expectations</b> School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p><b>Not Meeting Expectations</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>5</sup> students enrolled on the last day of school will be the same students who were enrolled on State</p>	<p><b>Exceeding Expectations</b> More than 90%</p>

<sup>5</sup> Student resident in the state of Maine

		<p>Student Count Day<sup>6</sup>.</p> <p><b>93% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 75%</p>
5.3	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><b>96% of students completed an Intent to Re-Enroll form for SY2024-25.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 75%</p>
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
6.1	Clear classroom standards and educational program.	<p>100% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p><b>School reports that 100% of classrooms use the standards with fidelity in operation.</b></p>	<p><b>Exceeding Expectations</b> 100% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p><b>Meeting Expectations</b> 90% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p><b>Approaching Expectations</b> 70-89% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p><b>Not Meeting Expectations</b> Less than 70% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p>
6.2	Assessments used to document learning.	<p>100% of classroom structures and plans are documented that operationalize the classroom standards. In SY23-24, 100% of classrooms use the structures and plans in operations. 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.</p> <p><b>School reports that 100% of classrooms use the structures and plans in operations.</b></p>	<p><b>Exceeding Expectations</b> 100% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p><b>Meeting Expectations</b> 90% of classroom structures and plans are documented that operationalize the classroom standards.</p>

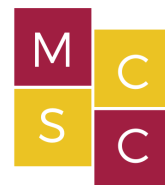
<sup>6</sup> Student Count Day is October 1

			<p><b>Approaching Expectations</b> 70-89% of classroom structures and plans are documented that operationalize the classroom standards.</p>
			<p><b>Not Meeting Expectations</b> Less than 70% f classroom structures and plans are documented that operationalize the classroom standards.</p>

# 2023-24 Annual Monitoring Report

*Prepared for  
Maine Arts Academy*

November 2024





**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**

Janna Townsend, Secretary	Sherry Gilbert
Linda Warner, President	Andrew Landry, Vice President
Timothy Rector, Treasurer	Mitchell Thomas

**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	9
Grades Served	9-12
Number of Sending Districts	38
Enrollment*	245*
Students on Waiting List*	0*

\*On 10-1-24 (State Student Count Day)



## School Year 2023-24 Demographic Table

Grade Level Enrollment		
9th Grade	60	25%
10th Grade	51	22%
11th Grade	68	29%
12th Grade	58	24%
Gender		
Female	192	81%
Male	45	19%
Race/Ethnicity		
Asian	1	1%
Hispanic/Latino	10	4%
Two or More Races	17	7%
White	209	88%
Special Education		
Students with IEPs	46	19%
General Education Students	191	81%
Economically Disadvantaged		
Yes	90	38%
No	147	62%

## EXECUTIVE SUMMARY

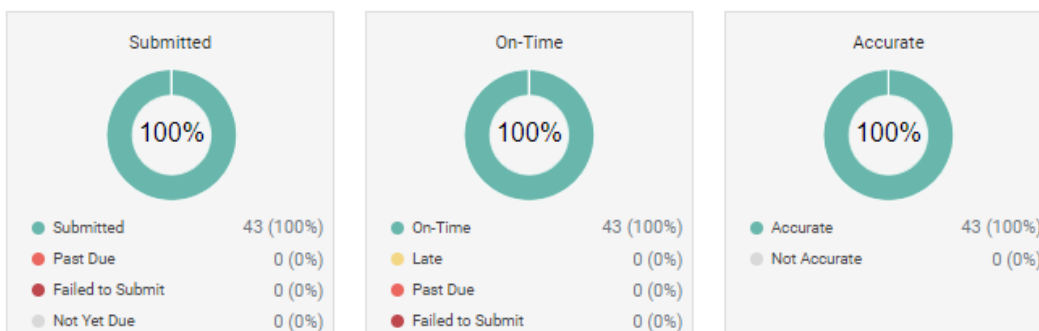
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School's self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year's monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School's strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School's reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

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 2023-24 school year:



## NARRATIVE

Maine Arts Academy (MeAA) continues to maintain fidelity to its Mission and Vision and continues to create an engaged and vibrant community around the arts. Academic standards remain high and school leaders strive for continued improvement in rigor and overall performance.

MeAA continues to finesse its calendar to meet the needs of all students and support student success. The schedule, while flexible, requires students to take up to eight academic and arts courses. Students are encouraged to utilize academic support periods as needed and sign up for early college courses as available.

The school expanded marketing efforts to recruit students who are passionate about pursuing and studying their artform. The recruitment model was expanded to include an admissions expert who will coordinate additional art shows and collaborative projects to feature student work in the community, demonstrating first-hand the many opportunities that are available to students attending MeAA.

Students perform throughout the area and the school works with Waterville Creates, Healthy Communities of the Capital Area, Downtown Augusta, and Downtown Gardiner to identify venues where student artwork can be showcased.

MeAA adapted their program to meet the needs of students with a diverse set of needs. Students transferred to MeAA from Spurwink Chelsea Day Treatment, Crossroads Youth Center, Becket House, and other inpatient settings. The school supports students who face adverse challenges related to hunger and homelessness, sending students home with extra food and clothing for their households throughout the school year. MeAA facilitates a clothing and food bank for students in need and transportation expenses were reimbursed to parents of homeless students on several occasions throughout the year.

Students are offered numerous assessment opportunities throughout the year – 9th graders completed NWEA assessments, 10th graders completed the Maine Through Year assessment, 11th graders completed the SAT and the Accuplacer, and 12th graders completed the Accuplacer.

Leadership team members have “worked diligently” to improve school climate, starting with the creation of the Green Team and the Positivity Club. The Green Team recognizes students who consistently demonstrate leadership qualities and contribute to improving the school community. The Positivity Club meets weekly and facilitates special student-nominated awards for acts of kindness and responsibility. Student members of the Club created artwork encouraging the value of kindness which is displayed throughout the school. National Honor Society members organized school-wide events including a field day, painting interior walls of the school, and teacher appreciation activities. The Student Council hosted two spirit weeks and organized the homecoming dance, winter carnival dance, and the prom. Student ambassadors attended numerous open house events and helped

organize Day of Caring events throughout the community. Multiple student award ceremonies were implemented in order to recognize student achievement and attendance.

Programming offered to MeAA students is “second to none”. Students have the opportunity to receive free instruction in the classroom from professional musicians, a professional illustrator, and a professional theater director – instruction that would cost \$70/hour outside the walls of the school. Instructors return to MeAA year after year because of “their invested interest in the mission and vision of this unique school”.

A testament to student success are the large number of scholarships that were granted during the most recent graduation ceremony – ranging from \$500 to \$102,000. A student was awarded \$22,500 from the Admiral Be The One, Bowdoin College Scholarship with another being awarded \$20,000 from the highly competitive Worthington Scholarship. Other scholarships awarded were the Presidential Scholarship from Wentworth Institute of Technology, Emmanuel College, Maine Maritime Academy, Pratt Institute, Husson University, Salem State University, and the University of Vermont.

Students “find their home at MeAA” and “are able to rise above their socioeconomic barriers and truly thrive”.

Parent and community involvement has increased. A team of “engaged parents” revived the parent involvement group and spearheaded the painting of the school’s new library, organized a Clynk returnable fundraiser, and provided a full breakfast for teacher appreciation week.

MeAA has built sustainable relationships in Kennebec County and the entire Central Maine region. The school has a “strong relationship” with the Colonial Theater in Augusta. The theater used the school’s building this past year for rehearsals, performed a sold-out dinner theater on the school’s campus, and a board member donated art supplies to the school valued at \$3,000. MeAA partnered with the Indigo Arts Alliance of Portland - highlighting black and brown artists and illustrators - and is embarking on a project to support the Blackbird Festival in the fall. Students continue to assist the Viles Arboretum with landscaping tasks and the partnership with Colby College is eight years strong. MeAA partnered with 15 businesses in the Downtown Augusta area to facilitate an “Art Walk” along with other area public schools, including Cony High School. The Walk marks the first occasion where MeAA collaborated with other public schools on a project. MeAA partnered with Healthy Communities of the Capital Area for the 7th year in a row. They provided drug and alcohol prevention education and also collaborated on the “Art Walk”. Other partners include the systems of the University of Maine and Waterville Creates.

The school leverages title funds, schedules fundraising events, and seeks grants for larger projects - receiving a \$100,000 safety grant and a \$54,000 grant for outdoor learning. Last year, the school sought congressional funding for an art wing and

recently learned that Senator Angus King's office has moved the requested funding to the next level.

After partnering with Poland Bus Company for several years for their transportation needs, the school has decided to bring their transportation in house. The school purchased two additional full-size buses, bringing the total number of full-size buses to three.

SY2023-24 was the school's first year facilitating its own food service program. And were awarded a "Whole Foods" breakfast grant - a grant which is in place to encourage more students to eat breakfast. Breakfast participation increased from 40 students per day to 120 students per day and lunch participation increased by 30 students or more per day.

### **Student Achievement**

MeAA had a strong year academically. Students in the 10th grade are required to participate in the Maine Through Year Assessment - the state's assessment measuring academic proficiency. 79% of MeAA students are "at or above state expectations" in Reading - **exceeding** expectations on the framework and outperforming the state average by nearly 20%. Students are **approaching** expectations on the framework in Math.

Subgroup performance is outstanding - with all groups **exceeding** performance framework expectations in Reading and outperforming state expectations by as much as 38%. Overall, subgroups are **meeting** expectations in Math with both Economically Disadvantaged students and Students with IEPs exceeding expectations and outperforming their peers.

MeAA maintains a strong 4-year high school graduation rate with 94.83% graduation rate - **exceeding** the state's annual goal of 87% and **exceeding** expectations on the framework. The Commission began measuring 5-and-6-year graduation rates in SY2023-24 and MeAA is **exceeding** expectations in both.

The school uses the Accuplacer to measure college-readiness and 95% of students have met the college readiness goal in math and in reading - **exceeding** expectations on the framework. Reportable subgroups are also **exceeding** expectations with 100% of Economically Disadvantaged students and Students with a 504 Plan college-ready.

77% of students participated in at least one post-secondary activity which meets expectations on the framework and the school supports students and families with FAFSA completion as needed.

MeAA **meets** expectations in chronic absenteeism with 18% of students considered chronically absent, consistent with results from a year ago.

### **School Climate and Family Engagement**

The school gives the annual Panorama survey as required. Surveys are distributed to families, students, teachers and staff and results across different scales are compared to like-schools nationally.

Results from families, teachers, and staff are consistently positive with all **exceeding** expectations on the framework. For the second year in a row, MeAA student results are **not meeting** expectations and we encourage the school to focus on improving these results in the upcoming school year.

### **Organizational Sustainability**

The Maine Arts Academy governing board is made up of 6 members who are “hardworking and committed to the school’s mission and vision”. Backgrounds are “uniquely different” including a State of Maine Attorney, a retired music teacher, a retired special education teacher, a development and philanthropy representative, and a member with an extensive facilities background.

### **Financial Management and Viability**

Based on FY24 4th quarter financials, Maine Arts Academy falls in the low to moderate risk on all financial metrics with the exception of cash flow. While the school maintained a positive cash flow during FY24, the two-year cumulative cash flow is negative. The board continues to closely review and monitor the pending financing arrangements for the ongoing construction costs for MeAA’s new facility opened for student instruction in September 2024.

MeAA engaged the services of RHR Smith & Company, Certified Public Accountants and received a clean financial audit for FY23.

### **School Mission and Student Persistence**

Recurrent enrollment is strong with 7% of students returning next year. This **exceeds** expectations and is consistent from year to year. Student persistence throughout the year is lower than in previous years and we encourage the school to identify the reasons why and take the necessary steps to improve upon the results next year.

Their mission guides the school’s governing board, administration, faculty, and staff in instructional decision making and achievement.

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Reading</b>	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.  <b>79% of MeAA high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform</b>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <-5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	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.  <b>35% of MeAA high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform.</b>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <-5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, <b>Reading</b>	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender  <i>*To be reported, subgroups must have <u>at least 10 students.</u></i>  <b>High School</b> <ul style="list-style-type: none"> <li>84% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (<b>Exceeding Expectations</b>)</li> <li>87% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (<b>Exceeding Expectations</b>)</li> <li>69% of Students with IEPs are “at or above state</li> </ul>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <-5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”

		<b>expectations” in Reading compared to 31% state-wide per the Acacia platform (Exceeding Expectations)</b>	
1.1d	Proficiency by subgroup, Through-Year Assessment, <b>Math</b>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students.</b></i></p> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>• <b>36% of Female students are “at or above state expectations” in Math compared to 44% state-wide per the Acacia platform (Approaching Expectations)</b></li> <li>• <b>33% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>19% of Students with IEPs are “at or above state expectations” in Math compared to 11% state-wide per the Acacia platform (Exceeding Expectations)</b></li> </ul>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p>
			<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
			<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
			<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                      2025-87%                      2026-88%                      2027-88%                      2028-89%                      2029-89%                      2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p>
			<p><b>MeAA’s state-reported 4-year graduation rate is 94.83%.</b></p>
			<p><b>Meeting Expectations</b> Meets annual target</p>
			<p><b>Approaching Expectations</b> Less than 5% below target</p>
			<p><b>Not Meeting Expectations</b> 5% or more below target</p>
1.5a	5 and 6 Year High School Completion	<p>5 and 6-year high school graduation rate</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                      2025-87%                      2026-88%                      2027-88%                      2028-89%                      2029-89%                      2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p>
			<p><b>MeAA’s state-reported 5-year graduation rate is 100% and 6-year graduation rate is 94.87%.</b></p>
			<p><b>Meeting Expectations</b> Meets annual target</p>
			<p><b>Approaching Expectations</b> Less than 5% below target</p>



			<b>Not Meeting Expectations</b> 5% or more below target										
1.6a	Post Secondary Readiness	<p>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"> <li>• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or <u>ASVAB score</u> of 31 or higher</li> </ul> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><b>MeAA reports that 95% of students have scored 239 or above in <u>reading</u> and 226 or above in <u>math</u> on the Accuplacer.</b></p>	<b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math										
			<b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math										
			<b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.										
			<b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math										
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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"> <li>• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <u>ASVAB score</u> of 31 or higher</li> </ul> <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). <i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p> <p><b>Accuplacer Results (Subgroups)</b></p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>% Meeting Reading/Math Goal</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>94%</td> </tr> <tr> <td>Female</td> <td>91%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>100%</td> </tr> <tr> <td>Students with a 504</td> <td>100%</td> </tr> </tbody> </table>	Subgroup	% Meeting Reading/Math Goal	Male	94%	Female	91%	Economically Disadvantaged	100%	Students with a 504	100%	<b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math
			Subgroup	% Meeting Reading/Math Goal									
			Male	94%									
			Female	91%									
Economically Disadvantaged	100%												
Students with a 504	100%												
<b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math													
<b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.													
<b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math													
1.6c	Post Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully <sup>1</sup> 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.	<b>Exceeding Expectations</b> Exceeds 80%										
			<b>Meets Expectations</b> 70%-79.9%										

<sup>1</sup> Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

		<b>MeAA reports that 77% of students have successfully participated in at least one post-secondary activity.</b>	<b>Approaching Expectations</b> 60%-69.9%
			<b>Not Meeting Expectations</b> Fewer than 60%
1.6d	Post-Secondary Readiness: <a href="#">FAFSA</a>	Schools will report annual rates and school-supported opportunities for FAFSA support.  <b>School supports students with FAFSA completion reporting that 50% of students/families completed a FAFSA form.</b>	The Commission will monitor a charter school's ability to support students with FAFSA completion.  <b>Reported as Required</b>
1.7	Student Attendance	<u>Chronic absenteeism</u> rate.  Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school <sup>2</sup> .  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.	<b>Exceeding Expectations</b> Fewer than 10%
			<b>Meeting Expectations</b> 10%-18%  <b>MeAA's state-reported chronic absenteeism rate is 18%.</b>
			<b>Approaching Expectations</b> 17.9%-25%
			<b>Not Meeting Expectations</b> Greater than 25%

**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.  <a href="#">MRSA 20-A</a> <a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships</a> <a href="#">Individuals with Disabilities Education Act</a> (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: <a href="#">Panorama School Climate Survey</a> -Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).  Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".  <i>*Required Scales - School Climate, Safety, and School Fit</i>  <b>90 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b> <ul style="list-style-type: none"> <li>• <b>School Safety - 50th percentile</b></li> <li>• <b>School Climate - 70th percentile</b></li> <li>• <b>School Fit - 50th percentile</b></li> </ul>	<b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%

<sup>2</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

<p>2.3</p>	<p>School Climate: <a href="#">Panorama School Climate Survey-Student Results</a></p>	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p><b>178 students (80.2%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 10th percentile</b></li> <li>• <b>School Safety - 50th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 20th percentile</b></li> <li>• <b>School Climate - 10th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
<p>2.4</p>	<p>School Climate: <a href="#">Panorama School Climate Survey-Teacher Results</a></p>	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>20 teachers (95.23%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 90th percentile</b></li> <li>• <b>Professional Learning - 90th percentile</b></li> <li>• <b>Feedback and Coaching - 90th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
<p>2.5</p>	<p>School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a></p>	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>11 staff (100%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 99th percentile</b></li> <li>• <b>Professional Learning - 99th percentile</b></li> <li>• <b>Feedback and Coaching - 99th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when</p>

			compared to like schools nationally OR participation rate is less than 75%
2.6	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.	<b>Meeting Expectations</b> School develops and implements plan
			<b>Approaching Expectations</b> School develops and partially implements the plan
			<b>Not Meeting Expectations</b> School does not develop or does not implement plan

**SECTION 3: ORGANIZATIONAL SUSTAINABILITY**

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.
			<b>Moderate Risk:</b> 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.
			<b>High Risk:</b> 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	<p>The Governing Board will hold a minimum of 6 meetings per school year<sup>3</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act (<a href="#">FOAA</a>).</p> <p><b><i>The MeAA governing board held 12 meetings during SY2023-24.</i></b></p>	<b>Meeting Expectations</b> 6 or more meetings
			<b>Not Meeting Expectations</b> 5 or fewer meetings
3.3	Public	Timely <sup>4</sup> publication of Board meeting agenda and minutes upon	<b>Meeting Expectations</b>

<sup>3</sup> A school year is July 1 - June 30

<sup>4</sup> 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>Accountability: Transparent, responsive, and legally compliant Board operations</p>	<p>approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.</p> <p><b>All board meeting agendas were posted per Maine’s open meeting law. Of the 12 meetings that were held during SY2023-24, two (2) sets of approved meeting minutes were posted late.</b></p>	<p>All minutes and agendas posted timely</p> <p><b>Approaching Expectations</b> 1-2 items not posted timely</p> <p><b>Not Meeting Expectations</b> 3 or more not posted timely</p>
<p>3.4</p>	<p>Reporting Accuracy and Timeliness</p>	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p><b>100% of reports were submitted on time and were accurate 100% of the time.</b></p>	<p><b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete</p> <p><b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p><b>Approaching Expectations</b> 70%-79.9% of reports are submitted on time and are accurate and complete</p> <p><b>Not Meeting Expectations</b> Fewer than 70% of reports are submitted on time and are accurate and complete</p>
<p>3.5</p>	<p>Board Training</p>	<p>Board members will engage in a baseline of annual training and development using the following guidelines. (<a href="#">LINK</a>)</p> <p><b>In SY2023-24, the MeAA board had 18 required board training requirements. Of those 18 requirements, 17 were completed (94%).</b></p>	<p><b>Exceeding Expectations</b> 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. and has completed 100% of required courses</p> <p><b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided</p> <p><b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided</p> <p><b>Not Meeting Expectations</b> Less than 80% of required courses have been completed</p>
<p>3.6</p>	<p>Facility meets Local and State requirements</p>	<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 <a href="#">Public School Approval Requirements and Citation Chart</a></p>	<p><b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p><b>Meeting Expectations</b> Certified as required and approved by the Board</p>

			<b>Not Meeting Expectations</b> 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.	<b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> 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**

Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.

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>  <b>\$519,679 / \$211,905 = 2.5</b>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> 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>  <b>\$235,503 / ((\$2,951,572-\$130,000) / 365) = 31 day</b>  <i>*estimated depreciation</i>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> 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>  <b>(237-235) / 235 = +5.3%</b>	<b>Lower Risk</b> Actual within 2% of the projected enrollment
			<b>Moderate Risk</b> Variance is between 2 and 5%
			<b>High Risk</b> Variance is greater than 5% of the projected enrollment
4.1d	Financial	The school meets all debt and real estate lease obligations.	<b>Lower Risk</b>

	Obligations Default (Near-Term Measures)	<i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	<p>Not in default and not delinquent</p> <p><b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors</p> <p><b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors</p>
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p><b>CYR - \$196,942 / \$3,148,514 = 6.3%</b> <b>3YR - \$101,554 / \$8,503,101 = 1.2%</b></p>	<p><b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p> <p><b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin <math>\geq</math>-10%</p> <p><b>High Risk</b> Aggregated Three-Year Total Margin is negative OR the current year Total Margin is <math>&lt;</math>-10%</p>
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p><b>\$2,839,038 / \$3,862,855 = 74%</b></p>	<p><b>Lower Risk</b> Less than 90%</p> <p><b>Moderate Risk</b> 90 to 100%</p> <p><b>High Risk</b> Greater than 100%</p>
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.</i> <i>Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p> <p><b>CYR Cash Flow = \$81,647</b> <b>PYR Cash Flow = \$-454,475</b> <b>2-Year Cash Flow = \$-372,828</b></p>	<p><b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p> <p><b>Moderate Risk</b> A positive cumulative 2-year cash flow</p> <p><b>High Risk</b> Does not have a positive cumulative 2-year cash flow</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><b>\$522,962 / \$196,020 = 2.7</b></p>	<p><b>Lower Risk</b> Exceeds 1.1</p> <p><b>Moderate Risk</b> Is 1.0 to 1.1</p> <p><b>High Risk</b> Is less than 1.0</p>
4.3	Financial Planning and Budgeting	School 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.	<b>Meeting Expectations</b> School annually publishes a 3-year financial plan that includes a

		The 3-year annual financial plan is due on June 30th.	<p>budget for the next 2-years and a 1-year projection for year 3.</p> <p><b>Not Meeting Expectations</b> School 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>
<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
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><b>Meeting Expectations</b> School is implementing the mission and design elements as outlined in the charter and amendments</p> <p><b>Approaching Expectations</b> School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p><b>Not Meeting Expectations</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>5</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>6</sup>.</p> <p><b>65% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<p><b>Exceeding Expectations</b> More than 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 75%</p>
5.3	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><b>97% of students completed an Intent to Re-Enroll form for SY2024-25.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 75%</p>
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			

<sup>5</sup> Student resident in the state of Maine

<sup>6</sup> Student Count Day is October 1



6.1	MeAA Students Participate in Community Art Events	<p>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.</p> <p><b><i>94% of students participated in two or more activities sharing their art in the community. MeAA reviewed the senior class list and the performance rubrics that the teachers submitted for each performance and were able to see which students did not participate.</i></b></p>	<p><b>Exceeding Expectations</b> Greater than 95%</p>
			<p><b>Meeting Expectations</b> 85%-95%</p>
			<p><b>Approaching Expectations</b> 75%-84.9%</p>
			<p><b>Not Meeting Expectations</b> Below 75%</p>
6.2	MeAA Students Demonstrate Strong Performance Proficiency	<p>At the end of their graduating year, 85% of MeAA students will have met proficiency or higher on 2 or more performances based on the performance rubrics.</p>	<p><b>Exceeding Expectations</b> Greater than 87%</p>
			<p><b>Meeting Expectations</b> 83%-87%</p>
			<p><b>Approaching Expectations</b> 73%-82.9%</p>
			<p><b>Not Meeting Expectations</b> Below 73%</p>

# 2023-24 Annual Monitoring Report

*Prepared for  
Maine Connections Academy*

November 2024





### 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, School Leader	Lauren Thompson, Principal
Joy Kiely, SPED Director	Amy Trunnell, Chief Financial Officer

### School Profile

Year Opened	2014-15
Years in Operation	11
Grades Served	7-12
Number of Sending Districts	113
Enrollment*	501* (not certified)
Students on Waiting List*	263*

\*On 10-1-24 (State Student Count Day)

## School Year 2023-24 Demographic Table

Grade Level Enrollment		
7th Grade	49	10%
8th Grade	78	15%
9th Grade	72	14%
10th Grade	87	17%
11th Grade	107	21%
12th Grade	117	23%
Gender		
Male	205	40%
Female	305	60%
Race/Ethnicity		
Asian	1	<1%
Black or African American	2	<1%
Hispanic/Latino	18	3%
Two or More Races	25	5%
White	464	91%
Special Education		
Students with IEPs	106	21%
General Education Students	404	79%
Economically Disadvantaged		
Yes	206	40%
No	304	60%

## EXECUTIVE SUMMARY

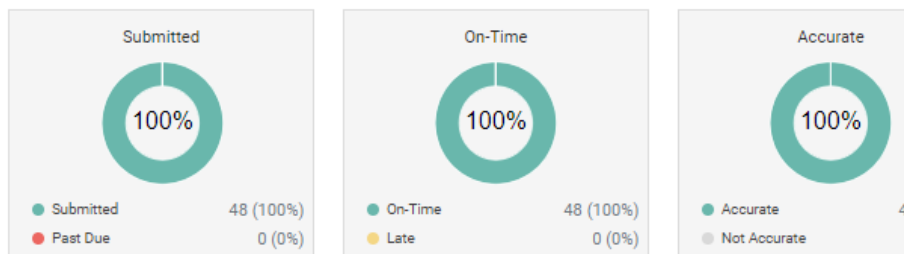
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 not on cycle to have a Site Visit at the end of the 2023-24 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School’s self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year’s monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School’s strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School’s reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

Documentation 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 2023-24 school year:



## NARRATIVE

Maine Connections Academy (MCA) is Maine's first full-time, virtual public charter school offering a rigorous academic program to students in grades 7-12. MCA was founded during the 2014-15 school year and graduated its tenth 12th grade class in June 2024. The school has an enrollment of 500 students - 30% middle school students and 70% high school students - attracting students from Kittery to Fort Kent with a variety of unique talents, strengths, and needs.

The MCA governing board, leadership, students, parents, staff, and teachers work collaboratively to ensure that all students experience a positive, caring, and personalized learning environment through which they can maximize their potential and meet the highest performance standards.

MCA implements a uniquely individualized learning program for each student in a way that most districts cannot offer in the traditional educational model and combines the best in virtual education with "real connections" among students, families, teachers, and the community to promote academic and emotional success for every learner.

By providing opportunities for students to attain their educational goals, MCA helps to increase the number of students in Maine who have a "strong academic foundation and a love of learning". MCA serves students who desire a personalized, flexible education - even for a brief period - due to academic or non-academic needs with various needs including:

- Students who are in rural communities and lack access to traditional public school options;
- Students who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social issues who may particularly benefit from personalized instruction;
- Students pursuing artistic or athletic careers or career development opportunities that require a flexible schedule;
- Students who are homebound due to illness, physical or social/emotional disability;
- Students with special learning needs; and
- Students with family livelihood responsibilities. The students attend to tasks - e.g., harvest and work in the fishing industry - while attending a school with a flexible education plan.

MCA supports students throughout the state, including those living in rural geographies, by hosting field trips and family events in their areas and offers students anywhere in the state hundreds of courses, dozens of clubs and activities, and access to resources that will help prepare them for the global economy they will be living and working in as adults. The personalized approach at MCA helps Maine students develop critical skills, including critical thinking, problem solving, and collaborating with people in their community and across the globe.

The program of instruction for students in grades 7 and 8 is “individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success”. The “high-quality” curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to print resources, the curriculum features technology-based content from leading providers. MCA continues with the best practices of LiveLesson sessions which provide for “real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing, allowing teachers and students to interact with one another in real time in a virtual classroom”. Students “sharpen” their language arts, math, and critical thinking skills through a blend of online and offline work and “deepen their understanding” of history and science through “exciting electives”. They can join clubs that “enrich them in innovative ways”. Some examples are an esports team, the cooking club, and publishing art. Advanced students can earn high school credits early.

The online high school program is “fine-tuned to launch each student into a successful future”. MCA is committed to helping all students prepare for bright futures after high school. MCA provides a “balanced, challenging high school experience focused on students pursuing paths that lead to success” whether via college or immediate career choice. They offer credit recovery in addition to dual enrollment through the University of Maine and Maine Community College systems and can elect to participate in local Career and Technical Education programs. Each student's “personalized path” is monitored along the way by the student, parents/guardians, teachers, and school counselor. The high school program includes “substantial teacher-directed instruction” through synchronous and asynchronous e-learning tools. The high school curriculum integrates digital and/or print versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, novels, and practice work.

MCA graduates have been accepted at over 50 colleges and universities across the country.

MCA and the governing board do not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation and **has had no reports of bullying, harassment, or intimidation.**

Student attendance is monitored and addressed weekly. The school has increased monitoring, oversight, and meetings to address attendance concerns.

Teachers are often in the community for field trips, state assessments, information sessions, and other school events. Field trips are focused on college and career readiness for secondary students via trips to local universities and colleges, local businesses, and college and career fairs. MCA provides school-based clubs that meet face-to-face and virtually. In addition, through Connections Academy, students are offered access to more than 30 academic clubs and activities through which they can explore interests beyond the classroom, develop leadership skills,

and make friends within their school and with students from other Connections Academy schools.

Family involvement is key to MCA's program. Families are encouraged to participate in back-to-school, on-going, and end-of-the-year events and activities such as picnics and academic summits and educational field trips offered throughout the year. These activities and events are organized through stipended engagement positions. In addition to their own personal login and password to Pearson Online Classroom and access to up-to-the-minute data on their child's education, parents have multiple opportunities to shape the overall school experience. They can volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities among MCA families who live nearby. Parents are asked for input through face-to-face meetings with school staff and are always welcome to visit the local office to connect with staff.

The National Honor Society coordinates community service projects, such as raising money via bottle drives that are donated to charities such as the Ronald McDonald house.

MCA leases permanent space for administrative and teaching staff and is the main teaching/learning center where administrative and teaching staff work. The teaching/learning center includes at least one conference room which is used for IEP conferences and other special education-related activities. It hosts parent-teacher conferences and an annual open house. The school sets up in-person, proctored locations for state testing throughout the state based on geographic location of the student population.

The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood are special orientation sessions and state standardized testing. MCA provides transportation for required activities and state testing when a student does not have transportation necessary to go to the proctored location.

MCA staff refers families who qualify for free or reduced-price meals to local social service agencies for food assistance upon request.

Pearson Virtual Schools (d/b/a Connections Academy) is a "critical partner in achieving the school's mission, with strong oversight by the Governing Board, to empower children with knowledge, skills, and character traits to be successful in their education through an engaging, personalized learning experience at the full-time virtual school". Connections Academy facilitated strategic planning for the MCA governing board in 2023 to update its long-term strategic plan. Connections will help review the strategic plan in the fall of 2024.



### **Student Achievement**

MCA requested, and was granted, a waiver from the Commission to not administer the NWEA MAP. Academic assessment results show that MCA students are proficient in both reading and math, but not meeting growth targets.

The Maine Through Year assessment measures student academic proficiency and MCA students are **exceeding** expectations in reading - with all grade levels outperforming their peers. MCA students are **approaching** framework expectations in math.

Subgroup performance in reading is one of the school's strengths. In all grade levels, subgroups are exceeding expectations, the exception being female students who are **meeting**. Overall, subgroups are **approaching** math expectations with male students and economically disadvantaged students **meeting** expectations. High school students with an IEP are exceeding expectations and outperforming their peers by over 10%.

MCA students are **not meeting** growth targets in reading or math and subgroup performance is low. The Commission will require the school to administer the NWEA MAP assessment beginning in the Fall of 2024 as growth data gleaned from the Maine Through-Year Assessment appears unreliable.

4-year high school graduation continues to be a strength with nearly 92% of seniors receiving their high school diploma. This **exceeds** expectations on the framework and the Maine Department of Education's annual goal of 87%. This is the first year that the Commission has measured 5-and-6-year high school completion and MCA is **exceeding** expectations with nearly 91% of 5th year students receiving a diploma. 74% of 6th year students completed their high school education.

MCA uses the Accuplacer to assess college readiness and reports that 86% of its students have met the college readiness indicators in both reading and math - **exceeding** expectations on the framework. Overall, results show that subgroups are college ready - **meeting** framework expectations. Results for female students and students with a 504 Plan are **exceeding** performance expectations.

100% of MCA students have participated in at least one post-secondary activity and the school provides FAFSA support to students and families as needed.

Chronic absenteeism continues to be a strength for the school, consistently **meeting** performance framework expectations.

### **School Climate and Family Engagement**

Maine's public charter schools are required to administer the Panorama School Climate survey annually to parents/families, students, teachers, and staff. Results from the surveys are compared to like-schools nationally and MCA consistently **exceeds** expectations in all categories, across all stakeholder groups – this year being no exception. 100% of MCA staff and teachers participate, and participation rates for families and students meet or exceed the Commission's requirements.

MCA shares the survey results with the entire faculty and sets annual goals for continued improvement.

### **Organizational Sustainability**

The MCA governing board is made up of 5 members who “maintain a commitment to excellence in curriculum, instruction, accountability and communication”. Board members are parents, educators, and business and community leaders who are committed to providing an innovative virtual charter school for students in Maine.

The board meets on a regular basis, holding 10 monthly meetings in SY2023-24. Meeting agendas and approved minutes thoroughly capture the discussions and decisions and most are posted within the timeframe expected.

Throughout the school year, schools are required to submit reports and other data using the Epicenter platform and MCA staff ensure that all reports are posted on time.

Board members are required to engage in a baseline of annual training and development. MCA board members failed to complete the required training requirements with only 10 of the 14 (or 71%) completed. We encourage the MCA board to prioritize training and professional development in the upcoming school year.

### **Financial Management and Viability**

MCA **exceeds** financial expectations and earns a clean audit year after year. MCA excels at grant management, staying up to date with application, performance reports, and invoicing.

### **School Mission and Student Persistence**

Student persistence and recurrent enrollment continue to be strengths for the school, **exceeding** performance framework expectations.

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Reading</b>	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.	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
		<b>Grade 7</b> <i>72% of MCA 7th graders are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Meeting Expectations)</i>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
		<b>Grade 8</b> <i>71% of MCA 8th graders are “at or above state expectations” in Reading compared to 64% state-wide per the Acacia platform (Exceeding Expectations)</i>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		<b>High School</b> <i>78% of MCA high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform (Exceeding Expectations)</i>	<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	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.	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
		<b>Grade 7</b> <i>26% of MCA 7th graders are “at or above state expectations” in Math compared to 38% state-wide per the Acacia platform. (Approaching Expectations)</i>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
		<b>Grade 8</b> <i>22% of MCA 8th graders are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform. (Not Meeting Expectations)</i>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		<b>High School</b> <i>35% of MCA high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Approaching Expectations)</i>	<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, <b>Reading</b>	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”

		<p>include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p>	
		<p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>• <b>77% of Male students are “at or above state expectations” in Reading compared to 63% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>68% of Female students are “at or above state expectations” in Reading compared to 72% state-wide per the Acacia platform (Meeting Expectations)</b></li> <li>• <b>64% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>40% of Students with IEPs are “at or above state expectations” in Reading compared to 33% state-wide per the Acacia platform (Exceeding Expectations)</b></li> </ul>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>• <b>67% of Male students are “at or above state expectations” in Reading compared to 58% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>74% of Female students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>56% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 51% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>50% of Students with IEPs are “at or above state expectations” in Reading compared to 31% state-wide per the Acacia platform (Meeting Expectations)</b></li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>High School</b></p> <ul style="list-style-type: none"> <li>• <b>77% of Male students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>80% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>75% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>46% of Students with IEPs are “at or above state expectations” in Reading compared to 31% state-wide per the Acacia platform (Exceeding Expectations)</b></li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
<p>1.1d</p>	<p>Proficiency by subgroup, Through-Year Assessment, <b>Math</b></p>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups</p>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p>

		<p>include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p>	
		<p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>• 36% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>• 20% of Female students are “at or above state expectations” in Math compared to 35% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>• 27% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 24% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>• 20% of Students with IEPs are “at or above state expectations” in Math compared to 45% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> </ul>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>• 27% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>• 19% of Female students are “at or above state expectations” in Math compared to 37% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 10% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 25% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>• 0% of Students with IEPs are “at or above state expectations” in Math compared to 10% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>High School</b></p> <ul style="list-style-type: none"> <li>• 41% of Male students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>• 29% of Female students are “at or above state expectations” in Math compared to 44% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>• 28% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>• 23% of Students with IEPs are “at or above state expectations” in Math compared to 11% state-wide per the Acacia platform <b>(Exceeding Expectations)</b></li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
1.3a	<p>Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th</p>	<p>School will meet the goal of 45%-55% of eligible<sup>1</sup> students meeting their projected growth on NWEA MAP <b>reading</b>. Participation under 85% may result in an investigation from MCSC to determine potential interventions.</p> <p><b>Outcomes are based on Maine Through Year Assessment Data.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
		<p><b>Grade 7</b> MCA reports that 18% of eligible students are meeting their projected growth in Reading. <b>(Not Meeting Expectations)</b></p>	<p><b>Meeting Expectations</b> Between 45%-54.9%</p>

<sup>1</sup> Eligible is defined as having both a fall and spring score.

			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
		<p><b>Grade 8</b> <i>MCA reports that 33% of eligible students are meeting their projected growth in Reading. <b>(Not Meeting Expectations)</b></i></p>	<p><b>Not Meeting Expectations</b> Below 35%</p>
1.3b	<p>Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th</p>	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</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><b>Data Not Available; the Maine Through Year Assessment does not assess language.</b></p>
1.3c	<p>Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th</p>	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><b>Outcomes are based on Maine Through Year Assessment Data.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
		<p><b>Grade 7</b> <i>MCA reports that 16% of eligible students are meeting their projected growth in Math. <b>(Not Meeting Expectations)</b></i></p>	<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
		<p><b>Grade 8</b> <i>MCA reports that 32% of eligible students are meeting their projected growth in Reading. <b>(Not Meeting Expectations)</b></i></p>	<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
			<p><b>Not Meeting Expectations</b> 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 <b>reading</b>. <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p><b>Outcomes are based on Maine Through Year Assessment Data.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
		<p><b>Grade 7</b> <i>School-reported subgroup data is as follows:</i></p>	<p><b>Meeting Expectations</b> Between 45%-54.9%</p>

		<ul style="list-style-type: none"> <li>• <b>Students with IEPs - 18% (Not Meeting Expectations)</b></li> <li>• <b>Male - 29% (Not Meeting Expectations)</b></li> <li>• <b>Female 14% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 27% (Not Meeting Expectations)</b></li> </ul>	<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
		<p><b>Grade 8</b> <b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 20% (Not Meeting Expectations)</b></li> <li>• <b>Male - 23% (Not Meeting Expectations)</b></li> <li>• <b>Female 40% (Approaching Expectations)</b></li> <li>• <b>Economically Disadvantaged 33% (Not Meeting Expectations)</b></li> </ul>	<p><b>Not Meeting Expectations</b> 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 <b>language</b>.</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 <b>at least 10 students</b> or 5% of the student population.</i></p>	<p><b>Data Not Available; the Maine Through Year Assessment does not assess language.</b></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 <b>math</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>Outcomes are based on Maine Through Year Assessment Data</b></p> <p><b>Grade 7</b> <b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 18% (Not Meeting Expectations)</b></li> <li>• <b>Male - 29% (Not Meeting Expectations)</b></li> <li>• <b>Female 7% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 9% (Not Meeting Expectations)</b></li> </ul> <p><b>Grade 8</b> <b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 20% (Not Meeting Expectations)</b></li> <li>• <b>Male - 33% (Not Meeting Expectations)</b></li> <li>• <b>Female 26% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 23% (Not Meeting Expectations)</b></li> </ul>	<p><b>Exceeding Expectations</b> Exceeds 55%</p> <p><b>Meeting Expectations</b> Between 45%-54.9%</p> <p><b>Approaching Expectations</b> Between 35%-44.49%</p> <p><b>Not Meeting Expectations</b> Below 35%</p>

1.5	4 Year High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                  2025-87%                  2026-88%                  2027-88%                  2028-89%                  2029-89%                  2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>MCA's state-reported 4-year graduation rate is 91.27%.</b></p> <hr/> <p><b>Meeting Expectations</b> Meets annual target</p> <hr/> <p><b>Approaching Expectations</b> Less than 5% below target</p> <hr/> <p><b>Not Meeting Expectations</b> 5% or more below target</p>
1.5a.	5 and 6-Year High School Completion	<p>5 year high school graduation rate</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                  2025-87%                  2026-88%                  2027-88%                  2028-89%                  2029-89%                  2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p> <p><b>MCA's state-reported 5-year graduation rate is 90.57% (exceeding expectations) and 6-year graduation rate is 74.16% (not meeting expectations).</b></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>MCA's state-reported 5-year graduation rate is 90.57%.</b></p> <hr/> <p><b>Meeting Expectations</b> Meets annual target</p> <hr/> <p><b>Approaching Expectations</b> Less than 5% below target</p> <hr/> <p><b>Not Meeting Expectations</b> 5% or more below target</p>
1.6a	Post Secondary Readiness	<p>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"> <li>• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <u>ASVAB score</u> of 31 or higher</li> </ul> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><b>MCA reports that 86% of students have scored 239 or above in reading and 87% of students have scored 226 or above in math on the Accuplacer.</b></p>	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p> <hr/> <p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <hr/> <p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p> <hr/> <p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>



1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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"> <li>• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <u>ASVAB score</u> of 31 or higher</li> </ul> <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). *To be reported, subgroups must have <b>at least 10 students</b>.</p> <p><b>Accuplacer Results (Subgroups)</b></p> <table border="1" data-bbox="440 594 1138 957"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Students with an IEP</td> <td>74%</td> <td>78%</td> </tr> <tr> <td>Male</td> <td>78%</td> <td>75%</td> </tr> <tr> <td>Female</td> <td>90%</td> <td>91%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>Students with a 504</td> <td>95%</td> <td>86%</td> </tr> </tbody> </table>		Reading	Math	Students with an IEP	74%	78%	Male	78%	75%	Female	90%	91%	Economically Disadvantaged	73%	80%	Students with a 504	95%	86%	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p> <p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p> <p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
	Reading	Math																			
Students with an IEP	74%	78%																			
Male	78%	75%																			
Female	90%	91%																			
Economically Disadvantaged	73%	80%																			
Students with a 504	95%	86%																			
1.6c	Post Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully<sup>2</sup> 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><b>MCA reports that 100% of students have successfully participated in at least one post-secondary activity.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 80%</p> <p><b>Meets Expectations</b> 70%-79.9%</p> <p><b>Approaching Expectations</b> 60%-69.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 60%</p>																		
1.6d	Post-Secondary Readiness: <a href="#">FAFSA</a>	<p>Schools will report annual rates and school-supported opportunities for FAFSA support.</p> <p><b>School supports students with FAFSA completion reporting that 33% of students/families completed a FAFSA form.</b></p>	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p><b>Reported as Required</b></p>																		
1.7	Student Attendance	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school<sup>3</sup>.</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</p>	<p><b>Exceeding Expectations</b> Fewer than 10%</p> <p><b>Meeting Expectations</b> 10%-18%</p> <p><b>MCA's state-reported chronic absenteeism rate is 11.03%.</b></p>																		

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

<sup>3</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.	<b>Approaching Expectations</b> 17.9%-25%
			<b>Not Meeting Expectations</b> Greater than 25%
<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
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.  <a href="#">MRSA 20-A</a> <a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (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: <a href="#">Panorama School Climate Survey</a> -Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).  Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".  <i>*Required Scales - School Climate, Safety, and School Fit</i>  <b>171 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b> <ul style="list-style-type: none"> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Fit - 90th percentile</b></li> </ul>	<b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%
2.3	School Climate: <a href="#">Panorama School Climate Survey</a> -Student Results	Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 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 "Not Meeting Expectations".  <i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i>  <b>371students (77.3%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 80th percentile</b></li> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> </ul>	<b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%
2.4	School Climate: <a href="#">Panorama School Climate</a>	Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).	<b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like

	<p><a href="#">Survey-Teacher Results</a></p>	<p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>27 teachers (100%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 99th percentile</b></li> <li>• <b>Professional Learning - 99th percentile</b></li> <li>• <b>Feedback and Coaching - 99th percentile</b></li> </ul>	<p><b>schools nationally</b></p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
<p>2.5</p>	<p>School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a></p>	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>9 staff (100%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 99th percentile</b></li> <li>• <b>Professional Learning - 99th percentile</b></li> <li>• <b>Feedback and Coaching - 99th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
<p>2.6</p>	<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><b>Meeting Expectations</b> School develops and implements plan</p> <p><b>Approaching Expectations</b> School develops and partially implements the plan</p> <p><b>Not Meeting Expectations</b> School does not develop or does not implement plan</p>
<p><b>SECTION 3: ORGANIZATIONAL SUSTAINABILITY</b></p>			

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p> <p><b>Moderate Risk:</b> 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><b>High Risk:</b> 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	<p>The Governing Board will hold a minimum of 6 meetings per school year<sup>4</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act (<a href="#">FOAA</a>).</p> <p><b><i>The MCA governing board held 10 board meetings during SY2023-24.</i></b></p>	<p><b>Meeting Expectations</b> 6 or more meetings</p> <p><b>Not Meeting Expectations</b> 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>Timely<sup>5</sup> 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> <p><b><i>During SY2023-24 the MCA governing board posted 1 agenda and/or approved meeting minutes late.</i></b></p>	<p><b>Meeting Expectations</b> All minutes and agendas posted timely</p> <p><b>Approaching Expectations</b> 1-2 items not posted timely</p> <p><b>Not Meeting Expectations</b> 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><b><i>100% of reports were submitted on time and were accurate 100% of the time.</i></b></p>	<p><b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete</p> <p><b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p><b>Approaching Expectations</b></p>

<sup>4</sup> A school year is July 1 - June 30

<sup>5</sup> 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.

			70%-79.9% of reports are submitted on time and are accurate and complete
			<b>Not Meeting Expectations</b> 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. ( <a href="#">LINK</a> )  <i>In SY2023-24, the MCA board had 17 required board training requirements. Of those 17 requirements, 11 were completed (65%).</i>	<b>Exceeding Expectations</b> 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. and has completed 100% of required courses
			<b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> 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 <a href="#">Public School Approval Requirements and Citation Chart</a>	<b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meeting Expectations</b> Certified as required and approved by the Board
			<b>Not Meeting Expectations</b> 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.	<b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> Facility does not provide a campus environment that optimizes

			learning, teaching and working that supports mission and key design element implementation.
<b>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY</b>			
Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.			
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><b>\$1,700,362 / \$764,308 = 2.2</b></p>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	<p>Unrestricted days cash will be at least 30 days.</p> <p><i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i></p> <p><b>\$1,387,162 / ((\$5,989,413-44077) / 365) = 85 days</b></p>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	<p>Actual enrollment is within 5% of the enrollment projected in the approved budget.</p> <p><i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i></p> <p><b>(510-500) / 500 = +2%</b></p>	<b>Lower Risk</b> Actual within 2% of the projected enrollment
			<b>Moderate Risk</b> Variance is between 2 and 5%
			<b>High Risk</b> Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	<p>The school meets all debt and real estate lease obligations.</p> <p><i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i></p>	<b>Lower Risk</b> Not in default and not delinquent
			<b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors
			<b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p><b>CYR - \$-131,377 / \$5,858,336 = -2.2%</b></p> <p><b>3YR - \$-129,559 / \$16,677,909 = -0.8%</b></p>	<b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			<b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the

			current year Total Margin $\geq$ -10%
			<b>High Risk</b> Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $<$ -10%
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 90%. <i>Total Liabilities divided by Total Assets</i> <b><math>\\$764,308 / \\$1,719,448 = 44\%</math></b>	<b>Lower Risk</b> Less than 90%
			<b>Moderate Risk</b> 90 to 100%
			<b>High Risk</b> 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>  <b>CYR Cash Flow = <math>-\\$33,133</math></b> <b>PYR Cash Flow = <math>\\$142,436</math></b> <b>2-Year Cash Flow = <math>\\$109,303</math></b>	<b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			<b>Moderate Risk</b> A positive cumulative 2-year cash flow
			<b>High Risk</b> Does not have 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.  <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i> <b><math>\\$46,161 / \\$133,161 = 0.4</math></b>	<b>Lower Risk</b> Exceeds 1.1
			<b>Moderate Risk</b> Is 1.0 to 1.1
			<b>High Risk</b> Is less than 1.0
4.3	Financial Planning and Budgeting	School 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 June 30th.	<b>Meeting Expectations</b> School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			<b>Not Meeting Expectations</b> School 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.
<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
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.	<b>Meeting Expectations</b> School is implementing the mission and design elements as outlined in the charter and amendments
			<b>Approaching Expectations</b> School is partially implementing the mission and design elements

		<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>	as outlined in the charter and amendments
			<b>Not Meeting Expectations</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Persistence - School Year	Persistence throughout the school year  85% or more of eligible <sup>6</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day <sup>7</sup> .  <b>88% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b>	<b>Exceeding Expectations</b> More than 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
5.3	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.  <b>84% of students completed an Intent to Re-Enroll form for SY2024-25.</b>	<b>Exceeding Expectations</b> Exceeds 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
6.1	Participation in extracurricular activities	At least 80% of students will participate in 1 or more school sponsored field trip, activity day, special event, or club.  <b>MCA expanded social opportunities and increased student participation with 84% of students participating in a social activity, up from 70% in SY2022-23.</b>	<b>Exceeding Expectations</b> Exceeds 85%
			<b>Meeting Expectations</b> 75% - 84.9%
			<b>Approaching Expectations</b> 65% - 74.9%
			<b>Not Meeting Expectations</b> Fewer than 65%

<sup>6</sup> Student resident in the state of Maine

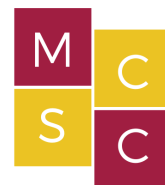
<sup>7</sup> Student Count Day is October 1



# 2023-24 Annual Monitoring Report

*Prepared for  
Maine Virtual Academy*

November 2024





**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. MeVA’s rigorous curriculum is **aligned** to the eight Maine content areas, the **Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards**.

**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	Susan Walters, Treasurer
Stacey Blanchard, Secretary	Cherieann Harrison
Tina Meserve	

**Leadership Team**

Melinda Browne, Head of School	Donald Fournier, Academic Administrator
Lena Vitagliano, SPED Administrator	Stephanie Emery, Director of Operations
Christina O’Grady, Curriculum Coordinator	

**School Profile**

Year Opened	2015-16
Years in Operation	9
Grades Served	7-12
Number of Sending Districts	118
Enrollment*	475* (not certified)
Students on Waiting List*	127

\*On 10-1-24 (State Student Count Day)

## School Year 2023-24 Demographic Table

Grade Level Enrollment		
7th Grade	26	6%
8th Grade	67	15%
9th Grade	76	17%
10th Grade	76	17%
11th Grade	109	25%
12th Grade	88	20%
Gender		
Female	194	44%
Male	248	56%
Race/Ethnicity		
American Indian or Alaska Native	4	1%
Asian	1	<1%
Black or African American	3	<1%
Hispanic/Latino	30	7%
Two or More Races	24	5%
White	380	86%
Special Education		
Students with IEPs	113	26%
General Education Students	329	74%
Economically Disadvantaged		
Yes	239	54%
No	203	46%

## EXECUTIVE SUMMARY

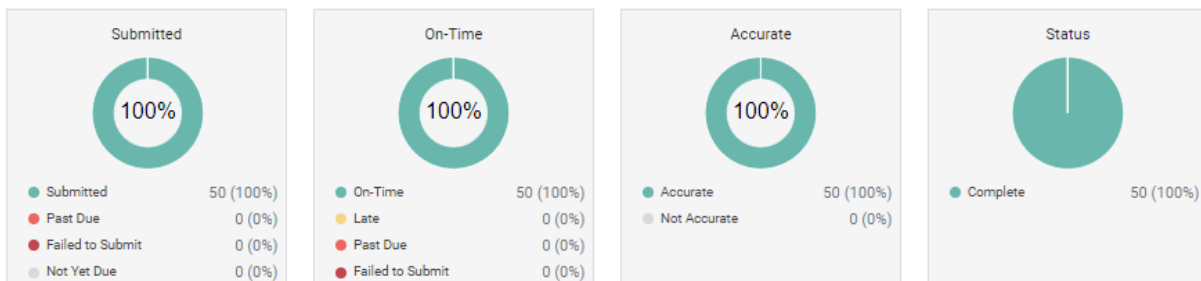
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 2023-24 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School's self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year's monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School's strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School's reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

Documentation 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 2023-24 school year:



## NARRATIVE

SY2023-24 marked Maine Virtual Academy's (MeVA) ninth year as a charter public school in Maine and this past spring they embarked on their second charter renewal process. Performance outcomes in Years 1-3 of the current charter contract, along with preliminary outcomes for Year 4 of the current charter contract can be found in their Year 4 Performance Report which can be found [here](#).

The following has been taken from MeVA's annual self-assessment:

*"During the past four years, MeVA has developed teams and platforms that make our school sustainable and successful in the long term. MeVA realizes that we typically serve a disadvantaged, at-risk, population that enroll with unique needs. We receive students at the earliest as seventh graders, who arrive from a wide variety of Maine public districts and homeschool, at contrasting readiness levels."*

*"Our amazing 'customer' service inspires parents/Learning Coaches to step up for projects, which are exemplified by their participation in our ingenuities, including school-based and state assessments, the Panorama School Climate Survey, and the annual re-registration process. Our students and their families consistently recommend MeVA to their friends and relatives."*

*"The experience of MeVA students and their families is bolstered by faculty teamwork and partnerships that realize successful outcomes, project by project, throughout each school year. In that respect, MeVA is built to last, and adds significant value to the Maine educational landscape, by providing high-quality virtual instruction and alternatives. MeVA is always working to improve our programming, analyzing our data to address the needs of underserved and marginalized students."*

*In summary, "MeVAs performance in all major components of the school's operation, as measured against performance indicators and other goals and objectives expressed in our approved contract, is characterized by maturity and thoroughness. Over the past nine years, MeVA has transformed from a small startup organization to an established institution that highly prioritizes the experience of our stakeholders. Our prevailing trend is enthusiastically serving our students and their families, along with meeting our responsibilities and outcome expectations."*

### **Student Achievement**

MeVA's academic team includes academic and special education administrators, a curriculum coordinator, classroom teachers, and support teachers who focus on students' academic growth and achievement, employing evidence-based practices and progress monitoring. The team participates in thirty-three, data-informed, weekly Process Improvement Meetings during the academic year. These meetings are a chance to share goals, data/results, and to present professional practice topics as needed.

The state of Maine requires that students be assessed for proficiency in both reading and math two times per year - once in the fall and again in the spring. MeVA enrolls students from all over the state of Maine who have chosen a virtual environment for a reason - often for significant anxiety or mobility issues. The MDOE requires that virtual school students take the state assessments in person. Twice a year, MeVA staff travel all over the state to facilitate state testing. This requires a significant amount of coordination from the school and requires parents/families to transport student(s) to a testing site (often libraries and community centers).

Despite the logistical challenges of coordinating in person testing, MeVA had 97% of its students in grades 7, 8 and high school participate. Students are **meeting** expectations in Reading, but **not meeting** expectations in Math. Math results are significantly lower than statewide results, and MeVA has taken concrete steps to improve.

In most cases, subgroups are **meeting** or **exceeding** expectations in Reading. Of particular note, are Economically Disadvantaged students who are not only **exceeding** expectations in grades 7, 8, and high school but are outperforming their peers statewide.

Notwithstanding the school-wide Math proficiency results, all subgroups in grades 7, 8, and high school are **approaching** expectations on the performance framework. MeVA uses the NWEA MAP Assessment to measure growth for students in grades 7-11 and is **exceeding** expectations with 58% of students meeting projected growth in SY2023-24. Subgroups are also **exceeding** expectations.

MeVA outperforms the state average in high school completion. For the 3rd year in a row, MeVA has **exceeded** expectations for 4-Year High School completion with 100% of students graduating in both SY2022-23 and SY2023-24. Schools are evaluated on 5-and-6-year high school completion and MeVA is **exceeding** expectations with a 5-year high school completion rate of 100% and a 6-year high school completion rate of 96.94%.

The school uses the Accuplacer to assess for post-secondary readiness and have shared stories of students' excitement when they realize that they are college ready. 86% of MeVA students have Accuplacer scores that are **exceeding** expectations. If all subgroups were reported separately, all would be **exceeding** expectations except for one who is **meeting** expectations.

MeVA reports that 100% of students have successfully participated in at least one post-secondary activity prior to graduation. They also provide support to families as needed with completing the FAFSA.

Ensuring that students are "doing school" in a virtual environment takes effort and MeVA has a family support team in place consisting of two guidance counselors, an attendance-technology support liaison, and three secretaries. Statewide chronic

absenteeism rates continue to be high across the state of Maine, but MeVA has certified rates under 10% for the past four years – **exceeding** expectations for the last three. When asked how they continuously keep their absenteeism number low, MeVA leadership shares that “Communication with our families is a daily effort, all day long. We typically host fifty to sixty team meetings each week. MeVA’s family outreach is a huge strength.”

### **School Climate and Family Engagement**

Maine’s public charter schools are required to administer the Panorama School Climate survey annually to parents/families, students, teachers, and staff. Results from these surveys are compared to like-schools nationally and MeVA consistently **exceeds** expectations in all categories, across all stakeholder groups – this year being no exception. 100% of MeVA staff and teachers participate, and participation rates for families and students meet or exceed the Commission’s requirements.

MeVA shares the survey results with the entire faculty and sets annual goals for continued improvement.

### **Organizational Sustainability**

All required state and Commission reporting is done accurately and on time, without exception.

Per MeVA’s self-assessment, “The MeVA governing board prioritizes well-informed governance through regularly maintained policies and handbooks, and strategic plan. The five member board hosts monthly meetings, consistently posting agendas and minutes in advance of deadlines. MeVA’s governing board minutes exemplify the seriousness of their work. The MeVA governing board conducts a self-evaluation and sets annual goals.”

### **Financial Management and Viability**

MeVA’s financial team is “exceptionally qualified” and includes a business manager who is a full-time CP, and an HR Manager/Accounts Payable Clerk who supports the school.

MeVA exceeds financial expectations and earns a clean audit year after year. MeVA excels at grant management, staying up to date with application, performance reports, and invoicing.

### **School Mission and Student Persistence**

MeVA is conducting its mission and vision by focusing on building students’ academic achievement and growth, postsecondary readiness, and twenty-first century thinking skills – such as creativity, flexibility, communication, and collaboration. MeVA uses advanced technology, but consistently prioritizes directly serving people over obtaining products. As a result, MeVA delivers personalized virtual education experiences to their students and their families, building constructive relationships that promote learning within its statewide catchment area.

Student persistence has continually improved over the years, with MeVA reporting that 97% of students persisted through SY2023-24 - **exceeding** performance framework expectations.

Recurrent enrollment also remains strong with 94% of students completing an intent to re-enroll form - **exceeding** performance framework expectations.

**SY2023-24 PERFORMANCE FRAMEWORK OUTCOMES**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Reading</b>	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.	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
		<b>Grade 7</b> <i>65% of MeVA 7th graders are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Meeting Expectations)</i>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
		<b>Grade 8</b> <i>67% of MeVA 8th graders are “at or above state expectations” in Reading compared to 64% state-wide per the Acacia platform (Meeting Expectations)</i>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		<b>High School</b> <i>58% of MeVA high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform (Meeting Expectations)</i>	<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	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.	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
		<b>Grade 7</b> <i>26% of MeVA 7th graders are “at or above state expectations” in Math compared to 38% state-wide per the Acacia platform. (Approaching Expectations)</i>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”



		<p><b>Grade 8</b>                  21% of MeVA 8th graders are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform. <b>(Not Meeting Expectations)</b></p>	<p><b>Approaching Expectations</b>                  Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>High School</b>                  26% of MeVA high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></p>	<p><b>Not Meeting Expectations</b>                  ≤-15% of state average of schools “at or above state expectation”</p>
<p>1.1c</p>	<p>Proficiency by subgroup, Through-Year Assessment, <b>Reading</b></p>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students.</b></i></p>	<p><b>Exceeding Expectations</b>                  ≥5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>60% of Male students are “at or above state expectations” in Reading compared to 63% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>75% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform <b>(Exceeding Expectations)</b></li> </ul>	<p><b>Meeting Expectations</b>                  Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>77% of Male students are “at or above state expectations” in Reading compared to 58% state-wide per the Acacia platform <b>(Exceeding Expectations)</b></li> <li>61% of Female students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>59% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 51% state-wide per the Acacia platform <b>(Exceeding Expectations)</b></li> <li>34% of Students with IEPs are “at or above state expectations” in Reading compared to 31% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> </ul>	<p><b>Approaching Expectations</b>                  Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>High School</b></p> <ul style="list-style-type: none"> <li>54% of Male students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>60% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>58% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform <b>(Exceeding Expectations)</b></li> <li>24% of Students with IEPs are “at or above state expectations” in Reading compared to 31%</li> </ul>	<p><b>Not Meeting Expectations</b>                  ≤-15% of state average of schools “at or above state expectation”</p>

		<b>state-wide per the Acacia platform (Approaching Expectations)</b>	
1.1d	Proficiency by subgroup, Through-Year Assessment, <b>Math</b>	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender  <i>*To be reported, subgroups must have <b>at least 10 students</b>.</i>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
		<b>Grade 7</b> <ul style="list-style-type: none"> <li>27% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform (Approaching Expectations)</li> <li>16% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 24% state-wide per the Acacia platform (Approaching Expectations)</li> </ul>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
		<b>Grade 8</b> <ul style="list-style-type: none"> <li>18% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform (Not Meeting Expectations)</li> <li>23% of Female students are “at or above state expectations” in Math compared to 37% state-wide per the Acacia platform (Approaching Expectations)</li> <li>18% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 25% state-wide per the Acacia platform (Approaching Expectations)</li> <li>7% of Students with IEPs are “at or above state expectations” in Math compared to 10% state-wide per the Acacia platform (Meeting Expectations)</li> </ul>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		<b>High School</b> <ul style="list-style-type: none"> <li>36% of Male students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Approaching Expectations)</li> <li>18% of Female students are “at or above state expectations” in Math compared to 44% state-wide per the Acacia platform (Not Meeting Expectations)</li> <li>26% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform (Meeting Expectations)</li> <li>12% of Students with IEPs are “at or above state expectations” in Math compared to 11% state-wide per the Acacia platform (Meeting Expectations)</li> </ul>	<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.3a	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	School will meet the goal of 45%-55% of eligible <sup>1</sup> students meeting their projected growth on NWEA MAP <b>reading</b> .  <i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i>  <b>MeVA reports that 40% of eligible students are meeting their projected growth in Reading.</b>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.9%

<sup>1</sup> Eligible is defined as having both a fall and spring score.

			<b>Not Meeting Expectations</b> Below 35%
1.3b	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><b>MeVA reports that 54% of eligible students are meeting their projected growth in Language.</b></p>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.9%
			<b>Not Meeting Expectations</b> Below 35%
1.3c	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><b>MeVA reports that 58% of eligible students are meeting their projected growth in Math.</b></p>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.9%
			<b>Not Meeting Expectations</b> 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 <b>reading</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 36% (Approaching Expectations)</b></li> <li>• <b>Male - 32% (Not Meeting Expectations)</b></li> <li>• <b>Female 46% (Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 43% (Approaching Expectations)</b></li> <li>• <b>Students with a 504 Plan - 44% (Approaching Expectations)</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.9%
			<b>Not Meeting Expectations</b> Below 35%
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 <b>language</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 45% (Meeting Expectations)</b></li> <li>• <b>Male - 48% (Meeting Expectations)</b></li> <li>• <b>Female 58% (Exceeding Expectations)</b></li> <li>• <b>Economically Disadvantaged 54% (Meeting</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.49%

		<ul style="list-style-type: none"> <li><b>Expectations)</b></li> <li><b>Students with a 504 Plan - 47% (Meeting Expectations)</b></li> </ul>	<b>Not Meeting Expectations</b> Below 35%
1.4c	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 <b>math</b> .  <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>  <i>*To be reported, subgroups must have <b>at least 10 students</b>.</i>  <b>School-reported subgroup data is as follows:</b> <ul style="list-style-type: none"> <li><b>Students with IEPs - 41% (Approaching Expectations)</b></li> <li><b>Male - 50% (Meeting Expectations)</b></li> <li><b>Female 64% (Exceeding Expectations)</b></li> <li><b>Economically Disadvantaged 55% (Exceeding Expectations)</b></li> <li><b>Students with a 504 Plan - 56% (Exceeding Expectations)</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.49%
			<b>Not Meeting Expectations</b> Below 35%
1.5	High School Completion	4 year high school graduation rate (current cohort)  Schools will meet annual goals*: <b>2024-87%</b> 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%  <i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i>  <a href="#">Maine Department of Education Graduation Rates by Year</a>	<b>Exceeding Expectations</b> Exceeds 90%  <b>MeVAs state-reported 4-year graduation rate is 100%.</b>
			<b>Meeting Expectations</b> Meets annual target
			<b>Approaching Expectations</b> Less than 5% below target
			<b>Not Meeting Expectations</b> 5% or more below target
1.5a	5 and 6 Year High School Completion	5 and 6-year high school graduation rate  Schools will meet annual goals*: <b>2024-87%</b> 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%  <i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i>  <a href="#">Maine Department of Education Graduation Rates by Year</a>	<b>Exceeding Expectations</b> Exceeds 90%  <b>MeVAs state-reported 5-year graduation rate is 100% and 6-year graduation rate is 96.94%</b>
			<b>Meeting Expectations</b> Meets annual target
			<b>Approaching Expectations</b> Less than 5% below target
			<b>Not Meeting Expectations</b> 5% or more below target

1.6a	Post Secondary Readiness	<p>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"> <li>• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <u>ASVAB score</u> of 31 or higher</li> </ul> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><b>MeVA reports that 86% of students have scored 239 or above in reading and 226 or above in math on the Accuplacer.</b></p>	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p> <p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p> <p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>																		
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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"> <li>• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <u>ASVAB score</u> of 31 or higher</li> </ul> <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p> <p><b>Accuplacer Results (Subgroups)</b></p> <table border="1" data-bbox="436 1205 1130 1539"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Students with an IEP</td> <td>79%</td> <td>71%</td> </tr> <tr> <td>Male</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>Female</td> <td>84%</td> <td>86%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>81%</td> <td>91%</td> </tr> <tr> <td>Students with a 504</td> <td>88%</td> <td>88%</td> </tr> </tbody> </table>		Reading	Math	Students with an IEP	79%	71%	Male	90%	92%	Female	84%	86%	Economically Disadvantaged	81%	91%	Students with a 504	88%	88%	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p> <p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p> <p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
	Reading	Math																			
Students with an IEP	79%	71%																			
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Students with a 504	88%	88%																			
1.6c	Post Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully<sup>2</sup> 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><b>MeVA reports that 100% of students have successfully participated in at least one post-secondary activity.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 80%</p> <p><b>Meets Expectations</b> 70%-79.9%</p> <p><b>Approaching Expectations</b> 60%-69.9%</p>																		

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

			<b>Not Meeting Expectations</b> Fewer than 60%
1.6d	Post-Secondary Readiness: <a href="#">FAFSA</a>	Schools will report annual rates and school-supported opportunities for FAFSA support.  <b>School supports students with FAFSA completion reporting that 30 students/families completed a FAFSA form.</b>	The Commission will monitor a charter school's ability to support students with FAFSA completion.  <b>Reported as Required</b>
1.7	Student Attendance	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school<sup>3</sup>.</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>	<b>Exceeding Expectations</b> Fewer than 10%
			<b>Meeting Expectations</b> 10%-18%
			<b>Approaching Expectations</b> 17.9%-25%
			<b>Not Meeting Expectations</b> Greater than 25%
<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
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. <a href="#">MRSA 20-A</a> <a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (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: <a href="#">Panorama School Climate Survey-Family Results</a>	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, and School Fit</i></p> <p><b>201 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Fit - 80th percentile</b></li> </ul>	<b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools nationally
			<b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%
2.3	School Climate: <a href="#">Panorama School Climate Survey-Student</a>	Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).	<b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally

<sup>3</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

	Results	<p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p><b>329 students (78%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 99th percentile</b></li> <li>• <b>School Rigorous Expectations - 50th percentile</b></li> </ul>	<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.4	School Climate: <a href="#">Panorama School Climate Survey-Teacher Results</a>	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>48 teachers (100%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Learning - 99th percentile</b></li> <li>• <b>School Climate - 70th percentile</b></li> <li>• <b>School Leadership - 70th percentile</b></li> <li>• <b>Feedback and Coaching - 90th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a>	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>13 staff (100%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 99th percentile</b></li> <li>• <b>Feedback and Coaching - 90th percentile</b></li> <li>• <b>Professional Learning - 99th percentile</b></li> <li>• <b>School Climate - 90th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>

2.6	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.	<b>Meeting Expectations</b> School develops and implements plan
			<b>Approaching Expectations</b> School develops and partially implements the plan
			<b>Not Meeting Expectations</b> School does not develop or does not implement plan

**SECTION 3: ORGANIZATIONAL SUSTAINABILITY**

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.
			<b>Moderate Risk:</b> 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.
			<b>High Risk:</b> 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	<p>The Governing Board will hold a minimum of 6 meetings per school year<sup>4</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act (<a href="#">FOAA</a>).</p> <p><b><i>The MeVA governing board held 11 board meetings during SY2023-24.</i></b></p>	<b>Meeting Expectations</b> 6 or more meetings
			<b>Not Meeting Expectations</b> 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant	Timely <sup>5</sup> 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.	<b>Meeting Expectations</b> All minutes and agendas posted timely
			<b>Approaching Expectations</b>

<sup>4</sup> A school year is July 1 - June 30

<sup>5</sup> 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.



	Board operations		1-2 items not posted timely
			<b>Not Meeting Expectations</b> 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.  <b>100% of reports were submitted on time and were accurate 100% of the time.</b>	<b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete
			<b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete
			<b>Approaching Expectations</b> 70%-79.9% of reports are submitted on time and are accurate and complete
			<b>Not Meeting Expectations</b> 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. <a href="#">(LINK)</a>  <b>In SY2023-24, the MeVA board had 10 required board training requirements. Of those 10 requirements, 8 were completed (80%).</b>	<b>Exceeding Expectations</b> 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. and has completed 100% of required courses.
			<b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> 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> <a href="#">Public School Approval Requirements and Citation Chart</a>	<b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meeting Expectations</b> Certified as required and approved by the Board
			<b>Not Meeting Expectations</b> 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	<b>Meeting Expectations</b> Facility provides a campus

		working for all students, faculty, and staff.	environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> 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**

*Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.*

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> <b>\$3,720,597 / \$462,823 = 8.0</b>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> 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> <b>\$2,904,651 / ((\$5,318,580) / 365) = 199 days</b>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> 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> <b>442 / 438 = 1.0</b>	<b>Lower Risk</b> Actual within 2% of the projected enrollment
			<b>Moderate Risk</b> Variance is between 2 and 5%
			<b>High Risk</b> 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>	<b>Lower Risk</b> Not in default and not delinquent
			<b>Moderate Risk</b> In default and/or delinquent and

			has obtained waivers from lenders and/or lessors
			<b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p><b>CYR - \$642,616 / \$5,961,196 = 10.8%</b> <b>3YR - \$1,353,102 / \$16,297,753 = 8.3%</b></p>	<b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			<b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin $\geq$ -10%
			<b>High Risk</b> Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $<$ -10%
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p><b>\$1,065,335 / \$4,485,032 = 24%</b></p>	<b>Lower Risk</b> Less than 90%
			<b>Moderate Risk</b> 90 to 100%
			<b>High Risk</b> 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><b>CYR Cash Flow = \$251,160</b> <b>PYR Cash Flow = \$344,486</b> <b>2-Year Cash Flow = \$595,646</b></p>	<b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			<b>Moderate Risk</b> A positive cumulative 2-year cash flow
			<b>High Risk</b> Does not have a positive cumulative 2-year cash flow
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><b>\$788,672 / \$146,057 = 5.4</b></p>	<b>Lower Risk</b> Exceeds 1.1
			<b>Moderate Risk</b> Is 1.0 to 1.1
			<b>High Risk</b> Is less than 1.0
4.3	Financial Planning and Budgeting	<p>School 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 June 30th.</p>	<b>Meeting Expectations</b> School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

			<b>Not Meeting Expectations</b> School 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.
<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
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>	<b>Meeting Expectations</b> School is implementing the mission and design elements as outlined in the charter and amendments
			<b>Approaching Expectations</b> School is partially implementing the mission and design elements as outlined in the charter and amendments
			<b>Not Meeting Expectations</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>6</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>7</sup>.</p> <p><b>97% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<b>Exceeding Expectations</b> More than 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
5.3	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><b>94% of students completed an Intent to Re-Enroll form for SY2024-25.</b></p>	<b>Exceeding Expectations</b> Exceeds 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			

<sup>6</sup> Student resident in the state of Maine

<sup>7</sup> Student Count Day is October 1

<p>6.1</p>	<p>Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report (Math)</p>	<p>The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA <b>math</b> for each eligible grade level (grades 7-11).</p> <p><b>School reports the following results:</b></p> <ul style="list-style-type: none"> <li>● <b>Grade 7 - 50th percentile (Meeting)</b></li> <li>● <b>Grade 8 - 63rd percentile (Meeting)</b></li> <li>● <b>Grade 9 - 67th percentile (Exceeding)</b></li> <li>● <b>Grade 10 - 52nd percentile (Meeting)</b></li> <li>● <b>Grade 11 - 46th percentile (Approaching)</b></li> <li>● <b>OVERALL - 56th percentile (Meeting)</b></li> </ul>	<p><b>Exceeds Expectation</b> Exceeds 66%ile</p> <p><b>Meets Expectation</b> 50th-65th%ile</p> <p><b>Approaching Expectation</b> 35th-49%ile</p> <p><b>Does Not Meet Expectation</b> Lower than 34%ile</p>
	<p>Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report (Reading)</p>	<p>The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA <b>reading</b> for each eligible grade level (grades 7-11).</p> <p><b>School reports the following results:</b></p> <ul style="list-style-type: none"> <li>● <b>Grade 7 - 36th percentile (Approaching)</b></li> <li>● <b>Grade 8 - 37th percentile (Approaching)</b></li> <li>● <b>Grade 9 - 50th percentile (Meeting)</b></li> <li>● <b>Grade 10 - 49th percentile (Approaching)</b></li> <li>● <b>Grade 11 - 50th percentile (Meeting)</b></li> <li>● <b>OVERALL - 47th percentile (Approaching)</b></li> </ul>	<p><b>Exceeds Expectation</b> Exceeds 66%ile</p> <p><b>Meets Expectation</b> 50th-65th%ile</p> <p><b>Approaching Expectation</b> 35th-49%ile</p> <p><b>Does Not Meet Expectation</b> Lower than 34%ile</p>
	<p>Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report (Language)</p>	<p>The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA <b>language</b> for each eligible grade level (grades 7-11).</p> <p><b>School reports the following results:</b></p> <ul style="list-style-type: none"> <li>● <b>Grade 7 - 48th percentile (Approaching)</b></li> <li>● <b>Grade 8 - 52nd percentile (Meeting)</b></li> <li>● <b>Grade 9 - 60th percentile (Meeting)</b></li> <li>● <b>Grade 10 - 63rd percentile (Meeting)</b></li> <li>● <b>Grade 11 - 57th percentile (Meeting)</b></li> <li>● <b>OVERALL - 57th percentile (Meeting)</b></li> </ul>	<p><b>Exceeds Expectation</b> Exceeds 66%ile</p> <p><b>Meets Expectation</b> 50th-65th%ile</p> <p><b>Approaching Expectation</b> 35th-49%ile</p> <p><b>Does Not Meet Expectation</b> Lower than 34%ile</p>

# 2023-24 Annual Monitoring Report

*Prepared for  
Maine Academy of Natural Sciences*

November 2024





### 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

Erin Brown	Sally Beaulieu, Vice Chair
Mary Callan	Robert Dodge, Chair
Kim Patnode, Secretary	Greg Bazakas
Whitney King	Dianna Gram
Anna Perkins	Martha Harris
Lee Karter	

### Leadership Team

Matt Newberg, Head of School	Patrick Henyan, Asst Head of School
Evan Coleman, Director of Curriculum and Instruction	Bonnie Violette, Special Education Director
Ashley Hyde, Business Manager	

### School Profile

Year Opened	2012-13
Years in Operation	13
Grades Served	9-12
Number of Sending Districts	28
Enrollment*	177*
Students on Waiting List*	39*

\*On 10-1-24 (State Student Count Day)



## School Year 2023-24 Demographic Table

Grade Level Enrollment		
9th Grade	38	20%
10th Grade	53	27%
11th Grade	55	28%
12th Grade	48	25%
Gender		
Female	93	48%
Male	101	52%
Race/Ethnicity		
American Indian or Alaska Native	3	2%
Black or African American	2	1%
Hispanic/Latino	3	2%
Two or More Races	4	2%
White	182	93%
Special Education		
Students with IEPs	50	26%
General Education Students	144	74%
Economically Disadvantaged		
Yes	127	65%
No	67	35%

## EXECUTIVE SUMMARY

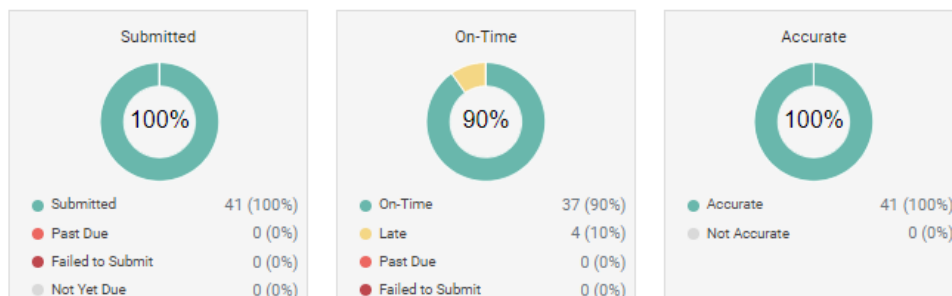
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 not on cycle to have a Site Visit at the end of the 2023-24 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"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>School Leader Evaluation Tool</li> </ul>
<ul style="list-style-type: none"> <li>Current enrollment and demographics</li> </ul>	<ul style="list-style-type: none"> <li>Staff Roster</li> </ul>
<ul style="list-style-type: none"> <li>Current organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Panorama school climate survey results</li> </ul>
<ul style="list-style-type: none"> <li>Board Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>School’s self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>Board member meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Previous year’s monitoring report [as applicable]</li> </ul>
<ul style="list-style-type: none"> <li>School’s strategic plan [as applicable]</li> </ul>	<ul style="list-style-type: none"> <li>School’s reported performance framework results</li> </ul>
<ul style="list-style-type: none"> <li>ESP Contract and/or other important MOUs</li> </ul>	<ul style="list-style-type: none"> <li>Copies of current recruitment materials</li> </ul>
<ul style="list-style-type: none"> <li>Professional Development Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment application</li> </ul>

Documentation 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 2023-24 school year:



## NARRATIVE

Annually, schools are required to submit a self-assessment that assesses performance in all major components of the school's operation as measured against performance indicators and any other goals and objectives expressed in the approved contract. Schools are asked to focus on four key questions – Are we an academic success? Are we an organizational success? Are we a governance success? Are we a financial success? In response, MeANS shared that “The most recent school year was one of the most successful in the school's history. Compiling the data for our annual Performance Framework scorecards showed incredible growth as well as only a few areas where the school is not meeting expectations. Indicators that continue to create challenges are no surprise: chronic absenteeism, graduation rates, and financial sustainability.”

“Sustained support” of the Director of Curriculum and Instruction, “improved use of PD and In-services”, feedback from the Board's Academic Affairs Committee, and teacher mission alignment and commitment to student growth contribute to a trend toward increased academic rigor. Grading systems, including Habits of Work, continue to strengthen along with the overall expectations of teachers. As one of MeANS' core curricular components, Intensives are supported by grant funds in two ways – the ongoing collaboration with Rural Aspirations and the funding of programmatic expenses. Through RREV and MOLI grants, MeANS students are able to take field trips, draw guest presenters, and create “rich experiences” including overnights to Acadia National Park, the Maine Local Living Center, and Lennox Lodge Wilderness Preserve. Intensives “continue to connect our students and teachers deeply to our school's mission”.

MeANS reports “the management and operations of the school are strong, with some final difficult challenges regarding their separation from Good-Will Hinckley.” This past fall, business operations became separate for the first time and the school reports that it's “been a long process”. One challenge of note has been the separation of IT services. MeANS had to create an entirely new Google Workspace and transfer years of files including student and staff accounts. Hardware, infrastructure, security systems, and communication IT was completed on July 26th and moved MeANS closer to “full independence” from Good-Will Hinckley.

“The overall culture of MeANS is incredibly strong” and staffing retention is strong. Leadership shared that there “were no mid-year departures” and that once the year was underway “no one left their post” - a first in five years. Unfortunately - due to budget considerations - MeANS had to eliminate three positions for the 2024-25 school year (the Dean of Threshold position, an 11/12 Social Studies Teacher, and a full-time Custodian).

MeANS has identified “the need to bolster our fundraising efforts” and has a “newly invigorated” Development Committee which is led by an experienced Board member and are “optimistic” that this group of individuals will “lead to a successful year in this area”.

A highlight was the addition of the school's new Business Manager who "in less than a year's time has been able to move us to a new software system, successfully extract us from all Good Will-Hinckley accounts, and lead us through a very difficult budget process".

### **Student Achievement**

MeANS continues to improve academically, **exceeding** state expectations in Reading and **approaching** state expectations in math. Subgroups are **exceeding** expectations in Reading and **meeting** expectations in Math - with economically disadvantaged students outperforming the state in both areas.

4, 5, and 6 year high school graduation rates continue to be low and **not meeting** expectations on the Performance Framework. MeANS reports "Graduation rates continue to be an area that reflect poorly when using the state's cohort model. Of the 58 students in our 4-year cohort, 8 never enrolled, 3 un-enrolled long before graduation, and 4 chose to remain in the Threshold program for another year." The state-reported 4-year high school graduation rate is 74%. Looking at the data without including the outliers indicated, MeANS would have a 4-year high school graduation rate of 91% (100% Campus students and 83% Threshold students) which would be exceeding expectations on the Performance Framework.

MeANS uses the Accuplacer to measure college-readiness and **exceeded** framework expectations with 85% of students meeting readiness indicators in both Reading and Math – with subgroups **meeting** expectations.

100% of MeANS students have participated in at least one post-secondary activity and the school provides FAFSA support for students and families as needed.

Chronic absenteeism continues to be a concern with the school reporting "attendance improved, but not to the degree we had hoped". MeANS has enrolled in a trial program with "Lift Up Attendance", created an attendance action committee, continued efforts in advisory, and gave incentives for outstanding attendance. Efforts moved the needle "slightly" and will continue to be an area of focus for the school.

### **School Climate and Family Engagement**

Families, students, teachers, and staff are asked to participate in the annual Panorama Spring Climate survey. Results across different scales are compared to like-schools nationally and MeANS is **exceeding** expectations on all scales for every stakeholder group.

MeANS reports that overall "our Panorama data was exceptional". Feedback and Coaching remained low for the second year in a row and plans are in place to discuss this topic with teachers and staff to determine what they need. Another "difficult piece of feedback gleaned from the survey is the impact students perceive

their peers are having on them”. MeANS shared that some students see fellow students as having a negative impact on their learning. In the fall, the school had a “particularly difficult group of new students” that took half the school year to assimilate to expectations. Many students “expressed frustration with the new students” and MeANS has a plan in place to help the group adjust positively to the culture at MeANS.

### **Organizational Sustainability**

The MeANS governing board held the minimum number of meetings required to **meet** expectations on the Performance Framework and is **approaching** expectations for the timely publication of board meeting materials. Commission-required reports and other documentation is submitted on time and **exceeds** framework expectation.

Board members are required to engage in a baseline of annual training and development. For the second year in a row, MeANS board members failed to complete the required training requirements with only 4 of the 28 requirements completed. We encourage the MeANS board to prioritize training and professional development in the upcoming school year.

Leadership reports that the “governing board is going to be an area that needs focus in the 2024-25 school year”. MeANS’ board chair termed out at the end of the school year and there was not a great deal of interest amongst current members to step into the role. The two members that stepped up are both in their final year of their terms with the board and the school is in need of “committed members that want to take on leadership roles”.

### **Financial Management and Viability**

Financial sustainability remains an area of “significant challenge” and it will be important going forward that the school hits its annual enrollment goals. If the school does not meet enrollment targets, we will require that they resubmit a budget and 3-Year Financial Plan to the Commission that accounts for the true enrollment at the school.

MeANS engaged the services of BerryDunn and received a clean financial audit for FY23.

### **School Mission and Student Persistence**

MeANS is **exceeding** performance framework expectations for student persistence and recurrent enrollment - an improvement from just a year ago – indicating that students who enroll at MeANS are the “right fit” for the school.

Last spring, MeANS created student enrollment ambassadors who “helped with new recruitment efforts including Middle School presentations and social media campaigns”.

In summary, MeANS shares that “while our data and list of positive accomplishments are undeniable for 2023-24, the year end budget challenges cast a large shadow. Creating a sustainable staffing model that doesn’t require annual reductions is a goal for the upcoming year. MeANS is a wonderful school that provides an education unlike any other in the state. Our graduating seniors and their families deeply appreciate what our teachers and staff have done for them during their time here. We are proud of the growth we’ve made in key areas and recognize the need for further improvement as we strive to reach our potential.”

**2023-24 PERFORMANCE FRAMEWORK OUTCOMES**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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**SECTION 1: STUDENT ACHIEVEMENT**

Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Reading</b>	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.  <b>70% of MeANS high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform</b>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			<b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	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.  <b>33% of MeANS high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform.</b>	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”
			<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools “at or above state expectation”
			<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			<b>Not Meeting Expectations</b>

			<p>≤-15% of state average of schools “at or above state expectation”</p>
1.1c	Proficiency by subgroup, Through-Year Assessment, <b>Reading</b>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>• <b>57% of Male students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform (Meeting Expectations)</b></li> <li>• <b>87% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations)</b></li> <li>• <b>68% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Exceeding Expectations)</b></li> </ul>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p> <p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p> <p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p> <p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
1.1d	Proficiency by subgroup, Through-Year Assessment, <b>Math</b>	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>• <b>31% of Male students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Approaching Expectations)</b></li> <li>• <b>38% of Female students are “at or above state expectations” in Math compared to 44% state-wide per the Acacia platform (Approaching Expectations)</b></li> <li>• <b>35% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform (Exceeding Expectations)</b></li> </ul>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p> <p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p> <p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p> <p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                  2025-87%                  2026-88%                  2027-88%                  2028-89%                  2029-89%                  2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>Meeting Expectations</b> Meets annual target</p> <p><b>Approaching Expectations</b> Less than 5% below target</p>

			<p><b>Not Meeting Expectations</b> 5% or more below target</p> <p><i>MeANS' state-reported 4-year graduation rate is 74.14%</i></p>
1.5a	5 and 6 Year High School Completion	<p>5 and 6-year high school graduation rate</p> <p>Schools will meet annual goals*:  <b>2024-87%</b>                      2025-87%                      2026-88%                      2027-88%                      2028-89%                      2029-89%                      2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p>
			<p><b>Meeting Expectations</b> Meets annual target</p>
			<p><b>Approaching Expectations</b> Less than 5% below target</p>
			<p><b>Not Meeting Expectations</b> 5% or more below target</p> <p><i>MeANS' state-reported 5-year graduation rate is 67.86% and 6-year graduation rate is 65.45%</i></p>
1.6a	Post Secondary Readiness	<p>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"> <li>• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <u>ASVAB score</u> of 31 or higher</li> </ul> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><b>MeANS reports that 85% of students have scored 239 or above in reading and 226 or above in math on the Accuplacer.</b></p>	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p>
			<p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p>
			<p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p>
			<p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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"> <li>• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li>• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li>• <u>ASVAB score</u> of 31 or higher</li> </ul> <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). <i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p> <p><b>Accuplacer Results (Subgroups)</b></p>	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p>
			<p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p>
			<p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math,</p>



		<table border="1"> <thead> <tr> <th><i>Subgroup</i></th> <th><i>% Meeting Reading/Math Goals</i></th> </tr> </thead> <tbody> <tr> <td><i>Male</i></td> <td>75%</td> </tr> <tr> <td><i>Female</i></td> <td>92%</td> </tr> <tr> <td><i>Economically Disadvantaged</i></td> <td>82%</td> </tr> </tbody> </table>	<i>Subgroup</i>	<i>% Meeting Reading/Math Goals</i>	<i>Male</i>	75%	<i>Female</i>	92%	<i>Economically Disadvantaged</i>	82%	<p>but not both.</p> <p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
<i>Subgroup</i>	<i>% Meeting Reading/Math Goals</i>										
<i>Male</i>	75%										
<i>Female</i>	92%										
<i>Economically Disadvantaged</i>	82%										
1.6c	<p>Post Secondary Readiness: Post-Secondary Activity</p>	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully<sup>1</sup> 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><b>MeANS reports that 100% of students have successfully participated in at least one post-secondary activity.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 80%</p> <p><b>Meets Expectations</b> 70%-79.9%</p> <p><b>Approaching Expectations</b> 60%-69.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 60%</p>								
1.6d	<p>Post-Secondary Readiness: <a href="#">FAFSA</a></p>	<p>Schools will report annual rates and school-supported opportunities for FAFSA support.</p> <p><b>School supports students with FAFSA completion reporting that 38% students/families completed a FAFSA form.</b></p>	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p><b>Reported as Required</b></p>								
1.7	<p>Student Attendance</p>	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school<sup>2</sup>.</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><b>Exceeding Expectations</b> Fewer than 10%</p> <p><b>Meeting Expectations</b> 10%-18%</p> <p><b>Approaching Expectations</b> 17.9%-25%</p> <p><b>Not Meeting Expectations</b> Greater than 25%</p> <p><b>MeANS' state-reported chronic absenteeism rate is 40.41%</b></p>								
<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>											
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><a href="#">MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (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>								

<sup>1</sup> Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

<sup>2</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

<p>2.2</p>	<p>Family Engagement: <a href="#">Panorama School Climate Survey</a>-Family Results</p>	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, and School Fit</i></p> <p><b>80 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Fit - 99th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%</p>
<p>2.3</p>	<p>School Climate: <a href="#">Panorama School Climate Survey</a>-Student Results</p>	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p><b>149 students (81.4%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Rigorous Expectations - 70th percentile</b></li> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 99th percentile</b></li> <li>• <b>School Climate - 90th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
<p>2.4</p>	<p>School Climate: <a href="#">Panorama School Climate Survey</a>-Teacher Results</p>	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>27 teachers (100%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 80th percentile</b></li> <li>• <b>Professional Learning - 90th percentile</b></li> <li>• <b>Feedback and Coaching - 70th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>

			less than 75%
2.5	School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a>	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback &amp; Coaching</i></p> <p><b>13 staff (81.25%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 90th percentile</b></li> <li>• <b>Professional Learning - 90th percentile</b></li> <li>• <b>Feedback and Coaching - 50th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.6	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><b>Meeting Expectations</b> School develops and implements plan</p>
			<p><b>Approaching Expectations</b> School develops and partially implements the plan</p>
			<p><b>Not Meeting Expectations</b> 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"> <li>• 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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p>
			<p><b>Moderate Risk:</b> 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>Focus on Improvement</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>High Risk:</b> 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	<p>The Governing Board will hold a minimum of 6 meetings per school year<sup>3</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act (<a href="#">FOAA</a>).</p> <p><b><i>The MeANS governing board held 7 meetings during SY2023-24.</i></b></p>	<p><b>Meeting Expectations</b> 6 or more meetings</p>
			<p><b>Not Meeting Expectations</b> 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>Timely<sup>4</sup> 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> <p><b><i>In SY2023-24, there were 2 board meeting agendas and/or approved meeting minutes that were posted late.</i></b></p>	<p><b>Meeting Expectations</b> All minutes and agendas posted timely</p>
			<p><b>Approaching Expectations</b> 1-2 items not posted timely</p>
			<p><b>Not Meeting Expectations</b> 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><b><i>90% of reports were submitted on time and were accurate 100% of the time.</i></b></p>	<p><b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete</p>
			<p><b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p>
			<p><b>Approaching Expectations</b> 70%-79.9% of reports are submitted on time and are accurate and complete</p>
			<p><b>Not Meeting Expectations</b> Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	<p>Board members will engage in a baseline of annual training and development using the following guidelines. (<a href="#">LINK</a>)</p> <p><b><i>In SY2023-24, the MeANS board had 34 required board training requirements. Of those 34 requirements, 4 were completed (12%).</i></b></p>	<p><b>Exceeding Expectations</b> 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. and has completed 100% of required courses</p>
			<p><b>Meeting Expectations</b></p>

<sup>3</sup> A school year is July 1 - June 30

<sup>4</sup> 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
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> 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> <a href="#">Public School Approval Requirements and Citation Chart</a>	<b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meeting Expectations</b> Certified as required and approved by the Board
			<b>Not Meeting Expectations</b> 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.	<b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> 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**

*Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.*

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>  <b>\$871,160 / \$552,036 = 1.6</b>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> Less than 1
4.1b	Unrestricted	Unrestricted days cash will be at least 30 days.	<b>Lower Risk</b>

	Days Cash on Hand (Near-Term Measures)	<p><i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i></p> <p><b><math>\\$210,832 / ((\\$3,147,516-151,868) / 365) = 26 \text{ days}</math></b></p>	<p>60 or more days</p> <p><b>Moderate Risk</b> 30-60 days</p> <p><b>High Risk</b> Fewer than 30 days</p>
4.1c	Enrollment Variance (Near-Term Measures)	<p>Actual enrollment is within 5% of the enrollment projected in the approved budget.</p> <p><i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i></p> <p><b><math>(194-200)/200 = -3\%</math></b></p>	<p><b>Lower Risk</b> Actual within 2% of the projected enrollment</p> <p><b>Moderate Risk</b> Variance is between 2 and 5%</p> <p><b>High Risk</b> Variance is greater than 5% of the projected enrollment</p>
4.1d	Financial Obligations Default (Near-Term Measures)	<p>The school meets all debt and real estate lease obligations.</p> <p><i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i></p>	<p><b>Lower Risk</b> Not in default and not delinquent</p> <p><b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors</p> <p><b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors</p>
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p><b>CYR - <math>\\$-259,252 / \\$2,888,264 = -0.9\%</math></b> <b>3YR - <math>\\$-552,066 / \\$8,635,157 = -6.4\%</math></b></p>	<p><b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p> <p><b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin <math>\geq -10\%</math></p> <p><b>High Risk</b> Aggregated Three-Year Total Margin is negative OR the current year Total Margin is <math>&lt; -10\%</math></p>
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p><b><math>\\$561,691 / \\$1,466,591 = 38\%</math></b></p>	<p><b>Lower Risk</b> Less than 90%</p> <p><b>Moderate Risk</b> 90 to 100%</p> <p><b>High Risk</b> Greater than 100%</p>
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.</i> <i>Cumulative Cash Flow is the sum of current and prior year Cash</i></p>	<p><b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>

		<p><i>Flow</i></p> <p><b>CYR Cash Flow = \$-322,275</b>  <b>PYR Cash Flow = \$-41,530</b>  <b>2-Year Cash Flow = \$-363,805</b></p>	<p><b>Moderate Risk</b> A positive cumulative 2-year cash flow</p> <p><b>High Risk</b> Does not have a positive cumulative 2-year cash flow</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><b>\$149,507 / \$256,891 = 0.6</b></p>	<p><b>Lower Risk</b> Exceeds 1.1</p> <p><b>Moderate Risk</b> Is 1.0 to 1.1</p> <p><b>High Risk</b> Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>School 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 June 30th.</p>	<p><b>Meeting Expectations</b> School 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><b>Not Meeting Expectations</b> School 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>
<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
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><b>Meeting Expectations</b> School is implementing the mission and design elements as outlined in the charter and amendments</p> <p><b>Approaching Expectations</b> School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p><b>Not Meeting Expectations</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>5</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>6</sup>.</p> <p><b>91% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<p><b>Exceeding Expectations</b> More than 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b></p>

<sup>5</sup> Student resident in the state of Maine

<sup>6</sup> Student Count Day is October 1

			75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
5.3	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><b>92% of students completed an Intent to Re-Enroll form for SY2024-25.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p>
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
6.1	Campus: Attendance	<p>75% of students will meet their individual attendance goal.</p> <p><b>MeANS partially met this goal with Q2 62%, Q3 76%, Q4 64% for a total average of 67% for the year.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 85%</p>
			<b>Meeting Expectations</b> 75% - 84.9%
			<b>Approaching Expectations</b> 65% - 74.9%
			<b>Not Meeting Expectations</b> Fewer than 65%
6.2	Campus: Graduation	<p>85% of eligible seniors enrolled on the last day of school will graduate at the end of the year</p> <p><b>39 out of 42 seniors graduated, for a total of 93%. Campus graduation was 100%.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 95%</p>
			<b>Meeting Expectations</b> 85% - 94.9%
			<b>Approaching Expectations</b> 75% - 84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
6.3	Campus: Participation on NWEA MAP testing	<p>90% Participation on Fall and Spring MAP (local) Testing for Campus</p> <p><b>MeANS had 100% participation in the fall for a total of 31/31 completing the assessment and had 26/28 in the spring for a total of 93%. The average of the two is 96%.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 95%</p>
			<b>Meeting Expectations</b> 90% - 94.9%
			<b>Approaching Expectations</b> 75% - 89.9%
			<b>Not Meeting Expectations</b> Fewer than 75%
6.4	Threshold: Engagement Goals	<p>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:</p> <ul style="list-style-type: none"> <li>I. Credit/Transcript Deficiencies <ul style="list-style-type: none"> <li>A. Behind more than 10 credits (2 or more years behind)</li> </ul> </li> </ul>	<p><b>Exceeding Expectations</b> Exceeds 85%</p>
			<b>Meeting Expectations</b> 75% - 84.9%



		<ul style="list-style-type: none"> <li>B. Behind 5 credits or more (1 year behind)</li> <li>C. Behind 1-5 credits</li> <li>D. On pace</li> </ul> <p>II. Absenteeism History</p> <ul style="list-style-type: none"> <li>A. Absent 50% or more of previous year's calendar days</li> <li>B. Chronically absent for entire year (17-87 absences)</li> <li>C. Chronically absent for 1-4 quarters (5-16 absences)</li> <li>D. Not chronically absent in any quarter in previous year</li> </ul> <p>III. Graduation Likelihood</p> <ul style="list-style-type: none"> <li>A. Will take 2 more more years extra to graduate</li> <li>B. Will take between one to two extra years to graduate</li> <li>C. Will take less than one extra year to graduate</li> <li>D. Will graduate within four years of entering high school</li> </ul> <p>IV. Familial and Community Supports</p> <ul style="list-style-type: none"> <li>A. Little to No Support from Family and Community</li> <li>B. Infrequent Support from family and Community</li> <li>C. Frequent Support from Family and Community</li> <li>D. Consistently Strong Support from Family and Community</li> </ul>	<p><b>Approaching Expectations</b> 65% - 74.9%</p> <p><b><i>54/75 (72%) of students met their engagement goal by the end of the year. Additionally, 11 students partially met their goal while 10 students exceeded their goal.</i></b></p> <p><b>Not Meeting Expectations</b> Fewer than 65%</p>
6.5	Threshold: Participation on NWEA MAP testing	<p>80% Participation on Fall and Spring MAP (local) Testing for Threshold</p> <p><b><i>100% of Threshold 9th graders completed the assessment both fall and spring.</i></b></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>Meeting Expectations</b> 80% - 89.9%</p> <p><b>Approaching Expectations</b> 70% - 79.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 70%</p>

# Coversheet

## To Receive and Place on File SY2023-24 Annual Report to the Commissioner

**Section:** X. New Business Requiring Approval and/or Acceptance  
**Item:** B. To Receive and Place on File SY2023-24 Annual Report to the Commissioner  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** DRAFT Annual Report to the Commissioner 2023-24.pdf



2023-24

# *Annual Report*

*to the*

# *Commissioners*

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## The Maine Charter School Commission

**Seat #1  
Tom Keller**



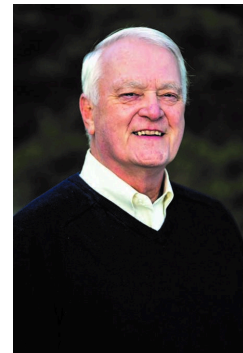
**Seat #5  
Jim Handy**



**Seat #2  
James Ford**



**Seat #6  
Norm Higgins  
Chair**



**Seat #3  
Victoria Kornfield**



**Seat #7  
Leigh Albert  
Vice Chair**



**Seat #4  
Brian Langley**



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November 2024

Commissioner Makin,

We are pleased to submit the SY2023-24 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.

We measure school performance using the Performance Framework developed by the Maine Charter School Commission, which outlines four categories that work in tandem to indicate school performance. The areas measured are:

- Academic Achievement: Is the school an academic success? Is the school adequately preparing students for their desired post-secondary outcomes?
- School Climate and Family Engagement: Does the school provide the conditions for students to be successful?
- Organizational Sustainability: Is the school an effectively run and sustainable organization?
- Financial Management and Viability: Is the school financially viable?
- School Mission and Student Persistence: Is the school faithful to its mission? Does the school ensure access for all students eligible to attend the school?

Below is a snapshot of performance framework outcomes:

- Based on results from the spring administration of the Maine Through Year Assessment, **8 of 9** public charter schools are **meeting** or **exceeding** framework expectations for reading proficiency, performing above the state average. Math proficiency is an area of growth with **4 of 9** schools **meeting** or **exceeding** expectations.
- **6 of 7** charter high schools are **meeting** or **exceeding** framework expectations for 4-year high school completion and surpassing the Maine Department of Education's annual graduation goal of 87%.
- In SY2023-24 the Commission began measuring 5 and 6-year high school graduation rates and **6 of 7** charter high schools are **exceeding** expectations on the framework.
- Charter high schools use the Accuplacer to assess post-secondary readiness. **6 of 7** of the high schools are **exceeding** framework expectations, demonstrating that students graduating from Maine's public charter high schools are college-ready upon graduation.
- Chronic absenteeism rates are high with **4 of 9** schools **meeting** or **exceeding** framework expectations. To "meet expectations" schools must be between 10%-18% chronically absent. While rates remain high for several schools, many have decreased the percentage from a year ago.
- Schools administered the annual Panorama survey last spring measuring

school climate and engagement with families, students, teachers, and staff. Results compared to like-schools nationally are as follows:

- Family satisfaction rates from **8 of 9** charter schools **exceeded** expectations.
- Students in grades 6-12 responded favorably on the required survey scales in **6 of 9** charter schools. Students in grades 3-5 had lower favorability, which will be monitored closely by the Commission.
- This is the first year that results from teachers and staff have been reported separately. Overall, responses were favorable with high teacher satisfaction rates at **7 of 9** schools and high staff satisfaction rates at **8 of 9** schools.
- All charter school governing boards meet on a regular basis and are required to engage in a baseline of annual training and development. We had strong school board attendance at our in-person events. However, most school boards are **not meeting** the baseline training expectation. We will clarify the expectations with the hope that all boards satisfy this requirement in SY2024-25.
- Student persistence is a strength across the charter school portfolio, with the majority of schools **meeting** or **exceeding** expectations.
- Financial measures for FY24 are included in annual monitoring reports for the first time without the need for a report addendum later in the year. Instead of delaying our reporting as we await the completion of annual financial audits, Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, staff will re-calculate the metrics and compare the results to the Q4 results. If there are material changes which move outcomes to a different risk category, an addendum will be filed. This change allows for a full picture of school performance in the Annual Report.

Public charter schools with students in grades 3-8 are required to report results from the NWEA MAP assessment to the Commission annually. Because the student experience taking the Maine Through Year Assessment is similar to that of the NWEA MAP assessment, schools were uncomfortable with “double testing” and asked if the Commission would consider a waiver for the NWEA MAP Assessment. After consultation with the Assessment Team at the Maine Department of Education, we granted the requested waivers. Unfortunately, the growth data available via the Maine Through Year Assessment appears to be unreliable. The Commission will again require schools to administer the NWEA MAP beginning in the fall, in addition to the Maine Through Year Assessment.

Charter schools **serve an at-risk population** as evidenced by framework results. Economically disadvantaged students from **5 of 6** schools (with reportable subgroup data) are **exceeding** expectations in reading proficiency while **2 of 6** are **exceeding** in math proficiency. Accuplacer results overwhelmingly show that disadvantaged students are college-ready upon graduation.

Highlights from the portfolio include:

- Katie Strait, a science teacher at Baxter Academy for Technology and Science, was named the 2024 Cumberland County Teacher of the Year and was one of 4 finalists for Maine Teacher of the Year. This is the first time a charter school teacher has earned such a distinction.
- The Clifford Arts & Student Center is the Ecology Learning Center's new public performing arts theater, public art gallery, and art studio. "The Cliff" will host regular music and film events as well as educational workshops for students and community members. The Center - which includes a 200-seat theater, commercial kitchen, dining space, and ceramics studio - was built in 2000 and gifted to the Ecology Learning Center by the Unity Environmental University in collaboration with the Unity Foundation.
- Maine Arts Academy completed its first full year in its new location – the former Maine Veterans Home in Augusta. Staff and students alike recognized the importance of community involvement and organized a "Day of Caring" where they planted trees for the Viles Arboretum and groomed the ball fields for the City of Augusta. Students regularly perform for the veterans that moved to their new location on "Heroes Way" in Augusta.
- The Threshold Program at Maine Academy of Natural Sciences - a diploma program for students who have become disengaged from school for a variety of reasons (e.g., challenges that make it difficult to attend school regularly and/or pregnant and parenting teens) continues to impress and outperform similar programs nationally. Students that do not earn their high school diploma with their cohort often choose to return for a 5th, or even 6th, year to complete their education. Graduation rates over the last few years have ranged from 80%-100%.
- The two virtual public charter schools - Maine Connections Academy and Maine Virtual Academy - are serving nearly 1,000 students in Maine with at least that many students on a waitlist hoping for an opportunity to enroll. Students that choose a virtual education come from different walks of life – elite or speciality athletes and performers who need a flexible schedule; students who live in areas that do not provide advanced classes; parents who have homeschooled their children but require advanced middle school and high school content; students with physical disabilities; students who work during the day to help support their families, often in a family business; students who had a difficult time in their resident school (i.e., bullying and/or other trauma); and students with high levels of anxiety. Both schools are in the top 10 of ranked high schools in the state of Maine per a recent review by the U.S. News and World Report.

Charter schools experience financial and organizational challenges. Schools report increased enrollment from inpatient settings (e.g., Spurwink Chelsea Day Treatment, Crossroads Youth Center, and Becket House); difficulty finding certified special education staff; high special education costs (ACADIA Academy had 6 out-of-district placements in SY2023-24); and insufficiently funded requirements (i.e., speech pathology, sign language interpretation, and bus



service). Transportation to school is a barrier for many families and contributes to high chronic absenteeism rates and schools have reported losing students due to domestic challenges, such as students removed from the home and placed in foster care outside of the catchment area.


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


## Charter School Profiles (2024-25 School Year)


	<p><b>ACADIA Academy</b> 12 Westminster Street, Lewiston <a href="http://www.acadiaacademy.org">www.acadiaacademy.org</a></p> <p>Meredith Morrison, <i>Board President</i> Heather Bucklin, <i>Head of School</i></p> <p>Grades Served: Pre-K to 6 Enrollment = 250</p> <p>18.40% Special Education 32.00% Economically Disadvantaged</p>
	<p><b>Baxter Academy for Technology and Science</b> 185 Lancaster Street, Portland <a href="http://www.baxter-academy.org">www.baxter-academy.org</a></p> <p>Ruth Dean, <i>Board Chair</i> Anna Klein-Christie, <i>Executive Director</i></p> <p>Grades Served: 9 to 12 Enrollment = 384</p> <p>21.88% Special Education 20.05% Economically Disadvantaged</p>
	<p><b>Community Regional Charter School</b> 48 South Factory Street, Skowhegan <a href="http://www.crcsme.org">www.crcsme.org</a></p> <p>Nicki Reinholt, <i>Board Chair</i> Travis Works, <i>Executive Director</i></p> <p>Grades Served: PK to 12 Enrollment = 385</p> <p>23.64% Special Education 70.39% Economically Disadvantaged</p>


 <p><i>*Not Certified</i></p>	<p><b>Ecology Learning Center</b> 230 Main Street, Unity <a href="http://www.ecologylearningcenter.org">www.ecologylearningcenter.org</a></p> <p>Beth Alma, <i>Board Chair</i> Leza Packard, <i>Head of School</i></p> <p>Grades Served: 9 to 12 Enrollment = 120*</p> <p>*26.67% Special Education *35.83% Economically Disadvantaged</p>
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	<p><b>Fiddlehead School of Arts &amp; Sciences</b> 25 Shaker Road, Gray <a href="http://www.fiddleheadschoool.org">www.fiddleheadschoool.org</a></p> <p>Bill Doughty, <i>Board Chair</i> Jacinda Cotton-Castro, <i>Executive Director</i></p> <p>Grades Served: PK to 8 Enrollment = 177</p> <p>28.81% Special Education 28.25% Economically Disadvantaged</p>
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	<p><b>Maine Academy of Natural Sciences</b> 13 Easler Road, Hinckley <a href="http://www.meansacademy.org">www.meansacademy.org</a></p> <p>Robert Dodge, <i>Board Chair</i> Matt Newberg, <i>Head of School</i></p> <p>Grades Served: 9 to 12 Enrollment = 177</p> <p>23.16% Special Education 71.19% Economically Disadvantaged</p>
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 <p><i>Maine Arts Academy</i></p>	<p><b>Maine Arts Academy</b> 310 Cony Road, Augusta <a href="http://www.maineartsacademy.org">www.maineartsacademy.org</a></p> <p>Linda Warner, <i>Board President</i> Heather King, <i>Head of School</i></p> <p>Grades Served: 9 to 12 Enrollment = 245</p> <p>17.14% Special Education 40.82% Economically Disadvantaged</p>
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 <p><b>MAINE CONNECTIONS ACADEMY</b></p> <p><i>*Not Certified</i></p>	<p><b>Maine Connections Academy</b> 600 Southborough Drive, Suite 202 Portland <a href="https://www.connectionsacademy.com/maine-virtual-school/">https://www.connectionsacademy.com/maine-virtual-school/</a></p> <p>Billy Thompson, <i>Board President</i> Walter Wallace, <i>Head of School</i></p> <p>Grades Served: 7 to 12 Enrollment = 501*</p> <p>*21.96% Special Education *51.30% Economically Disadvantaged</p>
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 <p><b>MAINE VIRTUAL ACADEMY</b></p> <p><i>*Not Certified</i></p>	<p><b>Maine Virtual Academy</b> 6 E Chestnut Street, Augusta <a href="http://www.mainevirtualacademy.org">www.mainevirtualacademy.org</a></p> <p>Donna Pelletier, <i>Board President</i> Dr. Melinda Browne, <i>Head of School</i></p> <p>Grades Served: 7 to 12 Enrollment = 475*</p> <p>*24.68% Special Education *49.15% 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
		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	Maine Connections Academy	Renewed in October 2023
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 framework promotes 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 framework helps 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.*

The Commission made slight adjustments to the framework in February 2024. Below is a summary of how the charter school portfolio as a whole performed on the Performance Framework during the 2023-24 school year:

*Legend of School Abbreviations:*

ACADIA	ACADIA Academy	ELC	Ecology Learning Center
Baxter	Baxter Academy for Technology + Science	FSAS	Fiddlehead School of Arts & Sciences
CRCS	Community Regional Charter School	MCA	Maine Connections Academy
CRCS (CCA)	CRCS - Creative Children’s Academy	MeAA	Maine Arts Academy
CRCS (DA)	CRCS - Dimensions Academy	MeANS	Maine Academy of Natural Sciences
CRCS (OA)	CRCS - Overman Academy	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?**

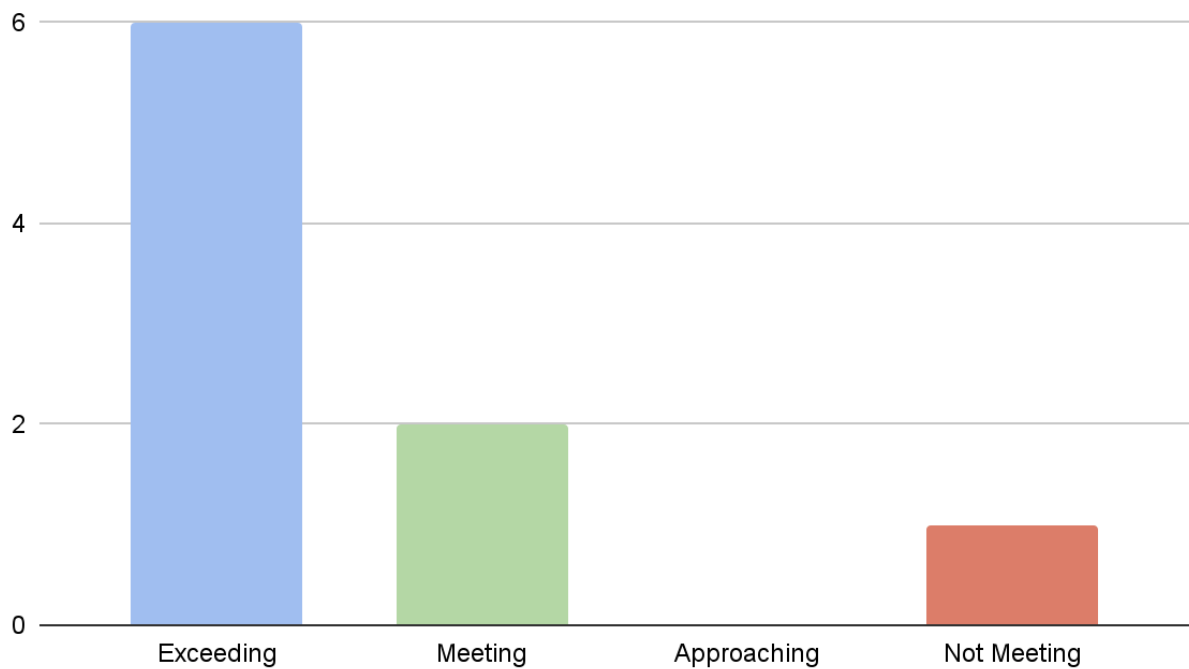
**1.1a Student Academic Proficiency: MDOE Through Year Assessment, Reading**

***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.*

**Outcomes:**

<p><b>Exceeding Expectations</b>                  ≥5% of state average of schools “at or above state expectation”</p> <p><b>ACADIA, Baxter, ELC, MCA, MeAA, MeANS</b></p>	<p><b>Meeting Expectations</b>                  Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p> <p><b>FSAS, MeVA</b></p>	<p><b>Approaching Expectations</b>                  Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>	<p><b>Not Meeting Expectations</b>                  &lt;-15% of state average of schools “at or above state expectation”</p> <p><b>CRCS</b></p>
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1.1a Academic Proficiency - Reading





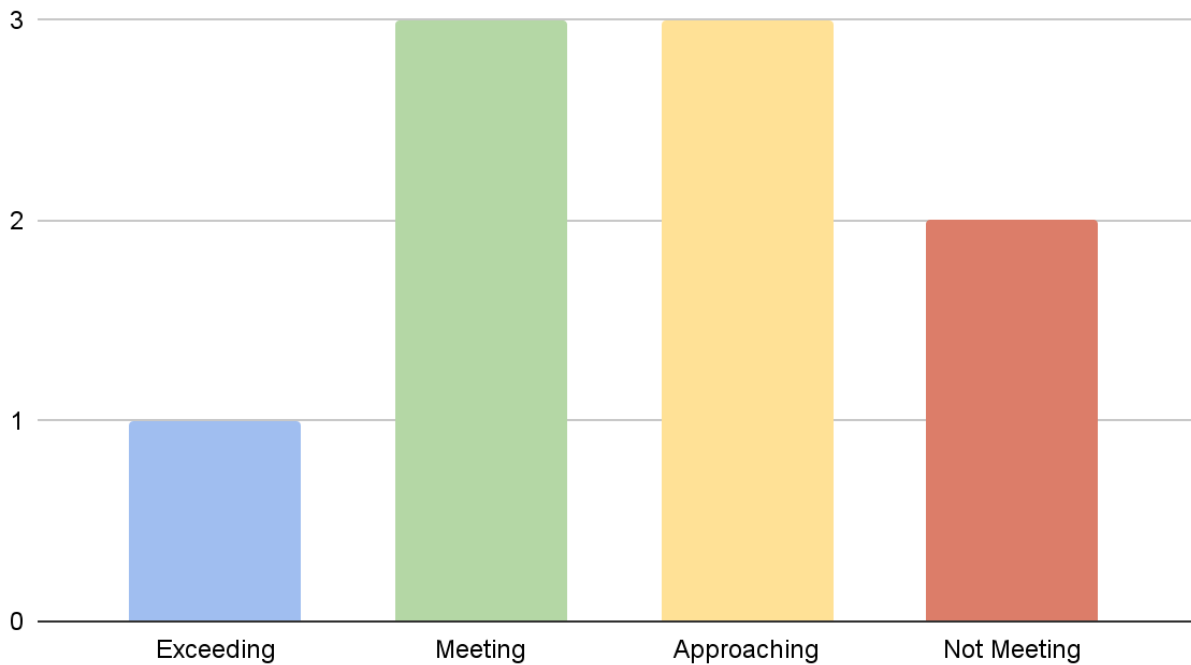
### 1.1b Student Academic Proficiency: MDOE Through Year Assessment, Math

**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.

**Outcomes:**

<p><b>Exceeding Expectations</b>                  ≥5% of state average of schools “at or above state expectation”</p> <p><b>Baxter</b></p>	<p><b>Meeting Expectations</b>                  Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p> <p><b>ACADIA, ELC, FSAS</b></p>	<p><b>Approaching Expectations</b>                  Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p> <p><b>MCA, MeAA, MeANS</b></p>	<p><b>Not Meeting Expectations</b>                  &lt;-15% of state average of schools “at or above state expectation”</p> <p><b>CRCS, MeVA</b></p>
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1.1b Academic Proficiency - Math



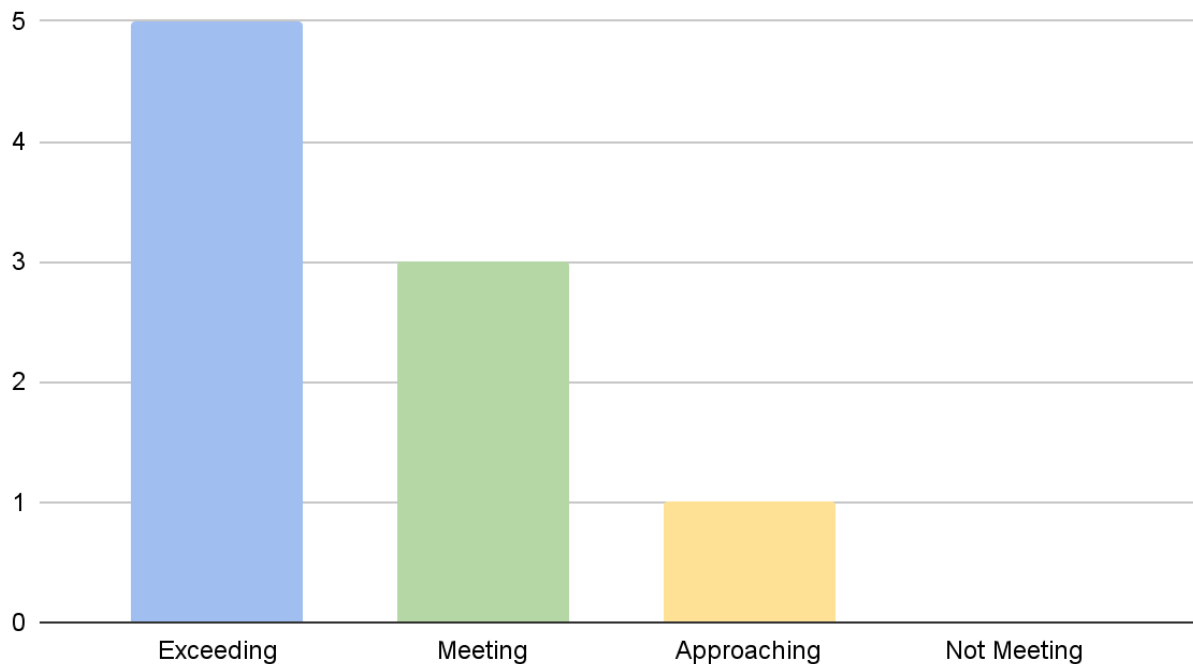
### 1.1c Proficiency by subgroup, Through-Year Assessment, Reading

**Target:** Schools will report the percentage of students in each reportable subgroup assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students on IEPs, Multilingual Learners, Economically Disadvantaged, Race, and Ethnicity. To be reported, subgroups must have **at least 10 students**.

**Outcomes:**

<p><b>Exceeding Expectations</b>                  ≥5% of state average of schools “at or above state expectation”</p> <p><b>Baxter, ELC, MCA, MeAA, MeANS</b></p>	<p><b>Meeting Expectations</b>                  Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p> <p><b>ACADIA, FSAS, MeVA</b></p>	<p><b>Approaching Expectations</b>                  Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p> <p><b>CRCS</b></p>	<p><b>Not Meeting Expectations</b>                  &lt;-15% of state average of schools “at or above state expectation”</p>
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1.1c Subgroup Proficiency - Reading



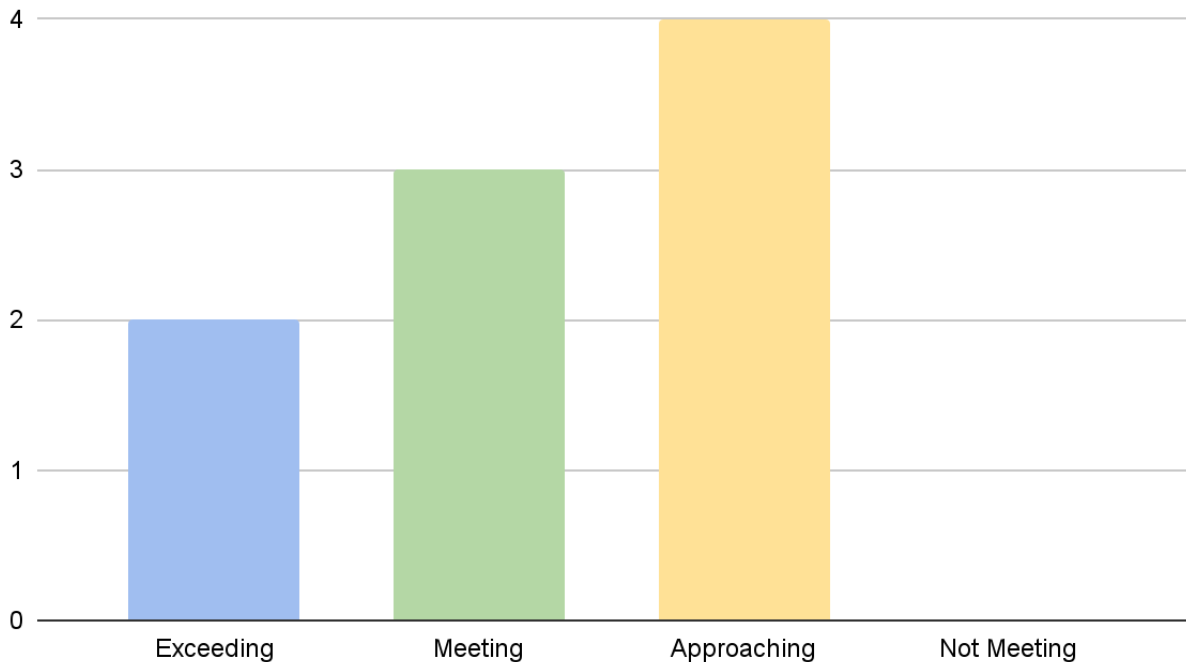
### 1.1d Proficiency by subgroup, Through-Year Assessment, Math

**Target:** Schools will report the percentage of students in each reportable subgroup assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students on IEPs, Multilingual Learners, Economically Disadvantaged, Race, and Ethnicity. To be reported, subgroups must have **at least 10 students**.

**Outcomes:**

<p><b>Exceeding Expectations</b>                  ≥5% of state average of schools “at or above state expectation”</p> <p><b>Baxter, ELC</b></p>	<p><b>Meeting Expectations</b>                  Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p> <p><b>FSAS, MeAA, MeANS</b></p>	<p><b>Approaching Expectations</b>                  Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p> <p><b>ACADIA, CRCS, MCA, MeVA</b></p>	<p><b>Not Meeting Expectations</b>                  &lt;-15% of state average of schools “at or above state expectation”</p>
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1.1d Subgroup Proficiency - Math



## 1.2 Reading on Grade Level - 3rd Grade

**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:*

**Outcomes:**

<b>ACADIA Academy</b>  71% ( <i>Fountas and Pinnell</i> )	<b>Community Regional Charter School</b>  43% ( <i>Fountas and Pinnell</i> )	<b>Fiddlehead School of Arts &amp; Sciences</b>  67% ( <i>NWEA/MTY Assessment</i> )
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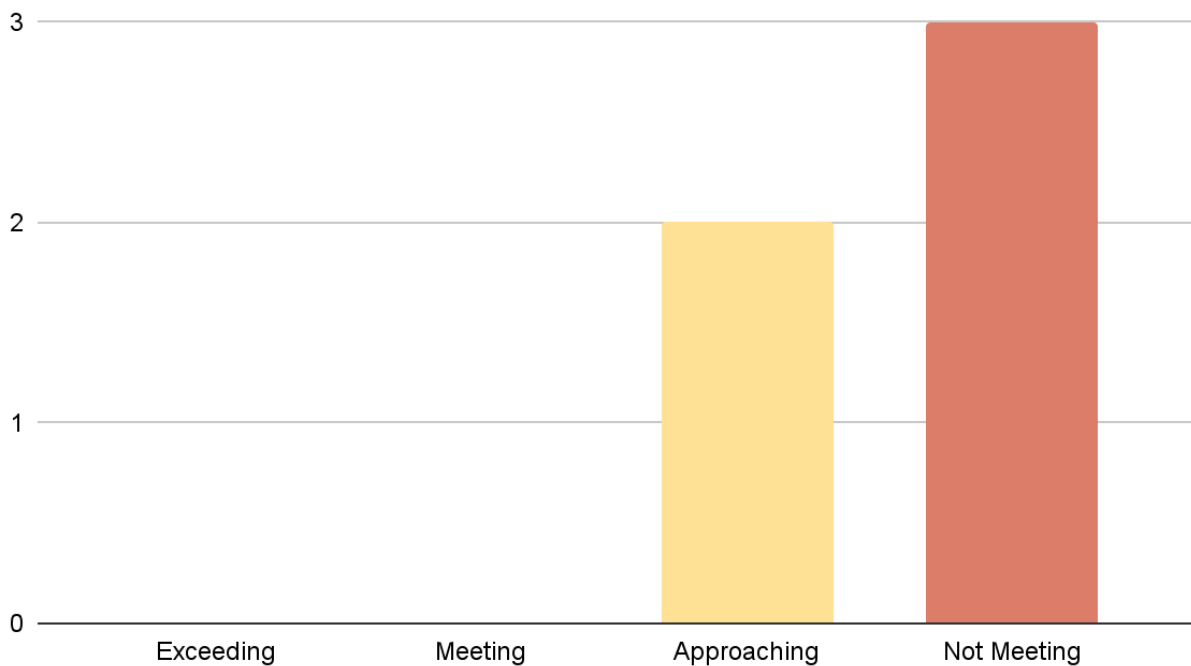
### 1.3a Student Academic Growth: NWEA MAP Growth 3rd-8th

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

**Outcomes:**

<b>Exceeding Expectations</b> Exceeds 55%	<b>Meeting Expectations</b> Between 45%-54.9%	<b>Approaching Expectations</b> Between 35%-44.9%  CRCS, MeVA	<b>Not Meeting Expectations</b> Below 35%  ACADIA, FSAS, MCA
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1.3a Academic Growth - Reading



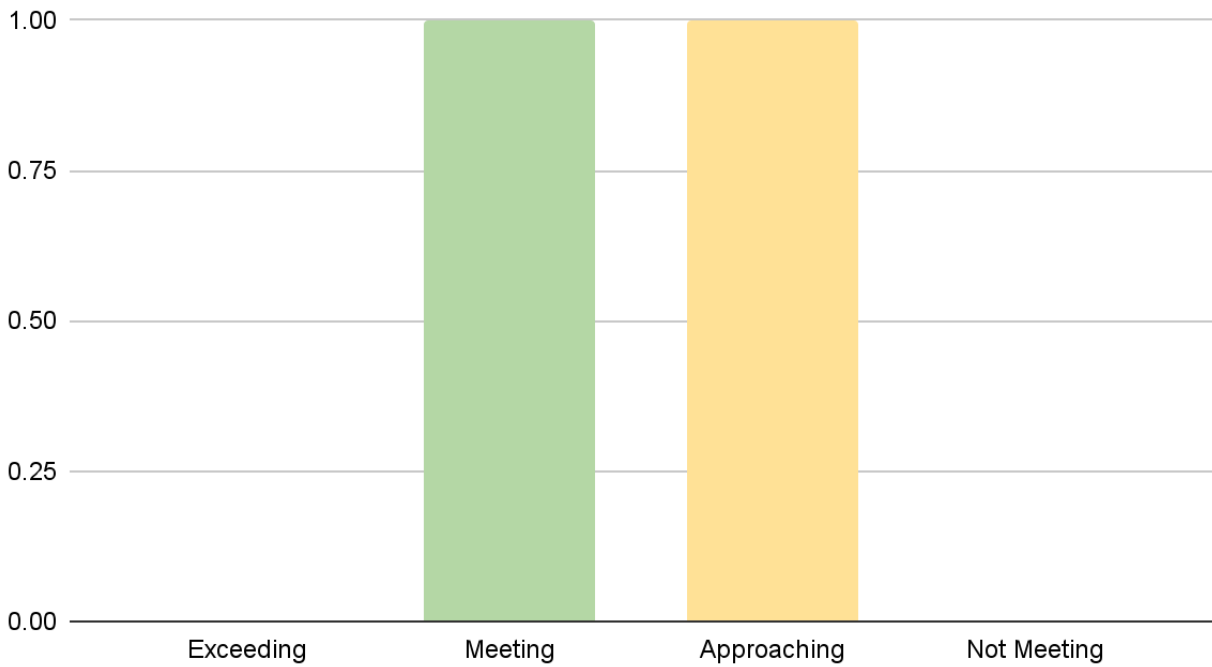
### 1.3b Student Academic Growth: NWEA MAP Growth 3rd-8th

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

**Outcomes:**

<b>Exceeding Expectations</b> Exceeds 55%	<b>Meeting Expectations</b> Between 45%-54.9%  <b>MeVA</b>	<b>Approaching Expectations</b> Between 35%-44.9%  <b>CRCS</b>	<b>Not Meeting Expectations</b> Below 35%
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1.3b Academic Growth - Language



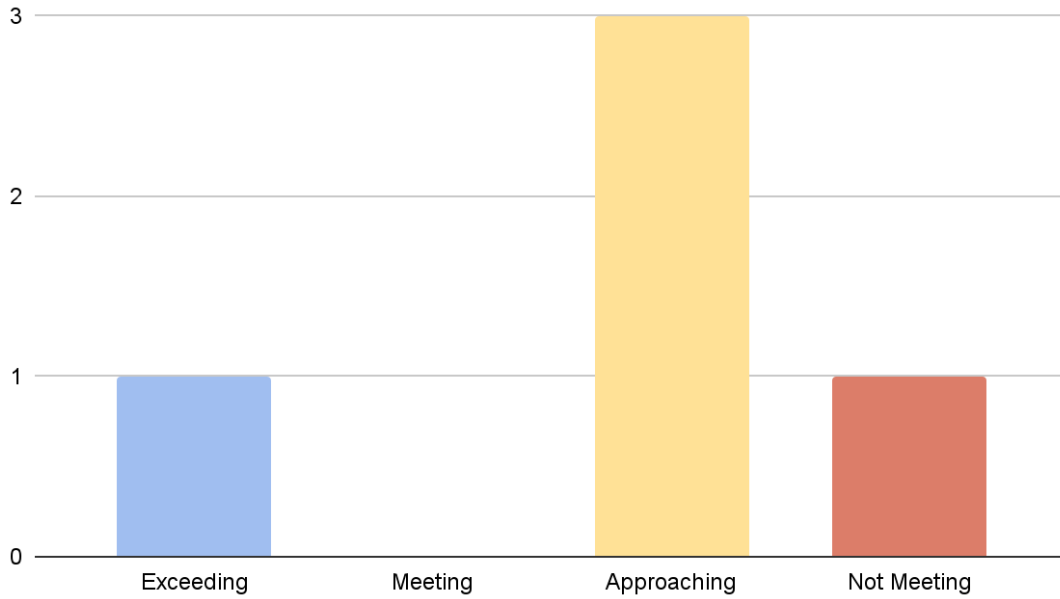
### 1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th

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

**Outcomes:**

<b>Exceeding Expectations</b> Exceeds 55%  <b>MeVA</b>	<b>Meeting Expectations</b> Between 45%-54.9%	<b>Approaching Expectations</b> Between 35%-44.9%  <b>ACADIA, CRCS, FSAS</b>	<b>Not Meeting Expectations</b> Below 35%  <b>MCA</b>
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1.3c Academic Growth - Math



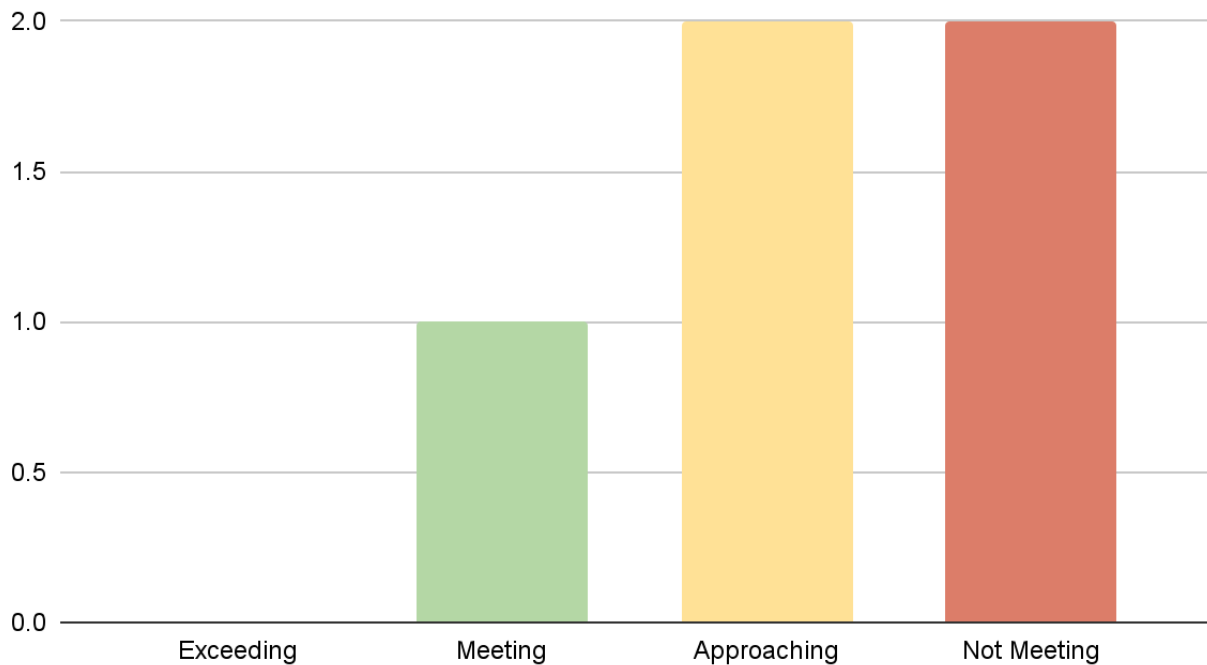
### 1.4a Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

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

**Outcomes:**

<b>Exceeding Expectations</b> Exceeds 55%	<b>Meeting Expectations</b> Between 45%-54.9%  <b>FSAS</b>	<b>Approaching Expectations</b> Between 35%-44.9%  <b>CRCS, MeVA</b>	<b>Not Meeting Expectations</b> Below 35%  <b>ACADIA, MCA</b>
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1.4a Subgroup Growth - Reading



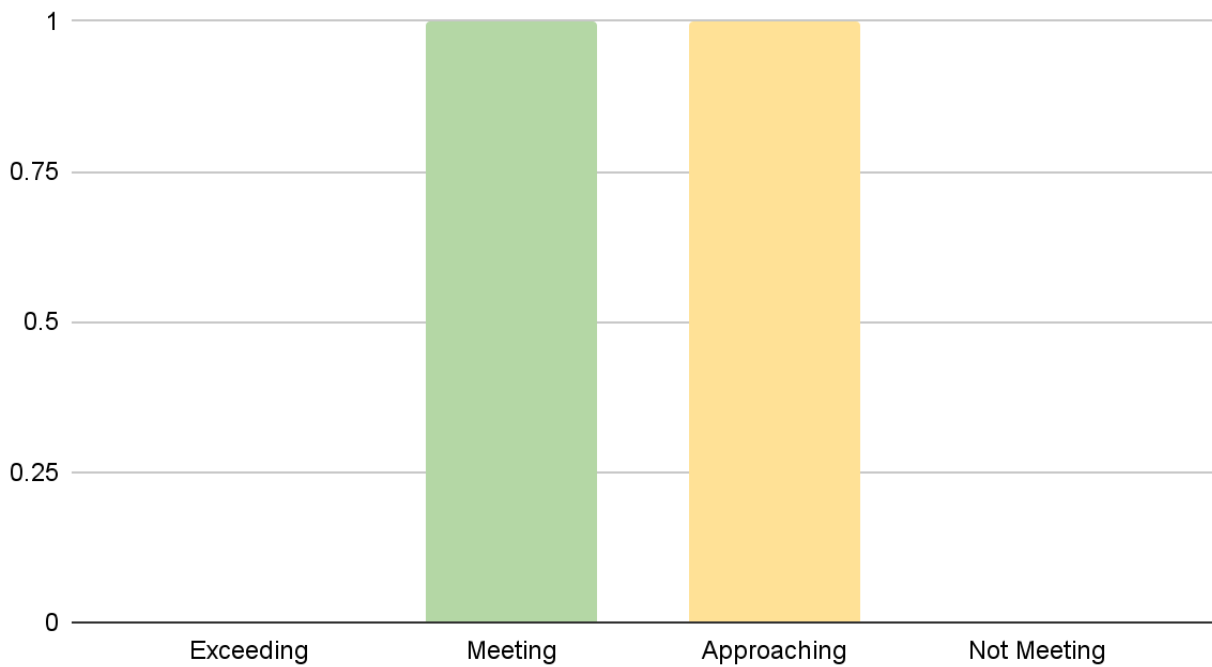
### 1.4b Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

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

**Outcomes:**

<b>Exceeding Expectations</b> Exceeds 55%	<b>Meeting Expectations</b> Between 45%-54.9%  <b>MeVA</b>	<b>Approaching Expectations</b> Between 35%-44.9%  <b>CRCS</b>	<b>Not Meeting Expectations</b> Below 35%
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1.4b Subgroup Growth - Language





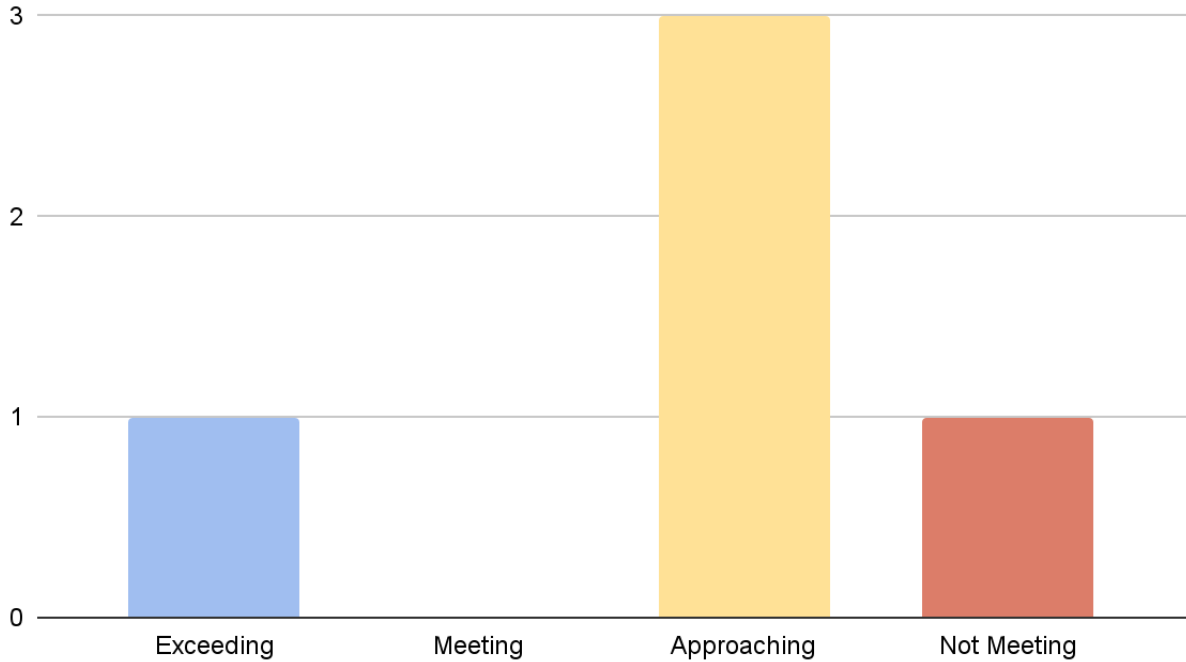
### 1.4c Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

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

**Outcomes:**

<b>Exceeding Expectations</b> Exceeds 55%  <b>MeVA</b>	<b>Meeting Expectations</b> Between 45%-54.9%	<b>Approaching Expectations</b> Between 35%-44.9%  <b>ACADIA, CRCS, FSAS</b>	<b>Not Meeting Expectations</b> Below 35%  <b>MCA</b>
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1.4c Subgroup Growth - Math



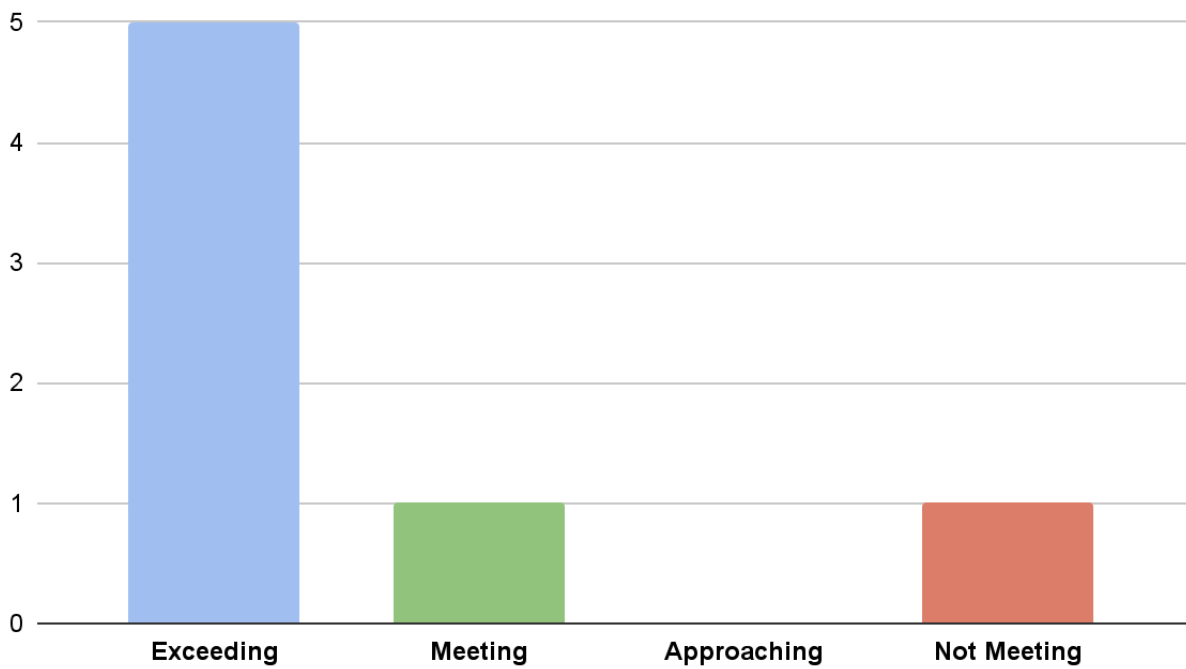
### 1.5 4 Year High School Completion

**Target:** 4-year high school graduation rate (current cohort). Schools will meet annual 2024 goal of 87%

**Outcomes:**

<b>Exceeding Expectations</b> Exceeds 90%  <b>Baxter, CRCS, MCA, MeAA, MeVA</b>	<b>Meeting Expectations</b> Met annual target (87%)  <b>ELC</b>	<b>Approaching Expectations</b> Less than 5% below target	<b>Not Meeting Expectations</b> 5% or more below target  <b>MeANS</b>
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1.5 4-Year HS Graduation Rate



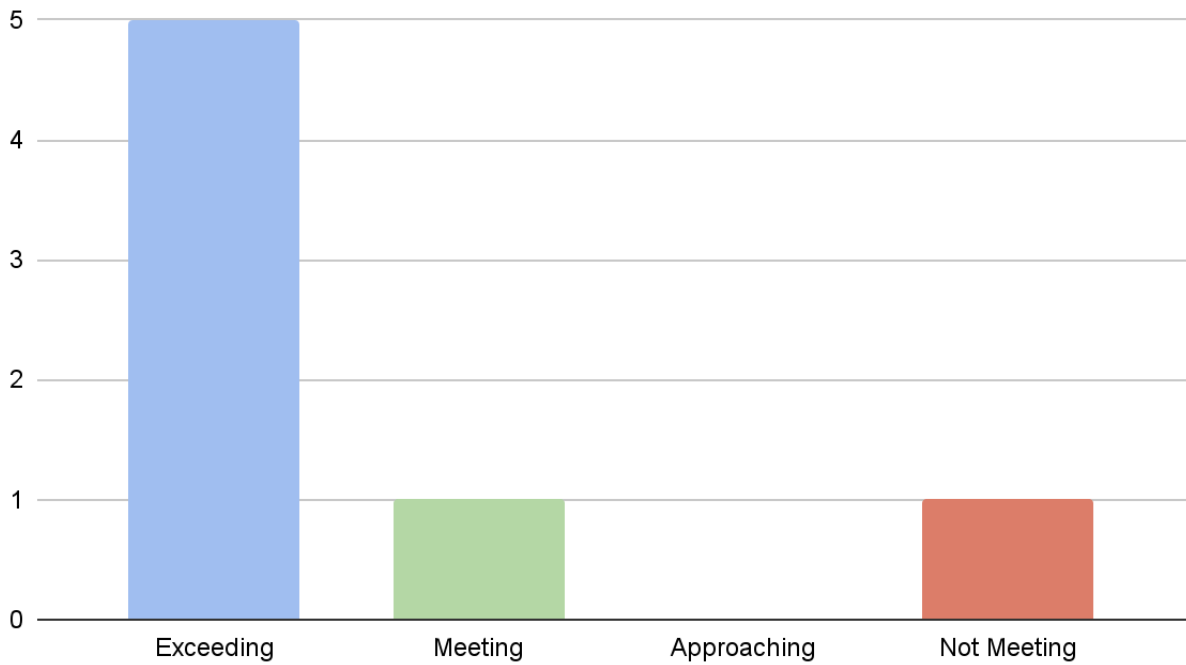
### 1.5a 5 and 6 Year High School Completion

**Target:** 5-and-6-year high school graduation rate. Schools will meet the annual 2024 goal of 87%.

**Outcomes:**

<b>Exceeding Expectations</b> Exceeds 90%  <b>Baxter, CRCS, ELC, MeAA, MeVA</b>	<b>Meeting Expectations</b> Met annual target (87%)  <b>MCA</b>	<b>Approaching Expectations</b> Less than 5% below target	<b>Not Meeting Expectations</b> 5% or more below target  <b>MeANS</b>
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1.5a 5-and-6-Year HS Graduation Rate



### 1.6a Post-Secondary Readiness

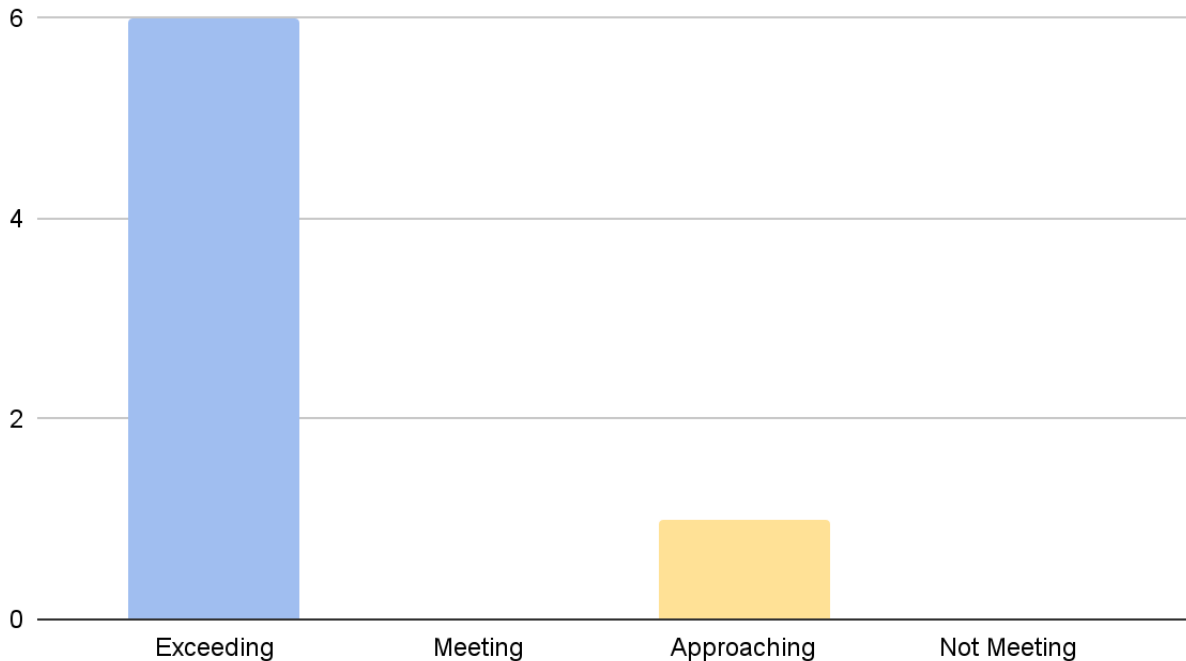
**Target:** School will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:

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

**Outcomes:**

<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p> <p><b>Baxter, CRCS, MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p>	<p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in reading OR math, but not both.</p> <p><b>ELC</b></p>	<p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
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1.6a Post-Secondary Readiness



### 1.6b Post-Secondary Readiness: Subgroups

**Target:** Students will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:

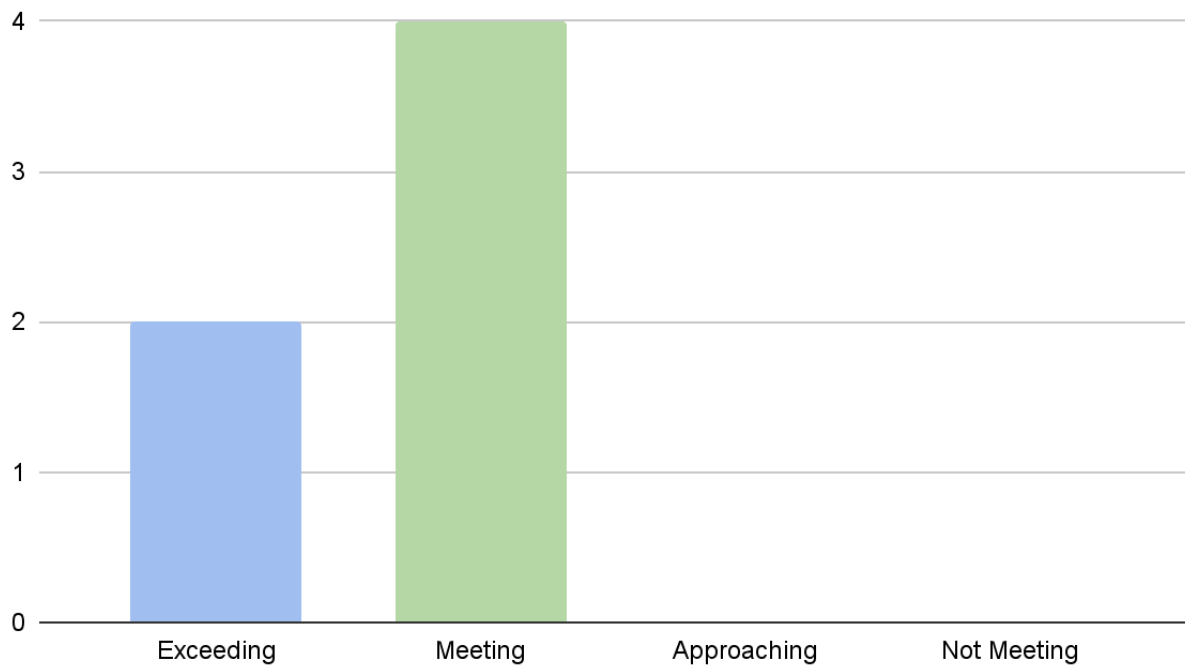
- Accuplacer - The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;
- SAT scores of EBRW 530 or higher and 520 or higher in math or;
- ASVAB score of 31 or higher.

The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).

**Outcomes:**

<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p> <p><b>Baxter, MeAA</b></p>	<p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <p><b>CRCS, MCA, MeANS, MeVA</b></p>	<p><b>Approaching Expectations</b> 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in reading OR math, but not both.</p>	<p><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
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1.6b Subgroup Post-Secondary Readiness



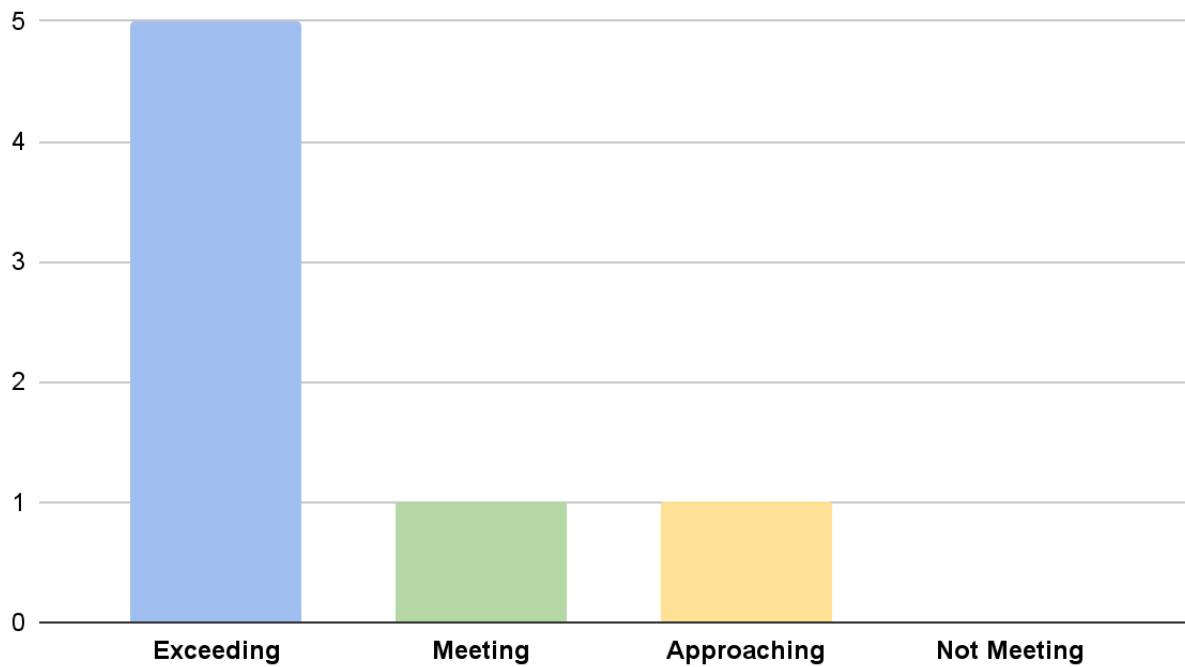
### 1.6c Post-Secondary Readiness: Post-Secondary Activity

**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:**

<b>Exceeding Expectations</b> Exceeds 80%  <b>Baxter, ELC, MCA, MeANS, MeVA</b>	<b>Meeting Expectations</b> 70% - 79.9%  <b>MeAA</b>	<b>Approaching Expectations</b> 60% - 69.9%  <b>CRCS</b>	<b>Not Meeting Expectations</b> Fewer than 60%
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1.6c Post-Secondary Activity



**1.6d Post-Secondary Readiness: FAFSA**

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

Schools reported as required.

**Outcomes:**

Baxter Academy for Technology and Science	74% of students/families completed
Community Regional Charter School	36% of students/families completed
Ecology Learning Center	86% of students/families completed
Maine Academy of Natural Sciences	33% of students/families completed
Maine Arts Academy	38% of students/families completed
Maine Connections Academy	50% of students/families completed
Maine Virtual Academy	30% of students/families completed

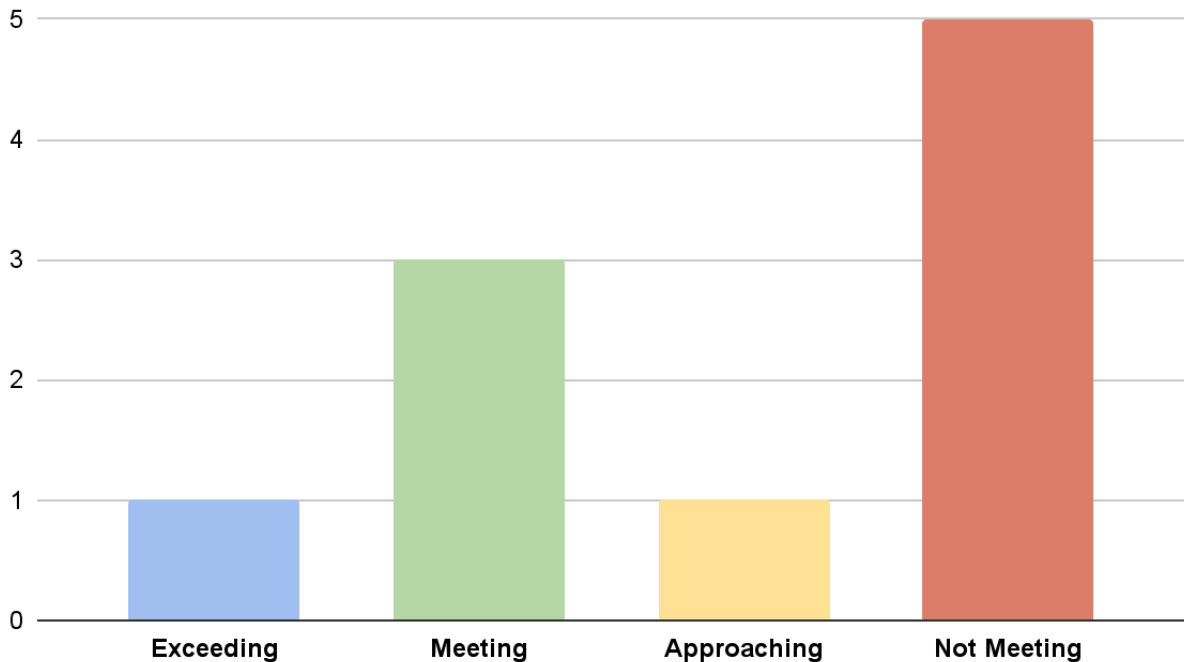
## 1.7 Student Attendance

**Target:** Chronic absenteeism rate. 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 chronic absenteeism rates, though this target will not be rated.

**Outcomes:**

<b>Exceeding Expectations</b> Fewer than 10%  <b>MeVA</b>	<b>Meeting Expectations</b> 10%-18%  <b>ACADIA, MCA, MeAA</b>	<b>Approaching Expectations</b> 17.9%-25%  <b>Baxter</b>	<b>Not Meeting Expectations</b> Greater than 25%  <b>CRCS (DA), CRCS (OA), ELC, FSAS, MeANS</b>
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1.7 Chronic Absenteeism





## 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.

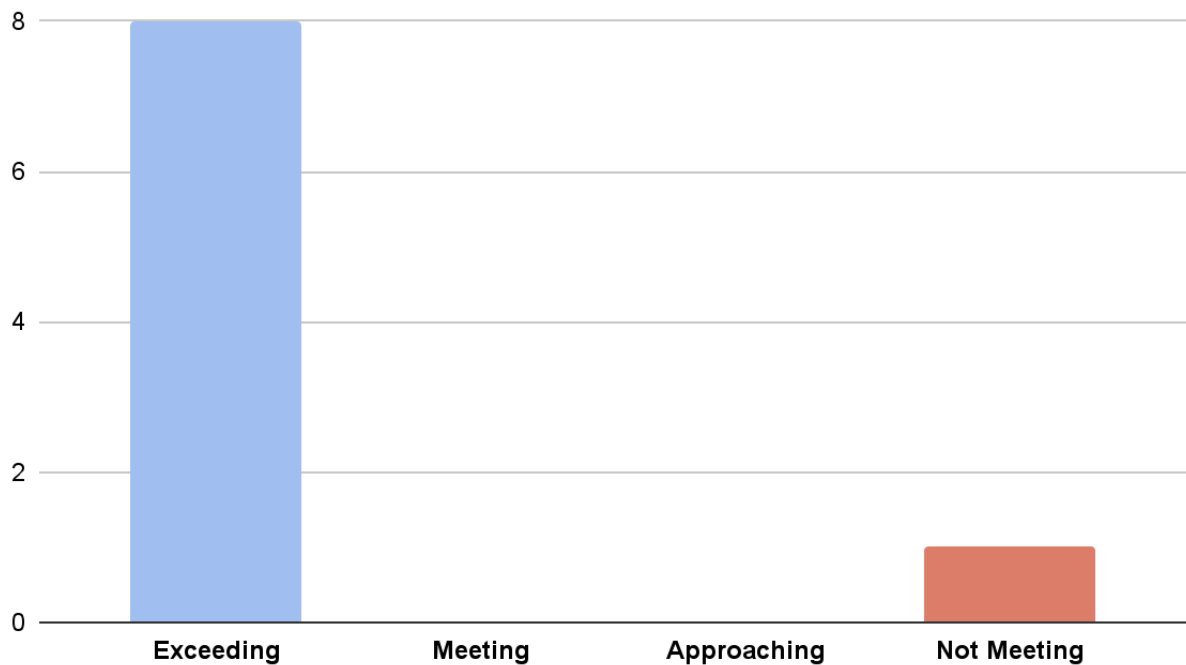
## 2.2 Family Engagement: Panorama School Climate Survey - Family Results

**Target:** Results from 3/3 required scales\* on the **Family** Panorama School Climate Survey will be 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. (\*Required scales: School Climate, Safety, and School Fit)

### Outcomes:

<p><b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools</p> <p><b>Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools</p>	<p><b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools</p>	<p><b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools OR participation rate is less than 35%</p> <p><b>ACADIA</b></p>
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2.2 Panorama Survey - Family Results



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

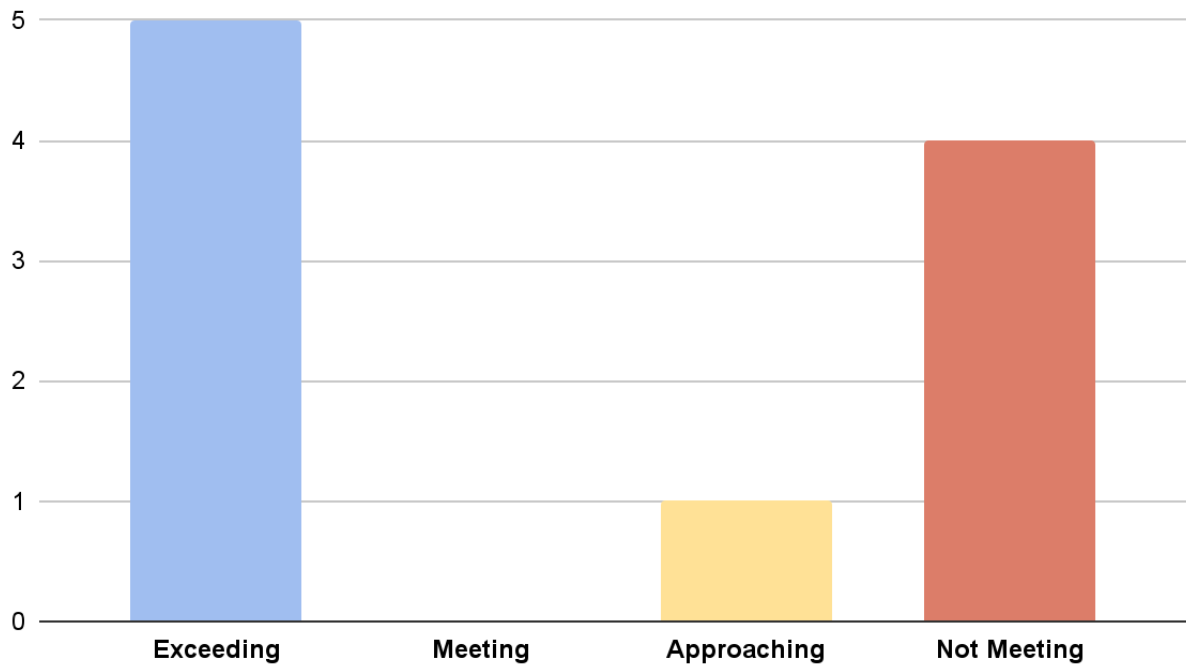
**Target:** Results from 4/4 of the required scales on the **Student** Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”. (\*Required scales: School Climate, Safety, Rigorous Expectations, and Teacher-Student Relationships)

**Outcomes:**

<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools</p> <p><b>Baxter, CRCS (OA), MCA, MeANS, MeVA</b></p>	<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools</p>	<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools</p> <p><b>FSAS</b></p>	<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75%.</p> <p><b>ACADIA, CRCS (DA), ELC, MeAA</b></p>
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**NOTE - 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.**

2.3 Panorama Survey - Student Results



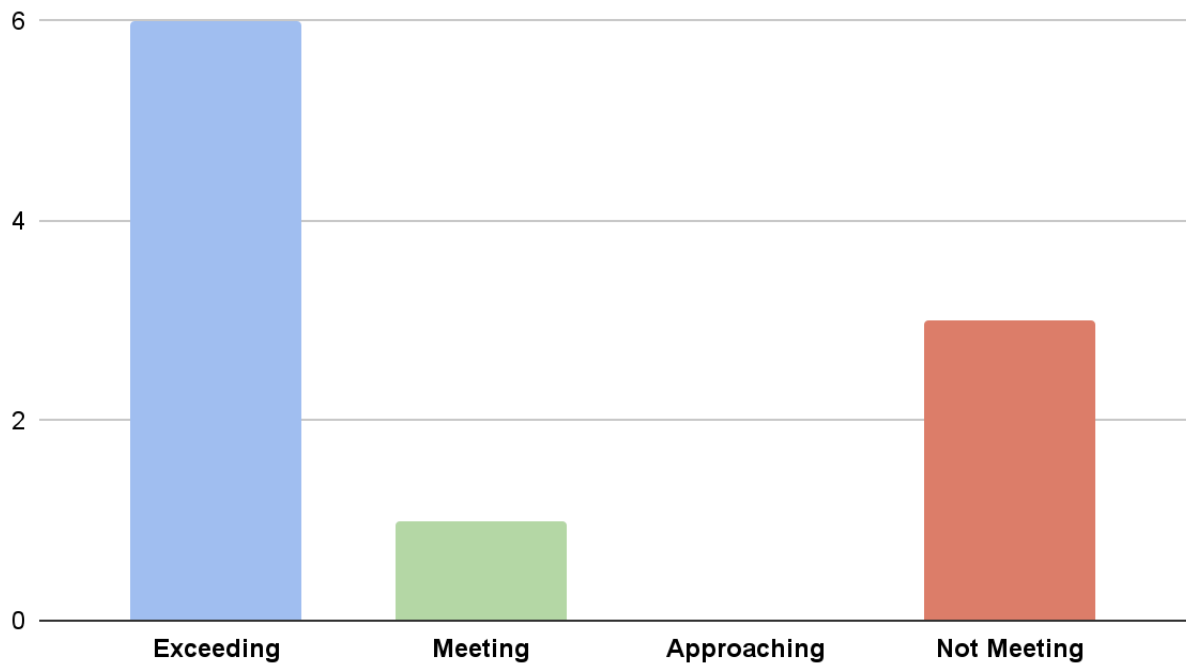
## 2.4 School Climate: Panorama School Climate Survey - Teacher Results

**Target:** Results from 4/4 of the required scales\* on the **Teacher** Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation under 75% will automatically result in a “does not meet standard”. (\*Required scales: School Climate, Leadership, Professional Learning, and Feedback and Coaching)

### Outcomes:

<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools</p> <p><b>Baxter, CRCS (OA), MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools</p> <p><b>ELC</b></p>	<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools</p>	<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75%</p> <p><b>ACADIA, CRCS (DA), FSAS</b></p>
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2.4 Panorama Survey - Teacher Results



## 2.5 School Climate: Panorama School Climate Survey - Staff Results

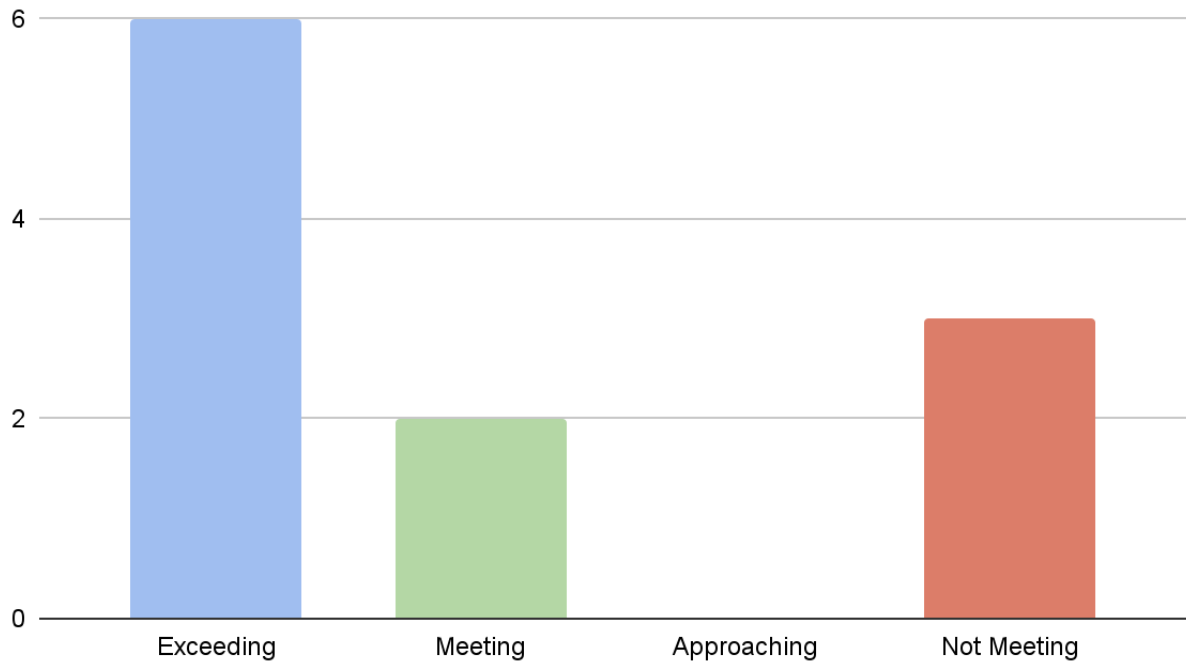
**Target:** Results from 4/4 of the required scales\* on the **Staff** Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation under 75% will automatically result in a “does not meet standard”. (\*Required scales: School Climate, Leadership, Professional Learning, and Feedback and Coaching)

### Outcomes:

<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools</p> <p><b>Baxter, CRCS (OA), MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools</p> <p><b>ACADIA, CRCS (CCA)</b></p>	<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools</p>	<p><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75%</p> <p><b>CRCS (DA), ELC, FSAS</b></p>
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**NOTE - 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 Panorama Survey - Staff Results

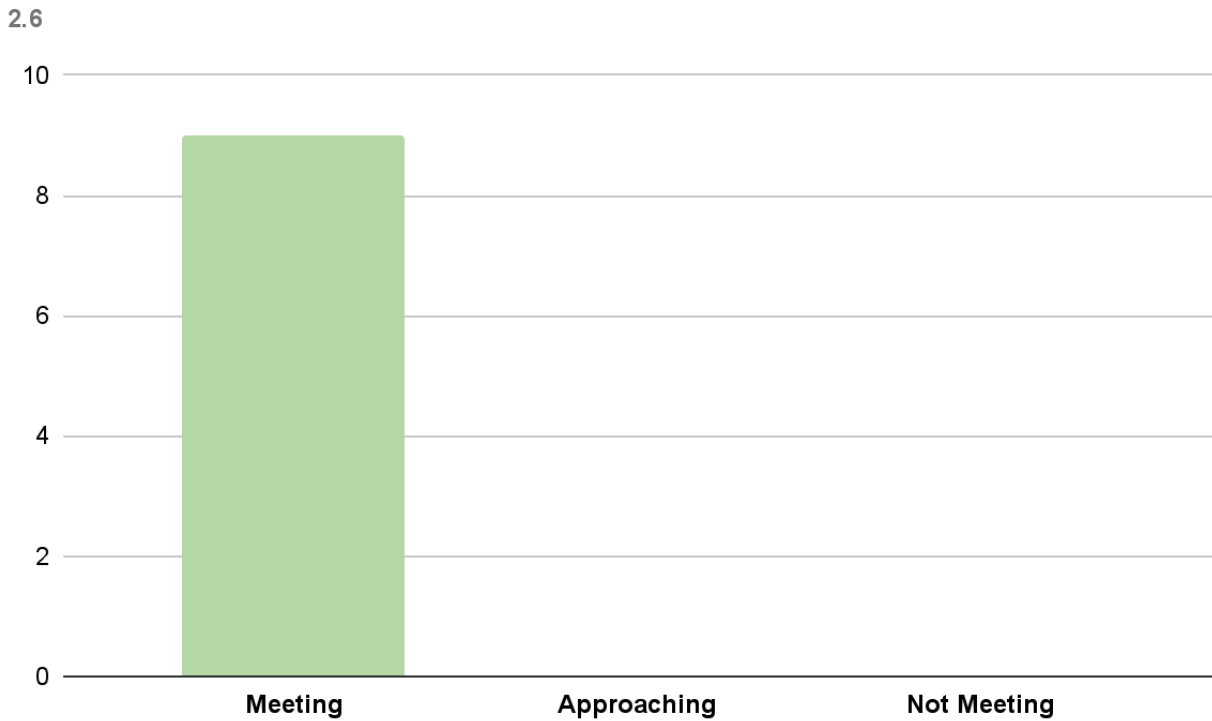


## 2.6 School Climate: Panorama Survey

**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><b>Meeting Expectation</b> School develops and implements a plan</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Approaching Expectations</b> School develops and partially implements plan</p>	<p><b>Not Meeting Expectations</b> 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

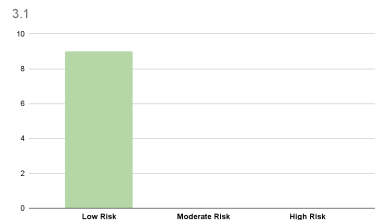
- The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. 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><b>Low Risk</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Moderate Risk</b> 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><b>High Risk</b> 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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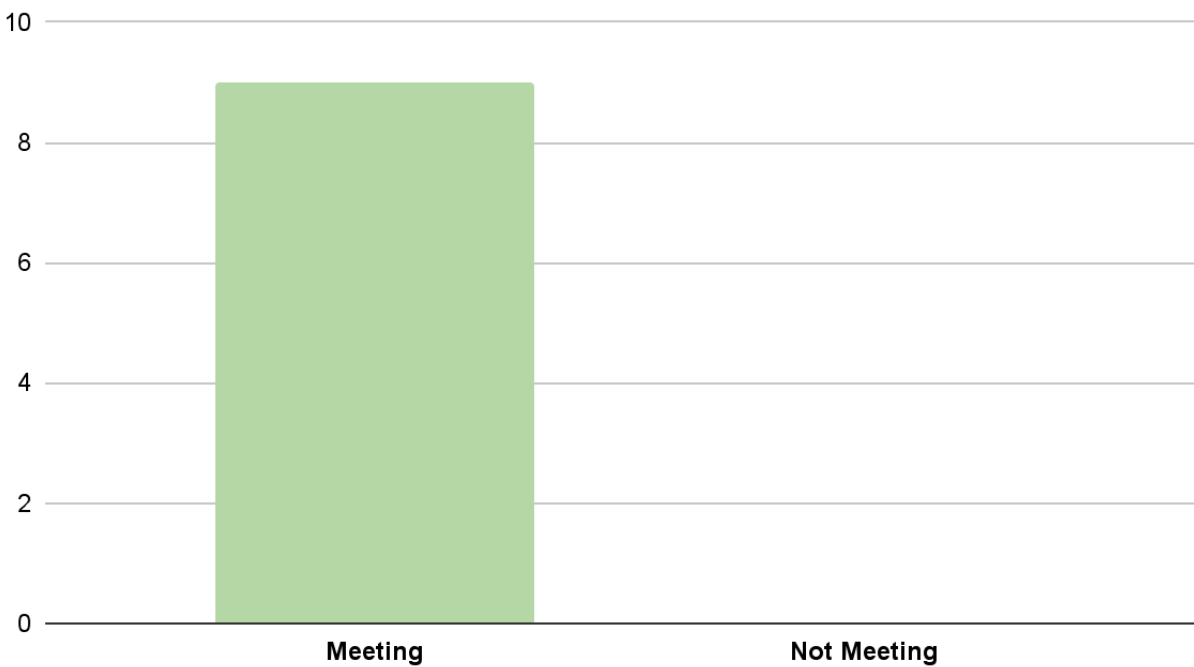
### 3.2 Public Accountability: Transparent, responsive, and legally complaint Board operations

**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><b>Meeting Expectations</b> 6 or more meetings</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Not Meeting Expectations</b> 5 or fewer meetings</p>
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3.2 Public Accountability (Transparent, Responsive, and Legally Compliant Board Operations)





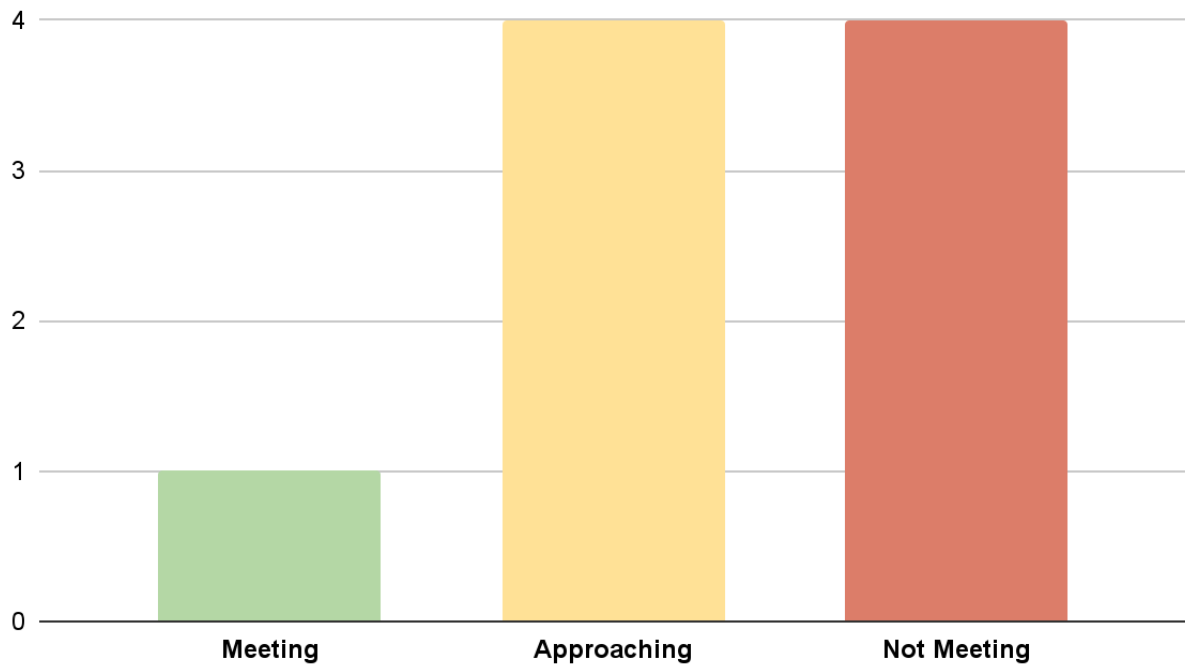
### 3.3 Public Accountability: Transparent, responsive, and legally compliant Board operations

**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. (\*Timely is defined as posting an agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.)*

**Outcomes:**

<b>Meeting Expectations</b> All minutes and agendas posted timely  <b>MeVA</b>	<b>Approaching Expectations</b> 1-2 items not posted timely  <b>CRCS, MCA, MeAA, MeANS</b>	<b>Not Meeting Expectations</b> 3 or more not posted timely  <b>ACADIA, Baxter, ELC, FSAS</b>
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#### 3.3 Timely Publication of Board Meeting Materials



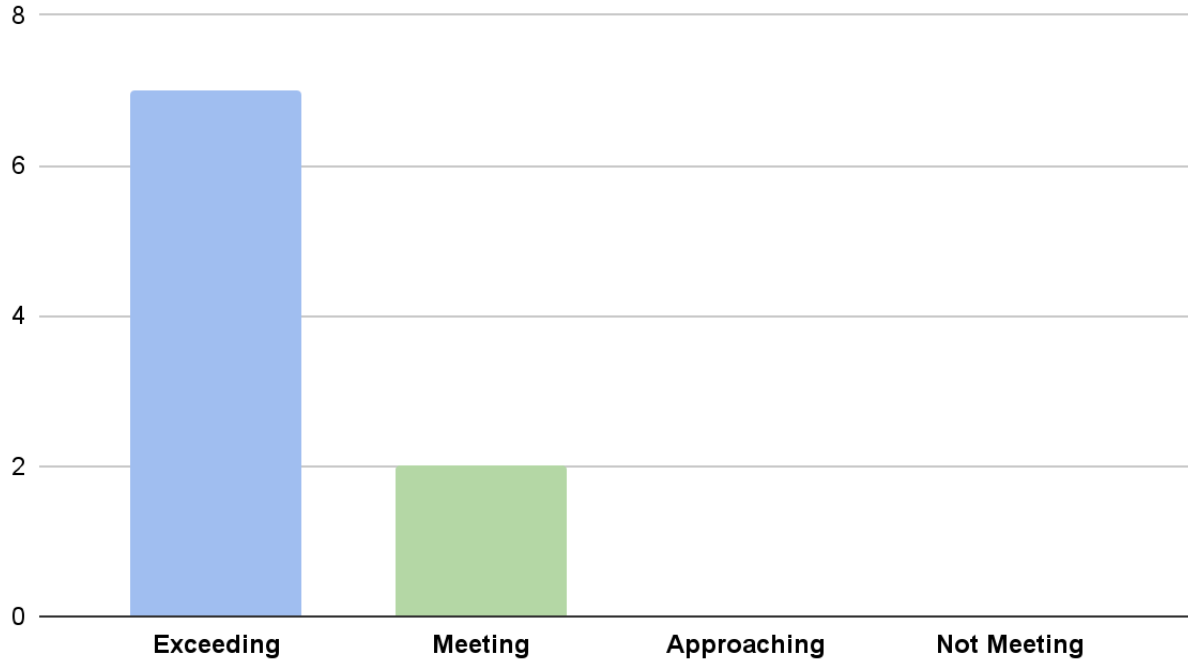
### 3.4 Reporting Accuracy and Timeliness

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

**Outcomes:**

<p><b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete</p> <p><b>Baxter, CRCS, ELC, MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p><b>ACADIA, FSAS</b></p>	<p><b>Approaching Expectations</b> 70%-79.9% of reports are submitted on time and are accurate and complete</p>	<p><b>Not Meeting Expectations</b> Fewer than 70% of reports are submitted on time and are accurate and complete</p>
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#### 3.4 Reporting Timeliness and Accuracy



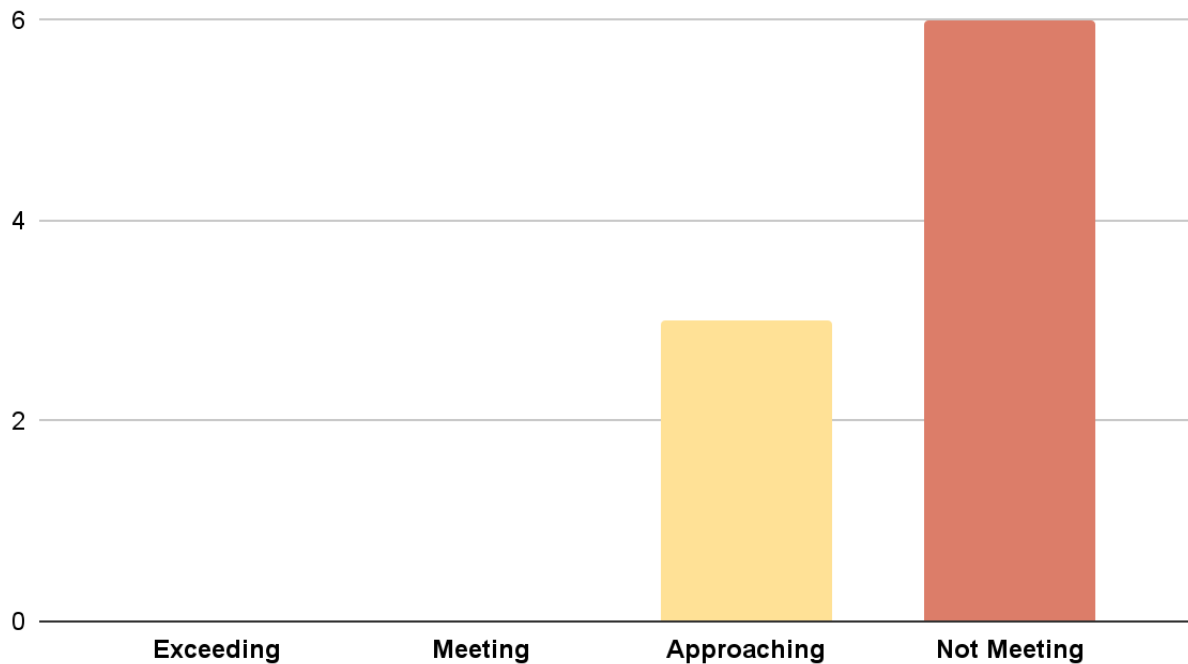
### 3.5 Board Training

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

**Outcomes:**

<p><b>Exceeding Expectations</b> 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><b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided</p>	<p><b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided</p> <p><b>ELC, MeAA, MeVA</b></p>	<p><b>Not Meeting Expectations</b> Less than 80% of required courses have been completed</p> <p><b>ACADIA, Baxter, CRCS, FSAS, MCA, MeANS</b></p>
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3.5 Board Training and Professional Development



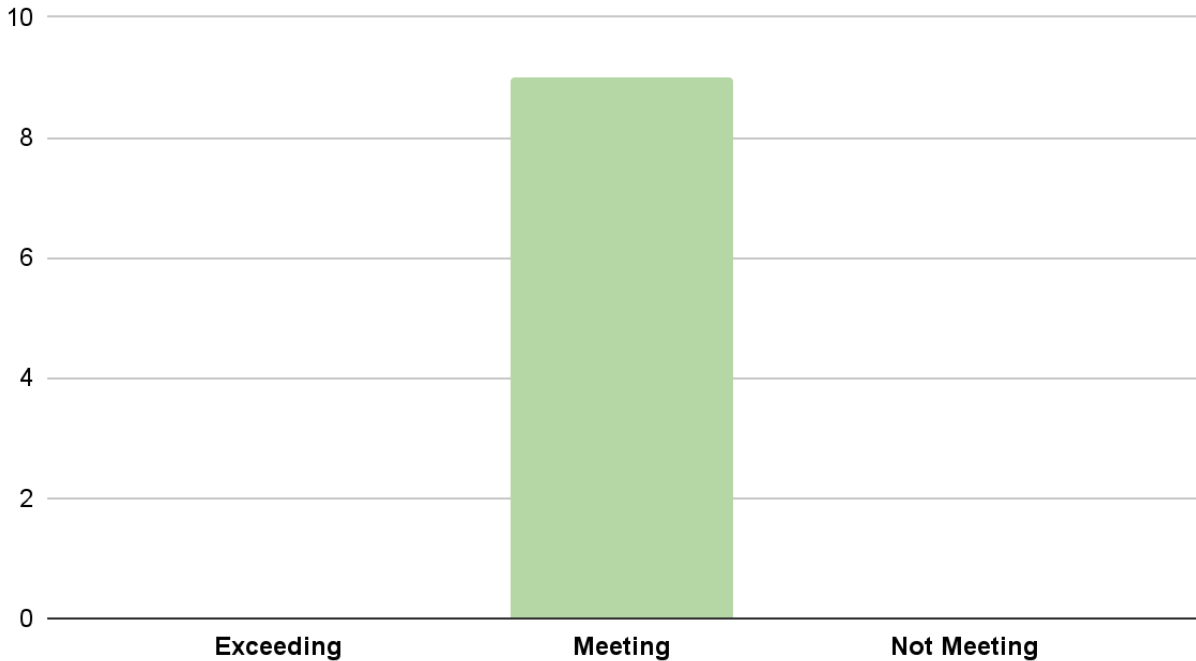
### 3.6 Facility meets Local and State requirements

**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><b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED</p>	<p><b>Meeting Expectations</b> Certified as required and approved by the Board</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, Meva</b></p>	<p><b>Not Meeting Expectations</b> Not certified as required</p>
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3.6 Facility Meets Local and State Requirements



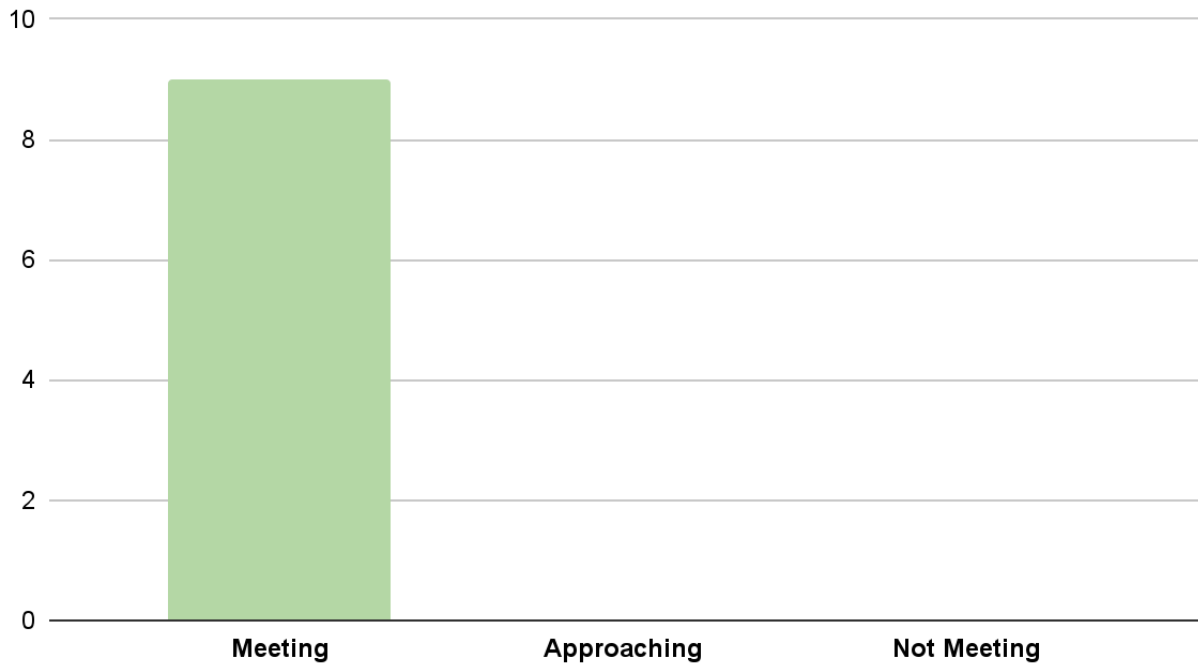
### 3.7 Facility supports Programming

**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><b>Meeting Expectations</b>                  Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Approaching Expectations</b>                  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><b>Not Meeting Expectations</b>                  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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3.7 Facility Supports Programming



**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?

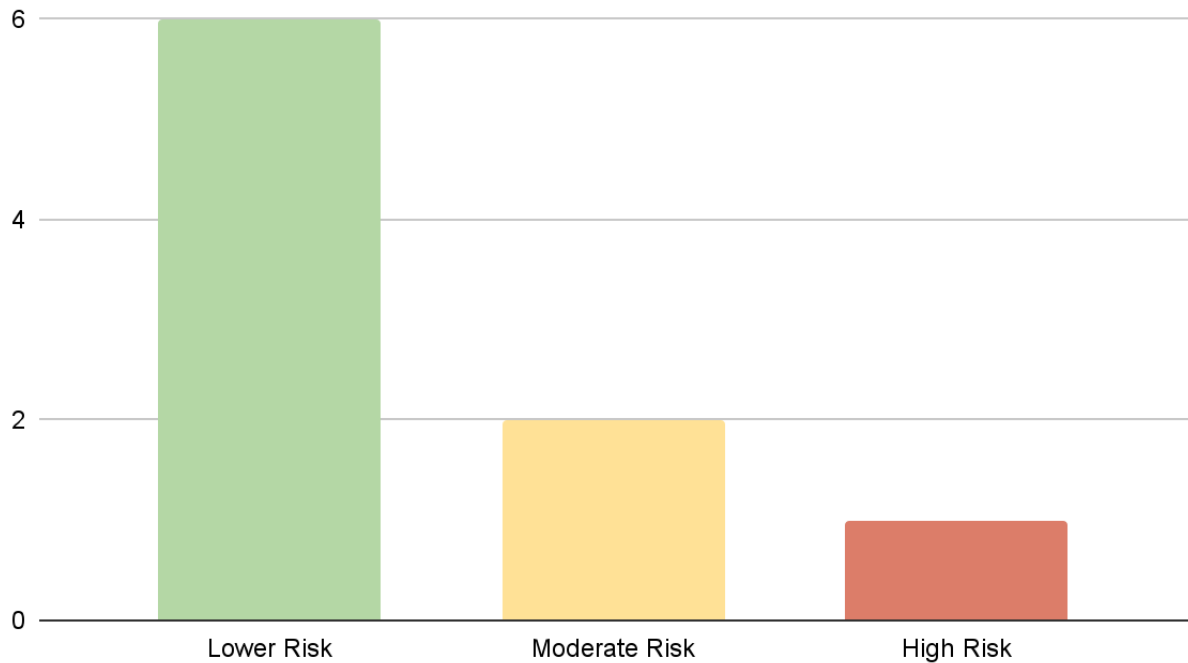
**4.1a Current Ratio (Near-Term Measures)**

**Target:** Current ratio is greater than or equal to 1.1.

**Outcomes:**

<p><b>Lower Risk</b> Greater than 1.5</p> <p><b>ELC, FSAS, MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Moderate Risk</b> 1.0 - 1.5</p> <p><b>ACADIA, CRCS</b></p>	<p><b>High Risk</b> Less than 1</p> <p><b>Baxter</b></p>
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4.1a Near-Term Measures (Current Ratio)



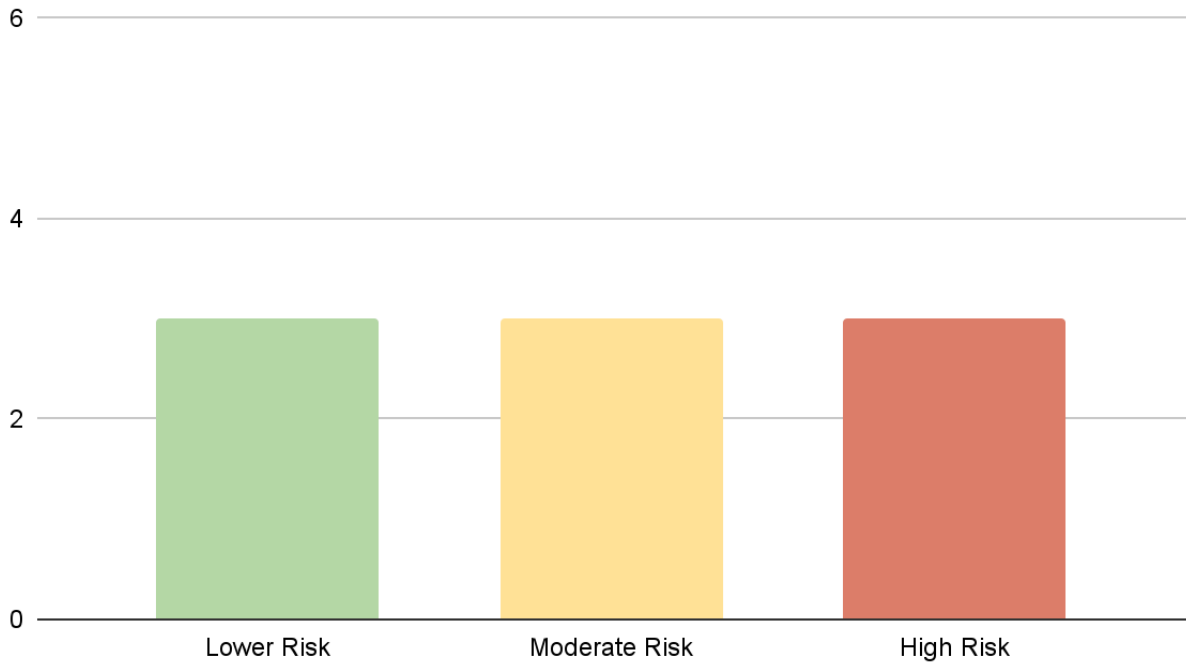
### 4.1b Unrestricted Days Cash on Hand (Near-Term Measures)

**Target:** *Unrestricted days cash will be at least 30 days.*

**Outcomes:**

<b>Lower Risk</b> 60 or more days  <b>FSAS, MCA, MeVA</b>	<b>Moderate Risk</b> 30-60 days  <b>Baxter, CRCS, MeAA</b>	<b>High Risk</b> Fewer than 30 days  <b>ACADIA, ELC, MeANS</b>
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4.1b Near Term Measures (Unrestricted Days Cash on Hand)



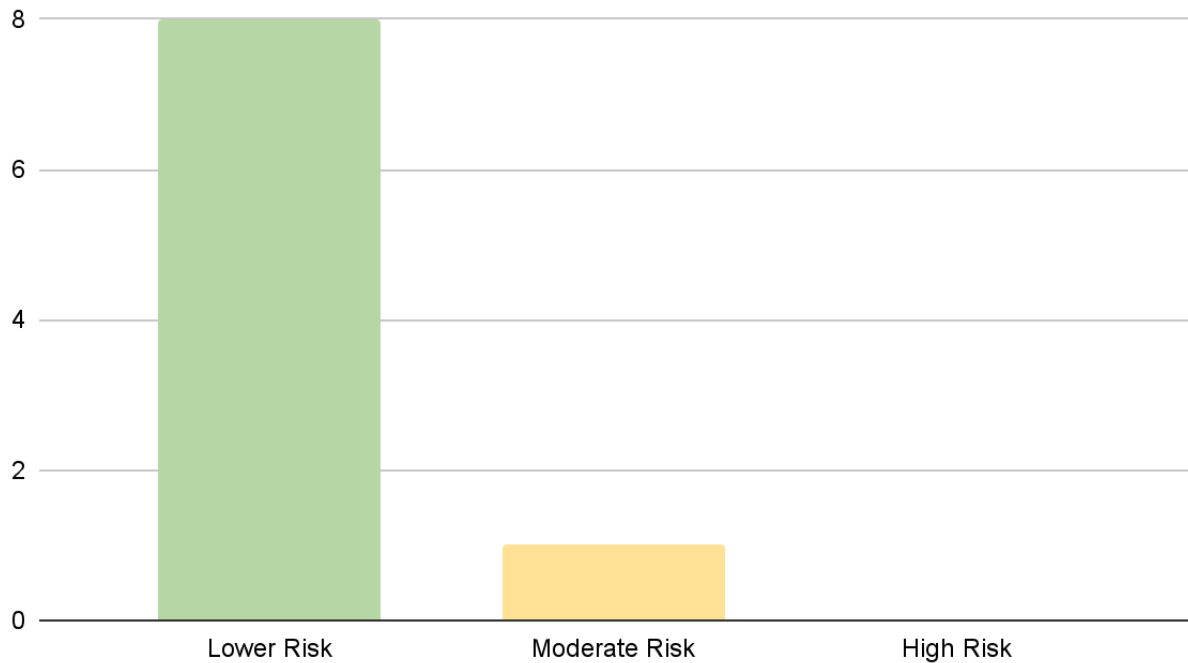
### 4.1c Enrollment Variance (Near-Term Measures)

**Target:** Actual enrollment is within 5% of the enrollment projected in the approved budget.

**Outcomes:**

<p><b>Lower Risk</b> Actual within 2% of the projected enrollment</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeVA</b></p>	<p><b>Moderate Risk</b> Variance is between 2 and 5%</p> <p><b>MeANS</b></p>	<p><b>High Risk</b> Variance is greater than 5% of the projected enrollment</p>
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4.1c Near-Term Measures (Enrollment Variance)





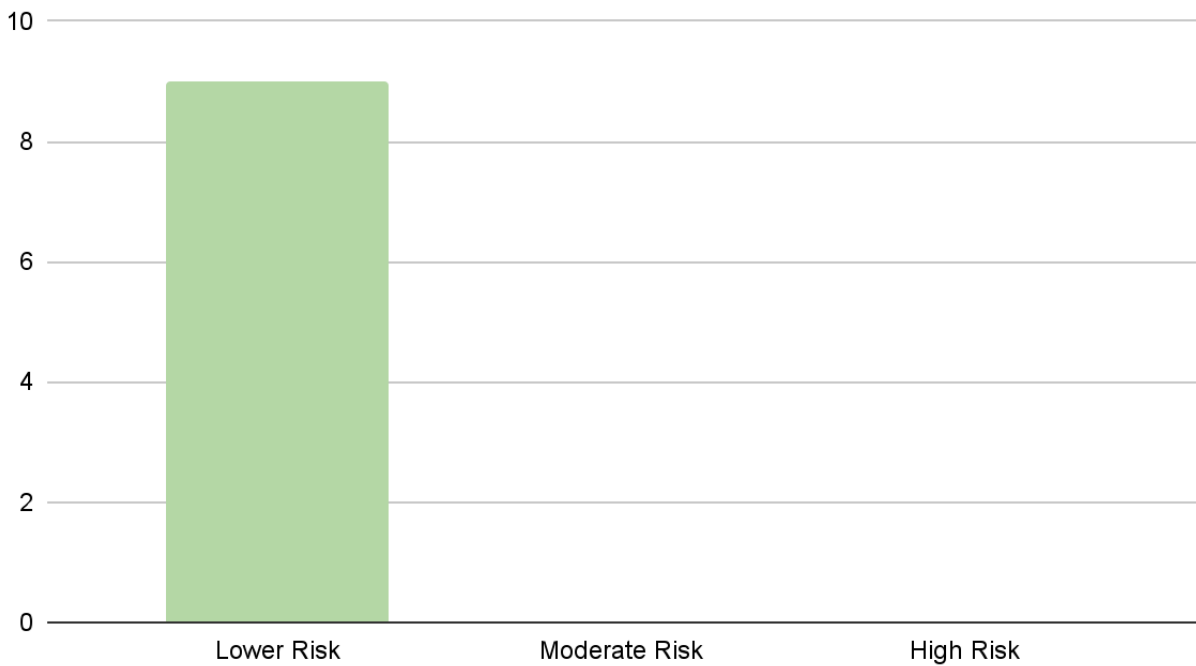
### 4.1d Financial Obligations Default (Near-Term Measures)

**Target:** *The school meets all debt and real estate lease obligations.*

**Outcomes:**

<p><b>Lower Risk</b> Not in default and not delinquent</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors</p>	<p><b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors</p>
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4.1d Near-Term Measures (Financial Obligations Default)



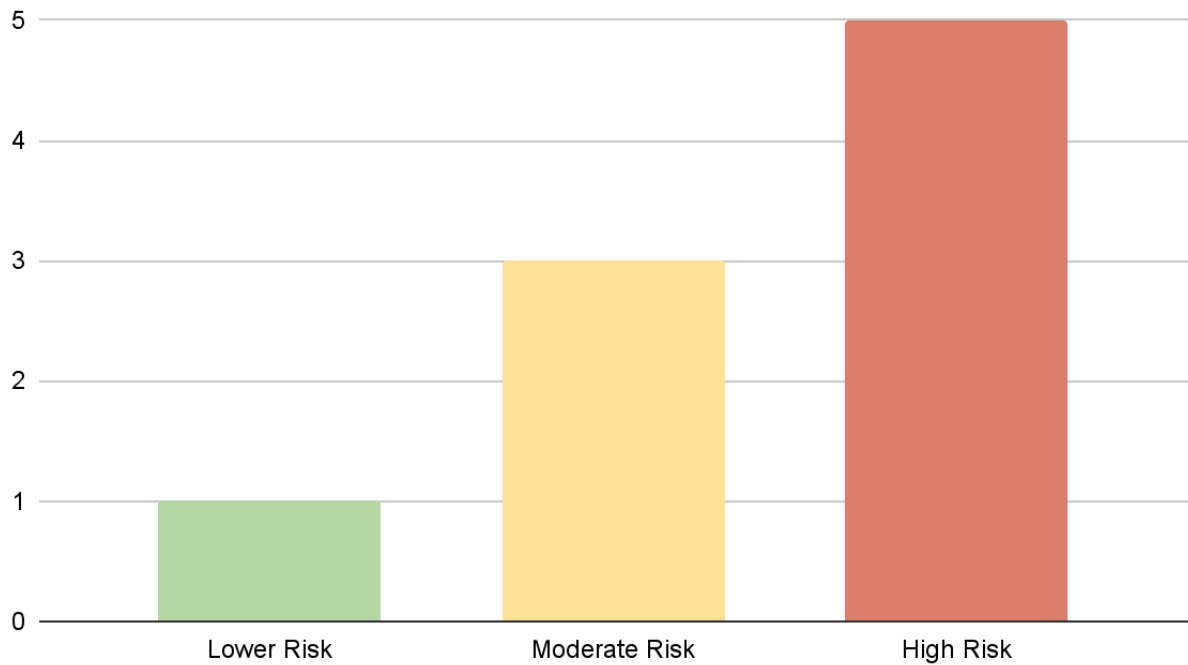
### 4.2a Total Margin (Sustainability Measures)

**Target:** The school’s Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.

**Outcomes:**

<p><b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p> <p><b>MeVA</b></p>	<p><b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin <math>\geq</math>-10%</p> <p><b>CRCS, ELC, MeAA</b></p>	<p><b>High Risk</b> Aggregated Three-Year Total Margin is negative OR the current year Total Margin is <math>&lt;</math>-10%</p> <p><b>ACADIA, Baxter, FSAS, MCA, MeANS</b></p>
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4.2a Sustainability Measures (Total Margin)



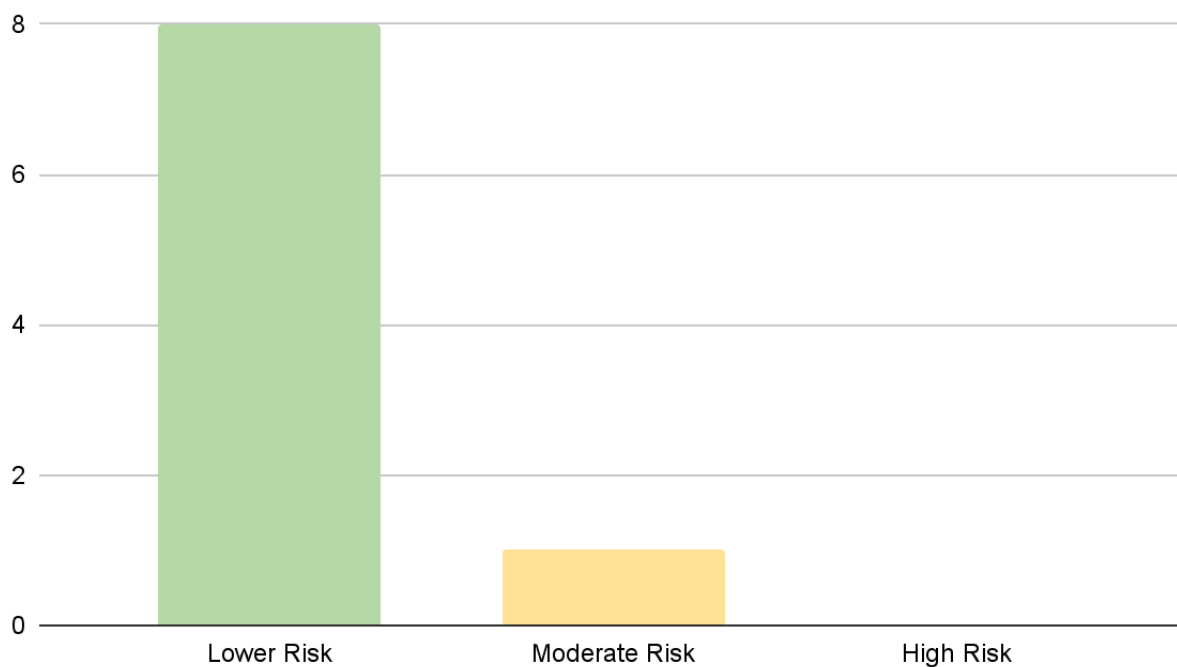
### 4.2b Debt to asset ratio (Sustainability Measure)

**Target:** The debt to asset ratio will be less than 90%.

**Outcomes:**

<p><b>Lower Risk</b> Less than 90%</p> <p><b>ACADIA, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Moderate Risk</b> 90 to 100%</p> <p><b>Baxter</b></p>	<p><b>High Risk</b> Greater than 100%</p>
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4.2b Sustainability Measures (Debt to Asset Ratio)



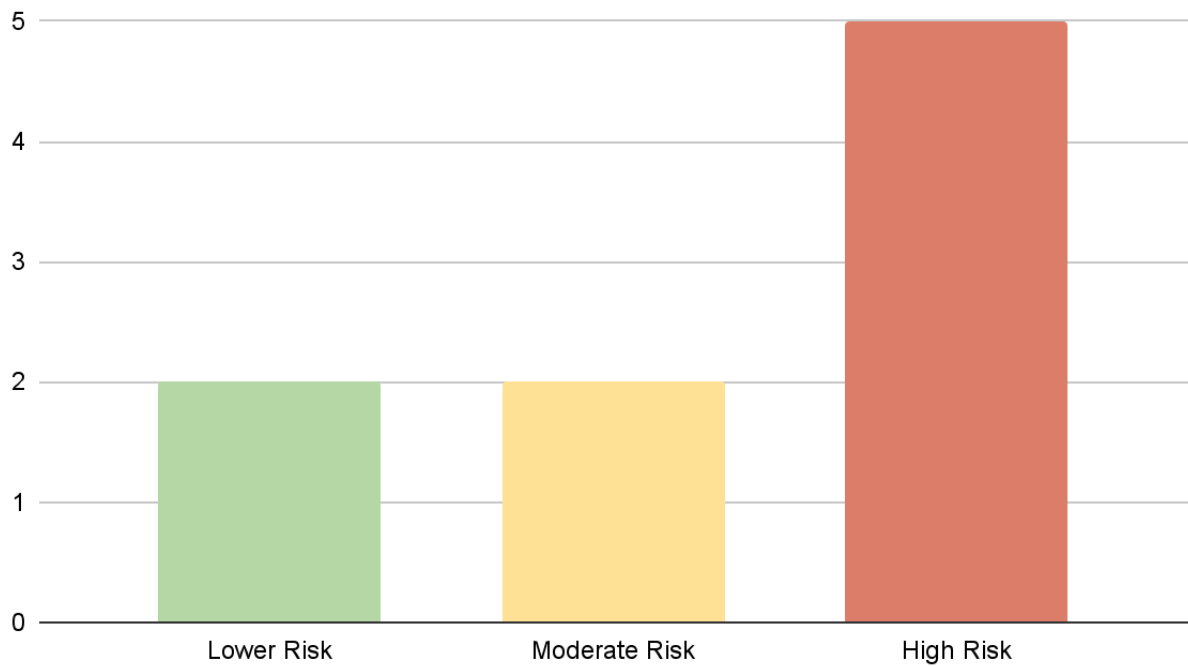
### 4.2c Cash Flow (Sustainability Measure)

**Target:** Charter District Leadership maintains a positive cumulative 2-year cash flow.

**Outcomes:**

<p><b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p> <p><b>CRCS, MeVA</b></p>	<p><b>Moderate Risk</b> A positive cumulative 2-year cash flow.</p> <p><b>ELC, MCA</b></p>	<p><b>High Risk</b> Does not have a positive cumulative 2-year cash flow.</p> <p><b>ACADIA, Baxter, FSAS, MeAA, MeANS</b></p>
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4.2c Sustainability Measures (Cash Flow)



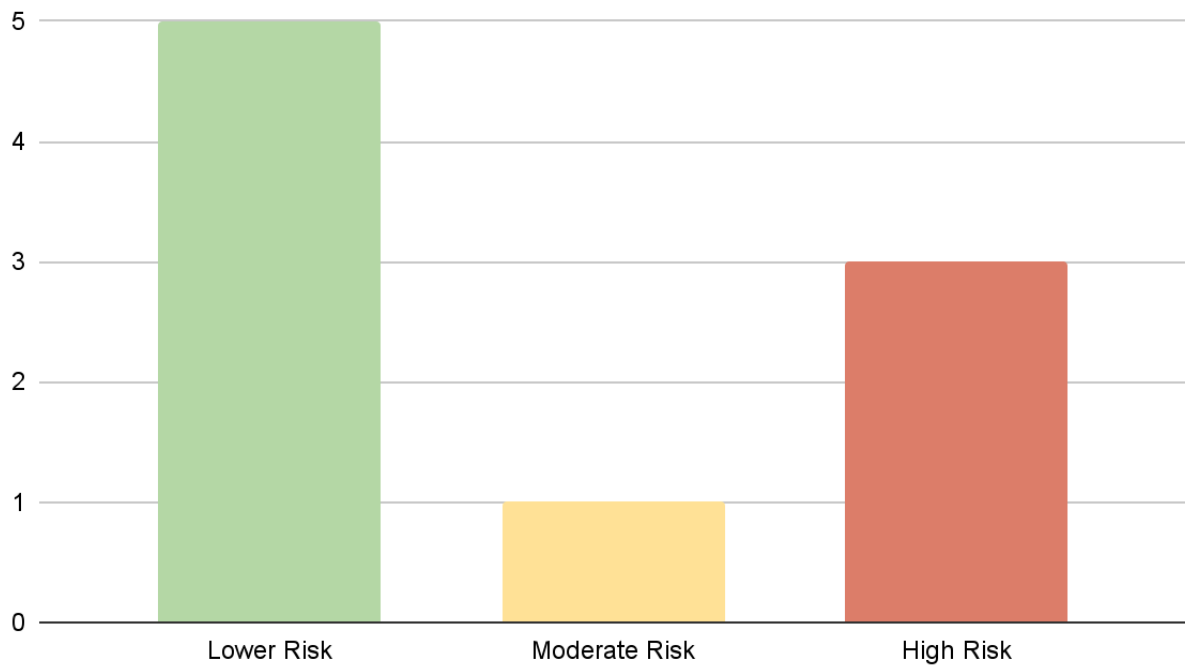
### 4.2d Financial Obligations Coverage Ratio (Sustainability Measure)

**Target:** Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.

**Outcomes:**

<b>Lower Risk</b> Exceeds 1.1  <b>CRCS, ELC, FSAS, MeAA, MeVA</b>	<b>Moderate Risk</b> Is 1.0 to 1.1  <b>Baxter</b>	<b>High Risk</b> Is less than 1.0  <b>ACADIA, MCA, MeANS</b>
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4.2d (Sustainability Measures (Financial Obligations Coverage Ratio))



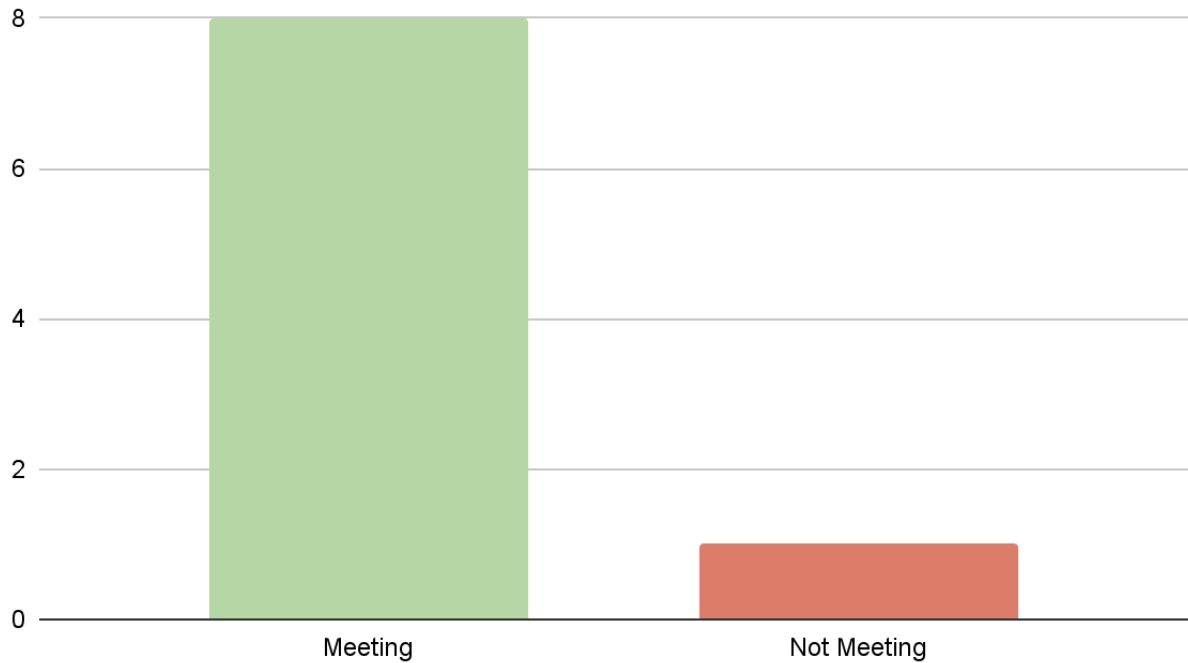
### 4.3 Financial Planning and Budgeting

**Target:** School 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.

**Outcomes:**

<p><b>Meeting Expectations</b> School 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><b>Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA</b></p>	<p><b>Not Meeting Expectations</b> School 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> <p><b>ACADIA</b></p>
--	--

4.3 Financial Planning and Budgeting



**SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE**

**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:**

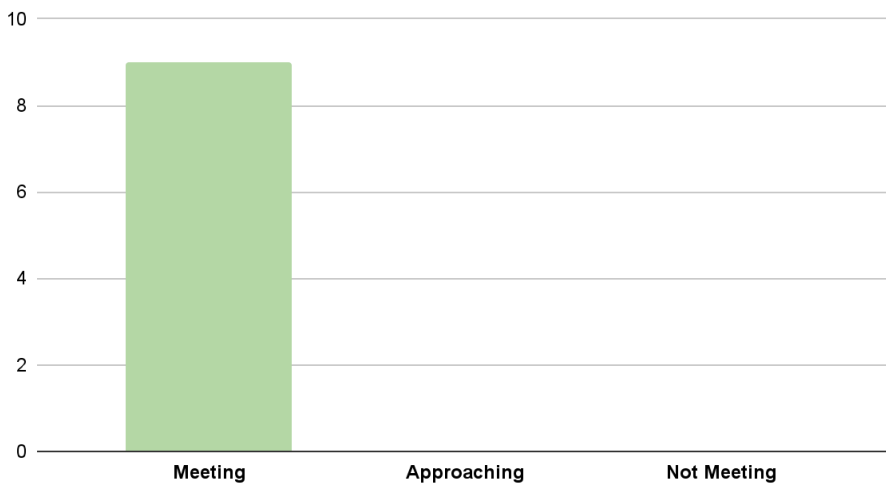
1. The school demonstrates its approved mission.
2. The school implements the key design elements\* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.
3. The Board and Administration share a common and consistent understanding of the school's 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><b>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Approaching Expectations</b> 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><b>Not Meeting Expectations</b> 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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5.1



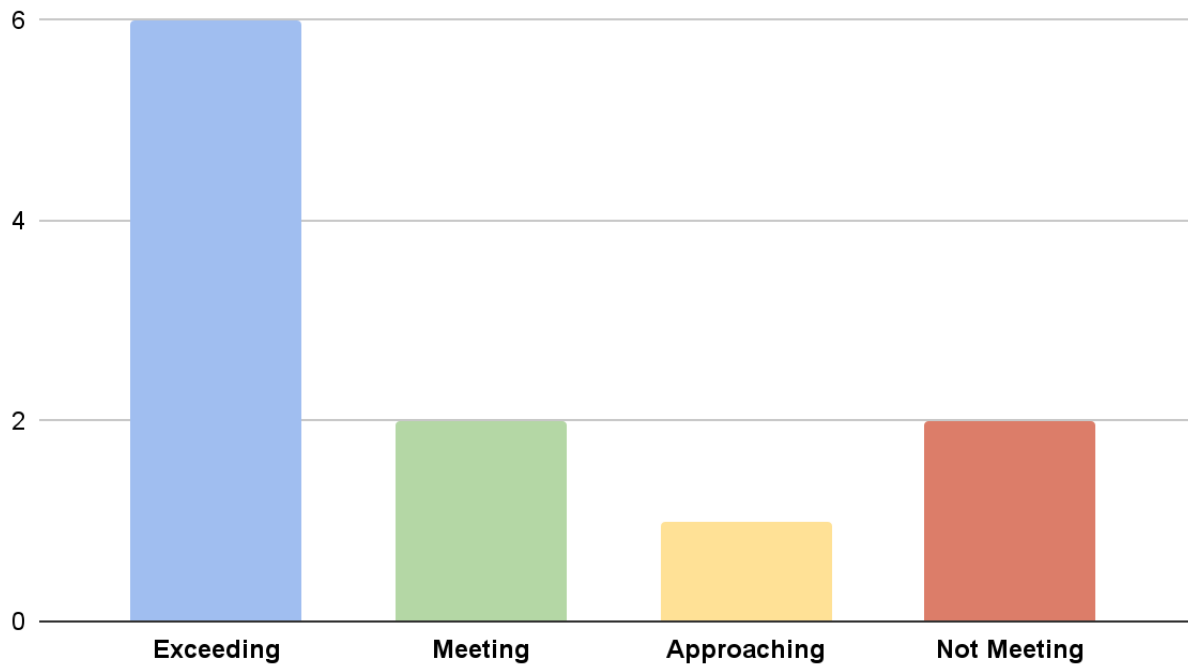
## 5.2 Student Persistence - School Year

**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:**

<b>Exceeding Expectations</b> Exceeds 90%  <b>ACADIA, Baxter, ELC, FSAS, MeANS, MeVA</b>	<b>Meeting Expectations</b> 85%-89.9%  <b>CRCS (OA), MCA</b>	<b>Approaching Expectations</b> 75%-84.9%  <b>CRCS (DA)</b>	<b>Not Meeting Expectations</b> Fewer than 75%  <b>CRCS (CCA), MeAA</b>
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5.2 Student Persistence (School Year)





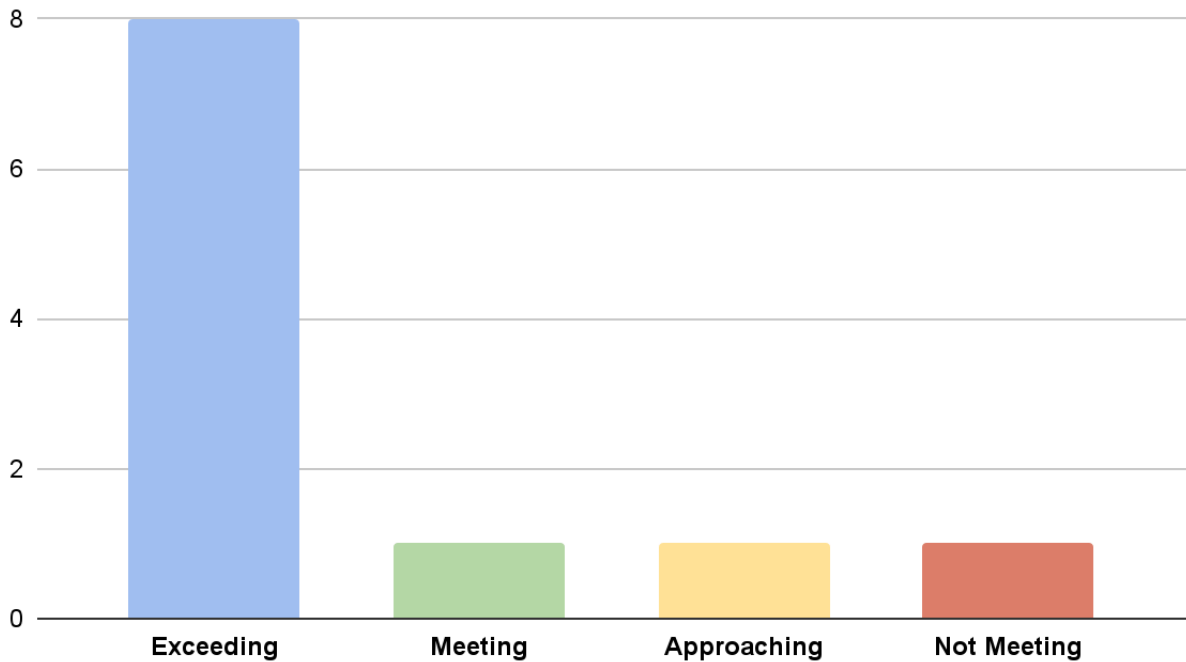
### 5.3 Student Persistence Year-to-Year

**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:**

<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>ACADIA, Baxter, CRCS (DA), ELC, FSAS, MeAA, MeANS, MeVA</b></p>	<p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>CRCS (OA)</b></p>	<p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>MCA</b></p>	<p><b>Not Meeting Expectations</b> Fewer than 75%</p> <p><b>CRCS (CCA)</b></p>
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5.3 Student Persistence (Year-to-Year)



## SECTION 6: SCHOOL CUSTOMIZATION

Schools will work with the Commission to design and execute customized criteria that enhances the context and connection to the school's mission.

### **ACADIA Academy**

1. ACADIA will improve social & emotional and academic outcomes for all students by building strong collaborative relationships between students and staff and staff teams through the implementation of the BARR framework: By the end of the school year, at least 90% of students will have established goals and identified strategies for obtaining them as evidenced on the Small block and Big block data sheets.

**Approaching Expectations:**

78%-88.9%

2. Students in grades K-2 will demonstrate strong writing growth on twice yearly assessments: 75% of all K-2 students will demonstrate writing growth as measured by ACADIA's writing rubric.

**Approaching Expectations:**

63%-72.9%

### **Baxter Academy for Technology and Science**

1. College Readiness: PSAT 10 and SAT 11 school average scores will meet or exceed the state average.

**Exceeding Expectations:** Exceeds state average in both PSAT 10 and SAT 11, or in either PSAT 10 or SAT 11

2. Grade-Level Proficiency-Maine Through-Year Assessment: 10th Grade Maine Through-Year Assessment school average scores will meet or exceed the state average.

**Exceeding Expectations:** Exceeds state averages in both ELA and Math, or in either ELA or Math.

3. Science Proficiency-Maine Science Assessment: Maine Science Assessment school-average scores will meet or exceed the state average.

**Exceeding Expectations:** Exceeds state average

4. Flex Fridays: The school will hold public events for the student body to share Flex Friday presentations (2 times per year).

**Exceeding Expectations:** School holds more than 2 Flex Friday public events

### **Community Regional Charter School**

1. 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 **reading** within one standard deviation.

**Meeting Expectations:** Between 60%-69.9%

2. 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.

**Meeting Expectations:** Between 60%-69.9%

3. 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.

**Approaching Expectations:** Between 50%-59.9%

### **Ecology Learning Center**

1. Passion Projects - 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. 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. 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.

**Exceeded 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.

### ***Fiddlehead School of Arts & Sciences***

1. Clear classroom standards and educational program - 100% of classroom standards are documented, aligned to the Maine State Standards, and to Fiddlehead's mission. In SY23-24, 90% of classrooms use the standards with fidelity in operation.

**Exceeding Expectations:**  
100% of classrooms use the standards with fidelity in operation.

2. Assessments used to document learning - 100% of classroom structures and plans are documented that operationalize the classroom standards. In SY23-24, 90% of classrooms use the structures and plans in operations. 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.

**Exceeding Expectations:**  
100% of classrooms use the structures and plans in operation.

### ***Maine Academy of Natural Sciences***

1. Campus: Attendance - 75% of students will meet their individual attendance goal.

**Approaching Expectations:**  
65%-74.9%

2. Campus: Graduation - 85% of eligible seniors enrolled on the last day of school will graduate at the end of the year.

**Meeting Expectations:** 85%-94.9%

3. Campus Participation on NWEA MAP testing - 90% Participation on Fall and Spring MAP (local) Testing for Campus

**Exceeding Expectations:** Exceeds  
95%

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:
  - a. Credit/Transcript Deficiencies (1-4)
    - i. Behind more than 10 credits (2 or more years behind)
    - ii. Behind 5 credits or more (1 year behind)
    - iii. Behind 1-5 credits
    - iv. On pace
  - b. Absenteeism History (1-4)
    - i. Absent 50% or more of previous year's calendar days
    - ii. Chronically absent for entire year (17-87 absences)
    - iii. chronically absent for 1-4 quarters (absent 5-16 absences)
    - iv. Not chronically absent in any quarter in previous year
  - c. Graduation Likelihood (1-4)
    - i. Will take 2 or more years extra to graduate
    - ii. Will take between one to two extra years to graduate
    - iii. Will take less than one extra year to graduate
    - iv. Will graduate within four years of entering high school
  - d. Familial and Community Support (1-4)
    - i. Little to No Support from Family and Community
    - ii. Infrequent Support from Family and Community
    - iii. Frequent Support from Family or Community
    - iv. Consistently Strong Support from Family and Community

**Approaching Expectations:**  
65%-74.9%

5. Threshold: Participation on NWEA MAP testing - 80% Participation on Fall and Spring MAP (local) Testing for Threshold

**Exceeding Expectations:** Exceeds  
90%

### **Maine Arts Academy**

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.

**Meeting Expectations:** 85%-95%

2. MeAA Students Demonstrate Strong Performance Proficiency: At the end of their graduating year, 85% of MeAA students will have met proficiency or higher on 2 or more performances based on the performance rubrics.

**Exceeding Expectations:** Greater than 87%

### **Maine Connections Academy**

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.

**Meeting Expectations:** 75%-84.9%

### **Maine Virtual Academy**

1. Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report: The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA **math** for each eligible grade level (grades 7-11):
  - 7th: Meeting
  - 8th: Meeting
  - 9th: Exceeding
  - 10th: Meeting
  - 11th: Approaching

**Meeting Expectations:**  
50th-65th%ile

2. Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report: The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA **reading** for each eligible grade level (grades 7-11):
  - 7th: Approaching
  - 8th: Approaching
  - 9th: Meeting
  - 10th: Approaching
  - 11th: Meeting

**Approaching Expectations:**  
35th-49%ile

3. Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report: The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA **language** for each eligible grade level (grades 7-11):
  - 7th: Approaching
  - 8th: Meeting
  - 9th: Meeting
  - 10th: Meeting
  - 11th: Meeting

**Meeting Expectations:**  
50th-65th%ile

For school specific performance tables, use the links below to navigate to the school's individual SY2023-24 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](#)
- [Maine Academy of Natural Sciences](#)
- [Maine Arts Academy](#)
- [Maine Connections Academy](#)
- [Maine Virtual Academy](#)

## Narrative

### *Progress toward the strategic vision*

## MISSION, VISION, VALUES



### Vision

Innovative public charter schools will provide Maine students with an equitable opportunity for an excellent education where students are valued, supported and challenged.



### Mission

To authorize, monitor and support innovative public charter schools that provide a dynamic, high-quality education for every student.

### Values

- **Excellence** - Pursue high-quality schools with excellent student outcomes.
- **Equity** - Promote diversity, equity and inclusion as strengths that contribute to innovative and successful schools.
- **Students First** - Ground our actions in promoting great opportunities for students and families.
- **Collaboration** - Work with schools and community stakeholders to shape excellent schools grounded in trust.
- **Accountability** - *Hold ourselves and schools to rigorous standards using a high bar for quality and transparency.*
- **Innovation** - *Encourage dynamic new and different educational models that expand opportunities for students.*

After making significant progress toward the priorities outlined in the Maine Charter School Commission's "Strategic Plan 2021-2024", the Commission is well positioned to outline priorities for the next three years. The Commission recently revised the organization's Mission, Vision and Values (above), thus paving the way for ambitious future planning that will bring us closer to our purpose that Maine students have access to excellent educational options. The Commission looks forward to launching its "Strategic Plan 2025-2028" in January 2025.

### *Status of the portfolio*

During SY2023-24, there were nine (9) charter districts operating in the state of Maine – ACADIA Academy, Baxter Academy for Technology and Science, Community Regional Charter School, Ecology Learning Center, Fiddlehead School of Arts & Sciences, Maine Academy of Natural Sciences, Maine Arts Academy, Maine



Connections Academy, and Maine Virtual Academy.

In the spring of 2024, the renewal process with the Ecology Learning Center and Maine Virtual Academy began. Commission staff visited with members of each schools' governing boards and administrative teams to review outcomes for the issuance of Year 4 Performance Reports. These reports were issued to the school by June 30th - along with charter renewal guidance. Each school submitted renewal applications over the summer. Earlier this fall, Commission members met with family members, students, and teachers to gauge overall satisfaction with the schools. Public hearings followed and the Commission voted to renew both charter contracts for an additional five (5) years.

ACADIA Academy and Maine Arts Academy are currently in the fourth year of their current charter contracts and we look forward to the renewal process beginning this year.

Work began on finding Maine's tenth public charter school. Commission staff held a series of informational sessions with prospective applicants and the application for a new public charter school was issued on July 1, 2024. Eight (8) letters of intent were received and applications are due in February 2025. We look forward to considering applications for a new charter school to open in fall 2026.

### ***Services to support excellent performance***

#### ***Panorama***

The Maine Charter School Commission began its partnership with Panorama Education in 2016. Each spring, schools are required to distribute school climate surveys to families, students, teachers, and staff. Results are compared to "like schools nationally" and performance outcomes are reported in monitoring reports that are completed annually in November. As part of the Commission's contract with Panorama Education, schools have access to "Social Emotional Learning - Student Competency & Well Being Measures" content. Although not required, three schools took advantage of those tools this past school year.

#### ***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 2023-24 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, financial, and organizational success. 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. Both the renewal application and the new school application are now online using Epicenter's "EdLusion" platform and work is currently underway to assess performance framework outcomes using "scorecards" that will streamline annual reporting 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 the lottery process, which can be complicated when keeping track of it all manually. 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.

## ***ACCUPLACER***

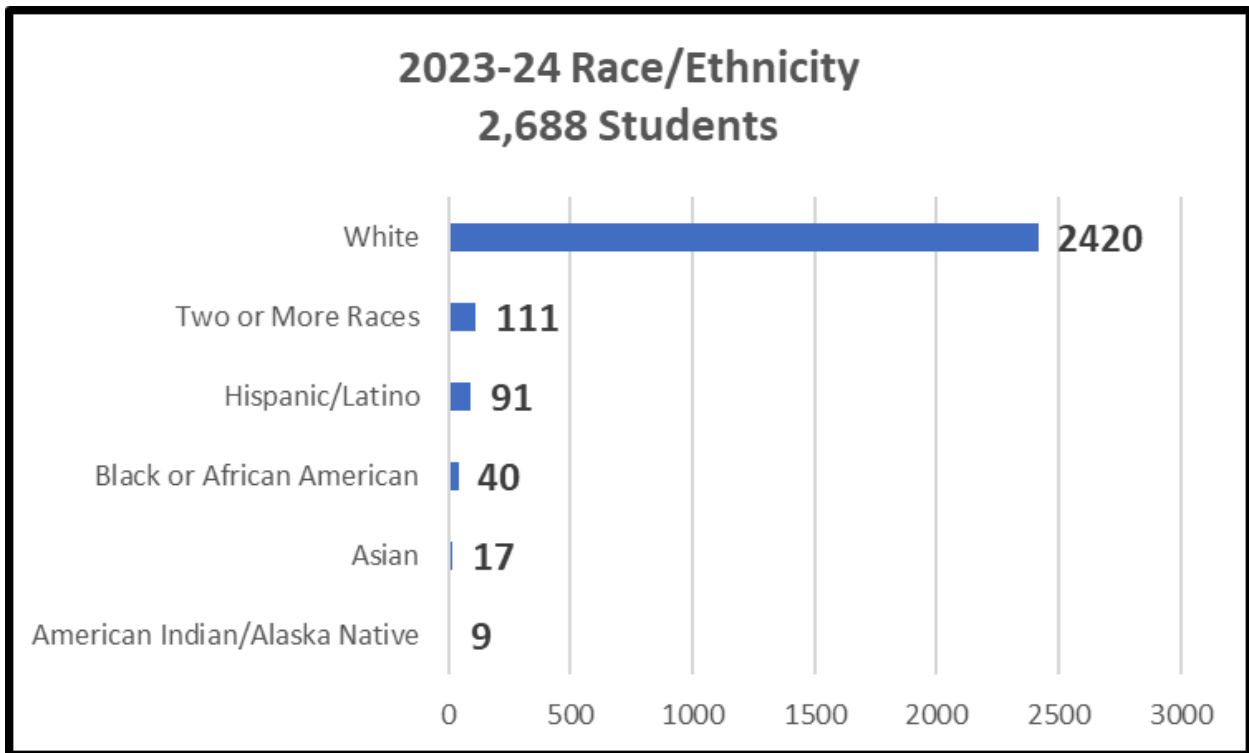
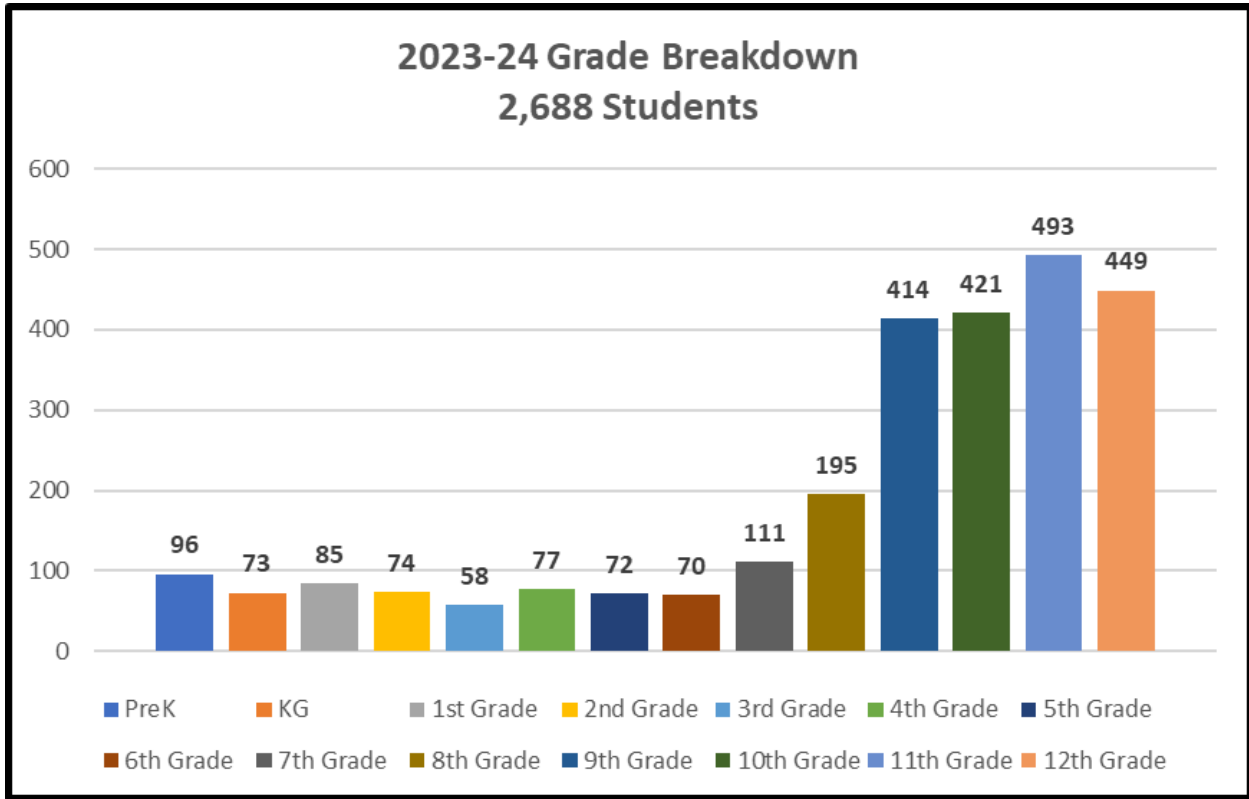
ACCUPLACER is a powerful tool that helps colleges assess student readiness for introductory credit-bearing courses and make reliable placement decisions. Charter high schools are required to administer the Accuplacer, SAT or ASVAB to each student before graduation.

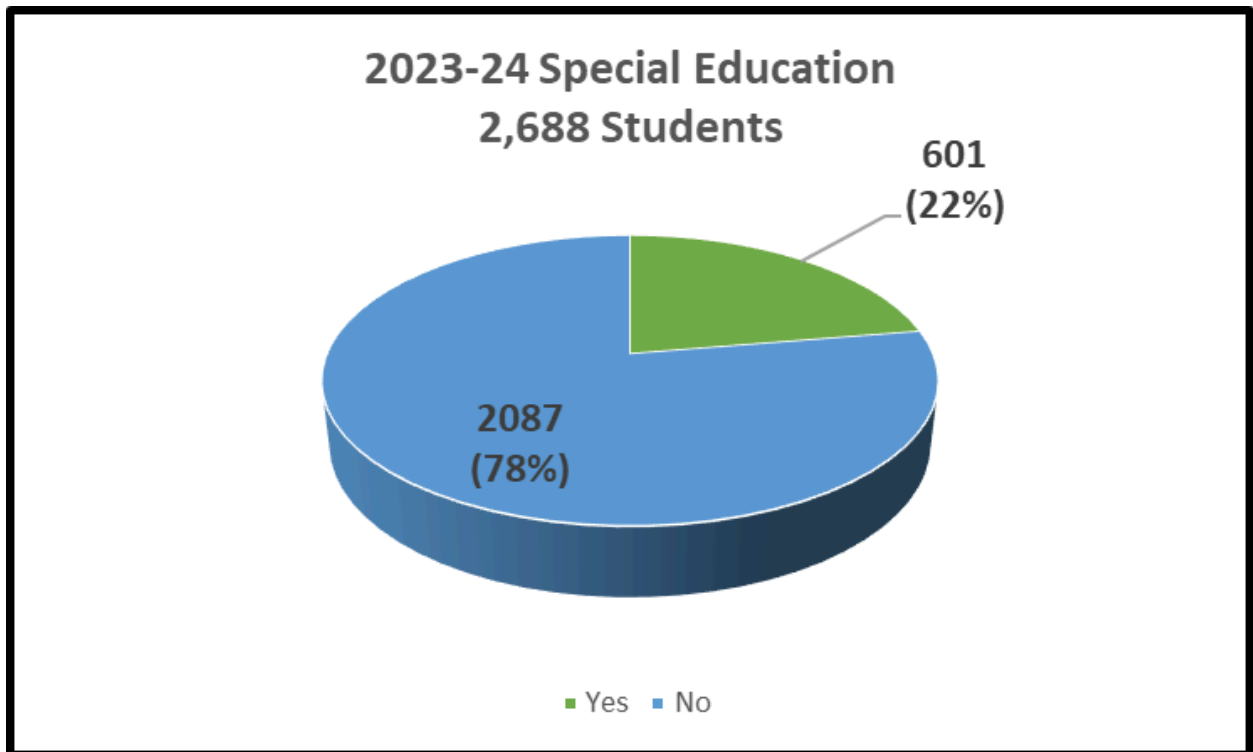
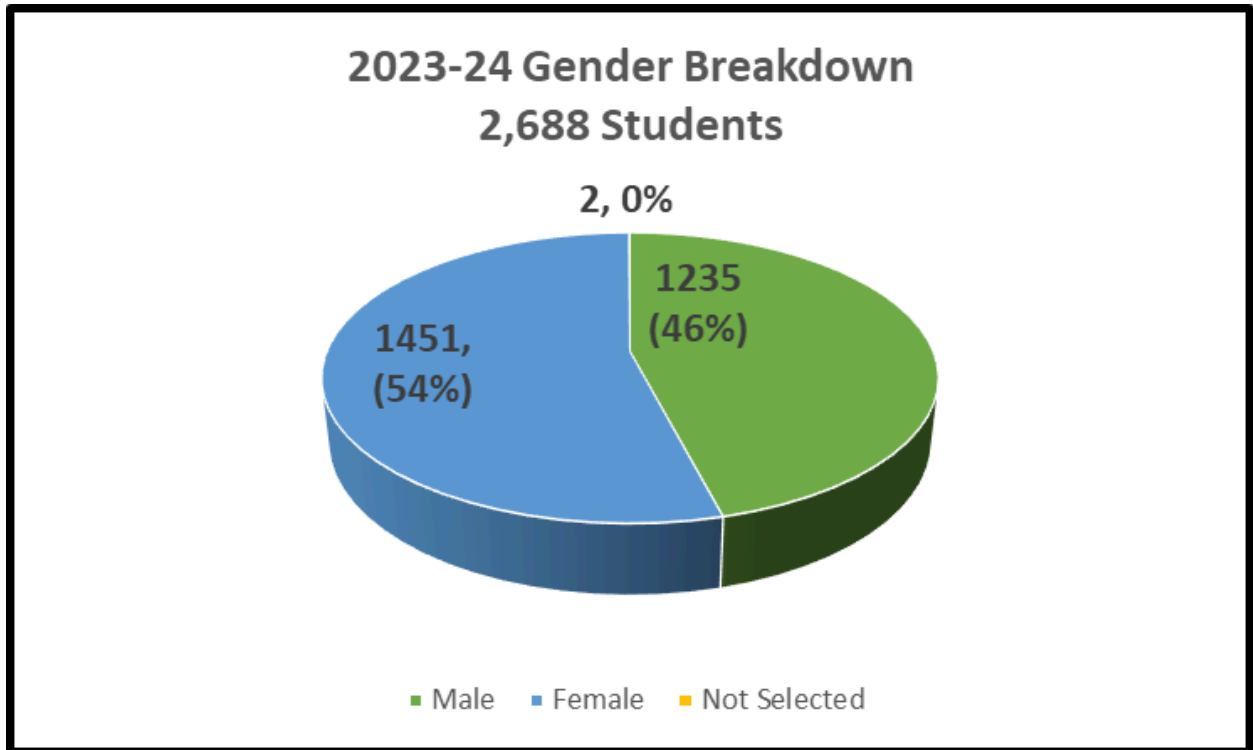
## ***Financial performance***

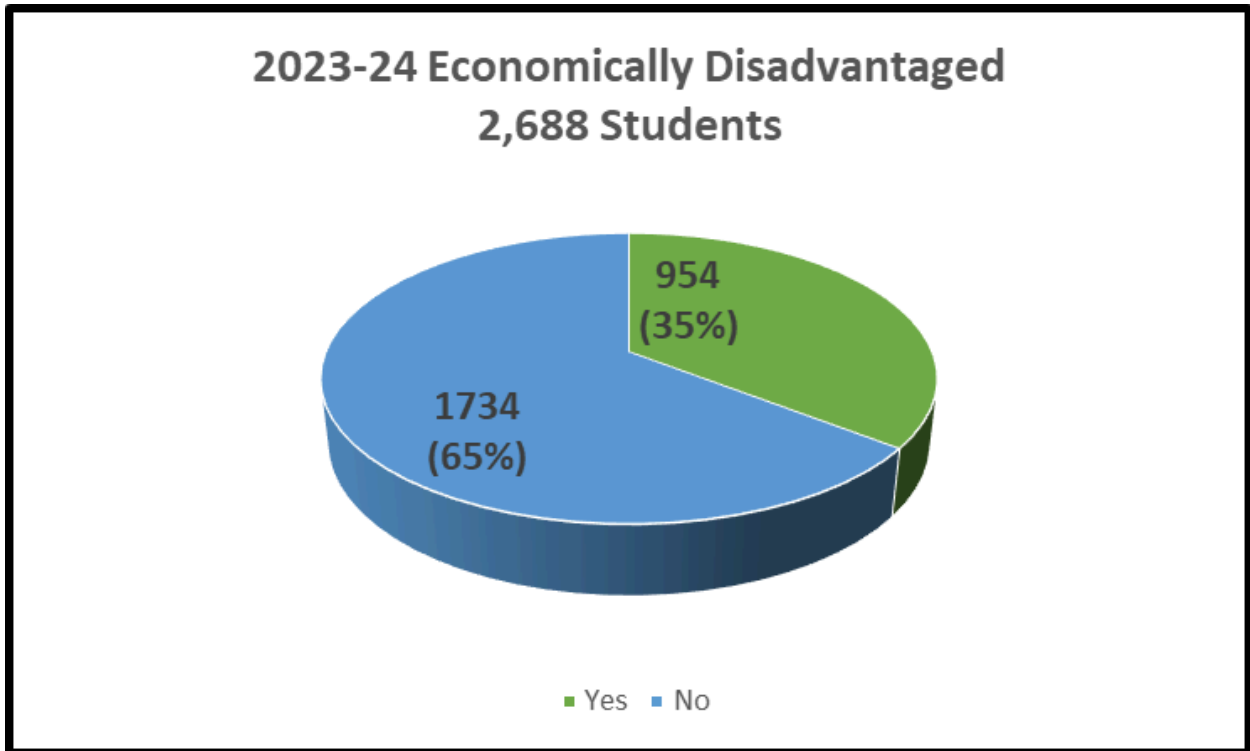
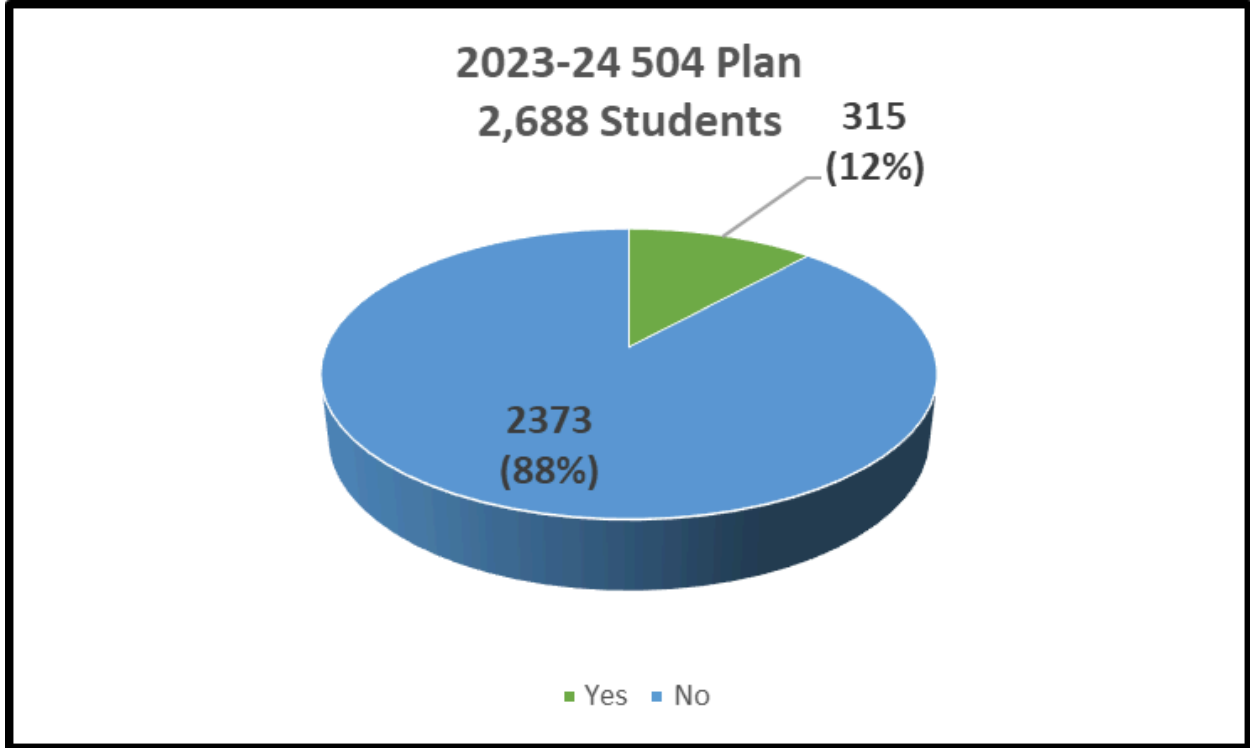
State law allows the Charter School Commission to draw up to 3% of the annual per-pupil allocation received by each public charter school under its authorization. In FY24, the Commission remained at the 2.35% allocation.

Based on the FY24 ED279s, the Commission's revenue was \$724,203.95 and \$734,129.49 was spent on monitoring performance and supporting the success of Maine's public charter schools. A financial order requesting additional funds for staffing, NWEA testing and Epicenter enhancements was granted in March 2024. The balance was carried over to FY25.

### Demographics (SY2023-24)







# Coversheet

## New Governing Board Members

**Section:** XI. New Business Requiring Notification to the Commission (No formal action to be taken by Commission)  
**Item:** A. New Governing Board Members  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ELC New Governing Board Member (Justin MacDonald).pdf

## Public Charter School Governing Board Member Information Sheet

Name of Public Charter School Ecology Learning Center

Name of Board Member Justin MacDonald


Email Address jmacdtherapy@gmail.com

Occupation Community Mental Health Liaison and Private Practitioner

Please respond to the following questions:

1. Why do you wish to serve on the governing board?  
I want join the board of ELC to learn more about how to serve a local educational institution. I want to support an institution that would have been helpful for me to utilize when I was school aged.
2. What is your understanding of the educational needs of students in the catchment area?  
This catchment area has a diverse cross section of educational needs. ELC fulfills multiple demographics of needs.
3. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).  
I have no previous or present educational involvement. Aside from the student perspective.
4. What special qualifications do you have that will help you to be a board member?  
My qualifications are lived experience, relationship building experience, and my professional skill set.
5. What is your understanding of the role you will play as a public charter school board member?  
Board members are tasked with supporting ELC meets it's mission, help provide funding from community sources, provide fiscal insight and steering, oversee compliance with charter school regulations, and vet prospective employees to the school.

Sign



Date

10/30/2024

For your convenience this sheet is located on our website under Resources for Authorized Schools (<http://www.maine.gov/csc/>).

Please see the Maine Charter School Commission's Policy on Public Records.