



# Maine Charter School Commission

## School Performance Committee Meeting

Published on September 3, 2024 at 3:52 PM EDT

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### Date and Time

Monday September 2, 2024 at 3:30 PM EDT

### Location

Zoom

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### Agenda

Purpose

Presenter

#### I. Opening Items

A. Record Attendance

Susan Whipkey

B. Call the Meeting to Order

Tori Kornfield

#### II. Agenda Items

A. Innovation Fund Information

Discuss

Lana Ewing

- Draft for Committee Review

B. Year 4 Performance Reports

Discuss

Lana Ewing

- Review as part of the body of evidence for ELC and MEVA renewals.

	Purpose	Presenter
<b>C. Maine Arts Addendum</b>	Discuss	Lana Ewing

- Determine who will motion to approve per the recommended approval last meeting.

**III. Updates/FYI's**

**IV. Next Month's Topics**

**V. Announcements**

**VI. Next Meeting**

*September 30, 2024 at 3:30pm*

**VII. Closing Items**

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

# Coversheet

## Innovation Fund Information

**Section:** II. Agenda Items  
**Item:** A. Innovation Fund Information  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Innovation Fund.pdf

## **Innovation Fund Information**

August 27, 2024

The Maine Charter School Commission is pleased to offer Innovation Grants to applicants from Maine Charter Schools. The Commission has dedicated \$40,000 in total to award to applicants in SY24-25. The grant funds are allocated on an annual basis and the total amount of funding will be determined annually by the Commission.

### **What is the Innovation Fund?**

There are multiple goals for the funds, all to serve as innovations to increase student achievement, improve student opportunities, and enhance services to students. We encourage schools to work together, take risks, learn from failures, and celebrate successes. While we do not wish to stifle innovation, we must ensure that adequate planning - including ensuring the safety of students and evaluation of efforts - reveal that the innovations are forward moving.

A charter school may apply for up to \$10,000 for a single project or multiple projects. If the school achieves successful program outcomes, they will share best practices and lessons learned with the other charter schools in Maine to encourage program replication.

### **Who may apply?**

Any staff member of a public Maine Charter School may apply for up to \$10,000, with application approval from the charter school's Executive Director.

### **How do you apply?**

1. Fill out the Innovation **Fund Request Form** and submit it via Epicenter. The fund request form should be no more than 5 pages.
2. The form must be filled out at least three weeks before the Commission Meeting when it will be considered for approval.
3. The Commission will consider the request during a scheduled business meeting and decide whether or not to issue the funds and, if approved, how much money to issue.

### **What types of innovation is the Commission interested in funding?**

The following priorities are not required for Fund Request approval, but are highly recommended. Applications that contain some or all of the below priorities have a greater chance of being approved by the Commission.

- Demonstrates rigorous learning along with high student engagement
- Will increase student achievement
- Program runs the full school year
- Program impacts at least three or more grade levels
- Proposal demonstrates collaboration with at least one other school - charter, district public, and/or higher education institution
- Proposed innovation is a new experience for students

# Coversheet

## Year 4 Performance Reports

**Section:** II. Agenda Items  
**Item:** B. Year 4 Performance Reports  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** ELC Year 4 Performance Report - June 2024 FINAL.pdf  
MeVA Year 4 Performance Report - June 2024 FINAL.pdf

# Year 4 Performance Report

*Prepared for  
Ecology Learning Center*

June 2024



# the Ecology Learning Center

## Mission

The mission of the Ecology Learning Center is to deeply root students in Maine’s ecological and cultural landscapes, foster authentic real-world learning through mentorship and craft, and cultivate compassionate and resilient leaders prepared to engage in the challenges of today and tomorrow.

## Vision

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 enact and embody ecological principles by making meaningful connections between school and community. We help students develop the knowledge, skills, and commitment to work collaboratively to address important local challenges. Our students take active roles in every aspect of their education, always with the support and guidance of teachers and local experts.

## Governing Board

Beth Alma, Board Chair	Randy Fox, Vice Chair
Chris Lewis, Treasurer	Carol McGovern, Secretary
Josh Kercksmar	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*	107
Students on Waiting List*	6

\*On 10-1-23 (State Student Count Day)



## School Year 2023-24 Demographic Table

Grade Level Enrollment		
9th Grade	26	24.5%
10th Grade	28	26%
11th Grade	25	23.5%
12th Grade	28	26%
Gender		
Female	45	42%
Male	60	56%
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%

## CHARTER RENEWAL PROCESS

*The Maine Charter School Commission is the authorizer of nine (9) charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet. The charter districts are evaluated and reported on annually as required by law. District data are gathered through the Maine Department of Education, charter districts, and site visits, as applicable. This report is a compilation of the charter district's last 4 years of performance.*

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

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

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

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

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

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

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

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

The following public charter school performance report shall be issued no later than June 30, 2024, Ecology Learning Center's 4th year of operation under its first 5-year charter contract. The performance report summarizes Ecology Learning Center's performance record during the first charter term and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal. Ecology Learning Center will be given the opportunity to respond to this report and submit any corrections or clarifications.

## CONSIDERATIONS FOR RENEWAL

The monitoring process and review of evidence has led to the conclusion that Ecology Learning Center (ELC) is a healthy and thriving organization, providing a high quality, innovative education to students in Unity and the surrounding areas. This is ELC's first charter renewal. A summary of evidence is provided below.

ELC serves approximately 107 students from 36 towns surrounding Unity, and beyond, in the state of Maine.

Areas of Strength:

Ecology Learning Center has consistently met or exceeded expectations in the following areas over the 4 year charter contract:

- Proficiency on the state ELA and math assessments
- 100% graduation rate for the two years that they have had a graduating class
- Accuplacer sub-group goals
- Post-secondary activity completion
- FAFSA opportunities for families
- Completion of the Panorama action plan
- Governing Board effectiveness
- Number of Board Meetings
- Most financial metrics
- All student persistence indicators; and
- Customized Target

ELC has shown remarkable growth during the 4 years of their current charter contract.

Of particular note:

- *Facilities:* ELC secured funding to purchase the Unity Environmental University Performing Arts Center, now named the Clifford Arts & Student Center, across the street from the school's main campus. The purchase was the result of effective, sustained school advocacy, building strong community relationships, and fundraising. The school is maximizing use of the Clifford Arts & Student Center for classroom space, kitchen & dining space, and community programs in the theater that seats nearly 200 people (concerts, plays, musicals, films). Successfully acquiring and operating the Clifford Arts & Student Center added innovative, hands-on programming for students and faculty that directly aligns with ELC's mission to "foster authentic real-world learning through mentorship and craft."
- *Graduation Rate:* ELC has graduated two classes (SY 2022-2023 and SY 2023-2024) with 100% of seniors graduating.
- *Academic Proficiency* has continued to improve, culminating in the school exceeding expectations in math and meeting expectations in ELA on the SY 2023-2024 state assessment.
- *Attendance:* Lowering chronic absenteeism was named as a goal at the end of SY 2022-2023. The school exceeded the goal reporting a chronic absenteeism rate of 8.9% in SY 2023-2024, a 40.58% improvement from the previous year.
- *School Satisfaction:* The school exceeded or met expectations in family and teacher satisfaction on the Panorama survey. The school did not meet the participation threshold with students and staff, but would have exceeded expectations if the participation rate had been higher.
- *Programming:* ELC continues to refine and expand their innovative programming, including reworking "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." As ELC noted in their self-evaluation, "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. Additionally, our fall teacher orientation training was more academically focused, led by curriculum coordinator Korah Soll of Rural Aspirations who helped teachers review and revise their standards-based Scope & Sequences."

#### Areas for Improvement:

The following are areas where ELC has room for improvement:

- *Accuplacer Math*: While meeting expectations in ELA, the school is currently approaching expectations in math.
- *Staff and Student Panorama Participation*: While the results indicate a high level of satisfaction in the school, the school missed the participation threshold for students and staff.
- Timely posting of School Governing Board agenda, minutes, and complete quarterly financial packets including balance sheets.

The Maine Charter School Commission (MCSC) reviewed ELC's performance, evidence of increased student demand for seats, and acquisition of the Clifford Arts + Student Center this year when ELC submitted an amendment to increase student enrollment to 120 students from 106 students. After reviewing the school's data, the MCSC voted to approve the request to increase enrollment. The school has met their enrollment goal and is planning to enroll 120 students in Fall 2024.

## 2020-2024 PERFORMANCE INDICATORS SUMMARY TABLE

Exceeded Expectation	Met Expectation	Partially Met/Approaching Expectation	Did Not Meet Expectation
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STUDENT ACHIEVEMENT				
INDICATOR/TARGET	SY2023-24 <i><b>PRELIMINARY DATA</b></i>	SY2022-23	SY2021-22	SY2020-21
<p><b><u>SY2023-24 and SY2022-23</u></b> 1.1a Student Academic Proficiency - MDOE Through-Year Assessment, <b>ELA</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. <u>NOTE - This indicator was not rated in SY22-23.</u></p> <p><b><u>SY2021-22 and SY2020-21</u></b> Proficiency on state assessment in reading. The school will collect baseline data on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed.</p>	<p><i>School reports that 79% of students are “At or Above” expectations in ELA. Based on the statewide average of 64.6% in SY2022-23, ELC would be “exceeding” expectations.</i></p>	<p><b>Met</b> <i>Reported as required</i></p>	<p><b>Met</b> <i>Reported as required</i></p>	<p><b>Met</b> <i>School collected baseline data on the NWEA MAP test for ELA and provided school wide results at each grade level</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b> 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. <u>NOTE - This indicator was not rated in SY22-23.</u></p> <p><b><u>SY2021-22 and SY2020-21</u></b> Proficiency on state assessment in math. The school will collect baseline data on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed.</p>	<p><i>School reports that 44% of students are “At or Above” expectations in Math. Based on the statewide average of 48.7% in SY2022-23, ELC would be “meeting” expectations.</i></p>	<p><b>Met</b> <i>Reported as required</i></p>	<p><b>Met</b> <i>Reported as required</i></p>	<p><b>Met</b> <i>School collected baseline data on the NWEA MAP test for Math and provided school wide results as well as results at each grade level</i></p>

<p><b><u>SY2023-24</u></b>                  1.1c Proficiency by subgroup, Through-Year Assessment, <b>ELA</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 on IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity</p> <p><i>*To be reported, subgroups must have at least 10 students</i></p>	<p><i>Not reportable as there are no subgroups with more than 10 students.</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p><b>Partially Met or Approaching</b>  <i>In SY2021-22, most subgroups performed similarly to comparison groups. Males performed better in math, while females performed better in reading.</i></p>	
<p><b><u>SY2021-22 and SY2020-21</u></b>                  School will meet goal of 70% of eligible students meeting their projected growth on NWEA <b>reading</b>.</p>	<p>N/A</p> <p><i>No longer a requirement for high schools beginning in SY2022-23</i></p>		<p><b>Met</b></p> <p><i>School will meet goal of 70% of eligible students meeting their projected growth on MAP ELA reading. School reported 73%.</i></p>	<p><b>Met</b></p> <p><i>Reported as required. Baseline established.</i></p>
<p><b><u>SY2021-22 and SY2020-21</u></b>                  School will meet goal of 70% of eligible students meeting their projected growth on NWEA <b>language</b>.</p>	<p>N/A</p> <p><i>No longer a requirement for high schools beginning in SY2022-23</i></p>		<p><b>Partially Met or Approaching</b></p> <p><i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3% was “partially meets expectation”; school reported 45%.</i></p>	
<p><b><u>SY2023-24</u></b>                  1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th. School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p>	<p>N/A</p> <p><i>No longer a requirement for high schools beginning in SY2022-23</i></p>		<p><b>Partially Met or Approaching</b></p> <p><i>Less than 2% below target</i></p>	<p><b>Met</b></p> <p><i>Reported as required. Baseline established.</i></p>

<p><b><u>SY2022-23</u></b>                  1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th. School will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><b><u>SY2021-22</u></b>                  School will meet goal of 70% of eligible students meeting their projected growth on NWEA <b>math</b>.</p>		<p><i>or is more than 2% below target, but has increased rate from previous year by at least 3% was "partially meets expectation"; school reported 58%</i></p> <p><i>NOTE - ELCs target for SY2021-22 was 60%</i></p>	
<p><b><u>SY2023-24</u></b>                  1.4a Subgroup Performance: Maine State Assessment or 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>.</p> <p>*To be reported, subgroups must have at least 10 students.</p> <p><b><u>SY2021-22 and SY2020-21</u></b>                  The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic, and racial minorities).</p>	<p>N/A</p> <p><i>No longer a requirement for high schools beginning in SY2022-23</i></p>	<p><b>Partially Met or Approaching</b></p> <p><i>In SY2021-22, most subgroups are performing similarly to comparison groups. Males performed better in math, while females performed better in reading.</i></p>	
<p><b><u>SY2023-24</u></b>                  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>.</p> <p>*To be reported, subgroups must have at least 10 students.</p>	<p>N/A</p> <p><i>No longer a requirement for high schools beginning in SY2022-23</i></p>		
<p><b><u>SY2023-24</u></b>                  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</p>	<p>N/A</p> <p><i>No longer a requirement for high schools beginning in SY2022-23</i></p>		



<p>their projected growth on NWEA MAP <b>math</b>.</p> <p>*To be reported, subgroups must have at least 10 students.</p>			<p style="text-align: center;"><b>Met</b></p> <p style="text-align: center;"><i>In SY2020-21, subgroups performed similarly to comparison groups</i></p> <p style="text-align: center;"><i>NOTE: In SY2021-22 and SY2020-21, achievement gaps in growth between major subgroups on the NWEA MAP Assessments for ELA reading, ELA language, and math were not reported separately</i></p>	
<p><b>SY2023-24 and SY2022-23</b> 1.5 4 Year High School Completion</p> <p>4 year high school graduation rate (current cohort). Schools will meet annual goal.</p>	<p style="text-align: center;"><b>Exceeded</b></p> <p style="text-align: center;"><i>School reports a 100% 4-year high school graduation rate</i></p> <p style="text-align: center;"><i>(Annual Goal is 87%)</i></p>	<p style="text-align: center;"><b>Exceeded</b></p> <p style="text-align: center;"><i>School reported a 100% 4-year high school graduation rate</i></p> <p style="text-align: center;"><i>(Annual Goal was 86%)</i></p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>The Ecology Learning Center opened in SY2020-21 with 9th and 10th grade students only. They added 11th graders in SY2021-22 and did not hold their first graduation until SY2022-23.</i></p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>The Ecology Learning Center opened in SY2020-21 with 9th and 10th grade students only and did not hold their first graduation until SY2022-23.</i></p>
<p><b>SY2023-24</b> 1.5a 5 and 6 Year High School Completion</p> <p>5 and 6 year high school graduation rate. Schools will meet annual goals:</p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>ELC has not been an operating public charter school long enough to have 5 and 6 year graduates.</i></p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>The Ecology Learning Center opened in SY2020-21 with 9th and 10th grade students only. They added 11th graders in SY2021-22 and did not hold their first graduation until SY2022-23.</i></p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>The Ecology Learning Center opened in SY2020-21 with 9th and 10th grade students only and did not hold their first graduation until SY2022-23.</i></p>
<p><b>SY2023-24 and SY2022-23</b> 1.6a Post Secondary Readiness</p> <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</u> scores of EBRW 530 or higher and 520 or higher in math or;</li> <li>• <u>ASVAB</u> score of 31 or higher.</li> </ul>	<p style="text-align: center;"><i>School is reporting that 77% of students scored a College Readiness Indicator of 239 or above in reading and 71.4% of students scored a College</i></p>	<p style="text-align: center;"><b>Met</b></p> <p style="text-align: center;"><i>Reported as required</i></p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>

<p><u>NOTE - In SY2022-23, schools reported the data, but were not rated.</u></p>	<p><i>Readiness Indicator of 226 or above in math.</i></p>			
<p><b><u>SY2023-24</u></b>                  1.6b Post Secondary Readiness: Subgroups*. 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</u> scores of EBRW 530 or higher and 520 or higher in math or;</li> <li>• <u>ASVAB</u> score of 31 or higher.</li> </ul> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p>*To be reported, subgroups must have at least 10 students</p> <p><b><u>SY2022-23</u></b>                  1.6b Post-Secondary Readiness/Achievement Gaps. Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB. The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p>*To be reported subgroups must have at least 5 students or 5% of the student population.</p>	<p><i>Not reportable as there are no subgroups with more than 10 students.</i></p>	<p><b>Met</b>  <i>Reported as required</i></p>	<p>N/A  <i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p>N/A  <i>Requirement was not added to the Performance Framework until SY2023-24</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b>                  1.6c Post Secondary Readiness: Post-Secondary Activity</p> <p>At the end of their graduating year, 70% -80% of each schools' students will have successfully participated in at least one post-secondary activity such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, career technical coursework or internship.</p>	<p><i>Data not available until after July 15th</i></p>	<p><b>Exceeded</b>  <i>School reported that 100% of students participated in at least one postsecondary opportunity</i></p>	<p>N/A  <i>The Ecology Learning Center did not have 12th grade in SY2021-22.</i></p>	<p>N/A  <i>The Ecology Learning Center did not have 12th grade students in SY2020-21.</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b>                  1.6d Post-Secondary Readiness: FAFSA</p> <p>The Commission will monitor a charter school's ability to support students with FAFSA completion.Schools will report annual rates and school-supported opportunities for FAFSA support.</p>	<p><i>Data not available until after July 15th</i></p>	<p><b>Met</b>  <i>Reported as required</i></p>	<p>N/A  <i>Requirement was not added to the Performance Framework until</i></p>	<p>N/A  <i>Requirement was not added to the Performance Framework until</i></p>

			SY2023-24	SY2023-24
<p><b>SY2023-24 and SY2022-23</b> 1.7 and 5.2 Student Attendance - 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. *Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year</p> <p><b>SY2021-22 and SY2020-21</b> Chronic absenteeism rate. Schools will have fewer students classified as chronically absent on the last day of school.</p>	<p>School reports that 8.90% of students were chronically absent. This would be "exceeding" expectations on the Performance Framework.</p>	<p><b>Did Not Meet</b></p> <p>School reported that 49.48% of students were chronically absent</p>	<p><b>Did Not Meet</b></p> <p>Greater than 13% was "not meeting" expectations; school reported 23.4%</p>	<p><b>Exceeded</b></p> <p>Fewer than 7% was "exceeding" expectation; school reported 6.1%</p>
<p><b>SY2021-22</b> Students will show progress in their learning through growth in their NWEA RIT scores in ELA <b>reading and language</b> from fall to spring of each school year.</p>	<p>N/A</p> <p>Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p>N/A</p> <p>Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p><b>Partially Met or Approaching</b></p> <p>70%-79.9% was "partially meeting" expectation; school reported 77%</p>	<p><b>Did Not Meet</b></p> <p>Below 70% was not meeting expectation; school reported 12</p>
<p><b>SY2021-22</b> Students will show progress in their learning through growth in their NWEA RIT scores in ELA <b>math</b> from fall to spring of each school year.</p>	<p>N/A</p> <p>Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p>N/A</p> <p>Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p><b>Did Not Meet</b></p> <p>Below 70% was not meeting expectation; school reported 60%</p>	<p><b>Did Not Meet</b></p> <p>Below 70% was not meeting expectation; school reported 16%</p>
<p><b>SY2021-22</b> Average Daily Attendance Rate. School will have an average daily attendance rate of grades 9-12 of 91% or higher.</p>	<p>N/A</p> <p>Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p>N/A</p> <p>Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p><b>Did Not Meet</b></p> <p>Below 88% was "not meeting" expectations; school reported 71%</p>	<p><b>Exceeded</b></p> <p>95% or higher was "exceeding" expectation; school reported 96.7%</p>

SCHOOL CLIMATE AND FAMILY ENGAGEMENT				
TARGET	SY2023-24 <b>PRELIMINARY DATA</b>	SY2022-23	SY2021-22	SY2020-21
<p><b>SY2023-24 and SY2022-23</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.</p>	<p>No rating is provided for Criterion 2.1: State Compliance. Site visit reports include a section that identifies specific concerns the school must address (if any).</p>		<p>N/A</p> <p>Requirement was not added to the Performance Framework</p>	<p>N/A</p> <p>Requirement was not added to the Performance Framework</p>

			until SY2023-24	until SY2023-24
<p><b><u>SY2023-24</u></b>                      2.2 Family Engagement: Panorama School Climate Survey - Family Results. Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard".</p> <p><i>In SY2023-24 results on the required scales were as follows:</i></p> <ul style="list-style-type: none"> <li>• School Climate - In the 99th percentile nationally compared to like schools</li> <li>• School Safety - In the 99th percentile nationally compared to like schools</li> <li>• School Fit - In the 99th percentile nationally compared to like schools</li> </ul>				
<p><b><u>SY2022-23</u></b>                      2.2 Family Engagement: Panorama School Climate Survey - Family Results. Results from 3/3 required scales* on the Family Panorama School climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard".</p> <p><i>In SY2022-23, results on the required scales were as follows:</i></p> <ul style="list-style-type: none"> <li>• School Climate - In the 99th percentile nationally compared to like schools</li> <li>• School Safety - In the 99th percentile nationally compared to like schools</li> <li>• School Fit - In the 70th percentile nationally compared to like schools</li> </ul> <p>*Required Scales - School Climate, Safety, and School Fit</p>	<p><b>Exceeded</b></p> <p>44% of families completed the survey</p>	<p><b>Did Not Meet</b></p> <p>30% of families completed the survey</p>	<p><b>Met</b></p> <p>45% of families completed the survey</p>	<p><b>Did Not Meet</b></p> <p>27% of families completed the survey</p>
<p><b><u>SY2021-22</u></b>                      Panorama Survey-Family Participation: 40% of families will participate in the Panorama survey.</p>				
<p><b><u>SY2023-24</u></b>                      2.3 School Climate: Panorama School Climate Survey - Student Results. Results from 4/4 of the required scales* on the</p>	<p><b>Did Not Meet</b></p> <p>68.6% of students</p>	<p><b>Exceeded</b></p> <p>77% of students</p>	<p><b>Met</b></p> <p>73% of students</p>	<p><b>Exceeded</b></p> <p>85% of students</p>

<p>Student 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.”</p> <p><i>In SY2023-24 results on the required scales were as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>Rigorous Expectations - In the 90th percentile nationally compared to like schools</i></li> <li>• <i>Teacher/Student Relationships- In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Safety - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Climate - In the 90th percentile nationally compared to like schools</i></li> </ul> <p><b><u>SY2022-23</u></b>                  2.3 School Climate: Panorama School Climate Survey - Student Results. Results from 4/4 of the required scales* on the Student Panorama School climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”.</p> <p><i>In SY2022-23, results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 99th percentile nationally compared to like schools</i></li> </ul> <p><i>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate scale were available.</i></p> <p>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher-Student Relationships</p> <p><b><u>SY2021-22</u></b>                  Panorama Survey-Student Participation: 65% of eligible students will participate in the Panorama survey.</p>	<p><i>completed the survey</i></p>	<p><i>completed the survey</i></p>	<p><i>completed the survey</i></p>	<p><i>completed the survey</i></p>
<p><b><u>SY2023-24</u></b>                  2.4 School Climate: Panorama School Climate Survey - Teacher Results. 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). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically</p>	<p><b>Met</b></p> <p><i>88% of teachers completed the survey</i></p>	<p><b>Did Not Meet</b></p> <p><i>63% of teachers/staff completed the survey</i></p>	<p><b>Did Not Meet</b></p> <p><i>59% of teachers/staff completed the survey</i></p>	<p><b>Exceeded</b></p> <p><i>43% of teachers/staff completed the survey</i></p>

<p>result in a “does not meet standard”.</p> <p><i>In SY2023-24, ELCs teacher participation rate was 88%. Results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Leadership - In the 90th percentile nationally compared to like schools</i></li> <li>• <i>Professional Learning - In the 80th percentile nationally compared to like schools</i></li> <li>• <i>Feedback and Coaching - In the 40th percentile nationally compared to like schools</i></li> </ul> <p><b><u>SY2022-23</u></b>                  2.4 School Climate: Panorama School Climate Survey - Teacher/Staff Results. Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be at minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”.</p> <p><i>In SY2022-23, MeVAs teacher/staff participation rate was 100%. Results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 93rd percentile nationally compared to like schools</i></li> <li>• <i>School Leadership - In the 80th percentile nationally compared to like schools</i></li> <li>• <i>Professional Learning - In the 67th percentile nationally compared to like schools</i></li> <li>• <i>Feedback and Coaching - In the 67th percentile nationally compared to like schools</i></li> </ul> <p>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback and Coaching</p> <p><b><u>SY2021-22</u></b>                  Panorama Survey-Teacher/Staff Participation - 70% of teachers/staff will participate in the Panorama survey.</p>				
<p><b><u>SY2023-24</u></b>                  2.5 School Climate: Panorama School Climate Survey - Staff 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,</p>	<p><b>Did Not Meet</b></p> <p><i>38% of staff completed the survey</i></p>	<p>N/A</p> <p><i>Teacher Results and Staff Results were not reported separately</i></p>	<p>N/A</p> <p><i>Teacher Results and Staff Results were not reported separately</i></p>	<p>N/A</p> <p><i>Teacher Results and Staff Results were not reported separately</i></p>

<p>grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”.</p> <p><i>In SY2023-24, ELCs staff participation rate was 38%. Results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 90th percentile nationally compared to like schools</i></li> <li>• <i>School Leadership - In the 90th percentile nationally compared to like schools</i></li> <li>• <i>Professional Learning - In the 90th percentile nationally compared to like schools</i></li> <li>• <i>Feedback and Coaching - In the 60th percentile nationally compared to like schools</i></li> </ul> <p>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback and Coaching</p>		<p><i>until SY2023-24</i></p>	<p><i>until SY2023-24</i></p>	<p><i>until SY2023-24</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b> 2.6 and 2.5 School Climate: Panorama Survey Action Plan</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>Met</b></p> <p><i>School developed and implemented a plan</i></p>	<p><b>Met</b></p> <p><i>School developed and implemented a plan</i></p>	<p><b>Met</b></p> <p><i>Even though not required for the 2021-22 school year, the school developed an action plan</i></p>	<p>N/A</p> <p><i>The Ecology Learning Center was not open in 2019-20.</i></p>

<b>ORGANIZATIONAL SUSTAINABILITY</b>				
<b>TARGET</b>	<b>SY2023-24 <i>PRELIMINARY DATA</i></b>	<b>SY2022-23</b>	<b>SY2021-22</b>	<b>SY2020-21</b>
<p><b><u>SY2023-24 and SY2022-23</u></b> 3.1 Governing Board Effectiveness</p> <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 obligation, 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</li> </ul>	<p><b>Low Risk</b></p> <p><i>Board has fulfilled contract obligations as charter contract holder in the State of Maine</i></p>	<p><b>Low Risk</b></p> <p><i>Board has fulfilled contract obligations as charter contract holder in the State of Maine</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>

<p>Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning.</p> <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><u>SY2023-24 and SY2022-23</u></b>                  3.2 Public Accountability: Transparent, responsive, and legally compliant Board operations. The Governing Board will hold a minimum of 6 meetings per school year in accordance with approved bylaws and in accordance with the Freedom of Access Act.</p>	<p><b>Met</b></p> <p><i>Board held 6 or more meetings</i></p>	<p><b>Met</b></p> <p><i>Board held 6 or more meetings</i></p>	<p><b>Exceeded</b></p> <p><i>11 or more meetings was "exceeding expectation"; the board held 12 meetings</i></p>	<p><b>Exceeded</b></p> <p><i>11 or more meetings was "exceeding expectation"; the board held 12 meetings</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b>                  3.3 Public Accountability: Transparent, responsive, and legally compliant Board operations. Timely publication of Board meeting agenda and minutes upon approval and</p>	<p><b>Did Not Meet</b></p> <p><i>3 or more not posted timely</i></p>	<p><b>Did Not Meet</b></p> <p><i>3 or more not posted timely</i></p>	<p><b>Partially Met or Approaching</b></p> <p><i>1-2 items not posted timely</i></p>	<p><b>Partially Met or Approaching</b></p> <p><i>1-2 items not posted timely</i></p>



submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.				
<p><b><u>SY2023-24 and SY2022-23</u></b>                      3.4 Reporting Accuracy and Timeliness. 80%-90% of reports are submitted on time and are accurate and complete.</p> <p><b><u>SY2021-22</u></b>                      Reporting of behavior incidents. The school will follow the Maine DOE required reporting for incidents of behavior.</p>	<p><b>Exceeded</b></p> <p><i>98% of required reports and documents were submitted on time with 98% accuracy</i></p>	<p><b>Partially Met or Approaching</b></p> <p><i>77% of required reports and documents were submitted on time with 100% accuracy</i></p>	<p><b>Did Not Meet</b></p> <p><i>Did no report as required</i></p>	<p><b>Met</b></p> <p><i>Reported as required</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b>                      3.5 Board Training. Board members will engage in a baseline of annual training and development.</p>	<p><b>Met</b></p> <p><i>100% of required courses have been taken and evidence is provided</i></p>	<p><b>Did Not Meet</b></p> <p><i>Less than 80% of required courses were completed</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b>                      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.</p>	<p><b>Met</b></p> <p><i>Certified as required and approved by the Board</i></p>	<p><b>Met</b></p> <p><i>Certified as required and approved by the Board</i></p>	<p><b>Met</b></p> <p><i>Certified as required and approved by the Board; and has a current Capital Improvement Plan approved by the Board</i></p>	<p><b>Met</b></p> <p><i>Certified as required and approved by the Board</i></p>
				<p><b>Did Not Meet</b></p> <p><i>School does not have an approved Capital Improvement Plan</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b>                      3.7 Facility supports Programming</p> <p>The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.</p>	<p><b>Met</b></p> <p><i>Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</i></p>	<p><b>Partially Met or Approaching</b></p> <p><i>Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>

**FINANCIAL MANAGEMENT AND VIABILITY**

TARGET	<b><u>SY2023-24 PRELIMINARY DATA</u></b>	<b>SY2022-23</b>	<b>SY2021-22</b>	<b>SY2020-21</b>
<p><b><u>SY2023-24 and SY2022-23</u></b> 4.1a Current Ratio (Near Term Measures)</p> <p>Current ratio is greater than or equal to 1.1.</p>	<p><i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i></p>	<p><b>Low Risk</b></p> <p><i>Current ratio is greater than 1.5</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b> 4.1b Unrestricted Days Cash on Hand (Near-Term Measures)</p> <p>Unrestricted days cash will be at least 30 days.</p>	<p><i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i></p>	<p><b>Moderate Risk</b></p> <p><i>Unrestricted days cash on hand is 30-60 days</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b> 4.1c Enrollment Variance (Near-Term Measures)</p> <p>Actual enrollment is within 5% of the enrollment protected in the approved budget.</p>	<p><i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i></p>	<p><b>Moderate Risk</b></p> <p><i>Variance is between 2% - 5% of budgeted enrollment</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b> 4.1d Financial Obligations Default (Near Term Measures)</p> <p>The school meets all debt and real estate lease obligations.</p>	<p><i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i></p>	<p><b>Low Risk</b></p> <p><i>Not in default and not delinquent</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b> 4.2a Total Margin (Sustainability Measures)</p> <p>The School's Aggregated Three Year Total Margin is positive, and the most recent year Total Margin is positive.</p>	<p><i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i></p>	<p><b>Low Risk</b></p> <p><i>Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>
<p><b><u>SY2023-24</u></b> 4.2b Debt to asset ratio (Sustainability Measure)</p> <p>The debt to asset ratio will be less than 90%.</p> <p><b><u>SY2022-23</u></b> 4.2 b Debt to asset ratio (Sustainability Measure).</p>	<p><i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i></p>	<p><b>Low Risk</b></p> <p><i>The debt to asset ratio is less than 90%.</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>

The debt to asset ratio will be less than 0.9.				
<b><u>SY2023-24 and SY2022-23</u></b> 4.2c Cash Flow (Sustainability Measure)  Charter District Leadership maintains a positive cumulative 2-year cash flow.	<i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i>	<b>High Risk</b>  <i>Does not have a positive cumulative 2-year cash flow</i>	N/A  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	N/A  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<b><u>SY2023-24 and SY2022-23</u></b> 4.2d Financial Obligations Coverage Ratio (Sustainability Measure)  Charter District Leadership is able to pay current debt principal and interest and lease payments from current year surplus.	<i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i>	<b>Low Risk</b>  <i>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</i>	N/A  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	N/A  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<b><u>SY2023-24 and SY2022-23</u></b> 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.  <u>NOTE - In SY22-23, Leadership/Board developed the 3-year financial plan.</u>	<i>Data not available until after June 30th</i>	<b>Met</b>  <i>School published a 3-year annual financial plan as required.</i>	N/A  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	N/A  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<b><u>SY2021-22</u></b> Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand  School evaluates its Near Term Financial Performance and Stability outline provided by the Commission.	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	<b>Partially Met or Approaching</b>  <i>Near Term Measures require monitoring</i>	<b>Met</b>  <i>Near Term Measures are healthy</i>
<b><u>SY2021-22</u></b> Sustainability Measures a) Total Margin b) Debt to asset ratio  School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	<b>Partially Met or Approaching</b>  <i>Sustainability Measures require monitoring</i>	<b>Met</b>  <i>Sustainability Measures are healthy</i>
<b><u>SY2021-22</u></b> Clean Audit. The school has an annual financial audit conducted. Audit and management letter are submitted to the Commission and audit has no material findings or misstatements. Unmodified opinion on [consolidated]	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	<b>Met</b>  <i>Clean audit submitted</i>	<b>Met</b>  <i>Clean audit submitted</i>

financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.				
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<b>SCHOOL MISSION AND STUDENT PERSISTENCE (formerly FAITHFULNESS TO THE CHARTER AND THE LAW)</b>				
<b>TARGET</b>	<b>SY2023-24 PRELIMINARY DATA</b>	<b>SY2022-23</b>	<b>SY2021-22</b>	<b>SY2020-21</b>
<p><b>SY2023-24 and SY2022-23</b>                      5.1 Mission and Key Design Implementation</p> <ol style="list-style-type: none"> <li>The school demonstrates its approved mission.</li> <li>The school implements the key design elements in the approved charter and any subsequently approved amendment in a manner that serves all of its students.</li> <li>The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</li> </ol>	<p><b>Met</b></p> <p><i>School is implementing the mission and design elements as outlined in the charter and amendments.</i></p>	<p><b>Met</b></p> <p><i>School is implementing the mission and design elements as outlined in the charter and amendments.</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>
<p><b>SY2023-24 and SY2022-23</b>                      5.2 Student Persistence - School Year. 85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day.</p>	<p><b>Exceeded</b></p> <p><i>School reports that 96% of students persist through the school year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 94.12% of students persist through the school year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 96% of students persist through the school year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 98% of students persist through the school year.</i></p>
<p><b>SY2023-24 and SY2022-23</b>                      5.3 Student Persistence - Year-to-year. 85% 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 the last day of school.</p>	<p><b>Exceeded</b></p> <p><i>School reports that 98% of students persist from year to year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 98.57% of students persist from year to year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 96% of students persist from year to year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 98% of students persist from year to year.</i></p>

<b>SCHOOL CUSTOMIZATION</b>				
<b>TARGET</b>	<b><u>SY2023-24</u> <u>PRELIMINARY</u> <u>DATA</u></b>	<b>SY2022-23</b>	<b>SY2021-22</b>	<b>SY2020-21</b>
<p>Passion Projects</p> <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><i>Data not available until after July 15th</i></p>	<p><b>Exceeded</b></p> <p><i>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.</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2022-23</i></p>

# Year 4 Performance Report

*Prepared for  
Maine Virtual Academy*

June 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.

### 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, Board President	Susan Walters
Tina Meserve	Nicholas Gannon
Stacey Blanchard	

### Leadership Team

Dr. Melinda Browne, Head of School	Donald Fournier, Academic Administrator
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### School Profile

Year Opened	2015-16
Years in Operation	9
Grades Served	7-12
Number of Sending Districts	118
Enrollment*	442
Students on Waiting List*	86

\*On 10-1-23 (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	108	24%
General Education Students	334	76%
Economically Disadvantaged		
Yes	239	54%
No	203	46%



## CHARTER RENEWAL PROCESS

*The Maine Charter School Commission is the authorizer of nine (9) charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet. The charter districts are evaluated and reported on annually as required by law. District data are gathered through the Maine Department of Education, charter districts, and site visits, as applicable. This report is a compilation of the charter district's last 4 years of performance.*

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

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

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

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

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

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

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

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

The following public charter school performance report shall be issued no later than June 30, 2024, Maine Virtual Academy's 9th year of operation under its second 5-year charter contract. The performance report summarizes Maine Virtual Academy's performance record during the second charter term and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal. Maine Virtual Academy will be given the opportunity to respond to this report and submit any corrections or clarifications.

## CONSIDERATIONS FOR RENEWAL

The monitoring process and review of evidence has led to the conclusion that Maine Virtual Academy (MEVA) provides a strong education to the students that it serves, is a dedicated partner, and a healthy and effective organization. A summary of the evidence is provided below.

MEVA serves approximately 442 students from 187 cities and towns across the state of Maine.

Area of Strength:

Maine Virtual Academy has consistently met or exceeded expectations in the following areas over the 4 year charter contract:

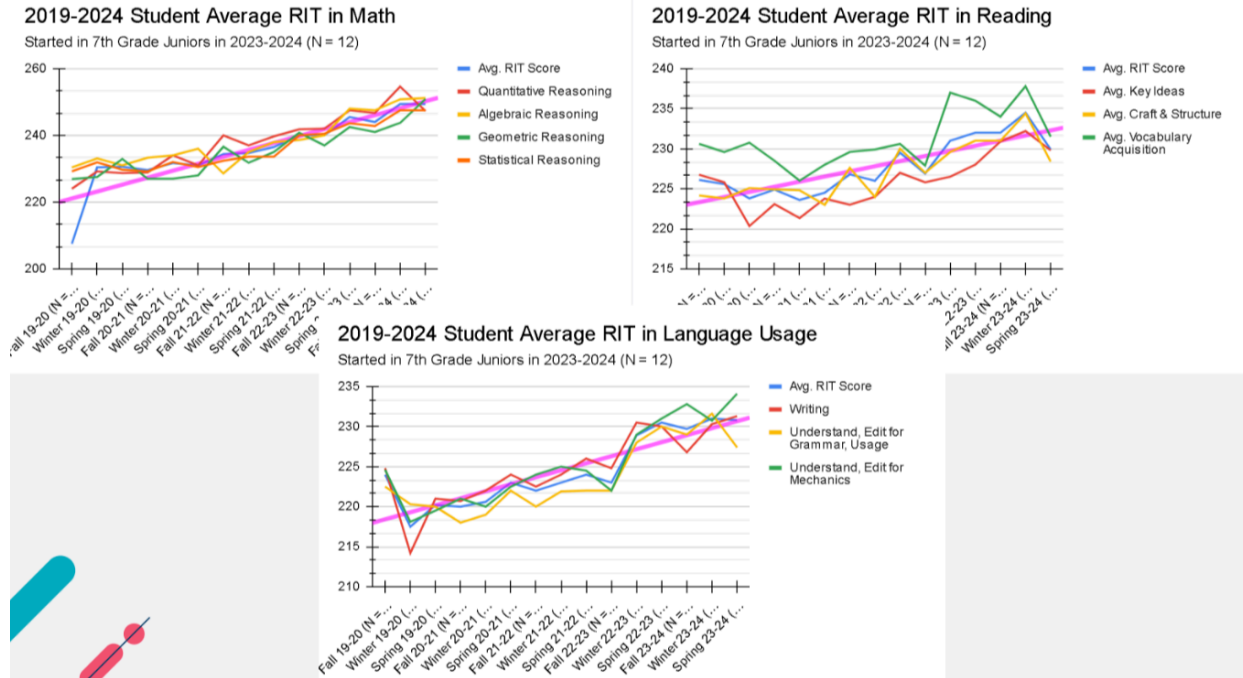
- Proficiency on the state ELA assessment
- Post-secondary readiness measured by Accuplacer results for all students and subgroups of students
- Post-secondary activity completion
- FAFSA opportunities for families
- High satisfaction rates for families, staff, students and teachers
- All board effectiveness indicators
- All public accountability and reporting timeliness indicators
- All financial metrics
- Student enrollment and persistence; and
- Customized Target.

MEVA has shown remarkable growth during the 4 years of their current charter contract, culminating in meeting or exceeding in almost all of the indicators on the Performance Framework, including:

- Proficiency on the state ELA assessment for all students and subgroups
- Student academic growth for all students in reading and language; and reading and math subgroups
- 100% graduation rate for the last two years
- All post-secondary indicators, including strong academic performance on the Accuplacer
- High rate of student attendance and low rate of chronic absenteeism
- Excellent satisfaction ratings from students, families, staff and teachers
- Healthy finances
- Effective Board Governance; and
- Student enrollment and persistence.

Worth noting is that MEVA consistently displays high student participation rates in the state assessment, such as the 97.17% participation rate this year. As a virtual school, they deploy staff and equipment across the state to achieve these results. The high participation rate is representative of the investment that teachers, families and students have in the school, as shown in the strong Panorama survey results.

MEVA is a highly data driven organization, which analyzes performance trends over time and has shown that the longer students stay at MEVA, the more they learn, as measured by the NWEA MAP Growth assessment. *(See Graphs Below)*



**Area for Improvement:**

The sole area where the school is not meeting expectations is math proficiency on the Maine State Assessment. MEVA reports that they are devoting significant time and energy to improve math scores. The school has aligned their math curriculum to include the components that are newly assessed on the new state assessment, primarily incorporating 8th grade algebra standards. Because MEVA begins in 7th grade, the school works to thoroughly balance teaching missing skills and standards with exposing students to grade-level content for mastery before graduation.

It is worth noting that the Maine State Assessment results include grades 7, 8, and 10 and once students at MEVA are seniors, 100% are graduating with 87% in reading and 88% in math displaying college readiness on the Accuplacer assessment.

The Maine Charter School Commission (MCSC) reviewed MEVA's performance and evidence of increased student demand for seats at the school this year when MEVA submitted an amendment to increase student enrollment to 450 students. After reviewing the school's data, the MCSC voted to approve the request to increase enrollment. The school has met their enrollment goal and is planning to enroll 450 students in Fall 2024.

As MEVA noted in their self-evaluation: "MEVA's 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.”

**2020-2024 PERFORMANCE INDICATORS SUMMARY TABLE**

Exceeded Expectation	Met Expectation	Partially Met/Approaching Expectation	Did Not Meet Expectation
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STUDENT ACHIEVEMENT				
INDICATOR/TARGET	SY2023-24 <i>PRELIMINARY DATA</i>	SY2022-23	SY2021-22	SY2020-21
<p><b>SY2023-24 and SY2022-23</b> 1.1a Student Academic Proficiency - MDOE Through-Year Assessment, <b>ELA</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. <u>NOTE - This indicator was not rated in SY22-23.</u></p> <p><b>SY2021-22 and SY2020-21</b> Proficiency on state assessment in reading. The school will collect baseline data on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed.</p>	<p><i>School reports that 61.54% of students are “At or Above” expectations in ELA. Based on the statewide average of 64.6% in SY2022-23, MeVA would be “meeting” expectations.</i></p>	<p><b>Met</b> <i>Reported as required</i></p>	<p><b>Met</b> <i>Reported as required</i></p>	<p><b>Met</b> <i>School collected baseline data on the NWEA MAP test for ELA and provided school wide results at each grade level</i></p>
<p><b>SY2023-24 and SY2022-23</b> 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. <u>NOTE - This indicator was not rated in SY22-23.</u></p> <p><b>SY2021-22 and SY2020-21</b> Proficiency on state assessment in math. The school will collect baseline data on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed.</p>	<p><i>School reports that 24.55% of students are “At or Above” expectations in Math. Based on the statewide average of 48.7% in SY2022-23, MeVA would be “not meeting” expectations.</i></p>	<p><b>Met</b> <i>Reported as required</i></p>	<p><b>Met</b> <i>Reported as required</i></p>	<p><b>Met</b> <i>School collected baseline data on the NWEA MAP test for Math and provided school wide results as well as results at each grade level</i></p>

<p><b><u>SY2023-24</u></b>                  1.1c Proficiency by subgroup, Through-Year Assessment, <b>ELA</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 on IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity</p> <p><i>*To be reported, subgroups must have at least 10 students</i></p>	<p>School reports that 28.95% of students with IEPs are “At or Above” expectations in ELA. Based on the statewide average of 31% in SY2022-23, MeVA would be “meeting” expectations. School reports that 63.38% of Economically Disadvantaged students are “At or Above” expectations in ELA. Based on the statewide average of 51.6% in SY2022-23, MeVA would be “exceeding” expectations.</p>	<p>N/A</p> <p>Requirement was not added to the Performance Framework until SY2023-24</p>	<p><b>Partially Met or Approaching</b></p> <p>NOTE: In SY2021-22 and SY2020-21, achievement gaps in proficiency between major subgroups on the Maine State Assessments for ELA and math were not reported separately.</p> <p>In SY2021-22, some subgroups were not performing similarly to comparison groups: students with a 504 plan met projected RIT at a rate lower than the comparison group in both ELA and Math.</p> <p>In SY2020-21, subgroups were performing below comparison groups, but some gaps had closed from the previous year.</p>	
<p><b><u>SY2023-24</u></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 on IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity</p> <p><i>*To be reported, subgroups must have at least 10 students</i></p>	<p>School reports that 7.89% of students with IEPs are “At or Above” expectations in Math. Based on the statewide average of 18.8% in SY2022-23, MeVA would be “approaching” expectations.</p> <p>School reports that 21.13% of Economically Disadvantaged students are “At or Above” expectations in Math. Based on the statewide average of 33.9% in SY2022-23, MeVA would be “approaching” expectations.</p>	<p>N/A</p> <p>Requirement was not added to the Performance Framework until SY2023-24</p>	<p><b>Partially Met or Approaching</b></p> <p>NOTE: In SY2021-22 and SY2020-21, achievement gaps in proficiency between major subgroups on the Maine State Assessments for ELA and math were not reported separately.</p> <p>In SY2021-22, some subgroups were not performing similarly to comparison groups: students with a 504 plan met projected RIT at a rate lower than the comparison group in both ELA and Math.</p> <p>In SY2020-21, subgroups were performing below comparison groups, but some gaps had closed from the previous year.</p>	
<p><b><u>SY2023-24</u></b>                  1.3a Student Academic Growth: NWEA MAP Growth 3rd-8th. School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>reading</b>.</p>	<p>School reports 40.5% of students are meeting their projected growth on NWEA MAP</p>	<p><b>Met</b></p> <p>School reported 47% of students met the projected</p>	<p><b>Partially Met or Approaching</b></p> <p>Less than 2% below target or is more than</p>	<p><b>Did Not Meet</b></p> <p>2% or more below target was “not meeting” expectations;</p>



<p><b><u>SY2022-23</u></b> 1.3a Student Academic Growth: NWEA MAP Growth 3rd-8th. School will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <b>reading</b>.</p> <p><b><u>SY2021-22</u></b> School will meet goal of 70% of eligible students meeting their projected growth on NWEA <b>reading</b>.</p>	<p>reading, which would be “approaching” expectations.</p>	<p>growth in reading.</p>	<p>2% below target, but has increased rate from previous year by at least 3% was “partially meets expectation”; school reported 42%</p>	<p>school reported 39%</p> <p>NOTE: In SY2020-21, reading and language results were not reported separately</p>
<p><b><u>SY2023-24</u></b> 1.3b Student Academic Growth: NWEA MAP Growth 3rd-8th. School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</p> <p><b><u>SY2022-23</u></b> 1.3b Student Academic Growth: NWEA MAP Growth 3rd-8th. School will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</p> <p><b><u>SY2021-22</u></b> School will meet goal of 70% of eligible students meeting their projected growth on NWEA <b>language</b>.</p>	<p>School reports 54.22% of students are meeting their projected growth on NWEA MAP language, which would be “meeting” expectations.</p>	<p><b>Exceeded</b></p> <p>School reported that 57% of students met the projected growth in language.</p>	<p><b>Partially Met or Approaching</b></p> <p>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3% was “partially meets expectation”; school reported 49%</p>	
<p><b><u>SY2023-24</u></b> 1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th. School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><b><u>SY2022-23</u></b> 1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th. School will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><b><u>SY2021-22</u></b> School will meet goal of 70% of eligible students meeting their projected growth on NWEA <b>math</b>.</p>	<p>School reports 58.3% of students are meeting their projected growth on NWEA MAP math, which would be “exceeding” expectations.</p>	<p><b>Exceeded</b></p> <p>School reported that 65% of students met the projected growth in math.</p>	<p><b>Partially Met or Approaching</b></p> <p>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3% was “partially meets expectation”; school reported 57%</p>	<p><b>Did Not Meet</b></p> <p>2% or more below target was “not meeting” expectations; school reported 54%</p>
<p><b><u>SY2023-24</u></b> 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>.</p> <p>*To be reported, subgroups must have at least 10 students.</p>	<p>School reports the following subgroup performance:</p> <p>IEPs - 36.4% 504s - 44.4% FR Lunch - 42.5% Male - 32.5% Female - 46%</p>	<p><b>Partially Met or Approaching</b></p> <p>In SY2022-23, school reported the following subgroup performance: Students on IEPs = 47% Students on</p>	<p><b>Partially Met or Approaching</b></p> <p>NOTE: In SY2021-22 and SY2020-21, achievement gaps in growth between major subgroups on the NWEA MAP Assessments for ELA reading, ELA language, and math were not reported separately</p> <p>In SY2021-22, some subgroups were not performing similarly to</p>	

		<p>504s = 45% Free and Reduced Lunch = 46% Sex/Gender Male = 36% Sex/Gender Female = 55%</p>	<p>comparison groups: students with a 504 plan met projected RIT at a rate lower than the comparison group in both ELA and Math</p> <p>In SY2020-21, subgroups were performing below comparison groups, but some gaps had closed from the previous year</p>	
<p><b>SY2023-24</b> 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>.</p> <p>*To be reported, subgroups must have at least 10 students.</p>	<p>School reports the following subgroup performance:</p> <p>IEPs - 45.5% 504s - 47.1% FR Lunch - 53.8% Male - 48.5% Female - 58%</p>	<p><b>Met</b></p> <p>School reported the following subgroup performance: Students on IEPs - 47% Students on 504s = 50% Free and Reduced Lunch = 59% Sex/Gender Male = 64% Sex/Gender Female = 52%</p>		
<p><b>SY2023-24</b> 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>.</p> <p>*To be reported, subgroups must have at least 10 students.</p>	<p>School reports the following subgroup performance:</p> <p>IEPs - 40.9% 504s - 55.6% FR Lunch - 55% Male - 50% Female - 64%</p>	<p><b>Exceeded</b></p> <p>School reported the following subgroup performance: Students on IEPs = 63% Students on 504s = 64% Free and Reduced Lunch = 63% Sex/Gender Male = 70% Sex/Gender Female = 62%</p>		
<p><b>SY2023-24 and SY2022-23</b> 1.5 4 Year High School Completion</p> <p>4 year high school graduation rate (current cohort). Schools will meet annual goal.</p>	<p><b>Exceeded</b></p> <p>School reports a 100% 4-year high school graduation rate</p> <p>(Annual Goal is 87%)</p>	<p><b>Exceeded</b></p> <p>School reported a 100% 4-year graduation rate</p> <p>(Annual Goal was 86%)</p>	<p><b>Exceeds</b></p> <p>School reported a 95.70% 4-year high school graduation rate</p>	<p><b>Partially Met or Approaching</b></p> <p>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at last 2% was "partially meeting"</p>



				<p>expectations; school reported 69.7% 4-year high school graduation rate which was an increase of 5.6%</p> <p>(Annual Goal was 87.74%)</p>
<p><b>SY2023-24</b> 1.5a 5 and 6 Year High School Completion</p> <p>5 and 6 year high school graduation rate. Schools will meet annual goals:</p>	<p><b>Exceeded</b></p> <p>School reports a 100% 5 and 6-year high school graduation rate</p> <p>(Annual Goal is 87%)</p>	<p>N/A</p> <p>Requirement was not added to the Performance Framework until SY2023-24</p>	<p><b>Partially Met or Approaching</b></p> <p>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2% was "partially meeting expectations"; school reported a 5-year graduation rate of 82.19% and a 6-year graduation rate of 71.05%</p>	<p><b>Partially Met or Approaching</b></p> <p>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2% was "partially meeting expectations". School reported a 5 year graduation rate of 71.05% and a 6-year graduation rate of 74.74%</p>
<p><b>SY2023-24 and SY2022-23</b> 1.6a Post Secondary Readiness</p> <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</u> scores of EBRW 530 or higher and 520 or higher in math or;</li> <li>• <u>ASVAB</u> score of 31 or higher.</li> </ul> <p><u>NOTE - In SY2022-23, schools reported the data, but were not rated.</u></p>	<p>School is reporting that 87% of students scored a College Readiness Indicator of 239 or above in reading and 88% of students scored a College Readiness Indicator of 226 or above in math.</p>	<p><b>Met</b></p> <p>Reported as required</p>	<p>N/A</p> <p>Requirement was not added to the Performance Framework until SY2023-24</p>	<p>N/A</p> <p>Requirement was not added to the Performance Framework until SY2023-24</p>
<p><b>SY2023-24</b> 1.6b Post Secondary Readiness: Subgroups*. 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</li> </ul>	<p>School is reporting the following subgroup results:</p>	<p><b>Met</b></p> <p>Reported as required</p>	<p>N/A</p> <p>Requirement was not added to the Performance</p>	<p>N/A</p> <p>Requirement was not added to the Performance</p>

<p>Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;</p> <ul style="list-style-type: none"> <li>• <u>SAT</u> scores of EBRW 530 or higher and 520 or higher in math or;</li> <li>• <u>ASVAB</u> score of 31 or higher.</li> </ul> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p>*To be reported, subgroups must have at least 10 students</p> <p><b>SY2022-23</b> 1.6b Post-Secondary Readiness/Achievement Gaps. Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB. The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p>*To be reported subgroups must have at least 5 students or 5% of the student population.</p>	<p><i>Students with IEPs: 77.4% Reading 64.5% Math</i></p> <p><i>Students with a 504 Plan: 87.8% Reading 89.6% Math</i></p> <p><i>Economically Disadvantaged 83.6% Reading 93.3% Math</i></p> <p><i>Female: 84.2% Reading 86.2% Math</i></p> <p><i>Male: 88.6% Reading 88.6% Math</i></p>		<p><i>Framework until SY2023-24</i></p>	<p><i>Framework until SY2023-24</i></p>
<p><b>SY2023-24 and SY2022-23</b> 1.6c Post-Secondary Readiness: Post-Secondary Activity</p> <p>At the end of their graduating year, 70% -80% of each schools' students will have successfully participated in at least one post-secondary activity such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, career technical coursework or internship.</p>	<p><i>Data not available until after July 15th</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 100% of students participated in at least one postsecondary opportunity</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 100% of students participated in at least one postsecondary opportunity (and 100% of those students completed it successfully).</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 100% of students participated in at least one postsecondary opportunity (and 100% of those students completed it successfully).</i></p>
<p><b>SY2023-24 and SY2022-23</b> 1.6d Post-Secondary Readiness: FAFSA</p> <p>The Commission will monitor a charter school's ability to support students with FAFSA completion.Schools will report annual rates and school-supported opportunities for FAFSA support.</p>	<p><i>Data not available until after July 15th</i></p>	<p><b>Met</b></p> <p><i>Reported as required</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>
<p><b>SY2023-24 and SY2022-23</b> 1.7 and 5.2 Student Attendance - Chronic Absenteeism* rate. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of</p>	<p><i>School reports that 4.69% of students were chronically absent. This</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 3.42% of</i></p>	<p><b>Exceeded</b></p> <p><i>Fewer than 7% was exceeding expectations;</i></p>	<p><b>Partially Met or Approaching</b></p> <p><i>10.1%-13% or is</i></p>

<p>school. Chronic absenteeism rates will be reported at both the campus and district levels. *Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year</p> <p><b><u>SY2021-22 and SY2020-21</u></b> Chronic absenteeism rate. Schools will have fewer students classified as chronically absent on the last day of school.</p>	<p>would be "exceeding" expectations on the Performance Framework.</p>	<p>students were chronically absent</p>	<p>school reported 3.5%</p>	<p>more than 13%, but has decreased rate from previous year by at least 5% was "partially meeting" expectation; school reported 10.6%</p>
<p><b><u>SY2021-22</u></b> Students will show progress in their learning through growth in their NWEA RIT scores in ELA <b>reading and language</b> from fall to spring of each school year.</p>	<p>N/A  Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p>N/A  Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p><b>Did Not Meet</b>  Below 70% was not meeting expectation; school reported 49%</p>	<p><b>Did Not Meet</b>  Below 70% was not meeting expectation; school reported 47%</p>
<p><b><u>SY2021-22</u></b> Students will show progress in their learning through growth in their NWEA RIT scores in ELA <b>math</b> from fall to spring of each school year.</p>	<p>N/A  Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p>N/A  Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p><b>Did Not Meet</b>  Below 70% was not meeting expectation; school reported 65%</p>	<p><b>Did Not Meet</b>  Below 70% was not meeting expectation; school reported 67%</p>
<p><b><u>SY2021-22</u></b> Average Daily Attendance Rate. Schools will have an average daily attendance rate in grades PreK-8 of 93% or higher.</p>	<p>N/A Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p>N/A Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p><b>Exceeded</b>  97% or higher was exceeding expectations; school reported 97%</p>	<p><b>Exceeded</b>  97% or higher was exceeding expectations; school reported 98.7%</p>
<p><b><u>SY2021-22</u></b> Average Daily Attendance Rate. School will have an average daily attendance rate of grades 9-12 of 91% or higher.</p>	<p>N/A Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p>N/A Indicator was not included when the Performance Framework was revised for SY2022-23</p>	<p><b>Exceeded</b>  95% or higher was exceeding expectations; school reported 96%</p>	<p><b>Exceeded</b>  95% or higher was exceeding expectations; school reported 95.3%</p>

SCHOOL CLIMATE AND FAMILY ENGAGEMENT				
TARGET	SY2023-24 <b>PRELIMINARY DATA</b>	SY2022-23	SY2021-22	SY2020-21
<p><b><u>SY2023-24 and SY2022-23</u></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</p>	<p>No rating is provided for Criterion 2.1: State Compliance. Site visit reports include a section that identifies specific concerns the school must</p>		<p>N/A  Requirement was not added to the</p>	<p>N/A  Requirement was not added to the</p>

Charter District Leaderships, including exclusionary practices.	<i>address (if any).</i>		Performance Framework until SY2023-24	Performance Framework until SY2023-24
<p><b><u>SY2023-24</u></b>                      2.2 Family Engagement: Panorama School Climate Survey - Family Results. Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard”.</p> <p><i>In SY2023-24 results on the required scales were as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Safety - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Fit - In the 99th percentile nationally compared to like schools</i></li> </ul> <p><b><u>SY2022-23</u></b>                      2.2 Family Engagement: Panorama School Climate Survey - Family Results. Results from 3/3 required scales* on the Family Panorama School climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard”.</p> <p><i>In SY2022-23, results on the required scales were as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Safety - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Fit - In the 70th percentile nationally compared to like schools</i></li> </ul> <p>*Required Scales - School Climate, Safety, and School Fit</p> <p><b><u>SY2021-22</u></b>                      Panorama Survey-Family Participation: 40% of families will participate in the Panorama survey.</p>	<p style="text-align: center;"><b>Exceeded</b></p> <p style="text-align: center;"><i>52% of families completed the survey</i></p>	<p style="text-align: center;"><b>Exceeded</b></p> <p style="text-align: center;"><i>63% of families completed the survey</i></p>	<p style="text-align: center;"><b>Met</b></p> <p style="text-align: center;"><i>41% of families completed the survey</i></p>	<p style="text-align: center;"><b>Exceeded</b></p> <p style="text-align: center;"><i>52% of families completed the survey</i></p>
<p><b><u>SY2023-24</u></b>                      2.3 School Climate: Panorama School</p>	<p style="text-align: center;"><b>Exceeded</b></p>	<p style="text-align: center;"><b>Exceeded</b></p>	<p style="text-align: center;"><b>Met</b></p>	<p style="text-align: center;"><b>Met</b></p>

<p>Climate Survey - 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 under 75% will automatically result in a "does not meet standard."</p> <p><i>In SY2023-34, results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>Safety - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>Rigorous Expectations - In the 90th percentile nationally compared to like schools</i></li> <li>• <i>Teacher/Student Relationships - In the 99th percentile nationally compared to like schools</i></li> </ul> <p><b><u>SY2022-23</u></b>                  2.3 School Climate: Panorama School Climate Survey - Student Results. Results from 4/4 of the required scales* on the Student Panorama School climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard".</p> <p><i>In SY2022-23, results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 99th percentile nationally compared to like schools</i></li> </ul> <p><i>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate scale were available.</i></p> <p>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher-Student Relationships</p> <p><b><u>SY2021-22</u></b>                  Panorama Survey-Student Participation: 65% of eligible students will participate in the Panorama survey.</p>	<p>78% of students completed the survey</p>	<p>78% of students completed the survey</p>	<p>70% of students completed the survey</p>	<p>72% of students completed the survey</p>
<p><b><u>SY2023-24</u></b>                  2.4 School Climate: Panorama School Climate Survey - Teacher Results. 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). Participation must be a</p>	<p><b>Exceeded</b></p> <p>100% of teachers completed the survey</p>	<p><b>Exceeded</b></p> <p>100% of teachers/staff completed the survey</p>	<p><b>Exceeded</b></p> <p>100% of teachers/staff completed the survey</p>	<p><b>Exceeded</b></p> <p>100% of teachers/staff completed the survey</p>

<p>minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”.</p> <p><i>In SY2023-24, results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 90th percentile nationally compared to like schools</i></li> <li>• <i>Leadership - In the 80th percentile nationally compared to like schools</i></li> <li>• <i>Professional Learning - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>Feedback and Coaching - In the 90th percentile nationally compared to like schools</i></li> </ul> <p><b><u>SY2022-23</u></b>                  2.4 School Climate: Panorama School Climate Survey - Teacher/Staff Results. Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be at minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”.</p> <p><i>In SY 2022-23, results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Leadership - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>Professional Learning - In the 91st percentile nationally compared to like schools</i></li> <li>• <i>Feedback and Coaching - In the 99th percentile nationally compared to like schools</i></li> </ul> <p>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback and Coaching</p> <p><b><u>SY2021-22</u></b>                  Panorama Survey-Teacher/Staff Participation - s70% of teachers/staff will participate in the Panorama survey.</p>				
<p><b><u>SY2023-24</u></b>                  2.5 School Climate: Panorama School Climate Survey - Staff 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). Participation</p>	<p><b>Exceeded</b></p> <p><i>100% of staff completed the survey</i></p>	<p>N/A</p> <p><i>Teacher Results and Staff Results were not reported separately until</i></p>	<p>N/A</p> <p><i>Teacher Results and Staff Results were not reported separately until</i></p>	<p>N/A</p> <p><i>Teacher Results and Staff Results were not reported separately until</i></p>

<p>must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”.</p> <p><i>In SY 2023-24, results on the required scales are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>School Climate - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>School Leadership - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>Professional Learning - In the 99th percentile nationally compared to like schools</i></li> <li>• <i>Feedback and Coaching - In the 90th percentile nationally compared to like schools</i></li> </ul> <p>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback and Coaching</p>		SY2023-24	SY2023-24	SY2023-24
<p><b><u>SY2023-24 and SY2022-23</u></b>                  2.6 and 2.5 School Climate: Panorama Survey Action Plan</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>Met</b></p> <p><i>School developed and implemented a plan</i></p>	<p><b>Met</b></p> <p><i>School developed and implemented a plan</i></p>	<p><b>Met</b></p> <p><i>Even though not required for the 2021-22 school year, the school developed an action plan</i></p>	<p><b>Met</b></p> <p><i>School developed and implemented a plan</i></p>

<b>ORGANIZATIONAL SUSTAINABILITY</b>				
<b>TARGET</b>	<b>SY2023-24 <u>PRELIMINARY DATA</u></b>	<b>SY2022-23</b>	<b>SY2021-22</b>	<b>SY2020-21</b>
<p><b><u>SY2023-24 and SY2022-23</u></b>                  3.1 Governing Board Effectiveness</p> <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 obligation, 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</li> </ul>	<p><b>Low Risk</b></p> <p><i>Board has fulfilled contract obligations as charter contract holder in the State of Maine</i></p>	<p><b>Low Risk</b></p> <p><i>Board has fulfilled contract obligations as charter contract holder in the State of Maine</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>	<p>N/A</p> <p><i>Requirement was not added to the Performance Framework until SY2023-24</i></p>

<p>with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning.</p> <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><u>SY2023-24 and SY2022-23</u></b>                  3.2 Public Accountability: Transparent, responsive, and legally compliant Board operations. The Governing Board will hold a minimum of 6 meetings per school year in accordance with approved bylaws and in accordance with the Freedom of Access Act.</p>	<p><b>Met</b>   <i>Board held 6 or more meetings</i></p>	<p><b>Met</b>   <i>Board held 6 or more meetings</i></p>	<p><b>Exceeded</b>   <i>11 or more meetings was "exceeding expectation"; the board held 12 meetings</i></p>	<p><b>Exceeded</b>   <i>11 or more meetings was "exceeding expectation"; the board held 12 meetings</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b>                  3.3 Public Accountability: Transparent, responsive, and legally compliant Board operations. Timely publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.</p>	<p><b>Met</b>   <i>All minutes and agendas posted timely</i></p>	<p><b>Met</b>   <i>All minutes and agendas posted timely</i></p>	<p><b>Met</b>   <i>All minutes and agendas posted timely</i></p>	<p><b>Met</b>   <i>All minutes and agendas posted timely</i></p>
<p><b><u>SY2023-24 and SY2022-23</u></b>                  3.4 Reporting Accuracy and Timeliness. 80%-90% of reports are submitted on time and are accurate and complete.</p> <p><b><u>SY2021-22</u></b></p>	<p><b>Exceeded</b>   <i>100% of required reports and documents were submitted on time with 100%</i></p>	<p><b>Exceeded</b>   <i>100% of required reports and documents were submitted on time with 100%</i></p>	<p><b>Met</b>   <i>Reported as required</i></p>	<p><b>Met</b>   <i>Reported as required</i></p>



Reporting of behavior incidents. The school will follow the Maine DOE required reporting for incidents of behavior.	<i>accuracy</i>	<i>accuracy</i>		
<b><u>SY2023-24 and SY2022-23</u></b> 3.5 Board Training. Board members will engage in a baseline of annual training and development.	<b>Met</b> <i>100% of required courses have been taken and evidence provided</i>	<b>Did Not Meet</b> <i>Less than 80% of required courses were completed</i>	N/A <i>Requirement was not added to the Performance Framework until SY2023-24</i>	N/A <i>Requirement was not added to the Performance Framework until SY2023-24</i>
<b><u>SY2023-24 and SY2022-23</u></b> 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.	<b>Met</b> <i>Certified as required and approved by the Board</i>	<b>Met</b> <i>Certified as required and approved by the Board</i>	<b>Met</b> <i>Certified as required and approved by the Board; and has a current Capital Improvement Plan approved by the Board</i>	<b>Met</b> <i>Certified as required and approved by the Board; and has a current Capital Improvement Plan approved by the Board</i>
<b><u>SY2023-24 and SY2022-23</u></b> 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>Met</b> <i>Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation</i>	<b>Met</b> <i>Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation</i>	N/A <i>Requirement was not added to the Performance Framework until SY2023-24</i>	N/A <i>Requirement was not added to the Performance Framework until SY2023-24</i>

<b>FINANCIAL MANAGEMENT AND VIABILITY</b>				
<b>TARGET</b>	<b>SY2023-24 <i>PRELIMINARY DATA</i></b>	<b>SY2022-23</b>	<b>SY2021-22</b>	<b>SY2020-21</b>
<b><u>SY2023-24 and SY2022-23</u></b> 4.1a Current Ratio (Near Term Measures)  Current ratio is greater than or equal to 1.1.	<i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i>	<b>Low Risk</b> <i>Current ratio is greater than 1.5</i>	N/A <i>Requirement was not added to the Performance Framework until SY2022-23</i>	N/A <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<b><u>SY2023-24 and SY2022-23</u></b> 4.1b Unrestricted Days Cash on Hand (Near-Term Measures)  Unrestricted days cash will be at least 30	<i>Preliminary results will be available using FY24 QTR4</i>	<b>Low Risk</b> <i>Unrestricted days cash on hand is 60 or</i>	N/A <i>Requirement was not added to the</i>	N/A <i>Requirement was not added to the</i>

days.	<i>financials which are due on August 15th</i>	<i>more days</i>	<i>Performance Framework until SY2022-23</i>	<i>Performance Framework until SY2022-23</i>
<p><b><u>SY2023-24 and SY2022-23</u></b>                      4.1c Enrollment Variance (Near-Term Measures)</p> <p>Actual enrollment is within 5% of the enrollment protected in the approved budget.</p>	<i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i>	<p><b>Low Risk</b></p> <p><i>Actual enrollment with 2% of the projected enrollment</i></p>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<p><b><u>SY2023-24 and SY2022-23</u></b>                      4.1d Financial Obligations Default (Near Term Measures)</p> <p>The school meets all debt and real estate lease obligations.</p>	<i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i>	<p><b>Low Risk</b></p> <p><i>Not in default and not delinquent</i></p>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<p><b><u>SY2023-24 and SY2022-23</u></b>                      4.2a Total Margin (Sustainability Measures)</p> <p>The School's Aggregated Three Year Total Margin is positive, and the most recent year Total Margin is positive.</p>	<i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i>	<p><b>Low Risk</b></p> <p><i>Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</i></p>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<p><b><u>SY2023-24</u></b>                      4.2b Debt to asset ratio (Sustainability Measure)</p> <p>The debt to asset ratio will be less than 90%.</p> <p><b><u>SY2022-23</u></b>                      4.2 b Debt to asset ratio (Sustainability Measure).</p> <p>The debt to asset ratio will be less than 0.9.</p>	<i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i>	<p><b>Low Risk</b></p> <p><i>The debt to asset ratio is less than 90%</i></p>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<p><b><u>SY2023-24 and SY2022-23</u></b>                      4.2c Cash Flow (Sustainability Measure)</p> <p>Charter District Leadership maintains a positive cumulative 2-year cash flow.</p>	<i>Preliminary results will be available using FY24 QTR4 financials which are due on August 15th</i>	<p><b>Low Risk</b></p> <p><i>A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</i></p>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	<i>N/A</i>  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<p><b><u>SY2023-24 and SY2022-23</u></b>                      4.2d Financial Obligations Coverage Ratio (Sustainability Measure)</p> <p>Charter District Leadership is able to pay</p>	<i>Preliminary results will be available using FY24 QTR4</i>	<p><b>Low Risk</b></p> <p><i>Charter District Leadership is</i></p>	<i>N/A</i>  <i>Requirement was not added to the</i>	<i>N/A</i>  <i>Requirement was not added to the</i>

current debt principal and interest and lease payments from current year surplus.	<i>financials which are due on August 15th</i>	<i>able to pay current debt principal and interest and lease payments from the current year surplus.</i>	<i>Performance Framework until SY2022-23</i>	<i>Performance Framework until SY2022-23</i>
<b><u>SY2023-24 and SY2022-23</u></b> 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.  <u>NOTE - In SY22-23, Leadership/Board developed the 3-year financial plan.</u>	<b>Met</b>  <i>School published a 3-year annual financial plan as required.</i>	<b>Met</b>  <i>School published a 3-year annual financial plan as required.</i>	N/A  <i>Requirement was not added to the Performance Framework until SY2022-23</i>	N/A  <i>Requirement was not added to the Performance Framework until SY2022-23</i>
<b><u>SY2021-22</u></b> Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand  School evaluates its Near Term Financial Performance and Stability outline provided by the Commission.	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	<b>Met</b>  <i>Near Term Measures are healthy</i>	<b>Met</b>  <i>Near Term Measures are healthy</i>
<b><u>SY2021-22</u></b> Sustainability Measures a) Total Margin b) Debt to asset ratio  School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	<b>Met</b>  <i>Sustainability Measures are healthy</i>	<b>Met</b>  <i>Sustainability Measures are healthy</i>
<b><u>SY2021-22</u></b> Clean Audit. The school has an annual financial audit conducted. Audit and management letter are submitted to the Commission and audit has no material findings or misstatements. Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	N/A  <i>Financial Targets were "overhauled" in SY2022-23 (see above)</i>	<b>Met</b>  <i>Clean audit submitted</i>	<b>Met</b>  <i>Clean audit submitted</i>

<b>SCHOOL MISSION AND STUDENT PERSISTENCE (formerly FAITHFULNESS TO THE CHARTER AND THE LAW)</b>				
<b>TARGET</b>	<b>SY2023-24 PRELIMINARY DATA</b>	<b>SY2022-23</b>	<b>SY2021-22</b>	<b>SY2020-21</b>
<p><b>SY2023-24 and SY2022-23</b> 5.1 Mission and Key Design Implementation</p> <ol style="list-style-type: none"> <li>The school demonstrates its approved mission.</li> <li>The school implements the key design elements in the approved charter and any subsequently approved amendment in a manner that serves all of its students.</li> <li>The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</li> </ol>	<p><b>Met</b></p> <p><i>School is implementing the mission and design elements as outlined in the charter and amendments.</i></p>	<p><b>Met</b></p> <p><i>School is implementing the mission and design elements as outlined in the charter and amendments.</i></p>	N/A	N/A
<p><b>SY2023-24 and SY2022-23</b> 5.2 Student Persistence - School Year. 85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day.</p>	<p><b>Exceeded</b></p> <p><i>School reported that 96% of students persist through the school year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 96% of students persist through the school year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 90% of students persist through the school year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 90% of students persist through the school year.</i></p>
<p><b>SY2023-24 and SY2022-23</b> 5.3 Student Persistence - Year-to-year. 85% 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 the last day of school.</p>	<p><b>Exceeded</b></p> <p><i>School reported that 95% of students persist from year to year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 97% of students persist from year to year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 90% of students persist from year to year.</i></p>	<p><b>Exceeded</b></p> <p><i>School reported that 94% of students persist from year to year.</i></p>

<b>SCHOOL CUSTOMIZATION</b>				
<b>TARGET</b>	<b>SY2023-24 PRELIMINARY DATA</b>	<b>SY2022-23</b>	<b>SY2021-22</b>	<b>SY2020-21</b>
<p>Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report</p> <p>Separate goals for each grade level (7,8,9,10, and 11), a total of fifteen indicators/goals: The student median conditional growth percentile is the fiftieth (50th) or higher, as of the spring NWEA math, reading, and language usage, for each eligible grade level.</p> <p><i>In SY2022-23, the school reported the following outcomes:</i></p> <ul style="list-style-type: none"> <li><i>Math</i></li> </ul>	<p><i>Data not available until after July 15th</i></p>	<p><b>Met</b></p> <p><i>50th-65th%ile</i></p>	N/A	N/A

<ul style="list-style-type: none"> <li>○ 7th Grade - Exceeding</li> <li>○ 8th Grade - Exceeding</li> <li>○ 9th Grade - Meeting</li> <li>○ 10th Grade - Approaching</li> <li>○ 11th Grade - Exceeding</li> <li>○ TOTAL - Meeting</li> <li>● Reading             <ul style="list-style-type: none"> <li>○ 7th Grade - Approaching</li> <li>○ 8th Grade - Approaching</li> <li>○ 9th Grade - Approaching</li> <li>○ 10th Grade - Meeting</li> <li>○ 11th Grade - Meeting</li> <li>○ TOTAL - Meeting</li> </ul> </li> <li>● Language             <ul style="list-style-type: none"> <li>○ 7th Grade - Meeting</li> <li>○ 8th Grade - Meeting</li> <li>○ 9th Grade - Meeting</li> <li>○ 10th Grade - Exceeding</li> <li>○ 11th Grade - Meeting</li> <li>○ TOTAL - Meeting</li> </ul> </li> </ul>				
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