

Maine Charter School Commission

Monthly Commission Meeting

Published on October 10, 2025 at 3:01 PM EDT

Date and Time

Tuesday October 14, 2025 at 1:00 PM EDT

Location

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

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

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

Reminders:

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

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

Agenda

			Purpose	Presenter			
l.	Оре	ening Items					
	A.	Record Attendance		Susan Whipkey			
	В.	Call the Meeting to Order		Leigh Albert			
	C.	To Consider the Approval of the 9/9/25 Commission Meeting Minutes	Approve Minutes	Leigh Albert			
II.	Add	ditions or Adjustments to the Agenda					
	A.	Additions/Adjustments	Discuss	Leigh Albert			
III.	Committee Reports						
	A.	School Performance Committee	FYI	Tori Kornfield			
	B.	Finance Committee	FYI	Brian Langley			
	C.	Executive Committee	FYI	Leigh Albert			
IV.	Puk	olic Comment*					
	A.	Public Comment	Discuss	Leigh Albert			
V.	Pre	sentation(s)					
	Renewal Presentations:						
	 ACADIA Academy (Meredith Morrison, ACADIA Board President & Heather Bucklin, ACADIA Head of School) Maine Arts Academy (Heather King, MeAA Head of School) 						
VI.	Exe	ecutive Director/Commission Staff Report					

Discuss

Discuss

FYI

Lana Ewing

Lana Ewing

Lana Ewing

School Updates

Media Updates

Organizational Updates

A.

В.

Purpose

Presenter

			•	
		• None		
VII.	Mo	nthly School Portfolio/Data Report		
	A.	SY2024-25 Year End Unenrollment/Enrollment	Discuss	Lana Ewing
		SY2024-25 Unenrollment / Enrollment Data		
VIII.	Unf	inished Business		
		• None		
IX.	Nev	v Business Requiring Approval and/or Acceptance		
	A.	To Consider the Approval of ACADIA Academy's Renewal Application	Vote	Leigh Albert
		Renewal Consideration Documents		
	В.	To Consider the Approval of Maine Arts Academy's Renewal Application	Vote	Leigh Albert
		Renewal Consideration Documents		
	C.	To Consider the Approval of Community Regional Charter School's Request to Incur Debt	Vote	Leigh Albert
		Amendment Request to Incur DebtCRCS Three-Year Budget Projections - FY26-FY28		
	D.	To Consider Approval Allowing Lana Ewing and Amy Allen to Receive and Manage Funds and sign checks on behalf of the Maine Charter School Commission	Vote	Leigh Albert
		Public Instrumentality		

			Purpose	Presenter
X.		w Business Requiring Notification to the Commission (No formation)	ormal action to	be taken by
	A.	New Governing Board Members	FYI	Leigh Albert
		 Ecology Learning Center (Margaret Micolichek) Maine Virtual Academy (Scott Richardson)		
	В.	Board Member Resignations/Left the Board	FYI	Leigh Albert
		Maine Connections Academy (Nicole Peluso)		
	C.	Board Member Term Outs	FYI	Leigh Albert
		• None		
XI.	Fut	ure Topics		
	A.	Future Topics	FYI	Leigh Albert
		November		
		 To Receive and Place on File SY2024-25 Annual Monit To Consider the Approval of the SY2024-25 Annual Re 	•	nissioner
		December		
		No meeting		
XII.	Anı	nouncements		
	A.	Important Dates	FYI	Leigh Albert
		Upcoming Professional Development		

Goals

• October 28, 2025 (10:00am-11:30am) for Board Members and School Leaders

• Finding, Recruiting, Retaining, and Training Board Members to Meeting Your 3-5 Year

Purpose Presenter

- November 12, 2025 (9:30am-12:00pm) for Commission Members
 - Message and Media Training
- November 13, 2025 (9:30am to 12:00pm) for School Leaders
 - Why Communications and Advocacy Matters

Other

- May 2, 2026 (11:00am-1:00pm)
 - · Maine Arts Academy 10-Year Anniversary Gala
- B. Upcoming Business Meeting(s)

FYI

Leigh Albert

- November 12 (Room #103, Cross Office Building, Augusta or Zoom)
- · December No Meeting

XIII. Closing Items

A. Adjourn Meeting

Vote

Leigh Albert

^{*} 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

To Consider the Approval of the 9/9/25 Commission Meeting Minutes

Section: I. Opening Items

Item: C. To Consider the Approval of the 9/9/25 Commission Meeting Minutes

Purpose: Approve Minutes

Submitted by:

Related Material: Minutes for Monthly Commission Meeting on September 9, 2025



Maine Charter School Commission

Minutes

Monthly Commission Meeting

Date and Time

Tuesday September 9, 2025 at 1:00 PM

Location

Dimensions Academy, 1192 West Ridge Road, Cornville or via Zoom

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

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Directors Present

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

Directors Absent

None

Guests Present

Amy Allen (remote), Lana Ewing, Susan Whipkey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Leigh Albert called a meeting of the board of directors of Maine Charter School Commission to order on Tuesday Sep 9, 2025 at 1:04 PM.

C. To Consider the Approval of the 8/12/25 Commission Meeting Minutes

Tori Kornfield made a motion to approve the minutes from Monthly Commission Meeting on 08-12-25.

Tom Keller seconded the motion.

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

Roll Call

Tom Keller Aye

James Ford Aye

Leigh Albert Abstain

Tori Kornfield Aye

Norm Higgins Aye

Brian Langley Aye

Jim Handy Aye

II. Comments from Commission Chair

A. Comments

Leigh thanked all for attending and the Commission members for their flexibility in serving.

III. Additions or Adjustments to the Agenda

A. Additions/Adjustments

None

IV. Committee Reports

A. School Performance Committee

Tori reported the Committee discussed the following:

- SY25-26 Commission Priorities as presented by Lana.
- Panorama Survey Results as presented by Amy. Tori noted the Committee concerns for two schools with poor results.

B. Finance Committee

Brian Langley reported the Committee discussed the following:

- The Commission's Reconciled FY25 Financials.
- School 4th Qtr. Financial Results which showed improvement over FY24. He noted Cash Flow as the most challenging metric.
- SY25-26 Commission Priorities as presented by Lana.
- The MCSC's structure change to a Public Instrumentality. The Commission has chosen Bangor Savings Bank for its banking/payroll needs and expects to receive funds including a carryover of approximately \$600K in October.

C. Executive Committee

Leigh reported the Committee discussed the following:

- SY25-26 Commission Priorities as presented by Lana.
- Committee Membership

V. Public Comment*

A. Public Comment

None

VI. Presentation(s)

A. CRCS

Travis Works (Executive Director), Elizabeth Firnkes and Susan Muzzy (Building Principals) addressed the Commission regarding Community Regional Charter School's ("CRCS") new facility search for a combined school.

Travis described CRCS's unique learning model that is designed to meet diverse learning needs in a rural area. The school uses an ungraded, customized, flexible model with competency-based advancement. Student selected seminars integrating multiple subjects are designed to meet learning targets and proficiency is measured on evidence over time. Susan Muzzy noted the customized learning differentiates the school from a traditional graded model and emphasized that the school is not in competition with other schools but seeks to offer a different option to fit diverse student needs.

Travis described the benefits of a new combined school facility and a property found on Trafton Rd. in Waterville that offers public utility access, fire safety compliance and the availability of 3-phase power needed for HVAC systems. He stated the school has not found another property in the Skowhegan / Cornville area that offers these options cost effectively. The school is under contract for this property as of July 2025. Waterville will need to approve zoning for the project.

Travis discussed the transportation challenges for the current locations. There are long bus rides for students which are difficult logistically and long commutes impact staff retention. The Waterville location would improve this. Bus start times would be no earlier than 7 am and students and staff could leave earlier to provide improved work-life balance. He stated the school is committed to servings students across its current geographic area.

Travis noted the school has local lawmaker and community leader support for the move and that the school is the only one with its ungraded model. To address enrollment concerns of area public and charter schools, CRCS is in favor of a cap limiting its high school enrollment and are open to high school students enrolling in other schools which best suit individual needs. He stated that CRCS is committed to being a good community partner.

Susan addressed current academic performance and noted that fragmented programming caused by extra travel between schools and staff recruitment due to the current remote locations are challenges. A new combined location would improve this environment. They will address performance by focusing on staff retention and lowering chronic absenteeism. She also noted that the NWEA time-based testing does not lend itself to the CRCS learning model which is ungraded. This may explain why CRCS Accuplacer results are strong while NWEA scores are lower.

Norm and Jim requested CRCS provide documentation of any public support given. Tori asked for clarification for caps on enrollments of future high school students. Tom asked about available retention data for families who prefer a small school environment.

VII. Executive Director/Commission Staff Report

A. School Updates

Lana welcomed all to the new school year and noted Charter School enrollment is up in Maine.

- MCA is launching a college and early career readiness program this year.
- MeArts has successfully opened their Middle School and held a Maine Arts
 Academy Camp themed orientation to welcome students and focus on relationship building.
- MeVA has been accredited through Cognia. They went through a rigorous
 external review process which signals that the school is credible and met
 educational benchmarks. this accreditation allows more scholarship opportunities
 for students.
- Fiddlehead School doubled their Pre-K program this year.

B. Organizational Updates

Lana provided the following updates:

The SY25-26 Priorities for Commission and Staff are:

- To support Moxie Public School's work to open in the Fall 2026.
- To strengthen Charter School Messaging by offering Professional Development with PLT Strategies.
- To expand Professional Development offerings for School Boards.
- To successfully implement the shift to a Public Instrumentality Commission organization structure.

ACADIA and Maine Arts Academy are in the renewal process. Their applications have been filed and Focus Groups and Public Hearings will be held this month. The Commission vote for renewal will be in October.

School End of Year Meetings were held in August. Staff visited all the schools and reviewed the Performance Framework results. The outcome will be included in the Annual Reports approved by Commission in November.

Professional Development for School Leadership Teams has been scheduled.

C. Media Updates

VIII. Monthly School Portfolio/Data Report

A. Spring Panorama Survey Results

Amy reviewed the summary level results of the Spring Panorama Surveys.

- Participation levels increased since last year.
- 4 of 9 schools are meeting or exceeding expectations.
- 3 schools are not meeting expectations for students in grades 3-5. Amy noted the staff will review in more detail to understand the survey results for this group.
- 2 schools are not meeting expectations across most groups surveyed.

B. SY2024-25 Year End Unenrollment/Enrollment

The review for SY2024-25 Year End Unenrollment/Enrollment will be conducted in the October meeting due to time constraints.

IX. New Business Requiring Approval and/or Acceptance

A. To Receive and Place on File the Commission's FY25 Reconciled Financials

Tom Keller made a motion to receive and place on file the Commission's FY25 Reconciled Financials.

Tori Kornfield seconded the motion.

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

Roll Call

Jim Handy Aye
Brian Langley Absent
James Ford Aye

Roll Call

Leigh Albert Aye Norm Higgins Aye Tori Kornfield Aye Tom Keller Aye

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

A. New Governing Board Members

Leigh recognized Jessica Dionne joining the CRCS Board and Jonas Maines and John Neal joining the Maine Arts Academy Board.

B. Board Member Resignations

Leigh noted the resignations of James Hodgkin and Nikki Reinholt on the CRCS Board.

C. Board Member Term Outs

Leigh and Lana recognized and thanked the following long term Board members whose terms expired:

Susan Doughty - Fiddlehead School of Arts and Sciences Sherry Gilbert - Maine Arts Academy Janna Townsend - Maine Arts Academy

Lana thanked the long term members who termed out.

XI. Future Topics

A. Future Topics

October

- To Consider the Approval of ACADIA Academy's Renewal Application
- To Consider the Approval of Maine Arts Academy's Renewal Application

November

- To Receive and Place on File SY2024-25 Annual Monitoring Reports
- To Consider the Approval of the SY2024-25 Annual Report to the Commissioner

XII. Announcements

A.

Important Dates

- September 16, 2025 (9:00am-11:00am) for School Leaders
 - Map Growth: Reports for Teachers: Analyze Start Data Virtual postassessment administration
- September 23, 2025 (10:00am-12:00pm) for Board Members and School Leaders
 - Board 101 and Introduction to BoardOnTrack
- October 28, 2025 (10:00am-11:30am) for Board Members and School Leaders
 - Finding, Recruiting, Retaining, and Training Board Members to Meeting Your 3-5 Year Goals
- November 12, 2025 (9:30am-12:00pm) for Commission Members
 - Message and Media Training
- November 13, 2025 (9:30am to 12:00pm) for School Leaders
 - Why Communications and Advocacy Matters
- May 2, 2026 (11:00am-1:00pm)
 - · Maine Arts Academy 10-Year Anniversary Gala

B. Upcoming Business Meeting(s)

- October 14 (Room #103, Cross Office Building, Augusta or Zoom)
- November 12 (Room #103, Cross Office Building, Augusta or Zoom)

XIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:00 PM.

Respectfully Submitted, Leigh Albert

Documents used during the meeting

- SY 2025-2026 Annual Priorities .pdf
- Spring 2025 Panorama Survey Results.pdf
- FY25 MCSC Budget vs Actual Report-Reconciled.pdf
- CRCS New Governing Board Member (Jessica Dionne).pdf
- MeAA New Governing Board Member (Jonas Maines).pdf
- MeAA New Governing Board Member (John Neal).pdf

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Coversheet

SY2024-25 Year End Unenrollment/Enrollment

Section: VII. Monthly School Portfolio/Data Report

Item: A. SY2024-25 Year End Unenrollment/Enrollment

Purpose: Discuss

Submitted by:

Related Material: SY2024-25 Unenrollment-Enrollment Data .pdf

	July	August	September	October	November	December	January	February	March	April	May	June	Totals
Number of Students Enrolled	118	1514	226	10	8	7	80	18	16	0	4	2	2003
Number of Students Exited	25	85	49	67	37	31	43	16	27	13	7	104	504
Grade Breakdown													
Pre-K	4	0	1	1	0	1	0	0	0	1	1	2	11
KG	0	4	1	3	1	0	0	2	1	0	0	6	18
1st Grade	1	3	2	0	1	2	0	2	0	0	0	6	17
2nd Grade	0	5	4	3	2	0	0	0	0	0	0	6	20
3rd Grade	1	2	2	1	1	2	0	0	0	0	0	6	15
4th Grade	0	1	0	2	3	0	1	1	3	0	0	6	17
5th Grade	0	4	1	5	0	0	0	0	2	0	0	6	18
6th Grade	0	5	0	0	1	1	0	0	1	0	0	1	9
7th Grade	0	8	4	3	3	6	3	0	1	0	1	5	34
8th Grade	1	8	6	4	8	2	6	2	3	0	0	25	65
9th Grade	3	14	9	10	6	2	8	1	5	2	0	13	73
10th Grade	6	13	8	21	8	7	11	3	5	3	1	16	102
11th Grade	5	12	8	10	3	8	11	4	4	3	4	4	76
12th Grade	4	6	3	4	0	0	3	1	2	4	0	2	29
Gender Breakdown													
Male	13	32	20	30	10	13	14	5	14	4	4	45	204
Female	12	53	29	36	27	18	29	11	13	9	3	59	299
Not Selected	0	0	0	1	0	0	0	0	0	0	0	0	1
		,	,		•			ı					1
Race/Ethnicity													
American Indian or Alaska Native	0	0	0	0	1	0	0	0	1	0	0	1	3
Asian	0	1	1	0	0	0	0	0	0	1	0	0	3
Black or African American	0	0	1	0	0	1	2	0	0	0	0	4	8
Hispanic/Latino	0	6	4	3	1	2	2	0	3	1	0	2	24
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	1	1
Two or More Races	1	1	3	6	1	1	4	0	1	1	0	6	25
White	24	77	40	58	34	27	35	16	22	10	7	90	440
		1	<u> </u>		1			l l					
504 Plan													
Yes	3	8	2	7	1	2	7	0	4	1	1	13	49
No	22	77	47	60	36	29	36	16	23	12	6	91	455
		1			1								1
Special Education													
Yes	0	9	12	18	7	7	13	8	10	2	1	24	111
No	25	76	37	49	30	24	30	8	17	11	6	80	393
		1			1								1
Economically Disadvantaged		ļ											
Yes	15	58	31	39	28	23	29	14	22	8	5	45	317
No	10	27	18	28	9	8	14	2	5	5	2	59	187

Returning Student	9	67	15	20	12	12	15	7	12	6	2	48	225
1st Year Student	16	18	34	47	25	19	28	9	15	7	5	56	279
		•	•	,		•	•	,	•	•	,	•	•
End Status Reason													
Transfer to a Maine private school	2	6	2	0	4	1	2	0	0	0	0	7	24
Transfer to a Maine public school in same LEA	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer to a public school in a different LEA	14	63	36	33	18	16	25	9	16	2	0	73	305
Transferred to home schooling	6	12	10	28	12	10	9	2	9	6	3	8	115
Transferred to a charter school	2	4	1	2	1	0	1	1	0	0	0	14	26
Expelled	0	0	0	1	0	0	0	0	1	0	1	0	3
Reached maximum age for services	0	0	0	0	0	0	0	0	0	0	0	0	0
Discontinued schooling (student formally withdrew)	0	0	0	0	0	0	2	1	0	0	0	1	4
Unenrolled due to lack of required vaccinations	0	0	0	0	0	2	0	0	0	0	0	0	2
Withdrawn; under the age for compulsory attendance	1	0	0	0	0	1	0	0	0	1	1	0	4
Withdrew & enrolled in ABE, Adult Ed, or Adult ESL Program	0	0	0	1	2	1	3	3	1	4	2	1	18
Enrolled in a postsecondary early admission program	0	0	0	2	0	0	1	0	0	0	0	0	3
Language													
Chinese	0	0	0	0	0	0	0	0	0	1	0	0	1
English	41	68	48	65	37	30	41	16	27	12	7	103	495
French	0	0	0	0	0	0	1	0	0	0	0	0	1
Latvian	0	0	0	1	0	0	0	0	0	0	0	0	1
Somali	0	0	0	0	0	1	0	0	0	0	0	0	1
Spanish	0	1	1	1	0	0	1	0	0	0	0	0	4
Portugeuse	0	0	0	0	0	0	0	0	0	0	0	1	1
				1				1			1		
English Learner													
Yes	0	0	1	2	0	1	0	0	0	1	0	1	6
No	41	69	48	65	37	30	43	16	27	12	7	103	498
		•	•	ı	ı	•	•	ı	•	•	ı	•	•
End Status Reason "Other"													
Transferred to a Maine private school	0	0	0	0	0	0	0	0	0	0	0	0	0
Transferred to a school in a different state	7	3	2	5	2	3	3	1	0	0	4	6	36
Transferred to a school in a different country	0	2	0	0	0	0	1	0	0	0	0	8	11
Transferred to a public school in a different LEA	0	0	0	0	0	0	0	0	0	0	0	0	0
Transferred to a charter school	0	0	0	0	0	0	0	0	0	0	0	0	0
Transferred to home schooling	0	0	0	0	0	0	0	0	0	0	0	0	0
Died	0	0	0	1	0	0	0	0	0	0	0	0	1
Graduated	0	0	0	7	0	1	24	1	8	0	1	461	503

Coversheet

To Consider the Approval of ACADIA Academy's Renewal Application

Section: IX. New Business Requiring Approval and/or Acceptance

Item: A. To Consider the Approval of ACADIA Academy's Renewal Application

Purpose: Vote

Submitted by:

Related Material: ACADIA Academy Renewal Consideration Documents 10-9-25.pdf

Maine C	Renewal Application Rubric

Maine Charter School Commission Reviewer's Evaluation for a Public Charter School Renewal Application

Reviewer: Lana Ewing

Applicant: ACADIA Academy

This rubric is intended to assist review team members in analyzing applications for charter school renewal.

- This analysis occurs after the application has been verified to be complete.
- This rubric will be used by team members to aid in his/her recommendation to the full Commission.
- This rubric is organized similarly to the renewal application and its topical sections.
- Members will review each subsection against various criteria provided in the rubric.
- Based on those criteria, the member will rate the subsection as being inadequate, minimally developed, fully developed, or excellent.
- Each member shall document his/her respective determinations with respect to his/her rating of the subsection.

<u>Inadequate.</u> The reviewer has found that this section of the application lacks detail or raises serious concerns about the applicant's ability to maintain that aspect of a successful, sustainable, high-quality charter school.

<u>Minimally Developed</u>. This section lacks meaningful detail or provides only superficial information. It does not create confidence in the success of the applicant to maintain that aspect of a successful, sustainable, high-quality charter school.

<u>Fully Developed</u>. This section evidences detailed preparation of the application and addresses key issues fully. It provides strong indication that the applicant can successfully maintain that aspect of a successful, sustainable, high-quality charter school.

<u>Excellent</u>. This section evidences a comprehensive understanding and readiness to address the key issues and provides superior detail supporting that aspect of a successful, sustainable, high-quality charter school.

- After all sections are reviewed by each member, the review team will convene to discuss the application and formulate its recommendation to the full Commission.
- The rubric documents may be subsequently referred to by members of the Commission in considering subsequent actions on the application.
- All notes taken on or in conjunction with the rubric, including those on this worksheet constitute a working paper of the Commission and must be preserved in the application file as required by law.
- Members should preserve notes and the rubric during consideration of an application and provide them to commission staff for the application file when no longer needed.

Looking Back

1. Academic Performance

Criteria	Notes – Indicate where the information was
	found (Self-Assessment, Performance Report, Renewal Application).
Using the results contained in the Performance Framework, the school has or has not met its performance expectations.	ACADIA Academy has met nearly all reading Academic Performance Targets across the charter term, including strong results in the Maine State Through Year reading assessment (overall and by subgroup) and NWEA MAP Growth in language.
	Math outcomes have been less consistent. Performance met expectations in earlier years but declined on the Maine Through Year assessment in the final year. NWEA MAP Growth in math is approaching, but not fully meeting, expectations.
	The school consistently met expectations for maintaining low chronic absenteeism.
	Custom Targets: Performance has been inconsistent in implementing the BARR framework and approaching expectations for the K–2 writing goal.
	Evidence sources: Year 4 Performance Report; School Self-Evaluation; Renewal Application.

Looking Back - Academic Performance

Strengths

- Consistently strong academic results, particularly in reading.
- Innovative instructional model: small class sizes, with every adult supporting small-group reading and math instruction.
- Attendance is a significant strength, with consistently low chronic absenteeism.

Questions, Concerns

• Math achievement lags behind other areas. The school has invested in a new curriculum and is prioritizing improvement.

Rating: 🗌 Inadequate 🗎 Minimally Developed 🗵 Fully Developed 🗀 Exceller	Inadequate □ N	inimally Develor	ed 🛛 Fully Develo	ned □ Exceller
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Looking Back

2. Financial Performance

Criteria	Notes – Indicate where the information was found (Self-Assessment, Performance Report, Renewal Application).
The school has provided assurance that it is meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.	ACADIA remained current on liabilities (payroll, debt service, benefits). Early in the contract, financial performance was stable (low to moderate risk). Performance was less consistent in later years due to a transition away from John F. Murphy Homes for accounting services and high costs associated with out-of-district placements. Based on the school-provided financial statements, at the end of SY2024–25, the school had 1/4 near-term measures and 2/4 sustainability measures rated "high risk." However, finances have since stabilized: • Quarterly financial reports to the board are consistent. • Reports are on time. • Outstanding balances with John F. Murphy Homes are resolved. Sources: Year 4 Performance Report; Renewal Application; SY2024–25 Q4 financial report.

Looking Back - Financial Performance

Strengths

Clean annual audits, with no findings.

Successful transition to in-house accounting, enhancing long-term financial control.

Questions, Concerns

The financial strain caused by out-of-district placements requires continued monitoring. Risk indicators are expected to return to low/moderate levels.

Rating: \square Inadequate \square Minimally Developed \boxtimes Fully Developed \square Excellent

Looking Back

3. Organizational Performance

Criteria	Notes – Indicate where the information was
	found (Self-Assessment, Performance Report,
	Renewal Application).
Using the results contained in the	ACADIA has met most organizational metrics.
Performance Framework, the school has	
or has not met its organizations	Strengths:
performance-related expectations.	
	Student persistence consistently exceeds
	expectations.
	Enrollment targets met/exceeded each
	year; school holds an annual lottery and
	maintains a waitlist.
	 Facilities maintenance standards
	consistently met.
	Challenges:
	Panorama stakeholder survey results (students, families, teachers) did not meet expectations. The school attributes this to leadership turnover and the transition away from John F. Murphy Homes. Focus groups, however, revealed strong satisfaction with the school.
	Board performance: Met requirements for meetings, but timeliness of reporting and training completion has been inconsistent.
	Sources: Year 4 Performance Report; Renewal Application.

Looking Back - Organizational Performance

Strengths

- High enrollment demand, persistence, and retention.
- Strong family and community demand evidenced by waitlists.

\sim		\sim
()।	IASTIONS	Concerns
\sim	163610113,	COLICCITIS

• All stakeholder satisfaction survey scores are an area for improvement, though qualitative data suggests higher satisfaction than survey results reflect.

Rating: \square Inadequate \square Minimally Developed \boxtimes Fully Developed \square Excellent Looking to the Future

1. Adjustments to the Performance Framework, if any

Performance Framework

Proposed change in application	Evaluator notes regarding proposed change
ACADIA Academy does not have any	
proposed changes in targets to the	
performance indicators as they are	
stated in the existing contract.	

Strengths No changes proposed	
Questions, Concerns No changes proposed	

Rating: \Box Inadequate \Box Minimally Developed \Box Fully Developed \Box Excellent \boxtimes Not Applicable Looking to the Future

2. As applicable, review proposed improvements to the charter school as it relates to:

a. Educa	tion Plan – Proposed changes	Evaluator notes regarding proposed change
i.	Mission, vision, identification of targeted student population and the community the school hopes to serve	No changes proposed
ii.	Academic Program	No changes proposed
iii.	Special Student Populations	No changes proposed
iv.	Assessment	No changes proposed
V.	School Climate and Discipline	No changes proposed

Looking to the Future - review proposed improvements to the charter school

Strengt		
No char	nges proposed	
Questic	ons, Concerns	
	nges proposed	
1 TO CITAL	1965 2102000	
Dating: [☐ Inadequate ☐ Minimally Develo	$oxdot$ ped \Box Fully Developed \Box Excellent $oxdot$ Not Applicable
Rating. L	Inadequate - Minimally Develo	ped - I dily Developed - Excellent - Not Applicable
Looking	to the Future	
Looking	to the ratare	
As applic	cable, review proposed improvem	ents to the charter school as it relates to:
h Orga	nizational Plan – proposed	Evaluator notes regarding proposed change
change	· · ·	Evaluator flotes regarding proposed change
i.	School Calendar and Daily	No changes proposed
	Schedule	The changes proposed
ii.	Student Recruitment and	No changes proposed
	Enrollment	
iii.	Staffing and Human	No changes proposed
	Resources	
i. ,	Management and Operation	No changes proposed
i∨.	Management and Operation	No changes proposed
V.	Parent and Community	No changes proposed
٧.	Development	The changes proposed
	Вечеюринене	
Looking	to the Future - Organizational Pla	un.
LOOKING	to the ruture - Organizational Fla	
Strengt		
No char	nges proposed	
0		
	ons, Concerns nges proposed	
INO CITAL	iges proposed	
Ratina: [⊔ Inadequate ⊔ Minimally Develo	ped 🗆 Fully Developed 🗆 Excellent 🗵 Not Applicable

Evaluator notes regarding proposed change

Looking to the Future

a. Governance Plan – proposed

As applicable, review proposed improvements to the charter school as it relates to:

changes	
i. Governing Body	No changes proposed
ii. Governing Board N Composition	No changes proposed
Strengths No changes proposed	
Questions, Concerns	
No changes proposed	
Looking to the Future As applicable, review proposed improvemen D. Business and Financial Services – propose changes	
i. Budget	No changes proposed
ii. Financial Management	No changes proposed
iii. Facilities	No changes proposed
iv. Transportation	No changes proposed
v. Insurance	No changes proposed
vi. Food Service	No changes proposed
Rating: Inadequate Minimally Develope	ed □ Fully Developed □ Excellent ⊠ Not Applicable

Looking to the Future

As applicable, review proposed improvements to the charter school as it relates to:

e. Education Service Providers –	Evaluator notes regarding proposed change
proposed changes	
N/A	N/A

Looking to the Future - Education Service Providers

Strengths
N/A
Questions, Concerns
N/A
Rating: \square Inadequate \square Minimally Developed \square Fully Developed \square Excellent \boxtimes Not Applicabl

ESSENTIAL QUESTION

Do you believe that the applicant has achieved the standards and targets stated in the charter contract, is organizationally and fiscally viable, and has been faithful to the terms of the contract and applicable laws? Describe why or why not.

Yes. Evidence indicates that ACADIA Academy is a healthy organization providing high-quality education in Lewiston and surrounding communities.

- Strengths:
 - Strong reading outcomes.
 - o Consistently low chronic absenteeism (12% vs. 28% county average).
 - Unique instructional model with strong adult support.
 - Strong student persistence, enrollment demand, and governing board engagement.
- Areas for Improvement:
 - All stakeholder satisfaction survey results (though focus groups suggest higher satisfaction).

Math outcomes, particularly on state assessments.
Overall Assessment: After a thorough analysis of a comprehensive body of objective evidence defined by the Performance Framework in the charter contract the recommendation for renewal of the charter is:
Overall Recommendation: ☑ Renew Charter ☐ Do Not Renew

Maine C	Renewal Application





Maine Charter School Commission

Organization Information		
Organization Name *		
Acadia Academy		
Primary Contact Name		
Heather Bucklin		
Email *		
heather.bucklin@acadiaacademy.org		
Telephone *	Fax	
207-333-3765	207-333-3767	
Address *		Unit/Suite
Westminster Ave		
Zip Code *	City *	
04240	Lewiston	
State *		
Maine		





Maine Charter School Commission

1. Cover Page

Q1.Name of Entity that Holds the Charter

ACADIA Academy

Q2.Name of Primary Contact Person

Heather Bucklin

Q3.Title of Primary Contact Person

Executive Director

Q4.Mailing Address of Primary Contact Person

12 Westminster St.

Lewiston, ME 04240

Q5.Telephone Number of Primary Contact Person

207-333-3765

Q6.Email Address of Primary Contact Person

heather.bucklin@acadiaacademy.org

Q7.Physical Address of School

12 Westminster St.

Lewiston, ME 04240

Q8.School's Initial Opening Date

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9/8/2025





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Thu Sep 01 2016 (Eastern 🗖
Q9.Current Grades Enrolled
✓ Pre-K
Kindergarten
☑ 1st Grade
✓ 2nd Grade
✓ 3rd Grade
✓ 4th Grade
Sth Grade
6th Grade
7th Grade
8th Grade
9th Grade
☐ 10th Grade
☐ 11th Grade
☐ 12th Grade
Q10.Maximum Enrollment per <u>Current</u> Charter Contract 272

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19

9/8/2025

Q11. Number of Students Currently on the Waitlist





Maine Charter School Commission

Q12. <u>P</u>	<u>roposed</u> Grade Levels to be Served at Full Enrollment for <u>Upcoming Charter Term</u>
✓	Pre-K
✓	Kindergarten
✓	1st Grade
✓	2nd Grade
✓	3rd Grade
✓	4th Grade
✓	5th Grade
✓	6th Grade
	7th Grade
	8th Grade
	9th Grade
	10th Grade
	11th Grade
	12th Grade

Q13. <u>Proposed</u> Maximum Projected Enrollment at Full Growth for <u>Upcoming Charter Term</u>
272

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Maine Charter School Commission

2. Executive Summary

Provide enrollment and demographic information for school year 2024-25.

Q14.Number of Male Students

122

Q15.Number of Female Students

128

Q16. Number of White Students

220

Q17. Number of Black or African American Students

13

Q18. Number of Hispanic/Latino Students

3

Q19.Number of Asian Students

1

Q20.Number of Other Students

13







Maine Charter School Commission

Applicant Comments:

These students are specified as two or more races

Q21.Number of Students with Disabilities

51

Q22.Number of Multilingual Learners

3

Q23.Number of Homeless Students

0

Q24. Number of Students Eligible for Free/Reduced Lunch

89

Q25.Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local connections, leadership and governance.





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ACADIA, A Charter Academy for Developing Independence and Achievement, a charter public elementary school serving pre-kindergarten through sixth-grade students, opened its doors in 2016 in Lewiston, Maine. Current enrollment is 250 students, which is consistently supported by strong student persistence and by referrals from families and staff whose children have had great experiences at ACADIA. During open enrollment each school year, we consistently have a waitlist in the dozens in the lower elementary grades, exemplifying the positive reputation that ACADIA has built in the community.

Educational Programming:

ACADIA is committed to providing high-quality instruction using research-based curriculum resources that include direct teaching opportunities combined with experiential learning opportunities that meet the needs of all types of learners. Reading and Math instruction are taught using a Universal Group model in which students are grouped for instruction based on their academic level over their grade level. This means that students are receiving more targeted instruction in a smaller group, which meets their needs and allows a greater chance for academic growth and success. Our Universal Grouping model has proven to be effective for our students as every student can access instruction that is at their academic level while also allowing the flexibility to accelerate or remediate whenever necessary to ensure students are receiving instruction that is most tailored to their needs.

Students explore topics of interest through Eagles Soar projects two to three times per year. These projects provide an opportunity for in-depth exploration of high-interest topics and give students the opportunity to engage in varied learning experiences from research to field trips and experiments. Students are then afforded the opportunity to demonstrate their learning through an exhibit which is part of a schoolwide exhibition where projects are viewed by other students, faculty, staff, family, and community members.

ACADIA places a great value on the social and emotional development of our students as well. Through an explicit social and emotional learning curriculum as well as cross-curricular planning and instruction that includes opportunities for fostering appropriate child development, ACADIA works to support individual students in meeting their full potential. ACADIA's unique summer

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Maine Charter School Commission

program affords students the opportunity not only to maintain and improve their academic skills learned throughout the school year but also to explore a wide range of learning topics through hands-on and experiential learning. Allowing students choice in their learning experiences helps them build autonomy and builds their personal accountability for their learning. Our faculty and staff are committed to helping guide the development of the whole child as our students progress academically, socially, and emotionally.

Our Community:

The ACADIA community is made up of committed faculty and staff, our supportive Board of Trustees, parents/guardians, and family members who are actively involved in the success of our students. The relationships that have been built with community members are unparalleled and are essential to our success. The involvement and dedication of parents and family members is remarkable, as evidenced by the near 100% participation in Parent/Teacher conferences, as well as the participation in almost monthly family events sponsored by our PTO. A relationship with the University of Southern Maine, and specifically the Occupational Therapy program housed right down the street from our campus, has afforded our youngest students experiences with occupational therapy students for the past four years. The level of support of our immediate ACADIA community, as well as the larger geographical community, has become a huge part of our success and sustainability. Through the generosity of local businesses and individuals, ACADIA is able to offer innovative programming and offer our students a well-rounded education.

Leadership and Governance:

Acadia has a committed and mission-driven leadership team. It still remains small but mighty, comprised of the Executive Director, Director of Operations, and the Special Education Coordinator. While we experienced an unexpected departure of our former executive director in the summer of 2023, we saw it as an opportunity to assess the responsibilities of the executive director role and see how we could lessen the administrative and operational responsibilities to allow the ED role to focus and prioritize on the instructional, curricular, and cultural needs of the school. We were incredibly fortunate in that our internal instructional and curricular lead enthusiastically accepted

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Maine Charter School Commission

the position, and that transition allowed for Acadia to hire a new business manager. The administrative support team is made up of the office manager, business manager, counselor, and the student behavior technician. We continue to assess the needs of the school, our staff, and our students, and adjust staffing to best meet the evolving needs of our program and the students we serve.

Our governing board is comprised of individuals with different areas of expertise but with a shared dedication to education. Over the past few years, the board has experienced a transition of sorts, where many of the founding members have termed out of their roles or positions. The board has prioritized succession planning along with documenting as much institutional knowledge as possible to ensure the newer board members are equipped with critical information. The board has also gained individuals with specific backgrounds and experience in K-12 school leadership, instructional and curricular design, and social-emotional learning/counseling. In addition, the board currently has members with expertise in accounting, finance, human resources, law, fundraising, marketing, and education.





Maine Charter School Commission

3. Looking Back: The Record of Performance

This section provides an opportunity to supplement or augment the performance record. Schools should use the Renewal (Year 4) Performance Report as a guide for their responses and *submit only evidence of performance related to the Performance Framework that is not included in the Renewal Performance Report and/or that the authorizer may not have.* Responses should reference the specific criteria and benchmarks in the Performance Framework to which the information applies. Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and describe improvements undertaken at the school; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard.

Responses should focus on information or evidence relevant to the school's academic, financial, and organizational performance and the school's performance expectations as defined by the authorizer's Performance Framework and the school's charter contract.

Renewal Recommendations will be based on all evidence of school performance in the record, including but not limited to, the school's responses in this section.

3.1. Academic Performance

Q26.Using the results contained in the Performance Framework, explain whether or not the school has met its performance expectations.

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Academic Performance

Acadia has continued to focus on academic achievement and growth for our students. Our students' reading scores on the NWEA MAP Growth Assessment and, more recently, the Maine Through Year Assessment have continued to meet or exceed performance framework standards. While we relish in the accomplishments of our students on reading assessments, we recognize that they tend to perform more weakly in mathematics. We found that in the 2023-2024 school year, ACADIA met expectations in student academic proficiency for math; however, in the 2024-2025 school year, we were not meeting expectations. It is significant that in the 2023-024 school year, the Maine Through Year assessment was introduced and required by the Maine DOE for our third through sixth graders. In that school year, ACADIA received a waiver from the charter commission for administering the MAP Growth assessment to those students who were required to take the Maine Through Year Assessment so as not to over assess them or to invalidate their scores due to test fatigue. In the 2024-2025 school year, those waivers were not granted, and our third through sixth graders were required to take both the Maine Through Year and the MAP Growth Assessment in both reading and math. The windows for these assessments were within a few short weeks of each other. The scores our students achieved on the MAP Growth Assessment were superior to those they achieved on the Maine Through Year Assessment, as explained in the table provided in the next question.

While we recognize an area of growth in our math performance by all of our students, we do think it is important to recognize that a singular summative assessment score does not show the complete picture of the students' academic proficiency. Improvement in the area of math is a priority for our school in the 2025-2026 school year, and our efforts to attain this goal have begun with the purchase of a new math curriculum resource for all grade levels, which was introduced with staff training before the beginning of the school year.

ACADIA has made progress toward achieving our performance framework goals in both the Academic Growth and the Achievement Gaps - Growth areas of the framework. Every indicator in these sections of the framework shows improvement for the 20224-2025 school year over the 2023-2024 school year. We expect this trend to continue into the 2025-2026 school year with the implementation of a new math curriculum resource and targeted academic instruction in small groups to support our students' growth and performance.





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Q27.Provide any academic performance-related evidence, supplemental data or contextual information <u>that may not be captured in authorizer records</u>. Submissions may include supplements related to the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.

Table 1.

Comparison of academic proficiency scores in math as measured by state assessments

SY 2024-2025

	Maine Through Year Assessment	MAP Growth Assessment
	Percentage of students scoring	Percentage of students scoring in the
	at or above state expectations	average or above average
3rd	45%	61%
4th	23%	37%
5th	27%	53%
6th	32%	62%





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Q28.Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract (if not already captured in Renewal (Year 4) Performance Report).

In 2023-2024, ACADIA received grant funds to implement the BARR Framework. This framework provides a system for discussing each student in the school and making sure all students are receiving the support they need to succeed both academically and socially. Year one of the implementation of this framework was coordinated by the then Coordinator of Teaching and Learning (CTL), who dedicated many hours a week to making sure that teachers were supported in using the systems in the framework and holding the required meetings with efficiency and success. In the 2024-2025 school year, ACADIA no longer had a CTL as that person is now filling the Executive Director role, and the CTL position was eliminated. The lack of a dedicated BARR Coordinator had an impact on the effectiveness of the framework during the second year of implementation. The framework was still implemented, trainings took place, and meetings were held to discuss students and ensure that all students' needs were addressed; however, the great success and impact seen in year one were diminished by the lack of a leader to pull it all together. The school's customized target of having 90% of students establish goals and identify strategies for obtaining them was missed by 25%. That being said, 158 of the 241 students at ACADIA were discussed in block meetings and had established goals and identified strategies to meet them. In only two years of implementing a new framework and additional initiatives, over half of the students had needs that were being met through the implementation of BARR. While we were unable to meet this target, we feel confident we can get there. In our third year of implementation, we will continue training new staff and will continue to implement the framework. We also plan to fill the BARR Coordinator role this year, so there is support and cohesiveness within the framework to support its success.

3.2. Financial Performance

Q29.Provide an assurance that the school is current in meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.

Acadia Academy is currently meeting all liabilities, including but not limited to payroll taxes, debt service, lease payments, and employee benefits. There are no past-due balances, penalties, or defaults on these obligations.







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Q30.Provide any financial performance-related evidence, supplemental data or contextual information *that may not be captured in authorizer records*. Submissions may include, but are not limited to, updated financial records and other updates regarding the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.





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The board did request a firm to conduct a financial audit focused primarily on the 2023-24 academic year. This particular year- as noted in the performance report- Acadia "did not meet" our Financial Planning and Budgeting (4.3) indicator due to a late submission of the 3-year financial plan, coupled with the "high risk" status concerning Acadia's Total Margin (4.2a,) Cash Flow (4.2c), and Financial Obligations Coverage Ratio (4.2d), so it was critical for the board to ensure the financial statements and financial position of Acadia Academy were accurate and in compliance.

As noted in our preliminary report, and confirmed in our audit, the data for SY2023–24 show near-term liquidity at a current ratio of 1.2 (4.1a) and 27 days cash (4.1b) with actual enrollment within 0.4% of budget (4.1c). The school was not in default or delinquent on debt/lease obligations (4.1d) and maintained low leverage (debt-to-asset ratio: 23%). The negative current-year margin (–13.5%) and two-year cash flow (–\$105,686) of 2023-24, and the cause of the "high risk" rating, largely reflect high-cost out-of-district placements noted by the authorizer rather than structural enrollment or leverage concerns; the Board and leadership spent a majority of 2023-24, summer, and the start of 2024-25 working to cut expenses wherever possible, better manage purchases, paying down existing contracting services bills, and rebuilding reserves.

For FY2024–25, the board-approved budget projects \$3,863,052 in revenue and \$3,827,182 in expenditures, for a planned operating surplus of ~\$35,870 (~0.9%) to support reserve recovery (4.2a/4.2c) and on-time obligations (4.1d). Revenues are primarily state subsidy (\$3,215,931; ~83%), with federal grants (\$160,121; ~4%) and other local sources (\$487,000)- including \$300,000 from AfterCare program. The board has also decided to focus on our board fundraising goals as a means to better meet our responsibilities and help bolster revenue where we can. On the expense side, the budget concentrates resources on supporting the students, specifically in Regular Instruction (\$1,853,935; ~48%) and Special Education (\$783,629; ~20%), including contracted services (e.g., JFM SPED \$264,000; Speech/Audiology \$78,000; OT \$40,000; PT \$4,000). Acadia's out-of-district placement costs have nearly halved since 2023-24, which has helped reduce our expenditures substantially. Operations and administration are funded at \$469,327 (~12%), Facilities/O&M \$195,464 (~5%), Transportation \$88,500 (~2%), and interest expense \$22,634 with a copier lease \$4,200, keeping debt service modest.

Given this information, along with the more consistent financial reporting, processes, and billing we've already seen in 2024-25, we believe that Acadia is in a positive position to maintain financial operations over the long term.







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3.3. Organizational Performance

Q31.Provide any organizational performance-related evidence, supplemental data or contextual information *that may not be captured in authorizer records*. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.





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Board Governance and Leadership (Organizational Sustainability)

Authorizer records rate Board Governance and Stewardship at "low risk" and shows the Board consistently meeting the public-meeting requirement (conducting 12 meetings annually in SY2022–23 through SY2024–25). To further strengthen continuity, the Board prioritized strategic succession planning during the 2023-24 academic year ahead of several officers hitting their leadership positions term limit. Two newer trustees who expressed interest in leadership roles on the board served as co–Vice Presidents under the then-serving President; in the following year (2024-25) one became President and the other Vice President. Similarly, the serving Treasurer that same year began training another board member and member of the finance committee, who then assumed the role of Treasurer in 2025 once the acting Treasurer hit his term limit. Similarly, we've also tried to recruit skill-aligned trustees in anticipation of term limits (e.g., adding a former charter principal ahead of a planned curriculum review) to ensure subject-matter coverage the administration can tap as needs arise.

Public accountability & reporting (3.3, 3.4).

The Year 4 report notes improvement needs in timely posting of agendas/minutes (rated Approaching in SY2024–25, after Did Not Meet in prior years) and in reporting timeliness (64% of submissions on time as of 6/19/25; the late FY23 audit and FY24 Q4 financials are specifically cited, along with a missing 3-year financial plan and late strategic plan). With the number of leadership changes on the board and with school leadership, the past 1.5 years have been on of transition and transformation. Now that board leaders have had nearly a year in their new roles, we are taking a much less reactive approach than before. In response, and as mentioned in the previous financial section, our CFO has a strong handle on the various accounting systems at this juncture, and we've added a few more key board members to Epicenter to allow school leaders and board members to delegate task and document submission to the most appropriate person. We've also strengthened our communication between board and school leadership to provide support in meeting these deadlines moving forward. These process changes are intended to lock in on-time postings and filings going forward.

Board training

While training completion has improved immensely from 5% in SY2023–24 (1 of 21 requirements) to 74% as of 6/19/25 (20 of 27 requirements), the board still did not meet the stated expectations in training. In addition to email reminders and board member completion trackers created the shifts in







Maine Charter School Commission

the board professional development expectations and offerings as provided by the Commission will greatly improve our timely completion of this expectation. Submission of the quarterly submissions to Epicenter, along with dedicated time on the agenda at each monthly board meeting will also be of great assistance.

Facilities compliance (3.6, 3.7).

The school remains in compliance with state and local facility requirements and maintains a board-approved plan for maintenance and capital improvements; the facility continues to support teaching and learning as rated by the authorizer ("meeting expectations" in SY2022–23 through SY2024–25).

Q32.Provide evidence of outcomes related to any school-established organizational goals, as appropriate.

We did not have any school-established organizational goals to speak to.





Maine Charter School Commission

4. Looking to the Future

This section provides the opportunity to detail the school's plans for the next charter term. Consistent with NACSA's Principles & Standards for Quality Charter School Authorizing, the authorizer will make its renewal decisions based on the school's track record of performance, and not on promises of future performance or improvement. Responses to the questions in this section will not be the basis for the authorizer's decision for renewal or non-renewal unless information is provided, or a significant, anticipated change or material modification is proposed which, if not approved, would endanger the future success and sustainability of the school. Any anticipated changes to the school's educational program, governance model, and financial outlook and any proposed material modifications to the school's current charter contract must be proposed below and are subject to approval by the authorizer consistent with authorizer policy and state law. Failure to provide Maine Charter School Commission - Renewal Process Review and Recommendations requested or otherwise relevant information or failure to propose a material modification that is likely to impact the school's academic or organizational success, or its financial sustainability shall be grounds for non-renewal and termination of the school's charter. If the school has any questions about whether information or a proposed change should be included, please contact the authorizer prior to submission of this application. If the school is proposing a material modification that, if not approved, would not endanger the sustainability of the school, this should be noted in the response and an explanation provided.

4.1. Adjustments to the Performance Framework, if any

Q33.Describe and state the rationale for any proposed changes in targets for the performance indicators as stated in the existing contract.

We have no intention of proposing changes in the targets for the performance framework.

4.2. Describe, if applicable, plans to change the school's current model as it relates to the topics below. Include a timetable for implementation.







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Substantive changes, including, but not limited to, grade span served, program delivery, or target population will require additional data analysis and research-based evidence <u>after the initial charter</u> is renewed.

Q34.Education Plan

- 1. Mission, Vision, Identification of targeted student population and the community the school hopes to serve.
- 2. Academic Program
- 3. Special Student Populations
- 4. Assessment
- 5. School Climate and Discipline

For information on Sub-recipient Award Calculation and Allocation Policy and Procedure for IDEA Grant, see http://www.maine.gov/doe/cds/idea (http://www.maine.gov/doe/cds/idea).

We have no plans to adjust our education plan at this time.

Q35.Organizational Plan

- 1. School Calendar and Daily Schedule
- 2. Student Recruitment and Enrollment
- 3. Staffing and Human Resources
- 4. Management and Operation
- 5. Parent and Community Development

We have no plans to adjust our organizational plan.

Q36.Governance Plan

- 1. Governing Body
- 2. Governing Board Composition

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We have no intention of changing our governance plan.

Q37.Business and Financial Services

- 1. Budget
- 2. Financial Management
- 3. Facilities
- 4. Transportation
- 5. Insurance
- 6. Food Service

We have no plans to adjust our business and financial services plans.

Q38.Education Service Providers







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5. Addressing Special Issues

Q39. This section provides the opportunity to address special issues that the school foresees may have a dramatic impact on the school's educational programs, governance, facilities, services, or budget and to address concerns raised in the Maine Charter School Commission's Performance Report for Renewal.

Since its inception, ACADIA has grown and become a safe and stable place of learning and development for our students. There have been bumps in the road, as would be expected with any new organization. The turnover of leadership, particularly in the executive director role, has been significant and has, to some level, affected faculty and staff trust in the organization on the ground. The current makeup of the leadership team of the Executive Director, the Director of Operations, the Special Education Coordinator, and the Business Manager has proven to be the most successful approach to leadership ACADIA has had. The team has every intention of continuing to serve ACADIA students and families, and that consistency should go a long way in continuing to provide security for the faculty and staff, as well as the families that have become the ACADIA community.

The leadership team has made it their number one priority to improve school culture and climate beginning with the 2025-2026 school year. While a large staff turnover presented many challenges for this school year, it has also afforded the opportunity for a fresh start at establishing the positive culture we want for our employees. Initiatives are being planned to improve communication between leadership and staff, as that has been identified as an area of need. The leadership team also intends to seek feedback throughout the year from the staff on the culture and climate in the building, as well as ideas for improvement, so that changes can be made as needed, and progress can be measured throughout the school year without waiting for the end-of-year survey for feedback. It is the team's intention to make ACADIA not only a safe, happy, and thriving educational environment for students but also a positive and joyful place to work for our faculty and staff who give so much to our students every day.





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6. Governing Board Turnover

Q40.Governing Board Turnover Please complete the Governing Board Turnover spreadsheet (attached as a resource to this question). List the number of board members joining and leaving the board in each school year of the current charter period.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Resources



Applicant Evidence:



Uploaded on **9/4/2025**

by Meredith Morrison

Q41.Explanation of Governing Board Turnover:





Maine Charter School Commission

Over the past several years, Acadia Academy's Board of Trustees has maintained a stable structure while thoughtfully onboarding new members and managing departures. While some turnover is expected as board members complete their terms, we have experienced a few members step down before their term end for different personal or professional reasons. Despite some surprises, the Board has taken an intentional and more proactive approach to succession planning. When a member is nearing the end of their service, we actively seek out candidates with similar expertise to ensure continuity, particularly if the departure will create a bit of a knowledge or expertise gap. For example, in 2021–22, the departing Board Treasurer had a finance background; one of the new trustees added that year brought comparable financial expertise to sustain strong fiscal oversight.

Beyond maintaining critical governance and support to the school leadership team, the Board also considers the school's evolving priorities when recruiting new members. Knowing that curriculum review would be a central focus in 2022–23, the Board added a former charter school principal with instructional and curricular expertise. This proactive approach ensures the Board remains well-rounded, with members who can be tapped by school leadership for insights into finance, education, and broader organizational needs.

In addition to knowledge, skill, and expertise recruitment, the Board has been thoughtful about leadership succession. We intentionally provide opportunities for interested new leaders to train under current officers before assuming new roles. For instance, during 2023–24, two newer members served as co-Vice Presidents, allowing them to learn under the then-serving President. The following year, one transitioned into the President role and the other into the Vice President role, ensuring a smooth and well-prepared leadership transition.

Ultimately, our intention as a board is to provide the school with balance of renewal and stability: continuity of leadership alongside fresh perspectives and skillsets. We also aim to have a healthy size Board in case of any unexpected departures, as well as to make sure we maintain strong committees and board participation at meetings. We are continuing to evolve in our composition to provide critical support, effective oversight, and strategic direction of Acadia Academy.





Maine Charter School Commission





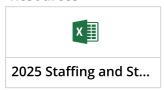
Maine Charter School Commission

7. Staff Turnover

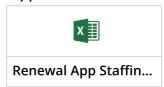
Q42.Staffing and Staff Turnover Please complete the Staffing and Staff Turnover table below. List the following information for each year of the current charter period: the number of administrators, teachers, and other staff (actual member and FTE) and the number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Resources



Applicant Evidence:



Uploaded on **9/5/2025**

by **Heather Bucklin**

Q43.Explanation of Staff Turnover:





Maine Charter School Commission

The staff turnover we see at ACADIA is based on a number of reasons. In the last four years, we have had six staff leave to stay home and raise a family, we have had one staff member retire, and we have had at least six who left education entirely. We have had five staff members who moved out of the area, one who left for medical reasons and four who left with no notice or explanation. We have also had five employees who left ACADIA because they were offered a higher salary at another school. This last reason is one of the only ones listed that we can actually take action to avoid. We are working on a pay scale that is comparable to other school districts and that meets the new state requirements for minimum teacher salaries, even before they become mandated. This past year, we gave pay increases not only based on cost of living but based on tenure as well, which we hope will help with teacher retention. It is our intention to recruit and retain highly qualified teachers who believe in the vision and mission of ACADIA and are committed to our students, and we believe that as we build a faculty and staff of these individuals, we will see less turnover each year.





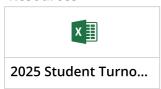
Maine Charter School Commission

8. Student Turnover

Q44.Student Turnover Please complete the Student Turnover table below. List the following information for each year of the current charter period: the number of students and the number of departures of students during and at the end of each school year. Provide a brief explanation of student departures.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Resources



Applicant Evidence:



Uploaded on **9/5/2025** by **Heather Bucklin**

Q45.Explanation of Student Turnover:





Maine Charter School Commission

ACADIA continues to meet its enrollment targets each year and nearly always carries a waitlist of students. Several reasons drive the turnover of students that happens at ACADIA. A number of schools in the home districts for our students begin middle school in fifth or sixth grade; therefore, we lose students after fourth or fifth grade who go to middle school at the same time as their respective classmates for ease in transition. We also see that a large amount of our student turnover is because families move from within our catchment area either during or at the end of the school year. We have had a number of families who have chosen to homeschool their children and have therefore withdrawn their student(s). Finally, a small number of withdrawals happen because families decide that ACADIA is not an appropriate fit for their child.





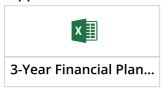
Maine Charter School Commission

9. Projected Budget

Q45.Please provide a copy of your 3-Year Financial Projection which includes a balance sheet.

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 1

Applicant Evidence:



Uploaded on **9/5/2025** by **Meredith Morrison**





Maine Charter School Commission

10. Signatures

Q46.

Renewal Application Certification/Signature of School Leader

Signature



Q47.

Date of Application Approval by the School Leader

Fri Sep 05 2025 (Eastern C 🗖

Q48.

Name of School Leader

Heather Bucklin

Q49.

Renewal Application Certification/Signature of the Board Chair

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Maine Charter School Commission

Signature



Q50.

Date of Application Approval by the School's Governing Board

Fri Sep 05 2025 (Eastern C

Q51.

Name of Board Chair

Meredith Morrison

Final Status

Reject Approve

Approver Comments

Powered by Edlusion

9/8/25, 9:54 AM



2025 MAINE CHARTER SCHOOL COMMISSION - RENEWAL APPLICATION



Maine Charter School Commission

Powered by 4 Edlusion	9/8/2025

https://ncsi.edlusion.com/Application/ApplicationPrint?workflowId=1013&sald=29834&oWfld=2008&cuid=50682&status=YetToBegin

Renewal Site Visit Report	

MAINE

CHARTER SCHOOL COMMISSION

ACADIA Academy Renewal Site Visits Report September 10, 2025

Monitoring Site Visits are based on the criteria set forth in the school's performance framework and the school's alignment with its mission. The Site Visit Manual - along with the renewal application, other reports, documents provided by the school, and other information - is used to plan for and conduct these visits.

ACADIA Academy is in the final year of its current charter contract and working toward renewal.

On **August 13, 2025,** an end-of-year monitoring site visit was held with members of ACADIA Academy's governing board and administrative team. Participants included:

- Lana Ewing, Executive Director, Maine Charter School Commission
- Amy Allen, Operations Director, Maine Charter School Commission
- Joe Drago, Financial Consultant, Maine Charter School Commission
- Susan Whipkey, Business Manager, Maine Charter School Commission
- Heather Bucklin, Head of School, ACADIA Academy
- Tracy Turner, Director of Operations, ACADIA Academy
- Emily Giorgetti, Director of Special Education, ACADIA Academy
- Meredith Morrison, Board Chair, ACADIA Academy
- Andrew Dubois , Business Manager, ACADIA Academy

The purpose of the meeting was to review organizational, academic, financial, and cultural outcomes from the 2024–25 school year, name the final steps in

the renewal process, and to review the data that will inform the annual monitoring report.

Performance framework outcomes are strong in the areas of reading proficiency and student persistence. Attendance remains consistent and strong. The primary areas of growth include mathematics outcomes and school satisfaction among all stakeholder groups. The school reports a low student-to-teacher ratio and strong social-emotional learning supports.

- Staffing and Leadership: A strong leadership team is in place with complementary skill sets, supported by a full-time counselor, behavior technician, ESL teacher, and special education staff. Staff turnover is described as "healthy," with 11 new staff joining for the upcoming year, many of whom are certified or close to certification. Leadership and staff see a need for more consistent feedback and coaching, and a Dean of Students is a desired but currently unfunded role.
- Academics: Reading proficiency remains a strength, while math proficiency and growth are areas for improvement. A new math curriculum (Eureka) with a diagnostic component will be introduced with full staff training. Writing is also identified by the school as an area of growth.
- **Culture and Climate**: Staff culture and satisfaction scores are low, attributed in part to a lack of feedback, coaching, and consistent communication. The leadership team views the influx of new staff as an opportunity to "reset" culture and improve communication. Family satisfaction continues to improve, while student climate results were lower, particularly in 5th grade.
- Operations and Finances: Financial oversight is strong, with quarterly reporting to the board. Required financial reports are now consistently on time, and all outstanding balances with John F. Murphy Homes have been resolved.
- Strategic Planning and Governance: The board has approved a strategic plan, and board members are involved in fundraising and oversight. The school leader evaluation has not yet been completed but

is planned.

• **Other Priorities**: Expanding coaching and feedback for teachers, streamlining communication, strengthening math outcomes, and addressing staffing gaps (6th grade and Teaching Assistants) are priorities for the upcoming year.

ACADIA is building systems to track related service hours and reimbursements for students with Individual Education Plans (IEPs) and 504 plans. Leadership reports strong relationships with Lewiston and Auburn schools and tracks 6th grade graduates, with many transitioning successfully to other charter schools or local districts.

On **September 10, 2025,** focus group interviews and classroom observations were conducted with members of ACADIA Academy's administrative team, teachers, students, and parents. Participants included:

- Lana Ewing, Executive Director, Maine Charter School Commission
- Amy Allen, Operations Director, Maine Charter School Commission
- 10 students representing grades 2-6
- 5 family members representing students across multiple grades
- Teachers and staff, including PreK, K, 1st, 4th, and 6th grade, special education, and counseling staff

The purpose of the visit was to collect evidence regarding the school's academic program, school climate, and alignment with its mission, which will inform the renewal recommendation. Classroom observations focused on engagement, alignment with Maine Learning Results, differentiated instruction, and the integration of the school's mission into daily instruction.

Classroom Observations

Classroom visits demonstrated a consistent focus on positive reinforcement, organized learning environments, and purposeful lesson planning and delivery.

Across classrooms, staff demonstrated a clear focus on literacy, positive classroom culture, and structured routines. Universal grouping had not yet been implemented during the visit but is scheduled for the following week.

Focus Group Interviews

Teachers

The purpose of meeting with teachers was to explore satisfaction with the academic program, school climate, instructional support, and professional development.

- Staff are drawn to ACADIA Academy for its experiential, student-centered approach, strong Social Emotional Learning (SEL) focus, small class sizes, and ability to meet students where they are.
- Teachers report rigorous academic expectations, universal groupings, integration of SEL through 2nd STEP (PreK) and BARR (other grades), and hands-on learning experiences.
- The curriculum is a mix of scripted and flexible lessons, with a new math resource introduced this year. Reading programs include guided reading (Fountas & Pinnell) and Reading Mastery (K–2), though some staff noted the need for differentiation and program updates.
- Data is used for academic and behavioral goal setting, including SMART goals for each student. Teachers collaborate to monitor progress and support new staff.
- Professional development is available, though staff noted a need for more structured support throughout the year.
- Peer mentoring and open-door leadership support are strong, with Head of School Heather Bucklin and the administration consistently providing guidance and support, which teachers reported as the strongest leadership team the school has had to date.
- Teachers highlighted social-emotional supports, including small group and individual interventions, as well as integration into daily routines.

Challenges noted include staffing shortages at the start of the year, limited resources for professional development and certifications, lower salaries than local district schools offer, and the need for additional support to the administration to allow them to maintain consistent communication and classroom oversight.

Families

The purpose of meeting with parents was to explore satisfaction with the academic program, school climate, and communication regarding student progress.

- Parents praised small class sizes, individualized attention, and hands-on learning experiences. Several noted that ACADIA had provided support for students with IEPs or 504 plans that they could not have accessed elsewhere.
- Families described strong engagement and communication with teachers and leadership, including emails, texts, PTO involvement, and curriculum-based family nights.
- Parents reported that input is actively solicited and used, and that the school maintains transparent and responsive communication.
- Academic growth was highlighted as a strength. Parents shared examples of children advancing beyond expectations, improved literacy skills, and strong social-emotional development.
- Parents consistently reported that ACADIA provides a safe and positive school climate, with clear routines and opportunities for students to advocate for themselves.
- All parents indicated that they would recommend the school to others, citing high satisfaction with academic, social, and behavioral support.

Students

The purpose of meeting with students was to explore satisfaction with the academic program and school climate.

- Students described clear expectations from teachers regarding participation, respect, and academic effort.
- Students valued experiential learning and project-based activities.
- Social-emotional supports and behavior systems, such as PBIS incentives and structured consequences, were noted. Students reported that bullying is addressed promptly and that safety protocols are in place.
- Most students reported feeling safe and supported, though they described occasional conflicts or disruptions in the classroom that impact learning negatively.

Key Takeaways

- ACADIA Academy demonstrates strong alignment with its mission, with a focus on rigorous, student-centered learning, experiential projects, and integrated social-emotional learning.
- Teachers, students, and families in focus groups consistently highlight individualized attention via small class sizes.
- Classroom observations reflect well-organized environments, purposeful instruction, and student engagement, with differentiation and universal groupings scheduled for full implementation next week.
- Challenges include the need for increased administrative capacity to provide more consistent coaching and feedback to staff, dedicated support for students with behavioral needs, and more proactive communication from administration to teachers.

A public hearing for charter renewal will take place from 12:00–1:30 pm on September 22, 2025, with the Commission voting on the school's renewal at its October 14, 2025, business meeting.

Maine Charter School Commission - Monthly Commission Meeting - Agenda - Tuesday October 14, 2025 at 1.00 PM
DRAFT SY2024-25 Annual Monitoring Report

Annual Monitoring Report SY2024-25



November 2025

ACADIA Academy

Board President: Meredith Morrison Head of School: Heather Bucklin



NARRATIVE

ACADIA Academy, located in Lewiston, is in its ninth year of operation and serves 250 students from 18 cities and towns in the Lewiston/Auburn area.

18.4% of ACADIA students have an IEP while 32% of families are economically disadvantaged – just short of the state average in both categories.

High-level takeaways from SY2024-25:

Strengths:

- Reading Growth and Proficiency
- Student Attendance
- Student Persistence
- A strong, active, and engaged governing board who meet regularly

Areas of Focus:

- Math Growth and Proficiency
- Academic achievement for economically disadvantaged students
- School Culture and Climate
- Board Training

Student Achievement

ACADIA Academy administers the Maine Through Year Assessment to assess student proficiency in Grades 3-6 and is meeting expectations in Reading, but not meeting expectations in Math. It is important to note that while the overall results aren't as strong as last year, students in grades 4 and 6 are outperforming their peers from across the state.

After having received several waivers for the administration of the NWEA MAP Growth Assessments, ACADIA was required to begin using it again in the Fall of 2024. The school met its expectations in Reading and Language Usage after having not met expectations last year and continues to approach framework expectations in math.

Subgroup performance remains strong with the exception of outcomes for Economically Disadvantaged students. This should be an area of focus for the school going forward.

Chronic absenteeism continues to be a strength for the school; continually meeting framework expectations year after year. In Androscoggin County, chronic absenteeism hovers around 28%, while

ACADIA Academy reports that only 12% of its student population were considered chronically absent this past year.

School Climate and Family Engagement

The Maine Charter School Commission continues to require that schools administer the Panorama school climate surveys annually. For the third year in a row, ACADIA Academy students and teachers responded unfavorably to the survey questions. Staff results have declined and are no longer meeting expectations, while family results are a bit more favorable than a year ago. Once again, we encourage the ACADIA governing board and administration to prioritize school climate and culture in the upcoming school year.

Organizational Sustainability

To begin SY2024-25, ACADIA had a new school leader and governing board chair and as such several reporting requirements were late, resulting in the school not meeting expectations for reporting accuracy and timeliness. The school has since rebounded and put processes in place to ensure timely reporting going forward.

The ACADIA governing board meets regularly at the end of each month and posts board meeting agendas and approved minutes timely, with the exception of a few meeting agendas that were posted late this past year. While still not meeting expectations for required annual board training, the ACADIA board completed 21 of its 27 requirements (78%) – an incredible improvement over last year's completion percentage.

Financial Management and Viability

The school has consistently met enrollment targets, maintained facilities, and demonstrated organizational stability. Financial performance was impacted by the transition away from John F. Murphy Homes for accounting services and unexpected costs from out-of-district placements. However, ACADIA has since stabilized finances, resolved outstanding liabilities, and strengthened internal financial systems. Clean annual audits with no findings have been a consistent strength.

School Mission and Student Persistence

Student persistence and recurrent enrollment continue to be strengths for the school, continuing to exceed framework expectations.

PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Meeting Approaching Not Meeting

Student Achievement

Proficiency	
Maine Through Year Assessment (ELA)	Meeting
 Grade 3 (Approaching) - 51% of ACADIA 3rd grade 	
students are "at or above state expectations" compared to	Between ≥-5% and <5% of state
61% of students statewide per the Acacia platform	average of schools "at or above
 Grade 4 (Meeting) - 66% of ACADIA 4th grade students are 	state expectations"
"at or above state expectations" compared to 64% of	
students statewide per the Acacia platform	
 Grade 5 (Meeting) - 67% of ACADIA 5th grade students are 	
"at or above state expectations" compared to 66% of	
students statewide per the Acacia platform	
 Grade 6 (Exceeding) - 78% of ACADIA 6th grade students 	
are "at or above state expectation" compared to 70% of	
students statewide per the Acacia platform	
Maine Through Year Assessment (Math)	Not Meeting
 Grade 3 (Not Meeting) - 45% of ACADIA 3rd grade 	
students are "at or above state expectations" compared to	
63% of students statewide per the Acacia platform	<-15% of state average of
• Grade 4 (Not Meeting) - 23% of ACADIA 4th grade students	schools "at or above state
are "at or above state expectations" compared to 55% of	expectations"
students statewide per the Acacia platform	
 Grade 5 (Not Meeting) - 27% of ACADIA 5th grade students 	
are "at or above state expectations" compared to 53% of	
students statewide per the Acacia platform	
• Grade 6 (Not Meeting) - 32% of ACADIA 6th grade students	
are "at or above state expectations" compared to 45% of	
students statewide per the Acacia platform	
Maine Through Year Assessment – Subgroups (ELA)	Meeting
Students with IEPs (Meeting)	
Male (Meeting)	Between ≥-5% and <5% of state
Female (Exceeding)	average of schools "at or above
 Economically Disadvantaged (Approaching) 	state expectations"

Maine Through Year Assessment – Subgroups (Math)	Approaching
 Students with IEPs (Meeting) 	
Male (Meeting)	Between ≥-15% and <-5% of
• Female (Not Meeting)	state average of schools "at or
 Economically Disadvantaged (Not Meeting) 	above state expectations"
Growth	
NWEA MAP Assessment (Reading)	Meeting - 47%
NWEA MAP Assessment (Language Usage)	Meeting - 45%
NWEA MAP Assessment (Math)	Approaching - 41%
NWEA MAP Assessment – Subgroups (Reading)	Meeting
 Students with IEPs (Meeting) 	
 Students with a 504 Plan (Meeting) 	Between 45% and 54.9%
 Economically Disadvantaged (Approaching) 	
 Male (Meeting) 	
Female (Approaching)	
NWEA MAP Assessment – Subgroups (Language Usage)	Approaching
 Students with IEPs (Approaching) 	
 Students with a 504 Plan (Meeting) 	Between 35% and 44.9%
 Economically Disadvantaged (Approaching) 	
 Male (Not Meeting) 	
Female (Meeting)	
NWEA MAP Assessment – Subgroups (Math)	Approaching
 Students with IEPs (Meeting) 	
 Students with a 504 Plan (Meeting) 	Between 35% and 44.9%
 Economically Disadvantaged (Not Meeting) 	
Male (Meeting)	
Female (Not Meeting)	
Other	
Reading on Grade Level – 3 rd Grade	Reported as Required
Student Attendance/Chronic Absenteeism	12% - School Reported

School Climate and Family Engagement

Panorama School Climate Survey – Family Results	Approaching
 School Climate - 20th Percentile 	
Safety - 50th Percentile	1 of the 3 required scales are
 School Fit - 40th Percentile 	50% or higher compared to like
	schools nationally

Panorama School Climate Survey – Student Results (Grades 3-5)	Not Meeting
 School Climate - 10th Percentile 	
Safety - 30th Percentile	Fewer than 2 of the required
 Rigorous Expectations - 10th Percentile 	scales are 50% or higher
 Teacher-Student Relationships -20th Percentile 	compared to like schools
	nationally
Panorama School Climate Survey - Student Results (Grade 6)	Not Meeting
 School Climate - 10th Percentile 	
Safety - 90th Percentile	Fewer than 2 of the required
 Rigorous Expectations - 10th Percentile 	scales are 50% or higher
 Teacher-Student Relationships - 20th Percentile 	compared to like schools
	nationally
Panorama School Climate Survey – Teacher Results	Not Meeting
 School Climate - 20th Percentile 	
Leadership - 10th Percentile	Fewer than 2 of the required
 Professional Learning - 10th Percentile 	scales are 50% or higher
 Feedback and Coaching - 10th Percentile 	compared to like schools
	nationally
Panorama School Climate Survey – Staff Results	Not Meeting
 School Climate - 10th Percentile 	
Leadership - 10th Percentile Fewer than 2 of the requ	
 Professional Learning - 20th Percentile 	scales are 50% or higher
 Feedback and Coaching - 10th Percentile 	compared to like schools
	nationally
Panorama Survey Action Plan - School develops + implements plan	Meeting

Organizational Sustainability

Governing Board Effectiveness	Low Risk
Board Meetings Held in Accordance with Bylaws and FOAA	12 Meetings Held
Timely Publication of Board Meeting Agendas and Approved	2 Agenda/0 Minutes
Minutes	
Reporting Accuracy and Timeliness - 67% on time; 98% accurate	Not Meeting
Board Training - 27 requirements/21 completed (78%)	Not Meeting
Facility Meets Local and State Requirements	Meeting

Financial Management and Viability*

Near Term Measures	
Current Ratio	Low Risk
Unrestricted Days Cash on Hand - 22 Days Cash on Hand	High Risk
Enrollment Variance	Low Risk
Debt Default - None	Low Risk
Sustainability Measures	
Total Margin	High Risk
Debt to Asset Ratio	Low Risk
Cash Flow	High Risk
Financial Obligations	Low Risk
Other	
Financial Planning and Budgeting - School submitted 3-Year Plan	Meeting

^{*}Based on FY25 QTR 4 financials

School Mission and Student Persistence

Mission and Key Design Implementation	Meeting
Student Persistence: School Year - 247 of 253 Students (98%)	Exceeding
Student Persistence: Year-to-Year - 205 of 225 Students (91%)	Exceeding

School Customization

ACADIA will improve social and emotional and academic outcomes	Not Meeting
for all students by building strong collaborative relationships	158/241 (66%)
between students and staff and staff teams through the	
implementation of the BARR framework	
Students in grades K-2 will demonstrate strong writing growth on	Approaching
twice yearly assessments	65%

ANNUAL SELF-ASSESSMENT

Introduction

As ACADIA nears the conclusion of our ninth year, we are proud of the accomplishments and growth we have seen. We continue to look at ways and means to improve and meet the challenges of the constantly changing educational landscape.

Mission, Vision, and Targeted Student Population

ACADIA strives to exemplify our mission and vision every day. We continue to focus on the whole child by incorporating social emotional learning across the day and in all areas of learning. Our teachers take the time to get to know their students and view them as individuals with specific needs and learning styles. Our leadership team supports teachers in creating engaging and multimodal learning experiences by securing the resources they need and allowing for flexibility in the schedule. Our exploratory learning block allows students to drive their learning and create projects shared in an exhibition three times per year. These events were extremely well attended this year, demonstrating our strong community culture and our families' active involvement.

Academic Performance

One highlight of our academic program is our Universal Groups. Students are grouped for reading and math based on their academic level, not grade level. This makes the instruction more targeted for specific student needs. Our students make consistent progress in reading and math as evidenced by curriculum-based measures, benchmark assessments, and standards-based assessments. Our students in grades 3-6 took the Maine Through Year assessment in the fall and the spring and performed within 10 points of the state average on reading and math. This year we were required to also administer the MAP Growth Test for students in grades K-6. We received a state waiver in the Fall of 2023 and the entire 2024-2025 school year. The overall scores on the MAP Test were not what we had hoped. The leadership team will look at the data and the trends to see where we can offer instructional support that may help our students make greater growth. Our students in grades 3-6 may have been experiencing some testing fatigue as they spent the better part of eight hours testing in a two-week period. Fifth graders also took the Maine Science Assessment for an additional four to six hours.

We are in our second year of BARR implementation. This framework has been integral to our success as a team in supporting our students. Through the BARR system, every student in our building is discussed and has strengths identified and specific goals established. The framework streamlines team discussions and data collection. It has helped us to identify areas of need both academically and behaviorally so that we can collaborate to serve our students best. We were disheartened to learn that we would lose access to the valuable weekly coaching from our BARR Coach and the resources on the member portal in the upcoming school year due to the rescinding of funding for ARPA-funded projects.

We will continue using the BARR model to drive team discussions about students and track growth data. We have been working with our BARR Coach to prepare for the transition to next year, so we are successful without in person coaching. The SEL Curriculum, U-Time, that is part of BARR, will also continue to be taught in all of our classrooms as it has proven very valuable in weaving a connection between all of the students in our building.

Climate and Discipline

Overall, our school climate is favorable. Student attendance is above average, and families are very involved and supportive of our program. Students are engaged, and teachers are making great efforts to keep their instruction dynamic and timely to contribute to the overall positivity. There is some work to be done with the staff to improve the culture, and this summer the leadership team will be working on ways to facilitate more positive feelings among staff members. There were also some specific, very challenging behaviors in one grade level this year that were difficult for the teachers and administration to navigate. This group struggles with more respectful and responsible behaviors than others. Interactions among students and with teachers were strained, and a culture of tension and unhappiness seemed to pervade those classrooms. Whole group behavior interventions were implemented without great success. This is something that leadership will also be working on during the summer, so that when that group of students goes into sixth grade, there are positive behavior supports in place and resources available for students and teachers so that their final year at ACADIA is a more positive experience.

Organizational Performance

As an organization ACADIA is strong and on a positive path for growth and future success. This year the administrative team of the new Executive Director, the Director of Operations and the Special Education Coordinator have collaborated and distributed tasks and responsibilities in a way that has made leading our school much more sustainable.

We have four new general education classroom teachers on staff this year who have melded with our existing staff well. We also created a new position of Business Manager this year which has been a great asset to the administrative team.

One of the challenges we find in retention of staff is our inability to meet the pay scale of local public schools. We have been informed by some who have left that they are leaving for the primary reason of securing a more lucrative income. This has also prevented us from being able to hire some of the teaching candidates we would like to. Our business manager is working to establish a pay scale that will more closely match the local school districts, and we hope to be able to gradually offer increases that will help us retain high quality teachers.

In preparation for the passing of LD1571 we have reviewed certification status with all of our teaching staff and have had discussions with them regarding how they wish to proceed. We have hired five new teachers for next year, all of whom hold certifications. Our current teachers have all been working at earning CEUs and applying for recertification. Our goal is that all General Education and Special Education teachers will hold a certification by the beginning of the next school year.

Last year our Panorama Survey response rates were quite low. This year we have made substantial efforts to increase the number of responses we receive from both families and staff. Currently our response rates are significantly higher than in the past and we are looking forward to analyzing the feedback we receive in order to improve our school for all of those we serve.

ACADIA Board of Trustees Overview

The ACACIDA Board of Trustees is composed of individuals with diverse expertise and professional backgrounds, contributing to a well-rounded and strategic governance body.

Board Members:

- Meredith Morrison Director of Community Engagement and Insights, Harvard Graduate
 School of Education. Former public-school educator and charter school leader with a master's in Instructional Leadership from HGSE.
- Kate Dumais Background in K-8 education, higher education publishing, healthcare technology, and community services.
- Justin Good Experience in finance, purchasing, and hospitality.
- Julie McCabe Educator and current Maine House Representative.
- Amy Dieterich Maine District Court Judge with a background in commercial litigation.
- Danielle Moreau Medical coding specialist and childcare provider.
- Alicia Laroche Expert in healthcare risk management and process improvement.
- Jon Mercier Real estate professional.
- Aaron Landry Licensed clinical social worker.
- Donald Dearborn Biology professor and Associate Dean of Faculty [terming out May 2025].

Board Capacity, Transparency, and Stewardship Summary

The ACADIA Academy governing board has experienced a period of transition over the past year, similar to the school's leadership team. Several long-serving founding board members have completed their terms, including former board chairs, Sean Siebert and Chris Brann. We are deeply grateful to both for their years of dedicated service. Notably, Chris Brann continues to contribute his institutional knowledge and financial expertise as a parent member of the Finance Committee, providing critical continuity during this leadership transition.

With newer members stepping into leadership roles – namely Meredith Morrison (Chair), Kate Dumais (Vice Chair), and Justin Good (Secretary) – the board is actively learning and adapting to the responsibilities of effective governance. These members are building their knowledge and capacity in real time and working collaboratively with ACADIAs school-based leadership to ensure strong oversight and mission alignment.

Despite this transitional phase, the board remains committed to effective stewardship and to strengthening its connection to the ACADIA community. We are building toward strengthening our presence at school-based events and celebrations, seeking opportunities to support operational needs, building relationships with families, and serving as visible ambassadors of both ACADIA and the broader charter school movement. We have a small admin team at ACADIA, and the Board is hoping to, where appropriate, fill any gaps the school needs.

Our board practices remain transparent and open to the community. We post meeting agendas and minutes in accordance with state requirements, hold open public meetings, and ensure that decisions and updates are communicated clearly to stakeholders. We are also working to further strengthen communication and community engagement efforts in the coming year as part of a broader strategy to enhance visibility and impact. Committees such as Finance and PTO are particularly strong, while the Membership Committee requires renewed focus. We are also looking at whether to potentially revise our current committee list to reflect our current priorities, for example, Strategic Planning and Fundraising.

While we have a diverse smattering of knowledge, expertise, and experience in our current board, we've also identified areas where we would like to see new board members with experience in (to support our current goals):

- Human Resources
- Fundraising and Networking
- Grant Writing, ideally in education or ed-related fields
- Marketing, Graphic/Website Design, Social Media
- Transportation

Board Leadership and Functioning

Meredith Morrison, our Board Chair, demonstrates strong leadership and commitment. She actively supports the administrative team, contributes to curriculum evaluation, and fosters accountability and collaboration.

Overall Board of Trustees Areas for Growth

- Increase professional development opportunities for trustees.
- Enhance engagement outside of board meetings.

- Improve follow-through on delegated tasks, namely timely completion of required PDs.
- Implement ongoing evaluations and governance improvements.

In sum, while our board is in a rebuilding and capacity-strengthening phase, we are actively developing our leadership, reinforcing strong governance practices, and maintaining a clear focus on supporting ACADIAs continued success and renewal.

Financial Performance

ACADIA is in a much stronger position financially than we have been in recent years. Last year we faced substantial challenges with the high out of district costs for students who we had to outplace for special education services. The number of students that are now outplaced has been reduced to three students, which creates significant savings for us. We were also faced with overdue invoice balances to our previous ESP, John F. Murphy Homes and Margaret Murphy Centers for Children. We have reduced that debt significantly and are on track to having that debt completely erased by June pending our high cost out of district funding comes in.

Our FY26 Budget is being developed now, and we are hopeful to have it passed at the May 28 Board of Trustees meeting. The financials look very strong, and we foresee no issues with presenting a zero balanced budget. We have taken steps to be able to bill Maine Care for some of the services provided to our students such as counseling, speech and BHP services. This will reduce some of our SPED costs and help make our budget even stronger.

Our PTO does a significant amount of fundraising for our school and is a huge support system for us. The group is willing to allocate funds to special purchases or to contribute to events such as field trips or guest presentations. Some grade levels do fundraise for their own field trips and events such as our fifth-grade group who raises funds each year to be able to take a trip to Boston in the Spring.

We are currently holding a school-wide fundraiser for the specific purpose of raising funds for a new math curriculum resource. We have discussed having a fundraising committee next year which would spearhead efforts to raise funds for specific needs by coordinating events and schoolwide campaigns. We are hopeful that this will be the start of a successful trend of increasing our annual revenues through fundraising.

Maine Charter School Commission - Monthly Commission Meeting - Agenda - Tuesday October 14, 2025 at 1:00 PM
Year 4 Performance Report

Year 4 Performance Report

Prepared for ACADIA Academy

June 2025





ACADIA Mission

- **ACADIA will...**provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades Pre-K through 6th.
- We will...promote high educational achievement through direct teaching opportunities that are entwined with extensive experiential learning opportunities.
- ACADIA faculty and staff will...support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation.
- **We will...**support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.

ACADIA Vision

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

Governing Board

Amy Dieterich	Kate Dumais, Vice President
Julie McCabe, Secretary	Jon Mercier
Danielle Moreau	Justin Good, Treasurer
Meredith Morrison, President	Alicia Laroche
Aaron Landry	

Leadership Team

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

School Profile

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

^{*}On 10-1-24 (State Student Count Day)

School Year 2024-25 Demographic Table

Grade Level Enrollment		
PreK	32	12.8%
KG	32	12.8%
1st Grade	33	13.2%
2nd Grade	32	12.8%
3rd Grade	33	13.2%
4th Grade	32	12.8%
5th Grade	34	13.6%
6th Grade	22	8.8%
Gender		
Female	131	52.4%
Male	119	47.6%
Race/Ethnicity		
Asian	1	0.4%
Black or African American	14	5.6%
Hispanic/Latino	4	1.6%
Two or More Races	13	5.2%
White	218	87.2%
Special Education		
Students with IEPs	46	18.4%
General Education Students	204	81.6%
Economically Disadvantaged		
Yes	80	32%
No	170	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.

NARRATIVE and CONSIDERATIONS FOR RENEWAL

ACADIA Academy's second charter term began in the fall of 2016. The school serves students in PreK through 6th grade from Lewiston, Auburn, and the surrounding area.

ACADIA has historically strong academic results, particularly in reading. The school prioritizes small class sizes and a unique instructional model that utilizes every adult in the school to provide small group instruction during reading and mathematics blocks. ACADIA is a highly sought-after school and maintains strong student retention. Over the years, ACADIA has grown into a school community with many staff and governing board members also being parents/grandparents to ACADIA students.

ACADIA has room for improvement in stakeholder satisfaction, which may be partly due to recent transitions including the dissolution of the long-time partnership with John F. Murphy Homes. Survey participation rates on required surveys have recently improved. High-cost out-of-district placements presented the school with recent, unexpected financial challenges.

In SY2024-25 the school year began with a new board president and head of school.

The following outlines ACADIAs strengths and areas for improvement:

Area of Strength:

- Reading scores
- Attendance
- Strong and engaged governing board
- Student persistence

Area for Improvement:

- School climate
- Timely posting of board meeting agendas and approved meeting minutes
- Reporting timeliness
- Board training

2021-2025 PERFORMANCE INDICATORS SUMMARY TABLE

Exceeded Expectation Met Expectation	Partially Met/Approaching Expectation	Did Not Meet Expectation
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STUDENT ACHIEVEMENT				
INDICATOR/TARGET	SY2024-25 <u>PRELIMINARY</u> <u>DATA</u>	SY2023-24	SY2022-23	SY2021-22
	Academic Profic	ciency		
SY2024-25 and SY2023-24 Student Academic Proficiency - MDOE Through-Year Assessment, Reading. Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students "at state expectation" and "above state expectation" on proficiency. SY2024-25 Results: Grade 3 - 51% of ACADIA 3rd graders are "at or above state expectations" in Reading compared to 61% state-wide per the Acacia platform (Approaching) Grade 4 - 66% of ACADIA 4th graders are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Meeting) Grade 5 - 67% of ACADIA 5th graders are "at or above state expectations" in Reading compared to 66% state-wide per the Acacia platform (Meeting) Compared to 66% state-wide per the Acacia platform (Meeting)	Met Between ≥-5% and <5% of state average of schools "at or above state expectation".	Exceeded ≥5% of state average of schools "at or above state expectation	Due to the MDOE's delay in releasing data from the Spring administration of the Through-Year Assessment, there were no outcomes that could be reported.	Met Reported as required

Grade 6 - 78% of ACADIA 6th graders are "at or above state expectations" in Reading compared to 70% state-wide per the Acacia platform (Exceeding) SY2023-24 Results: Grade 3 - 58% of ACADIA 3rd graders are "at or above state expectations" in Reading compared to 60% state-wide per the Acacia platform (Meeting) Grade 4 - 64% of ACADIA 4th graders are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Meeting) Grade 5 - 76% of ACADIA 5th graders are "at or above state expectations" in Reading compared to 70% state-wide per the Acacia platform (Exceeding) Grade 6 - 85% of ACADIA 6th graders are "at or above state expectations" in Reading compared to 70% state-wide per the Acacia platform (Exceeding) Grade 6 - 85% of ACADIA 6th graders are "at or above state expectations" in Reading compared to 72% state-wide per the Acacia platform (Exceeding) SY2022-23 I.la Student Academic Proficiency - MDOE Through-Year Assessment, ELA. Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students "at state expectations" and "above state expectations" on proficiency. SY2021-22 Proficiency on State Assessments in				
reading . The school will collect baseline data on the MAP test for ELA and will				
provide school-wide results as well as results at each grade level assessed.				
SY2024-25 and SY2023-24 1.1b Student Academic Proficiency - MDOE Through-Year Assessment, Math. Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students "at state expectations" and "above state expectations" on proficiency. SY2024-25 Results: • Grade 3 - 45% of ACADIA 3rd graders are "at or above state expectations" in Math compared to 63% state-wide per the Acacia platform (Not Meeting) • Grade 4 - 23% of ACADIA 4th graders are "at or above expectations" in Math compared to 55% state-wide per the Acacia	verage of schools "at or above state expectation".	Met Between ≥-5% and <5% of state average of schools "at or above state expectation".	Due to the MDOE's delay in releasing data from the Spring administration of the Through-Year Assessment, there were no outcomes that could be reported.	Met Reported as required

platform (Not Meeting) Grade 5 - 27% of ACADIA 5th graders are "at or above state expectations in Math compared to 53% state-wide per the Acacia platform (Not Meeting) Grade 6 - 32% of ACADIA 6th graders are "at or above state expectations in Math compared to 45% state-wide per the Acacia platform (Not Meeting) SY2023-24 Results: Grade 3 - 36% of ACADIA 3rd graders are "at or above state expectations" in Math compared to 63% state-wide per the Acacia platform (Not Meeting) Grade 4 - 76% of ACADIA 4th graders are "at or above state expectations" in Math compared to 54% state-wide per the Acacia platform (Exceeding) Grade 5 - 52% of ACADIA 5th graders are "at or above state expectations" in Math compared to 54% state-wide per the Acacia platform (Exceeding) Grade 6 - 38% of ACADIA 6th graders are "at or above state expectations" in Math compared to 52% state-wide per the Acacia platform (Meeting) Grade 6 - 38% of ACADIA 6th graders are "at or above state expectations" in Math compared to 43% state-wide per the Acacia platform (Meeting) SY2022-23 1.la Student Academic Proficiency - MDOE Through-Year Assessment, Math. Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students "at state expectations" and "above state expectations" on proficiency.				
state expectations" and "above state				
SY2021-22 Proficiency on the spring administration of the Brigance. 75% of PreK students will score at or above the cut-off score for their age bracket on spring testing.		cator was no long e Framework after		Exceeded School reported 100%
SY2024-25, SY2023-24, and SY2022-23 Students will read on grade level based on the school's assessment tool by the end of the third grade. Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.	Met ACADIA uses Fountas and Pinnell and reports that 73% of 3rd grade	Met ACADIA uses Fountas and Pinnell and reports that 71% of 3rd	ACADIA uses Pinnell and rep 3rd grade stude	et Fountas and orts that 55% of ents are reading de level.

	students are reading on grade level.	grade students are reading on	NOTE: This indicator was not part of the Performance Framework in SY2021-22.
		grade level.	
Ac	chievement Gaps -	Proficiency	
SY2024-25 and SY2023-24 1.1c Proficiency by subgroup, Through-Year Assessment, Reading. Schools will report the percentage of students in each reportable subgroup assessed at each grade level, and at the campus and district levels. SY2024-25 Results Grade 3 50% of Male students are "at or above state expectations" in Reading compared to 59% state-wide per the Acacia platform (Approaching) 53% of Female students are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Approaching) 38% of Economically Disadvantaged students are "at or above state expectations" in Reading compared to 51% of state-wide per the Acacia platform (Approaching) Grade 4 62% of Male students are "at or above state expectations" in Reading compared to 60% state-wide per the Acacia platform (Meeting) T1% of Female students are "at or above state expectations" in Reading compared to 68% state-wide per the Acacia platform (Meeting) T7% of Female students are "at or above state expectations" in Reading compared to 68% state-wide per the Acacia platform (Meeting) T3% of Female students are "at or above state expectations" in Reading compared to 62% state-wide per the Acacia platform (Meeting) T8% of Female students are "at or above state expectations" in Reading compared to 71% state-wide per the Acacia platform (Exceeding) 60% of Economically Disadvantaged students are "at or above state expectations" in Reading compared to 55% state-wide per the Acacia platform (Exceeding) 60% of Female students are "at or above state expectations" in Reading compared to 55% state-wide per the Acacia platform (Exceeding) 60% of Female students are "at or above state expectations" in Reading compared to 55% state-wide per the Acacia platform (Exceeding)	Met Between ≥-5% and <5% of state average of schools "at or above state expectations"	Met Between ≥-5% and <5% of state average of schools "at or above state expectations"	NOTE: This indicator was not part of the Performance Framework until SY2023-24.

Reading compared to 74%			
state-wide per the Acacia			
platform (Approaching)			
<u>SY2023-24 Results</u>			
Grade 3			
• 54% of Male students are "at or			
above state expectations" in			
Reading compared to 57%			
state-wide per the Acacia			
platform (Meeting)			
 60% of Female students are "at 			
or above state expectations" in			
Reading compared to 63%			
state-wide per the Acacia			
platform (Meeting)			
Grade 4			
44% of Male students are "at or above state avagantation a" in			
above state expectations" in			
Reading compared to 61% state-wide per the Acacia			
platform (Not Meeting)			
82% of Female students are "at			
or above state expectations" in			
Reading compared to 68%			
state-wide per the Acacia			
platform (Exceeding)			
• 58% of Economically			
Disadvantaged students are "at			
or above state expectations" in			
Reading compared to 50%			
state-wide per the Acacia			
platform (Exceeding)			
Grade 5			
75% of Female students are "at			
or above state expectations" in Reading compared to 85%			
state-wide per the Acacia			
platform (Meeting)			
Grade 6			
82% of Female students are "at			
or above state expectations" in			
Reading compared to 75%			
state-wide per the Acacia			
platform (Exceeding)			
SY2024-25 and SY2023-24	Not Meeting	Approaching	NOTE: This indicator was not a
1.1c Proficiency by subgroup, Through-Year	750/ . 5	D. t	part of the Performance
Assessment, Math . Schools will report the	<-15% of state	Between ≥-15%	Framework until SY2023-24.
percentage of students in each reportable	average of	and <-5% of	
subgroup assessed at each grade level,			
	schools "at or	state average	
and at the campus and district levels.	schools "at or above state	of schools "at	
and at the campus and district levels. <u>SY2024-25 Results</u>	schools "at or	of schools "at or above state	
and at the campus and district levels. <u>SY2024-25 Results</u> Grade 3	schools "at or above state	of schools "at	
and at the campus and district levels. SY2024-25 Results Grade 3 56% of Male students are "at or	schools "at or above state	of schools "at or above state	
and at the campus and district levels. SY2024-25 Results Grade 3 56% of Male students are "at or above state expectations" in	schools "at or above state	of schools "at or above state	
and at the campus and district levels. SY2024-25 Results Grade 3 56% of Male students are "at or above state expectations" in Math compared to 65%	schools "at or above state	of schools "at or above state	
and at the campus and district levels. SY2024-25 Results Grade 3 56% of Male students are "at or above state expectations" in Math compared to 65% state-wide per the Acacia	schools "at or above state	of schools "at or above state	
and at the campus and district levels. SY2024-25 Results Grade 3 56% of Male students are "at or above state expectations" in Math compared to 65%	schools "at or above state	of schools "at or above state	
and at the campus and district levels. SY2024-25 Results Grade 3 56% of Male students are "at or above state expectations" in Math compared to 65% state-wide per the Acacia platform (Approaching)	schools "at or above state	of schools "at or above state	
and at the campus and district levels. SY2024-25 Results Grade 3 • 56% of Male students are "at or above state expectations" in Math compared to 65% state-wide per the Acacia platform (Approaching) • 35% of Female students are "at or above state expectations" in Math compared to 62%	schools "at or above state	of schools "at or above state	
and at the campus and district levels. SY2024-25 Results Grade 3 • 56% of Male students are "at or above state expectations" in Math compared to 65% state-wide per the Acacia platform (Approaching) • 35% of Female students are "at or above state expectations" in Math compared to 62% state-wide per the Acacia	schools "at or above state	of schools "at or above state	
and at the campus and district levels. SY2024-25 Results Grade 3 • 56% of Male students are "at or above state expectations" in Math compared to 65% state-wide per the Acacia platform (Approaching) • 35% of Female students are "at or above state expectations" in Math compared to 62%	schools "at or above state	of schools "at or above state	

700/ - 6 [
• 38% of Economically		
Disadvantaged students are "at		
or above state expectations" in		
Math compared to 51% of		
state-wide per the Acacia		
platform (<mark>Approaching</mark>)		
Grade 4		
• 38% of Male students are "at or		
above state expectations" in		
Math compared to 58%		
state-wide per the Acacia		
platform (Not Meeting)		
 12% of Female students are "at 		
or above state expectations" in		
Math compared to 53%		
state-wide per the Acacia		
platform (Not Meeting)		
Grade 5		
21% of Male students are "at or		
above state expectations" in		
Math compared to 56%		
state-wide per the Acacia		
platform (Not Meeting)		
36% of Female students are "at		
or above state expectations" in		
Math compared to 51%		
state-wide per the Acacia		
platform (<mark>Approaching</mark>)		
 7% of Economically 		
Disadvantaged students are "at		
or above state expectations" in		
Math compared to 39%		
state-wide per the Acacia		
platform (Not Meeting)		
Grade 6		
27%% of Female students are "at		
or above state expectations" in		
Math compared to 43%		
state-wide per the Acacia		
platform (Not Meeting)		
SY2023-24 Results:		
Grade 3		
46% of Male students are "at or		
above state expectations" in		
Math compared to 64%		
state-wide per the Acacia		
platform (Not Meeting)		
 27% of Female students are "at 		
or above state expectations" in		
Math compared to 61%		
state-wide per the Acacia		
platform (Not Meeting)		
Grade 4		
19% of Male students are "at or		
above state expectations" in		
Math compared to 58%		
state-wide per the Acacia		
platform (Not Meeting)		
 24% of Female students are "at 		
or above state expectations" in		
Math compared to 51%		
state-wide per the Acacia		
platform (Not Meeting)		
• 33% of Economically		
3370 Of Econormically		

Disadvantaged students are "at or above state expectations" in Math compared to 39% state-wide per the Acacia platform (Approaching) Grade 5 • 50% of Female students are "at or above state expectations" in Math compared to 51% state-wide per the Acacia platform (Meeting) Grade 6 • 35% of Female students are "at or above state expectations" in Math compared 40% state-wide per the Acacia platform (Meeting)				
	Academic Gro	wth		
SY2021-22 Growth in English Language Arts, reading and communication skills. PreK students will show growth on Teaching Strategies GOLD assessment in ELA reading and language from fall to spring.		cator was no long Framework afte		Exceeded School reported 97%
SY2021-22 Growth in mathematics and reasoning skills. PreK students will show growth on Teaching Strategies GOLD assessment in math from fall to spring.	NOTE: This indi Performance	Exceeded School reported 100%		
SY2021-22 ELA MAP Growth. 80% of students will show growth on ELA MAP RIT scores from fall to spring of each school year.	NOTE: This indi Performance	Did Not Meet School reported 26%		
SY2021-22 Math MAP Growth. 80% of students will show growth on Math MAP RIT scores from fall to spring of each school year.		cator was no long e Framework after		Did Not Meet School reported 32%
SY2024-25, SY2023-24, and SY2022-23 Student Academic Growth: NWEA MAP Growth, 3rd-8th. School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading. SY2024-25 Results: • ACADIA reports that 28% of eligible 3rd graders are meeting their projected growth in reading. (Not Meeting) • ACADIA reports that 55% of eligible 4th graders are meeting their projected growth in reading. (Meeting) • ACADIA reports that 48% of eligible 5th graders are meeting their projected growth in reading. (Meeting) • ACADIA reports that 65% of	Meeting Between 45%-54.9%	School reported that 29% of eligible students met projected growth NOTE: School received NWEA Testing Waiver for Spring 2024 and opted to use growth data gleaned from the administration	NOTE: School received NWEA Testing Waiver for Spring 2023	Did Not Meet School reported 39%

eligible 6th graders are meeting their projected growth in reading. (Exceeding) SY2021-22 Growth on MAP ELA assessment. 65% of eligible students meet projected growth on MAP ELA reading.		of the Maine Through-Year Assessment		
SY2024-25, SY2023-24, and SY2022-23 Student Academic Growth: NWEA MAP Growth, 3rd-8th. School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math. SY2024-25 Results: ACADIA reports that 38% of eligible 3rd graders are meeting their projected growth in math. (Approaching) ACADIA reports that 27% of eligible 4th graders are meeting their projected growth in math. (Not Meeting) ACADIA reports that 42% of eligible 5th graders are meeting their projected growth in math. (Approaching) ACADIA reports that 64% of eligible 6th graders are meeting their projected growth in math. (Exceeding) SY2021-22 Growth on MAP Math assessment. 65% of eligible students meet projected growth on MAP math.	Approaching Between 35%-44.9%	Approaching School reported that 38% of eligible students met projected growth NOTE: School received NWEA Testing Waiver for Spring 2024 and opted to use growth data gleaned from the administration of the Maine Through-Year Assessment	NOTE: School received NWEA Testing Waiver for Spring 2023 and for SY2023-24.	Did Not Meet School reported 31%
SY2024-25, SY2023-24, and SY2022-23 Student Academic Growth: NWEA MAP Growth, 3rd-8th. School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language. SY2024-25 Results: ACADIA reports that 31% of eligible 3rd graders are meeting their projected growth in language. (Not Meeting) ACADIA reports that 52% of eligible 4th graders are meeting their projected growth in language. (Meeting) ACADIA reports that 45% of eligible 5th graders are meeting their projected growth in language. (Meeting) ACADIA reports that 64% of eligible 6th graders are meeting their projected growth in language. (Meeting)	Met Between 45%-54.9%	Testing Waiver	received NWEA for Spring 2023 Y2023-24.	Did Not Meet School reported 31%

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SY2021-22 Growth on MAP ELA assessment. 65% of eligible students meet projected growth on MAP ELA language.				
,	Achievement Gaps	- Growth		
SY2024-25, SY2023-24, and SY2022-23 1.4a Subgroup Performance: NWEA MAP, 3rd-8th. Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading. SY2024-25 Results: Students with IEPs - 60% (Exceeding) Economically Disadvantaged - 39% (Approaching) Students with a 504 Plan - 50% (Meeting) Male - 57% (Exceeding) Female - 40% (Approaching) SY2023-24 Results: Students with IEPs - 28% (Not Meeting) Male - 26% (Not Meeting) Female - 31% (Not Meeting) Economically Disadvantaged - 37% (Approaching) Students with a 504 Plan - 25% (Not Meeting)	Meeting Between 45%-54.9%	Did Not Meet Below 35% NOTE: School received NWEA Testing Waiver for Spring 2024 and opted to use growth data gleaned from the administration of the Maine Through-Year Assessment	NOTE: School received NWEA Testing Waiver for Spring 2023	NOTE: In SY2021-22, subgroup performance in reading was not a separate indicator
SY2024-25, SY2023-24, and SY2022-23 1.4a Subgroup Performance: NWEA MAP, 3rd-8th. Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language SY2024-25 Results: Students with IEPs - 40% (Approaching) Economically Disadvantaged - 36% (Approaching) Students with a 504 Plan - 47% (Meeting) Male - 37% (Approaching) Female - 54% (Meeting)	Approaching Between 35%-44.9%	Testing Waiver	received NWEA for Spring 2023 Y2023-24	NOTE: In SY2021-22, subgroup performance in language was not a separate indicator
SY2024-25, SY2023-24, and SY2022-23 1.4a Subgroup Performance: NWEA MAP, 3rd-8th. Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math SY2024-25 Results: Students with IEPs - 45% (Meeting) Economically Disadvantaged - 32% (Not Meeting)	Approaching Between 35%-44.9%	Approaching Between 35%-44.9% NOTE: School received NWEA Testing Waiver for Spring 2024 and opted to	NOTE: School received NWEA Testing Waiver for Spring 2023	NOTE: In SY2021-22, subgroup performance in math was not a separate indicator

 Students with a 504 Plan - 53% (Meeting) Male - 57% (Exceeding) Female - 31% (Not Meeting) SY2023-24 Results: Students with IEPs - 39% (Approaching) Male - 36% (Approaching) Female - 32% (Not Meeting) Economically Disadvantaged - 30% (Not Meeting) Students with a 504 Plan - 35% (Approaching) 		use growth data gleaned from the administration of the Maine Through-Year Assessment		
SY2021-22 Achievement gaps in growth between major subgroups on the NWEA. School provides evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Performance	cator was no long e Framework after	•	Most subgroups performed similarly to comparison groups. The FRL subgroup had a performance gap in language use and males performed lower in reading than females.
SY2024-25 and SY2023-24	Student Attend	Met	Exceeded	Did Not Meet
1.7 Student Attendance. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school. SY2022-23 5.2 Student Attendance. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school. SY2021-22 Chronic absenteeism rate. School has 10% or fewer students classified as chronically	School reports a chronic absenteeism rate of 12%.	ACADIA's state-reported chronic absenteeism rate is 16.82%	School reports a chronic absenteeism rate of 9%.	Greater than 13% was not meeting expectations; school reported 50.90%
absent on the last day of school. SY2021-22	NOTE: This indi	cator was no long	er part of the	Did Not Meet
Average Daily Attendance Rate. School has an average daily attendance rate in grades PreK-8 of 93% or higher.		e Framework after	•	Below 90% was not meeting expectation; school reported 89%

SCHOOL CLIMATE AND FAMILY ENGAGEMENT					
INDICATOR/TARGET	SY2024-25 <u>PRELIMINARY</u> <u>DATA</u>	SY2023-24	SY2022-23	SY2021-22	
	School Culture and	d Climate			
SY2024-25, SY2023-24, and SY2022-23 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. SY2021-22 Reporting of behavior incidents. The school will follow the Maine DOE required	Beginning in SY2022-23, no rating is provided for Criterion 2.1: State Compliance. Site visit reports include a section for this criterion that identifies specific concerns the school must address (if any).			Did Not Meet Did not report as required	
reporting for incidents of behavior.					
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 nationally (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations". *Required Scales - School climate, Safety, and School Fit In SY2024-25 results on the required scales were as follows: School Safety - In the 50th percentile nationally compared to like schools School Climate - In the 20th percentile nationally compared to like schools School Fit - In the 40th percentile nationally compared to like schools School Safety - In the 10th percentile nationally compared to like schools In SY2023-24 results on the required scales were as follows: School Safety - In the 10th percentile nationally compared to like schools School Climate - In the 10th percentile nationally compared to like schools School Climate - In the 10th percentile nationally compared to like schools School Fit - In the 20th percentile nationally compared to like schools	Approaching 1 of 3 required scales are 50% or higher when compared to like schools nationally	Did Not Meet 0 of 3 required scales are 50% or higher when compared to like schools nationally AND participation rate was less than 35%.	Results in 3/3 required scales are in the "Exceeds Expectation" range, but school "Does Not Meet" the target due to low family participation (25%).	Exceeded 70% of ACADIA families participated in the survey	
 percentile nationally compared to like schools School Fit - In the 20th percentile nationally compared to like 					

School Climate - In the 80th percentile nationally compared to like schools School Safety - In the 99th percentile nationally compared to like schools School Fit - In the 90th percentile nationally compared to like schools State of the schools SY2021-22 Panorama Survey-Family Participation. 40% of families will participate in the Panorama survey.				
SY2024-25, SY2023-24, and SY2022-23 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 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations". *Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships SY2024-25 Results [Grades 3-5] 87 responses (89.7%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: • School Rigorous Expectations - 10th percentile • School Teacher/Student Relationships - 20th percentile • School Climate - 10th percentile (Grade 6) 22 responses (100%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: • School Safety - 90th percentile • School Rigorous Expectations - 10th percentile • School Rigorous Expectations - 10th percentile • School Teacher/Student Relationships - 20th percentile • School Teacher/Student Relationships - 20th percentile • School Climate - 10th percentile • School Teacher/Student Relationships - 20th percentile • School Climate - 10th percentile • School Climate - 10th percentile • School Teacher/Student Relationships - 20th percentile • School Climate - 10th percentile • School Teacher/Student Relationships - 20th percentile • School Teacher/Student Relationships - 20th percentile • School Rigorous Expectations - 10th percentile • School Rigorous Expectations - 20th percentile	Pewer than 2 of the required scales were 50% or higher when compared to like schools nationally	Fewer than 2 of the required scales were 50% or higher when compared to like schools nationally	Fewer than 3 of the 4 required scales in the average range for like schools	Exceeded 86% of ACADIA students participated in the survey

School Safety - 20th percentile School Teacher/Student Relationships - 10th percentile School Climate - 10th percentile Grade 6 25 students (92.6%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Rigorous Expectations -10th percentile School Safety - 70th percentile School Teacher/Student Relationships - 10th percentile School Climate - 20th percentile In SY2022-23 results on the required scales were as follows: School Climate - In the 30th percentile nationally compared to like schools (grades 3-5) and in the 10th percentile nationally compared to like schools (grade NOTE-Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available. SY2021-22 Panorama Survey-Student Participation. 65% of eligible students will participate in the Panorama survey **Did Not Meet Did Not Meet** NOTE: Teacher Results were not SY2023-24 2.4 School Climate: Panorama School reported separately until Climate Survey-**Teacher Results**. Results Fewer than 2 of Fewer than 2 SY2023-24 from at least 4/4 of the required scales* on the required of the required the Teacher Panorama School Climate scales were 50% scales were Surveys will be 50% or higher when or higher when 50% or higher compared to like schools (%FRL, grade compared to like when band, urban/rural). schools compared to Participation must be a minimum of 75% nationally like schools in order to qualify. Participation under 75% nationally will automatically result in "Not Meeting AND Expectations". participation rate was less *Required Scales - School Climate, than 75%. Leadership, Professional Learning, and Feedback & Coaching SY2024-25 Results 21 teachers (100%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Climate - 20th percentile School Leadership - 10th percentile Professional Learning - 10th percentile Feedback and Coaching - 10th percentile

SY2023-24 Results 30 teachers (66.66%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:				
SY2023-24 2.5 School Climate: Panorama School Climate Survey-Staff 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 result in "Not Meeting Expectations". *Required Scales - School Climate, Leadership, Professional Learning, and Feedback & Coaching SY2024-25 Results: 26 staff (92.9%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Climate - 10th percentile Professional Learning - 10th percentile School Leadership - 10th percentile Feedback and Coaching - 10th percentile Feedback schools nationally are as follows: School Climate - 30th percentile School Leadership - 60th percentile School Leadership - 60th percentile Feedback and Coaching - 70th percentile Feedback and Coaching - 70th percentile Feedback and Coaching - 70th percentile	Fewer than 2 of the required scales were 50% or higher when compared to like schools nationally	Met 3 of the 4 required scales were 50% or higher when compared to like schools nationally	reported sep	esults were not parately until 23-24
SY2022-23 School Climate: Panorama School Climate Survey-Teacher/Staff Results. Results from at least 4/4 of the required scales* from the Teacher/Staff Panorama School Climate Surveys will be within the average	NOTE: Beginning in SY2023-24, Teacher and Staff results were reported separately		Did Not Meet Fewer than 3 of the 4 required scales in the average	Partially Met 61% of ACADIA teachers/staff participated in the survey

range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard". *Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching In SY2022-23 results on the required scales were as follows: School Climate - In the 30th percentile nationally compared to like schools School Leadership - In the 23rd percentile nationally compared to like schools Professional Learning - In the 35th percentile nationally compared to like schools Feedback and Coaching - In the 10th percentile nationally compared to like schools SY2021-22 Panorama Survey-Teacher/Staff Participation. 70% of teachers/staff will participate in the Panorama survey.			range for like schools	
SY2024-25, SY2023-24, and SY2022-23 Panorama Survey. Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Met School developed and implemented the plan	Met School developed and implemented the plan	Met School developed and implemented the plan	Not Applicable An Action Plan was not required to be submitted during the 2021-22 school year.

ORGANIZATIONAL SUSTAINABILITY						
INDICATOR/TARGET	SY2024-25 <u>PRELIMINARY</u> <u>DATA</u>	SY2023-24	SY2022-23	SY2021-22		
Boar	rd Governance and	Stewardship				
SY2024-25, SY2023-24, and SY2022-23 Governing Board effectiveness. Legal and Fiduciary Responsibilities: Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. Talent strategy and accountability:	Low Risk Board has fulfilled contract obligations as charter contract holder in the state of Maine.	Low Risk Board has fulfilled contract obligations as charter contract holder in the state of Maine.	Board has ful obligations as o holder in the s NOTE: This Ind part of the F	Risk Ifilled contract charter contract State of Maine Vicator was not Performance in SY2021-22.		

 The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. Culture of Collaboration The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. Focus on Improvement The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 				
All School Years Public Accountability: Transparent, responsive and legally compliant Board operation. The Governing Board will hold a minimum of 6 meetings per school year.	Met The ACADIA governing board held 12 meetings during SY2024-25.	Met The ACADIA governing board held 14 meetings during SY2023-24.	Met The ACADIA governing board held 12 meetings during SY2022-23.	Exceeded The ACADIA governing board held 12 board meetings during SY2021-22. NOTE: In SY2021-22, holding 11 or more meetings was "exceeding" framework expectations
SY2024-25, SY2023-24, and SY2022-23 3.3 Public Accountability: Transparent, responsive, and legally compliant Board operations. Timely publication of Board meeting agenda and minutes upon	Approaching 1-2 items not posted timely	Jor more not posted timely	Jid Not Meet 3 or more not posted timely	Jid Not Meet 3 or more not posted timelySY

approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board. SY2021-22 Timely publication of Board meeting agenda and minutes upon approval. Board meeting agendas and minutes were substantially posted as required.				
SY2024-25, SY2023-24, and SY2022-23 3.4 Reporting Accuracy and Timeliness. 80%-90% of reports are submitted on time and are accurate and complete. *NOTE: ACADIAS FY23 Financial Audit was due on 12/30/23. It was submitted to the Commission on 9/25/24 and the FY24 QTR4 financials were due on 8/15/24 and submitted on 10/1/24. The required 3-year financial plan that was due on 6/30/23 was not received.	Pid Not Meet Fewer than 70% of reports are submitted on time and are accurate and complete (As of 6-19-25, 64% of reports were submitted on time with 98% accuracy)	Met 80%-89.9% of reports were submitted on time and were accurate and complete. *86% or reports were submitted on time with 100% accuracy	Exceeded 91% of required documents/reports were submitted on time with 100% accuracy NOTE: This Indicator was not part of the Framework in SY2021-22. Partially Met 80%-99.9% of required courses were taken and evidence provided. NOTE: This Indicator was not part of the Framework in SY2021-22.	
SY2024-25, SY2023-24, and SY2022-23 Board Training. Board members will engage in a baseline of annual training and development.	Did Not Meet As of 6-19-25, the ACADIA board has completed 20 of its 27 training requirements for SY2024-25 (74%)	Did Not Meet In SY2023-24, the ACADIA board had 21 required training requirements. Of those 21 requirements, 1 was completed (5%).		
	Facilities Manag	ement		
SY2024-25, SY2023-24, and SY2022-23	Met	Met	Met	Met
3.6 Facility meets Local and State requirements. The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S. §6302, 6501: Maine DOE Rule Chapter 125.5.10. SY2021-22 Meet Local and State Requirements. The school certifies that its facility (or facilities)	Certified as required and approved by the Board	Certified as required and approved by the Board	Certified as required and approved by the Board	Certified as required
meet all local and state requirements for public school facilities.				
SY2024-25, SY2023-24, and SY2022-23 3.7 Facility supports Programming. The facility provides a safe, clean, and aesthetically pleasing campus	Met Facility provides a campus	Met Facility provides a	Met Facility provides a campus environment that optimizes	

environment that optimizes learning, teaching, and working for all students, faculty, and staff.	environment that optimizes learning, teaching, and working that supports mission and key design element implementation.	campus environment that optimizes learning, teaching, and working that supports mission and key design element implementatio n.	that supports r design element NOTE: This Ina part of the F	ng, and working mission and key implementation. licator was not tramework in 21-22.
SY2021-22 Capital Improvement Plan. The school has a current capital improvement plan approved by the governing board.	NOTE: This indicator was no longer part of the Performance Framework after SY2021-22		Capital Improvement Plan not current or not approved by board	

FINANCIAL MANAGEMENT AND VIABILITY	,			
INDICATOR/TARGET	SY2024-25 PRELIMINARY DATA	SY2023-24	SY2022-23	SY2021-22
	Student Enroll	ment		
SY2024-25, SY2023-24, and SY2022-23 4.la Current Ratio (Near-Term Measures). Current ratio is greater than or equal to 1.1.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	Moderate Risk \$439,138/ \$380,480 = 1.2	Greater NOTE: This inc part of the F	Risk than 1.5 dicator was not framework in 121-22.
SY2024-25, SY2023-24, and SY2022-23 4.1b Unrestricted Days Cash on Hand (Near-Term Measures). Unrestricted days cash will be at least 30 days.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	\$288,866/ ((\$4,004,076- 95,693)/365) = 27 days	School had 35 ha NOTE: This Inc part of the F	ate Risk 5 days cash on and. dicator was not bramework in 121-22.
SY2024-25, SY2023-24, and SY2022-23 4.1c Enrollment Variance (Near-Term Measures). Actual enrollment is within 5% of the enrollment projected in the approved budget.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	Low Risk (246-247)/247 = -0.4%	Moderate Risk Variance is between 2 and 5% NOTE: This Indicator was not part of the Framework in SY2021-22.	
SY2024-25, SY2023-24, and SY2022-23 4.1d Financial Obligations Default (Near-Term Measures). The school meets all debt and real estate lease obligations.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	Low Risk Not in default and not delinquent.	Not in defo delino NOTE: This inc	Risk nult and not quent. dicator was not tramework in

			SY20	21-22.
SY2021-22 Near Term Measures. School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission. a) Current Ratio b) Unrestricted Days Cash on Hand		icator was no long e Framework aftel	•	Partially Met
SY2024-25, SY2023-24, and SY2022-23 4.2a Total Margin (Sustainability Measures). The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	High Risk CYR \$-477,301/ \$3,526,775 = -13.5% 3YR \$55/\$11,786,682 = 0.0%	Aggregated Ti Margin is at led most recent yed pos NOTE: This ind part of the F	Risk hree-Year Total ast 1.5% and the ar Total Margin is itive. licator was not framework in 21-22.
SY2024-25, SY2023-24, and SY2022-23 4.2b Debt to asset ratio (Sustainability Measure). The debt to asset ratio will be less than 0.9/	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	Low Risk \$603,008/ \$2,627,253 = 23%		Risk an 90%
SY2024-25, SY2023-24, and SY2022-23 4.2c Cash Flow (Sustainability Measure). Charter District Leadership maintains a positive cumulative 2-year cash flow.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	High Risk CYR Cash Flow = \$-89,883 PYR Cash Flow = \$-15,803 2YR Cash Flow = \$-105,686	A positive cun	ate Risk nulative 2-year flow.
SY2024-25, SY2023-24, and SY2022-23 4.2d Financial Obligations Coverage Ratio (Sustainability Measure). Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	High Risk \$(369,649)/ \$23,634 = -16.3	Low Risk Exceeds 1.1	
SY2024-25, SY2023-24, and SY2022-23 4.3 Financial Planning and Budgeting. Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.	ACADIAs 3-Year Financial Plan is due on June 30th	Did Not Meet School did not publish a current 3-year financial plan.	Charter Distri published a 3-ye that included o and a 1-year pro Note: This Indico	et ict Leadership ear financial plan a 2-year budget jection for year 3. ator was not part ork in SY2021-22.
SY2021-22 Sustainability Measures. School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission. a)Total Margin b)Debt to asset ratio		icator was no long e Framework aftel		Met

SY2021-22

The school has an annual financial audit conducted. Audit and management letters are submitted to the Commission. 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 internal control over financial reporting on compliance and other matters.

NOTE: This indicator was no longer part of the Performance Framework after SY2021-22 Met

Clean audit submitted

FAITHFULNESS TO THE CHARTER AND TH	E LAW			
INDICATOR/TARGET	SY2024-25 PRELIMINARY DATA	SY2023-24	SY2022-23	SY2021-22
	Student Enrolli	ment		
SY2024-25. SY2023-24. and SY2022-23 5.1 Mission and Key Design Implementation. 1. The school demonstrates its approved mission. 2. The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students. 3. The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter. *Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.	School implemented the mission and design elements as outlined in the charter and amendments.	School implemented the mission and design elements as outlined in the charter and amendments.	School is imp mission and des outlined in th amend NOTE: This Ind part of the F	lementing the sign elements as e charter and diments. licator was not framework in 121-22.
All School Years Enrollment throughout the 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.	Exceeded School reports that 98% of students enrolled on the last day of school were the same students who were enrolled on 10/1/24.	School reports that 98.37% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.	Exceeded School reported 99% school year persistence	Exceeded School reported 97% school year persistence
SY2024-25, SY2023-24, and SY2022-23 5.3 Student Persistence: Year-to-Year.	Exceeded	Exceeded	Exceeded	Exceeded

Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Re-Enroll form for the following SY by March 31 of current SY.	The school reported that 93% completed an Intent to Re-Enroll form for SY2025-26.	The school reported that 96.34% completed an Intent to Re-Enroll form for SY2024-25.	School reported 92% year-to-year persistence	School reported 95% year-to-year persistence
Recurrent enrollment from one year to the next. 85% or more of eligible students enrolled on the last day of school will have completed an Intent to Re-enroll form for the next year.				

SCHOOL CUSTOMIZATION				
INDICATOR/TARGET	SY2024-25 <u>PRELIMINARY</u> <u>DATA</u>	SY2023-24	SY2022-23	SY2021-22
SY2024-25 and SY2023-24 ACADIA will improve social & emotional and academic outcomes for all students by building strong collaborative relationships between students and staff and staff teams through the implementation of the BARR framework. By the end of the school year, at least 90% of students will have established goals and identified strategies for obtaining them as evidenced on the Small block and Big block data sheets.	Did Not Meet 158 out of 241 students were discussed in Small or Big block meetings and had goals set to monitor academic or SEL growth. This is 66% of students schoolwide.	Approached 192 out of 236 students were discussed in Small or Big block meetings and had goals set to monitor academic or SEL growth. This is 81% of students schoolwide.	not part of the SY20 ACADIA Lead develop this cus	eed targets were e framework in 121-22 ership did not stom target until 23-24
SY2022-23 Mission and Vision. By the end of the school year, 85%-95% of students will have successfully completed 3 out of 3 experiential learning projects (Eagle Soar Projects)	NOTE: ACADIA eliminated this beginning in	custom target	Excee NOTE: Customiz not part of the	eded ds 95% red targets were e framework in 121-22
SY2024-25 and SY2023-24 Students in grades K-2 will demonstrate strong writing growth on twice yearly assessments. 75% of all K-2 students will demonstrate writing growth as measured by ACADIAs writing rubric. NOTE: This goal was approved in February 2024. A schoolwide writing prompt and grading rubrics were developed in the Fall. Students in grades K-2 were administered the prompt in May. Teachers collaboratively scored all writing prompts using the newly developed rubric to ensure calibration across teachers and grade levels. The writing prompt will be administered twice in the 24/25 school year (first in October, again in May) in order to analyze student	Approaching 63%-72.9%	Approaching 63%-72.9%	not part of the	red targets were e framework in 121-22

growth in writing.			
SY2022-23 Student Academic Growth: NWEA MAP Growth. Students in grades K, 1 and 2 will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP reading.	eliminated this custom target beginning in SY2023-24 waiver to not administer to NWEA MAP assessment therefore there were no rea results that could be repor		In SY2022-23, ACADIA received a waiver to not administer the NWEA MAP assessment, therefore there were no reading results that could be reported. NOTE: Customized targets were not part of the framework in SY2021-22
SY2022-23 Student Academic Growth: NWEA MAP Growth. Students in grades K, 1 and 2 will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP math.	NOTE: ACADIA eliminated this beginning ir	custom target	In SY2022-23, ACADIA received a waiver to not administer the NWEA MAP assessment, therefore there were no math results that could be reported. NOTE: Customized targets were not part of the framework in SY2021-22

Coversheet

To Consider the Approval of Maine Arts Academy's Renewal Application

Section: IX. New Business Requiring Approval and/or Acceptance

Item: B. To Consider the Approval of Maine Arts Academy's Renewal

Application

Purpose: Vote

Submitted by:

Related Material: Maine Arts Academy Renewal Consideration Documents 10-9-25.pdf

Maine Charter School Commission - Monthly Commission Meeting - Agenda - Tuesday October 14, 2025 at 1:00 PM
Renewal Application Rubric

Maine Charter School Commission Reviewer's Evaluation for a Public Charter School Renewal Application

Reviewer: Lana Ewing

Applicant: Maine Arts Academy

This rubric is intended to assist review team members in analyzing applications for charter school renewal.

- This analysis occurs after the application has been verified to be complete.
- This rubric will be used by team members to aid in his/her recommendation to the full Commission.
- This rubric is organized similarly to the renewal application and its topical sections.
- Members will review each subsection against various criteria provided in the rubric.
- Based on those criteria, the member will rate the subsection as being inadequate, minimally developed, fully developed, or excellent.
- Each member shall document his/her respective determinations with respect to his/her rating of the subsection.

<u>Inadequate.</u> The reviewer has found that this section of the application lacks detail or raises serious concerns about the applicant's ability to maintain that aspect of a successful, sustainable, high-quality charter school.

<u>Minimally Developed</u>. This section lacks meaningful detail or provides only superficial information. It does not create confidence in the success of the applicant to maintain that aspect of a successful, sustainable, high-quality charter school.

<u>Fully Developed</u>. This section evidences detailed preparation of the application and addresses key issues fully. It provides strong indication that the applicant can successfully maintain that aspect of a successful, sustainable, high-quality charter school.

<u>Excellent</u>. This section evidences a comprehensive understanding and readiness to address the key issues and provides superior detail supporting that aspect of a successful, sustainable, high-quality charter school.

- After all sections are reviewed by each member, the review team will convene to discuss the application and formulate its recommendation to the full Commission.
- The rubric documents may be subsequently referred to by members of the Commission in considering subsequent actions on the application.
- All notes taken on or in conjunction with the rubric, including those on this worksheet constitute a working paper of the Commission and must be preserved in the application file as required by law.
- Members should preserve notes and the rubric during consideration of an application and provide them to commission staff for the application file when no longer needed.

Looking Back

1. Academic Performance

Criteria	Notes – Indicate where the information was
	found (Self-Assessment, Performance Report,
	Renewal Application).
Using the results contained in the	Maine Arts Academy has met most Academic
Performance Framework, the school has	Performance Targets across the charter term.
or has not met its performance	
expectations.	Strengths:
expectations.	
	 Exceeded expectations on the Maine State Through Year reading assessment (overall and by subgroup). Approaching expectations in math overall, while meeting subgroup expectations. Consistently exceeded expectations for graduation rates and post-secondary outcomes (e.g., Accuplacer). Met expectations for maintaining low chronic absenteeism. Exceeded expectations for custom targets: a high percentage of students participated in and excelled at two or more community arts-sharing activities. Evidence sources: Year 4 Performance Report;
	School Self-Evaluation; Renewal Application.

Looking Back - Academic Performance

Strengths

- Strong reading results.
- Consistently low chronic absenteeism.
- High school graduation rates.
- College readiness (Accuplacer).
- Post-secondary participation.
- High-quality and diverse arts offerings.

Questions, Concerns

• Math outcomes trail reading performance, though the school is making steady gains.

Rating: □ Inadequate □	Minimally Developed	d 🗆 Fully Developed 🛭	▼ Excellent
	=	. — –	

Looking Back

2. Financial Performance

Criteria	Notes – Indicate where the information was found (Self-Assessment, Performance Report, Renewal Application).
The school has provided assurance that it is meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.	Maine Arts Academy has remained current on liabilities (payroll, debt service, benefits). Based on the school-provided financial statements, at the end of SY2024–25: no near-term measures were high risk; only 1 of 4 sustainability measures was high risk. In 2023, the school successfully purchased a 70,000-square-foot facility to house its growing program. Inconsistent financial results mid-term in their charter term is due to the purchase of the building, but the school has rebounded and is in strong financial standing. In SY2025–26, the school expanded grade-level offerings to include grades 7–12. Sources: Year 4 Performance Report; Renewal Application; SY2024–25 Q4 financial report.

Looking Back - Financial Performance

Strengths
Clean annual audits with no findings.
Acquisition of a permanent even assists facility
Acquisition of a permanent, expansive facility.
Expansion to include middle school grades.
Questions, Concerns
None.
Pating: Inadequate Minimally Daysland Fully Daysland Fycallant
Rating: ☐ Inadequate ☐ Minimally Developed ☐ Fully Developed ☒ Excellent

Looking Back

3. Organizational Performance

Criteria	Notes – Indicate where the information was
	found (Self-Assessment, Performance Report,
	Renewal Application).
Using the results contained in the	Maine Arts Academy has met most
Performance Framework, the school has	organizational metrics.
or has not met its organizations	
performance-related expectations.	Strengths:
	 Exceeds expectations in Panorama survey results for families, teachers, and staff. Governing board is highly engaged. Exceeded expectations for timeliness and accuracy of reporting. Student persistence meets expectations. Enrollment targets consistently exceeded; demand remains high, with a waitlist. Facilities maintenance standards consistently met.
	Challenges:
	 Panorama survey results for students did not meet expectations. Posting of board minutes and agendas has been inconsistent. Timeliness of some board training requirements.
	Sources: Year 4 Performance Report; Renewal Application.

Looking Back - Organizational Performance

Strengths

- High enrollment demand and expansion into grades 7–12.
- Positive survey results among families, teachers, and staff; focus groups also indicate strong student satisfaction.

Questions, Concerns

• Student survey results are lower than other stakeholder groups, though qualitative evidence suggests higher actual satisfaction.

Rating: Inadequate Minimally Dev	eloped Full	v Developed 🖂	Excellent
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Looking to the Future

1. Adjustments to the Performance Framework, if any

Performance	Framewor	L
Periormance	riannewor	ĸ

Proposed change in application	Evaluator notes regarding proposed change
Maine Arts Academy does not have any proposed changes in targets to the performance indicators as they are stated in the existing contract.	

Strengths No changes proposed		
Questions, Concerns No changes proposed		
	 	·

Rating: \square Inadequate \square Minimally Developed \square Fully Developed \square Excellent \boxtimes Not Applicable	ole
Looking to the Future	

2. As applicable, review proposed improvements to the charter school as it relates to:

a. Educa	tion Plan – Proposed changes	Evaluator notes regarding proposed change
i.	Mission, vision, identification of targeted student population and the community the school hopes to serve	No changes proposed
ii.	Academic Program	No changes proposed
iii.	Special Student Populations	No changes proposed
iv.	Assessment	No changes proposed
V.	School Climate and Discipline	No changes proposed

Looking to the Future - review proposed improvements to the charter school

Strengths	
No changes proposed	

	ons, Concerns nges proposed	
Rating: [□ Inadequate □ Minimally Develo	pped \square Fully Developed \square Excellent \boxtimes Not Applicable
Looking	to the Future	
		ents to the charter school as it relates to:
b. Orga change	nizational Plan – proposed	Evaluator notes regarding proposed change
i.	School Calendar and Daily Schedule	No changes proposed
ii.	Student Recruitment and Enrollment	No changes proposed
iii.	Staffing and Human Resources	No changes proposed
iv.	Management and Operation	No changes proposed
V.	Parent and Community Development	No changes proposed
Looking	to the Future - Organizational Pla	an
Strengt No chai	hs nges proposed	
	ons, Concerns nges proposed	
Rating: [□ Inadequate □ Minimally Develo	pped □ Fully Developed □ Excellent ⊠ Not Applicable
Looking	to the Future	
As applic	cable, review proposed improvem	ents to the charter school as it relates to:

a. Governance Plan – proposed changes	Evaluator notes regarding proposed change
i. Governing Body	No changes proposed
ii. Governing Board Composition	No changes proposed
Strengths	
No changes proposed	
Questions, Concerns No changes proposed	
Rating: □ Inadequate □ Minimally Develop	ped \square Fully Developed \square Excellent \boxtimes Not Applicable
Looking to the Future As applicable, review proposed improveme	nts to the charter school as it relates to:
As applicable, review proposed improveme D. Business and Financial Services – propo	
As applicable, review proposed improveme	
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget ii. Financial Management	sed Evaluator notes regarding proposed change
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget	sed Evaluator notes regarding proposed change No changes proposed
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget ii. Financial Management	sed Evaluator notes regarding proposed change No changes proposed No changes proposed
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget ii. Financial Management iii. Facilities	sed Evaluator notes regarding proposed change No changes proposed No changes proposed No changes proposed
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget ii. Financial Management iii. Facilities iv. Transportation	sed Evaluator notes regarding proposed change No changes proposed
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget ii. Financial Management iii. Facilities iv. Transportation v. Insurance vi. Food Service Rating: Inadequate Minimally Develop	sed Evaluator notes regarding proposed change No changes proposed
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget ii. Financial Management iii. Facilities iv. Transportation v. Insurance vi. Food Service Rating: Inadequate Minimally Develop	sed Evaluator notes regarding proposed change No changes proposed Fully Developed □ Excellent ☒ Not Applicable
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget ii. Financial Management iii. Facilities iv. Transportation v. Insurance vi. Food Service Rating: Inadequate Minimally Develop Looking to the Future As applicable, review proposed improveme	sed Evaluator notes regarding proposed change No changes proposed Fully Developed □ Excellent ☒ Not Applicable and □ Fully Developed □ Excellent ☒ Not Applicable
As applicable, review proposed improveme D. Business and Financial Services – propochanges i. Budget ii. Financial Management iii. Facilities iv. Transportation v. Insurance vi. Food Service Rating: Inadequate Minimally Develop	sed Evaluator notes regarding proposed change No changes proposed Fully Developed □ Excellent ☒ Not Applicable

Looking to the Future - Education Service Providers

Strengths N/A
Questions, Concerns N/A
Rating: \square Inadequate \square Minimally Developed \square Fully Developed \square Excellent \boxtimes Not Applicable

ESSENTIAL QUESTION

Do you believe that the applicant has achieved the standards and targets stated in the charter contract, is organizationally and fiscally viable, and has been faithful to the terms of the contract and applicable laws? Describe why or why not.

Yes. Maine Arts Academy is a healthy organization providing high-quality education across Maine. It successfully integrates academics with high-quality arts pathways, including Dance, Music and Vocal, Photography and Film, Theater, and Visual Arts.

During its second charter term, Maine Arts Academy purchased a 70,000-square-foot facility in Augusta in 2023 and expanded enrollment to include grades 7 and 8 in 2025.

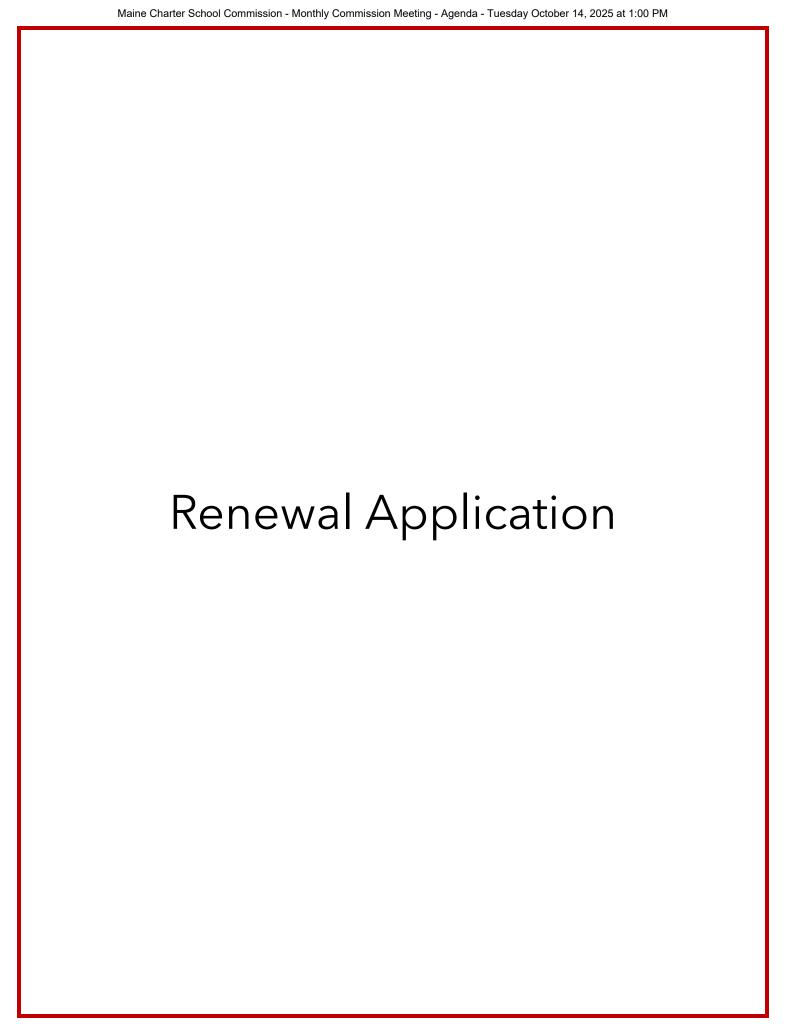
Areas of Strength:

- Reading performance and subgroup outcomes.
- High graduation rates.
- College readiness (Accuplacer).
- Post-secondary participation.
- Attendance.
- High satisfaction among families, teachers, and staff.
- Community partnerships.
- Engaged governing board.
- Accurate and timely reporting.
- Strong persistence and enrollment demand.
- Ability to secure grants.
- Wide-ranging arts expertise.

Areas for Improvement:

- Math achievement.
- Student survey satisfaction scores.
- Posting of board agendas and minutes.

Overall Assessment: After a thorough analysis of a comprehensive body of objective evidence defined by the Performance Framework in the charter contract the recommendation for renewal of the charter is:
Overall Recommendation: ☑ Renew Charter ☐ Do Not Renew







Maine Charter School Commission

Organization Information		
Organization Name *		
Maine Arts Academy		
Primary Contact Name		
Heather King		
Email *		
hking@maineartsacademy.org		
Telephone *	Fax	
207-480-7919		
Address *		Unit/Suite
310 Cony Rd		
Zip Code *	City *	
04330	Augusta	
State *		
Maine		





Maine Charter School Commission

1. Cover Page

Q1.Name of Entity that Holds the Charter

Maine Arts Academy under the Maine Charter School Commission

Q2.Name of Primary Contact Person

Heather King

Q3.Title of Primary Contact Person

Head of School

Q4.Mailing Address of Primary Contact Person

310 Cony Road Augusta Maine, 04330

Q5.Telephone Number of Primary Contact Person

207-480-7917 (School) or 207-620-0155 (cell)

Q6.Email Address of Primary Contact Person

hking@maineartsacademy.org

Q7.Physical Address of School

310 Cony Road Augusta Maine, 04330

Q8.School's Initial Opening Date

Mon Aug 29 2016 (Easterr 🗖

Q9.Current Grades Enrolled

Pre-K

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	Kindorgarton
	Kindergarten
	1st Grade
	2nd Grade
	3rd Grade
	4th Grade
	5th Grade
	6th Grade
✓	7th Grade
~	8th Grade
~	9th Grade
~	10th Grade
~	11th Grade
~	12th Grade
10.	Maximum Enrollment per <u>C<i>urrent C</i></u> harter Contract
3	
	pplicant Comments : 11 students
11.ľ 5	Number of Students Currently on the Waitlist
	pplicant Comments : 1 students

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Q

Q





Maine Charter School Commission

Q12. <u>Proposed</u> Grade Levels to be Served at Full Enrollment for <u>Upcoming Charter Term</u>
□ Pre-K
☐ Kindergarten
☐ 1st Grade
2nd Grade
☐ 3rd Grade
4th Grade
☐ 5th Grade
☐ 6th Grade
☑ 7th Grade
☑ 8th Grade
☑ 9th Grade
☑ 10th Grade
☑ 11th Grade
☑ 12th Grade
Q13. <u>Proposed</u> Maximum Projected Enrollment at Full Growth for <u>Upcoming Charter Term</u> 400
Applicant Comments : 400 students

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Maine Charter School Commission





Maine Charter School Commission

2. Executive Summary

Provide enrollment and demographic information for school year 2024-25.

Q14.Number of Male Students

42

Q15.Number of Female Students

202

Q16. Number of White Students

220

Q17. Number of Black or African American Students

13

Q18. Number of Hispanic/Latino Students

10

Q19. Number of Asian Students

2

Q20.Number of Other Students

0

Q21.Number of Students with Disabilities

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Maine Charter School Commission

42

Q22.Number of Multilingual Learners

1

Q23.Number of Homeless Students

3

Q24.Number of Students Eligible for Free/Reduced Lunch

47.2%

Q25.Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local connections, leadership and governance.





Maine Charter School Commission

We have continued to meet our mission and vision to provide a rigorous academic and well rounded visual and performing arts curriculum, educating students in grades 7-12 from across the state of Maine, in our 10th year of operation. By providing a rigorous academic and arts curriculum, we continuously strive to raise the academic bar by meeting students where they are at, but holding high expectations. This is evident in the math growth we have achieved this year. We also continue to provide a well-rounded arts education by offering numerous arts choices ranging from theater, photography, film studies, visual arts, digital art, dance, vocals and instrumentation. Students have numerous opportunities to go out in the community and perform or showcase their art. We have provided 17 opportunities to perform or showcase art in the community this year. We continuously find success with accepting and fostering a climate where students feel they belong and are not bullied. We provide a home for them at Maine Arts Academy and instill confidence in them through the arts.

Student performances and art exhibits continue to be well attended by families and community members. Student art is displayed throughout the community in venues like the University of Maine at Augusta, Monkey Tree Gallery in Gardiner, Westbrook Performing Arts Center, Sam's Italian Restaurant, Slates Restaurant, Maine Arts Alliance at the State House, Cushnoc Brewing Window Display, Blanchard Gallery in Hallowell, Hallowell Art Walk, Main House in Hallowell, Gourmet Clay in numerous restaurants, Painted Film for the Maine International Film Festival and numerous other performances and venues. The school had 2 full theater productions this year performed at the University of Maine At Augusta and then several mini theater productions. Our dancers performed 6 times out in the community, most notably with Colby College students for their annual performance night. Bates college also came to workshop with our dance department. Our music department performed 7 times this year. Our art programs are thriving. Parents truly show up for these shows!

Maine Arts Academy has partnered with Colby College, Bates College, the University of Maine at Augusta, Healthy Communities of the Capital Area, Viles Arboretum, Capital Area Recreation, Kennebec Savings, Colonial Theater, the New Maine Veterans Home, the Boys and Girls Club in Augusta, Pineland Suzuki, Carvers Drivers Education, Boy Scouts, the Indigo Arts Alliance, Stain Glass Express, and other smaller partnerships throughout the past 4 years. MeAA held a community Christmas Eve dinner cooking and feeding over 350 elderly, homeless, police, and fire personal. Kennebec Savings is a strong supporter of the school. Andrew Silsby donated his late father's art book collection to our library. Kennebec Savings also awarded MeAA their \$30,000 catalyst grant to help with the auditorium. Community engagement is strong.







Maine Charter School Commission

The Maine Arts Academy board of directors is thriving! We have four new board members to add to the depth and breadth of a board that has experience and longevity. April Hughes from Healthy Community of the Capital Area joined our board this year. April has worked with our school for years to support drug, alcohol and tobacco prevention. Rachel White, a science professor from the University of Maine at Orono also joined our board. Rachel was a previous teacher for our school in the first 3 years it was in existence. Jonas Maines also joined our board and holds the position of Asst. to the Deputy Commissioner, Legislative Operations, Dept. Administrative and Financial Services. Jonas has a passion for the arts attending an arts high school in his younger years. John Neal was just voted in at the August 2025 board meeting. John was a founding member of the school and the band director for many years until he retired. We are excited to have him on the board. Chris Vallee, the owner of the Quarry Taproom, a very well connected community member also just submitted a board application.

All bring a younger energy to the board. The governing board has a wealth of experience and knowledge with members that hold a variety of skills sets. For an example, an attorney, retired music teacher, drug and alcohol expert, fundraiser, and financial expert. Linda Warner is our new board president and is doing a a remarkable job!





Maine Charter School Commission

3. Looking Back: The Record of Performance

This section provides an opportunity to supplement or augment the performance record. Schools should use the Renewal (Year 4) Performance Report as a guide for their responses and *submit only evidence of performance related to the Performance Framework that is not included in the Renewal Performance Report and/or that the authorizer may not have.* Responses should reference the specific criteria and benchmarks in the Performance Framework to which the information applies. Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and describe improvements undertaken at the school; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard.

Responses should focus on information or evidence relevant to the school's academic, financial, and organizational performance and the school's performance expectations as defined by the authorizer's Performance Framework and the school's charter contract.

Renewal Recommendations will be based on all evidence of school performance in the record, including but not limited to, the school's responses in this section.

3.1. Academic Performance

Q26.Using the results contained in the Performance Framework, explain whether or not the school has met its performance expectations.

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The school has met all academic performance measurements except for Math which is in the "approaching" range.

The Maine Through Year Assessment showed Maine Arts Academy students in 10th grade exceeded our academic expectations in ELA at 89.3% at or above state expectations.

Our math performance improved again and is in the Approaching category. During the 2022/2023 school year, our students were 29% at or above state. For the 2023/2024 year, the students' math scores were 35% at or above state expectations. During the 2024/2025 school year, our math scores were 39.3%. While we are always focused on math, this year we have a plan in place to address math deficiencies in a more specific way.

- 1. We met with staff during inservice week August 18 through August 22, 2025, and introduced a school-wide math goal. Math will be integrated into the school-wide curriculum every day. Every teacher will embed math concepts into their curriculum. For example our geometry and Stage Craft teachers are collaborating to create a lesson that allows students to build a barn quilt using geometric concepts and woodworking skills. Math word problems will be integrated into the English curriculum. An example of this would be defining the word "congruent" or understanding that the word "of" means multiplication. Our English teachers plan on honing in on context clues as well.
- 2. Our math teachers offer extra tutoring during their lunch hour, during academic support period and after school through Google Meets.
- 3. During our Response to Intervention meetings, we require all teachers and staff to participate in the collection of data. This allows all disciplines to recognize strengths and weaknesses in a student's learning and confidence. Math is always at these intervention meetings.
- 4. Because we are a Title 1 school, the Department of Education requires us to set academic goals in the application. One of the goals is to increase math growth.

The Maine Through Year Assessment showed academic proficiency for ELA at 100% of 10th grade students who are economically disadvantaged and 28% for math. Again, we are exceeding expectations for ELA and still need to strive to improve our math scores. The statistic of economically disadvantaged student performance in ELA shows that MeAA is excelling at reaching all learners.







Maine Charter School Commission

97% of the 104 students assessed on the Accuplacer were college ready in both reading and math. Maine Arts Academy gives the Accuplacer to all 11th graders and if they do not pass, they take the test again in 12th grade.

14 Students took the SAT. 62% were at 530 or higher for ELA and 14% were at 520 or higher in math.

Q27.Provide any academic performance-related evidence, supplemental data or contextual information <u>that may not be captured in authorizer records</u>. Submissions may include supplements related to the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.





Maine Charter School Commission

We are working to improve the student satisfaction questions on the Panorama Survey. From Spring 2024 to Spring 2025, the question of whether the students feel that the teachers are rigorous, improved by 10%. The question regarding students feeling safe improved 15% from Spring 2024 to Spring 2025. Students answered the question regarding student teacher relationships more favorably from Spring 2024 to Spring 2025 by 16%. The question regarding "Perceptions of the overall social and learning climate of the school," improved by 14%. We are proud of the results of our staff and family satisfaction from Panorrama Survey following into the 99%.

Maine Arts Academy was listed in # 1 on Niche for teacher satisfaction in June 2025.





Maine Charter School Commission

#1 BEST PUBLIC HIGH SCHOOL TEACHERS IN KENNEBEC COUNTY

Maine Arts Academy 🔮

O Augusta, ME · Public School · 7-12 ·

★★★☆ 11 reviews

Senior: My experience at Maine arts academy

(formerly Snow Pond arts aca ... Read 11 reviews



lew Message







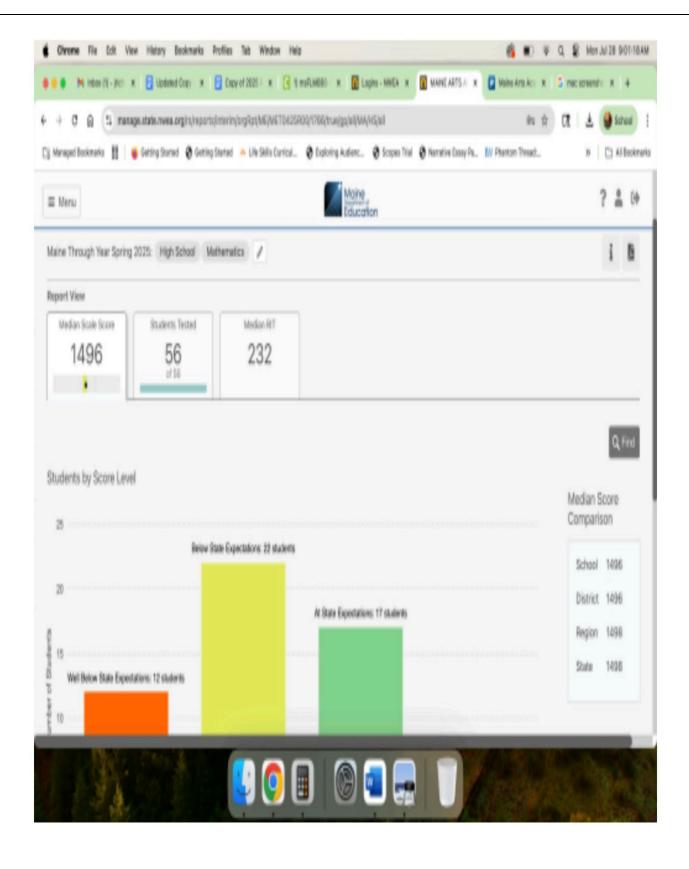
Maine Charter School Commission

Please see the screenshot below. Maine Arts Academy medium math scores were 2 points below the region and state medium math scores.





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Q28.Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract (if not already captured in Renewal (Year 4)

Performance Report).

All goals are captured in the 4 year performance report

3.2. Financial Performance

Q29. Provide an assurance that the school is current in meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.

Maine Arts Academy meets and exceeds our liabilities every month. We are able to make our payments when they come through, on time and efficiently. Since we have added a middle school, we will be able to have surplus at the end of each month, and be more financially stable than we have ever been.

We cover 100% of employees and health insurance and offer vision, dental, and life insurance. We match 2% of an employee's salary for retirement. We hope to continue increasing this percentage. Employees are happy with the benefits we provide them.

Q30.Provide any financial performance-related evidence, supplemental data or contextual information that may not be captured in authorizer records. Submissions may include, but are not limited to, updated financial records and other updates regarding the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.

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Maine Charter School Commission

We will be receiving an additional \$71,193.42 per month in our state subsidy. There have been several instances when we have received large grants that have taken substantial time for reimbursement. For example, we ordered 88 computers through the MLTI program and this cost us \$39,278 dollars up front. We received a Teach with Tech Grant which costs us \$30,030 dollars up front to order the IMAC computers. In 2024, we received a grant for Biking/Photography and this cost us \$44,030.31for upfront costs. We received a \$100,000 safety grant through the federal government which enabled us to outfit the building with safety glass on the windows, signage, cameras and lighting. We received \$10,000 in food service grants as well. All of these costs were up front costs and we had to wait for reimbursement. The State of Maine is slower at reimbursement and these grants can effect our cash on hand.

We also depend on Title 1, Title 2 and Title 4 every month for salaries, professional development and enrichment and we put the funds out ahead of time and wait for reimbursement. The total amount received each year is \$109,446.35. Our Business Manager stays on top of the drawdowns for this to keep our cash on hand as high as it could be.

We are required to have \$250,000 in a CapEx account through Kennebec Savings Bank for our building loan. We are proud to say that we have been able to save \$224,991 to put into the account. This money is set aside for any building maintenance from here on out.

Utilities costs will stay the same even though we opened a middle school because the portion of the building used for middle school was being used last year as well. We are very proud to say we have finally closed on our building mortgage and construction loan.

We run our own Transportation services. This will be the second year that we are successfully transporting all over the State of Maine. We have 4 mini buses, and 6 large school buses. We have 8 drivers. We have had bumps in the road with maintenance, which is to be expected for used buses. We have extra buses in case we run into an issue and cannot use a bus for the day. We are well prepared for anything that comes up.

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Maine Charter School Commission

3.3. Organizational Performance

Q31.Provide any organizational performance-related evidence, supplemental data or contextual information *that may not be captured in authorizer records*. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.

To review from above, our math scores were 29% at or above state expectations for the 2022/23 school year, 35% at or above state for the 2023/24 school year, and 39.3% for the 2024/25 school year; therefore, we are making continued growth in our math scores. During our last Academic Excellence board committee meeting, our math department presented feedback regarding the increase in math scores and the strategies utilized by the department. It was reported that students went up an average of 8 points, but many of them went up even more and some as high as 28+ points. The math department has adopted a prevailing attitude that math is a safe place: students do not have to cry over math, and the math department began to meet the students where they were by recognizing deficits closely related to the pandemic. They adjusted instruction to assess students and then rigorously reinforced math skills that were below grade level.

Moreover, a member of the department tutored students that were struggling. In addition to that, the department engaged in team teaching with the special education department and provided support during club time at the end of the school day. The differentiation of instruction enabled the department to strengthen math skills across the spectrum. Also, the utilization of paper and pencil versus contemporary technology helped provide an atmosphere conducive to learning and without distraction.

Q32.Provide evidence of outcomes related to any school-established organizational goals, as appropriate.







Maine Charter School Commission

Our ESEA/Title I application includes goals every year. The FY 2025 goal for math was to "Improve student academic achievement in math and reading (as measured by: increase the number of students who meet NWEA growth targets by 10%)." This is the same goal we set for 2026, so MeAA could continue to improve math scores. Assessment data showed that 74.5% of the students had observed growth during the 2024/2025 school year. There were 28 students out of 50 that met their projected growth target. This was 56% of students. In the 2023/2024 school year, 53.6% of students met their projected growth target. Each year, we continue to improve.





Maine Charter School Commission

4. Looking to the Future

This section provides the opportunity to detail the school's plans for the next charter term. Consistent with NACSA's Principles & Standards for Quality Charter School Authorizing, the authorizer will make its renewal decisions based on the school's track record of performance, and not on promises of future performance or improvement. Responses to the questions in this section will not be the basis for the authorizer's decision for renewal or non-renewal unless information is provided, or a significant, anticipated change or material modification is proposed which, if not approved, would endanger the future success and sustainability of the school. Any anticipated changes to the school's educational program, governance model, and financial outlook and any proposed material modifications to the school's current charter contract must be proposed below and are subject to approval by the authorizer consistent with authorizer policy and state law. Failure to provide Maine Charter School Commission - Renewal Process Review and Recommendations requested or otherwise relevant information or failure to propose a material modification that is likely to impact the school's academic or organizational success, or its financial sustainability shall be grounds for non-renewal and termination of the school's charter. If the school has any questions about whether information or a proposed change should be included, please contact the authorizer prior to submission of this application. If the school is proposing a material modification that, if not approved, would not endanger the sustainability of the school, this should be noted in the response and an explanation provided.

4.1. Adjustments to the Performance Framework, if any

Q33.Describe and state the rationale for any proposed changes in targets for the performance indicators as stated in the existing contract.

There were changes in targeted enrollment due to the desire to expand each year for the past 4 years. There was also a change in targets to include the new middle school enrollment.

4.2. Describe, if applicable, plans to change the school's current model as it relates to the topics below. Include a timetable for implementation.







Maine Charter School Commission

Substantive changes, including, but not limited to, grade span served, program delivery, or target population will require additional data analysis and research-based evidence <u>after the initial charter</u> is renewed.

Q34.Education Plan

- 1. Mission, Vision, Identification of targeted student population and the community the school hopes to serve.
- 2. Academic Program
- 3. Special Student Populations
- 4. Assessment
- 5. School Climate and Discipline

For information on Sub-recipient Award Calculation and Allocation Policy and Procedure for IDEA Grant, see http://www.maine.gov/doe/cds/idea (http://www.maine.gov/doe/cds/idea).





Maine Charter School Commission

Mission, Vision

We have reviewed and updated our Mission, Vision and Tagline to reflect our new middle school.

New Mission:

"Providing a rigorous academic and well rounded visual and performing arts curriculum, educating students in grades 7-12, from across the State of Maine"

Academic Program

We are not changing our academic programming except to open a middle school for 7th and 8th grade that is modeled after the high school. The same arts subjects and academic programming will be available to middle school students. We have also added AP course offerings on campus this year. In years past we have offered numerous dual enrollment college courses but not AP courses. We are offering AP Calculus, and AP US History on campus this year.

Special Student Populations

We are not changing how we approach special student populations except that we are expanding staff with the growth of the high school and expansion to include a middle school. We have 4 special education teachers hired for the 2025/2026 school year.

Assessments

We are not changing how we handle assessments. We plan on following the requirements of the Maine Charter Commission and the Department of Education.

School Climate and Discipline

We are not changing our approach to school climate and discipline. We will continue to try and improve our climate for students based on the Panorama Survey results. We plan on adding more Positive Behavioral Interventions, more school-wide assemblies and extra curricular activities to boost student satisfaction. We now have a completed auditorium space that will allow us to have school-wide assemblies and events on campus.





Maine Charter School Commission

Q35.Organizational Plan

- 1. School Calendar and Daily Schedule
- 2. Student Recruitment and Enrollment
- 3. Staffing and Human Resources
- 4. Management and Operation
- 5. Parent and Community Development





Maine Charter School Commission

1. Our Course schedule and format has essentially stayed the same year after year. We made one change in the schedule this year by placing the teacher's planning period at the end of the school day after students leave in order for students to have even more course offerings. Please see the course schedule/daily time schedule for both the High School and Middle School at the link provided.

https://docs.google.com/spreadsheets/d/13bue05stUmYhNKllND9QsBaPTqEH0bqgpy7zcRtNkaQ/edit?gid=443681853#gid=443681853

(https://docs.google.com/spreadsheets/d/13bue05stUmYhNKllND9QsBaPTqEH0bqgpy7zcRtNkaQ/e dit?gid=443681853#gid=443681853)

1. Please see the school calendar for the 2025/2026 school year for both high school and middle school.

https://docs.google.com/spreadsheets/d/1spQYHf_zCc0TeQngR6GOjzosl73RXG-HyAE40YuShTk/edit?gid=0#gid=0 (https://docs.google.com/spreadsheets/d/1spQYHf_zCc0TeQngR6GOjzosl73RXG-HyAE40YuShTk/edit?gid=0#gid=0)

- 2. Maine Arts Academy's enrollment and recruitment strategy has and will focus on targeted outreach, streamlined processes, and personalized engagement to attract and retain students. We have launched a multi-channel marketing campaign utilizing social media, local media, community events, and partnerships with middle schools and high schools to increase visibility. Enrollment is supported by a user-friendly online application system, clear deadlines, and regular informational sessions for families. To strengthen recruitment, we highlight our unique arts-integrated curriculum, student success stories, and college preparation opportunities through open houses, virtual tours, and arts showcases. A dedicated recruitment team tracks inquiries, follows up promptly, and maintains communication with prospective families to ensure a smooth onboarding experience. Data-driven analysis of enrollment trends guide adjustments to outreach efforts, ensuring sustainable growth and diversity within our student body.
- 4. The plan for management and operations is to continue to build a team of managers that are experts in their disciplines and support each other to continue supporting our students and growing the Maine Arts Academy. MeAA has a Head of School, Principal, Dean of Students, Operations Director, Special Education Assistant Director, Business Manager. We continue to add essential positions as the school grows.







Maine Charter School Commission

Please See the link for the organizational chart below:

https://docs.google.com/drawings/d/1uiJsNq3r43uI1j8Rp9nUDDDeoa46i7gL3QtFqADXIBs/edit (https://docs.google.com/drawings/d/1uiJsNq3r43uI1j8Rp9nUDDDeoa46i7gL3QtFqADXIBs/edit)

Our Community involvement plan consists of building sustainable relationships with other businesses, education institutions and non-profits in the community. We strive to be a good neighbor that gives back.

- 1. We cooked and served over 350 meals on Christmas Eve 2024 to homeless, elderly, police, fire and anyone in the community that wanted a meal. We partnered with Carver Driving school cooking all meals in our Maine Arts Academy kitchen.
- 2. We volunteered at Viles arboritum the past 3 years to clean up trails.
- 3. We partnered with the CARA fields through the United Way Day of Caring the past 3 years to clean up ball fields before the sports season starts on the fields.
- 4. We partnered with the Augusta Colonial theater on several occasions but most notably to have students volunteer at the theater downtown.
- 5. We have partnered with Colby College for the past 9 years with several different collaborations. The past several years, they have invited our dance department to perform with their dance department.
- 6. We have partnered with Sam's Italian, Blanchard Art Gallery, Indigo Arts Alliance, Slates Restaurant, Monkey Tree Art Gallery, The Quarry Taproom, The Augusta Police Department, Cushnoc Brewing, The State House, Arts Alliance.
- 7. We organized and implemented the first art walk in the City of Augusta.
- 8. We participated in Central Maine Idol
- 9. We participated in Old Hallowell Days.
- 10. Kennebec Savings has been a huge supportive partner.
- 11. We performed at the new Veterans Home 2 years in a row.







Maine Charter School Commission

12. We have performed each week at the Maine Cabin Masters Woodshed Venue.

The plan for our parent group is to keep encouraging parents to join! Our Parent Group is small but powerful. The parent group focused on a list of volunteer tasks last year, one of them being our library. Several parents helped organize, paint and implement the library. Each year, during teacher appreciation week, the Parent group provides breakfast to all our staff. They organized the CLINK program through Hannaford to raise money as well.

Q36.Governance Plan

- 1. Governing Body
- 2. Governing Board Composition

Q37.Business and Financial Services

- 1. Budget
- 2. Financial Management
- 3. Facilities
- 4. Transportation
- 5. Insurance
- 6. Food Service

Q38.Education Service Providers







Maine Charter School Commission

5. Addressing Special Issues

Q39. This section provides the opportunity to address special issues that the school foresees may have a dramatic impact on the school's educational programs, governance, facilities, services, or budget and to address concerns raised in the Maine Charter School Commission's Performance Report for Renewal.

We do not have any new concerns that might have a dramatic impact on the school's programming.





Maine Charter School Commission

6. Governing Board Turnover

Q40.Governing Board Turnover Please complete the Governing Board Turnover spreadsheet (attached as a resource to this question). List the number of board members joining and leaving the board in each school year of the current charter period.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Resources



Applicant Evidence:



Uploaded on 9/2/2025

by Jenna Murray

Q41.Explanation of Governing Board Turnover:

Explanation of Governing Board Turnover: Dick Durost and Maggie Allen left the board.

Janna Townsend and Sherry Gilbert will be leaving the board in August 2025 after 9 years of service. They are able to leave and take a year off and rejoin if they would like to. April Hughes, Rachel White, and Jonas Maines are recent additions. Chris Vallee just applied to be on the board and has a pending application.

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Maine Charter School Commission





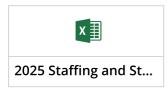
Maine Charter School Commission

7. Staff Turnover

Q42.Staffing and Staff Turnover Please complete the Staffing and Staff Turnover table below. List the following information for each year of the current charter period: the number of administrators, teachers, and other staff (actual member and FTE) and the number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Resources



Applicant Evidence:



Uploaded on **9/2/2025**

by Jenna Murray

Q43.Explanation of Staff Turnover:





Maine Charter School Commission

Maine Arts Academy staff turnover over the past five years has been due to a combination of personal, professional, and logistical factors. While some staff departures were the result of relocations, career advancement opportunities, or personal circumstances, others stemmed from the evolving needs of the school as we continue to refine our academic and administrative structures. The school remains committed to maintaining a stable, high-quality learning environment, and we have taken proactive steps to retain staff, including enhanced support systems, professional development opportunities, and ongoing evaluations of workplace culture. Our focus remains on recruiting and retaining dedicated educators who align with our mission and values, ensuring continuity and excellence in student learning.





Maine Charter School Commission

8. Student Turnover

Q44.Student Turnover Please complete the Student Turnover table below. List the following information for each year of the current charter period: the number of students and the number of departures of students during and at the end of each school year. Provide a brief explanation of student departures.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5





Maine Charter School Commission

Applicant Comments:

Student retention has been more of a struggle since we moved to Augusta, but there are three things that we believe influence this newer pattern. 1. Our free and reduced lunch percentage increased by 14% which leads us to believe that more students struggle with roadblocks. Families move around and housing is less stable. 2. We have heard numerous times this year that students say our academics are harder than the school they transferred from. We have had students tell us this directly and we have had teachers report that students have told them this same thing. We had a teacher report that a student was going back to their previous school because we are much more rigorous. 3. Lastly, many mainstream students enroll and then will leave. We have numerous students who simply do not fit into the mainstream mold and at times this can be overwhelming for the conventional student. We have instituted a "new student enrollment" 2 week check-in period to see how a new student is doing, if they need anything and if they are happy at MeAA.

now a new student is doing, if they need anything and if they are happy at MeAA.
There are numerous other reasons, but this gives you a snapshot o
tudent retention.

21/22 53 students departed from July 2021 to June 2022 /October 1 count 213

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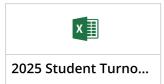
Maine Charter School Commission

22/23 39 students departed from July 2022 to June 2023 /October 1 count 225

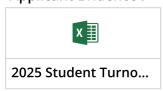
23/24 59 students departed from July 2023 to June 2024/ October 1 count 237

24/25 63 students departed from July 2024 to June 2025 /October 1 count 245

Resources



Applicant Evidence:



Uploaded on **9/2/2025** by **Jenna Murray**

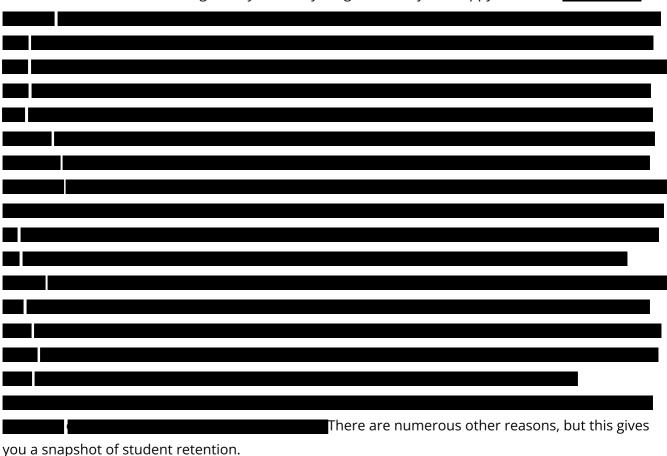
Q45.Explanation of Student Turnover:





Maine Charter School Commission

Student retention has been more of a struggle since we moved to Augusta, but there are three things that we believe influence this newer pattern. 1. Our free and reduced lunch percentage increased by 14% which leads us to believe that more students struggle with roadblocks. Families move around and housing is less stable. 2. We have heard numerous times this year that students say our academics are harder than the school they transferred from. We have had students tell us this directly and we have had teachers report that students have told them this same thing. We had a teacher report that a student was going back to their previous school because we are much more rigorous. 3. Lastly, many mainstream students enroll and then will leave. We have numerous students who simply do not fit into the mainstream mold and at times this can be overwhelming for the conventional student. We have instituted a "new student enrollment" 2 week check-in period to see how a new student is doing, if they need anything and if they are happy at MeAA.



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Maine Charter School Commission





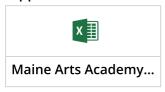
Maine Charter School Commission

9. Projected Budget

Q45.Please provide a copy of your 3-Year Financial Projection which includes a balance sheet.

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 1

Applicant Evidence:



Uploaded on **9/2/2025** by **Jenna Murray**





Maine Charter School Commission

10. Signatures

Q46.

Renewal Application Certification/Signature of School Leader

Signature



Q47.

Date of Application Approval by the School Leader

Wed Sep 03 2025 (Eastern

Q48.

Name of School Leader

Mary "Heather" King (listed as Mary King with Department of Education)

Q49.

Renewal Application Certification/Signature of the Board Chair







Maine Charter School Commission

Signature



Q50.

Date of Application Approval by the School's Governing Board

Wed Sep 03 2025 (Eastern

Q51.

Name of Board Chair

Linda Warner

Final Status

RejectApprove

Approver Comments

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9/8/25, 9:56 AM



2025 MAINE CHARTER SCHOOL COMMISSION - RENEWAL APPLICATION



Maine Charter School Commission

Powered by A Edlusion	9/8/2025

walle Crarter School Commission - Monthly Commission Meeting - Agentia - Tuesday October 14, 2025 at 1.00 PW	
Renewal Site Visit Report	

MAINE

CHARTER SCHOOL COMMISSION

Maine Arts Academy Renewal Site Visits Report September 11, 2025

Monitoring Site Visits are based on the criteria set forth in the school's performance framework and the school's alignment with its mission. The Site Visit Manual - along with the renewal application, other reports, documents provided by the school, and other information - is used to plan for and conduct these visits.

Maine Arts Academy is in the final year of its current charter contract and working toward renewal.

On **August 12, 2025**, an end-of-year monitoring site visit was held with members of Maine Arts Academy's governing board and administrative team. Participants included:

- Lana Ewing, Executive Director, Maine Charter School Commission
- Amy Allen, Operations Director, Maine Charter School Commission
- Joe Drago, Financial Consultant, Maine Charter School Commission
- Susan Whipkey, Business Manager, Maine Charter School Commission
- Linda Warner, Board Chair, Maine Arts Academy
- Heather King, Executive Director, Maine Arts Academy
- Sonja Fraser, Principal, Maine Arts Academy
- Cory King, Administration Team Member, Maine Arts Academy
- Jenna Murray, Business Manager, Maine Arts Academy

The purpose of the meeting was to review organizational, academic, financial, and cultural outcomes from the 2024–25 school year, name the final steps in the renewal process, and to review the data that will inform the annual monitoring report.

Performance Outcomes:

Maine Arts Academy is in good standing, with performance framework results strong in the areas of reading proficiency, graduation rates, post-secondary outcomes (Accuplacer results), family, teacher and staff satisfaction rates and student persistence. At the time of the meeting the school maintained a waitlist of 35 students, which increased over the summer. Math outcomes and student satisfaction rates remain areas of focus.

Staffing and Leadership:

The school has 16 staff members in new positions - the majority of whom are new to the school due to the middle school expansion, including four special education teachers, an Ed Tech, new music teachers, and two contracted counselors. Sonja Fraser, in her first year as Principal, reports the transition is going well and is prioritizing daily classroom visits, coaching, and family engagement. A mentor group will support new staff weekly. A longtime employee was promoted to Dean of Students, who will serve both middle and high school. Staff and student culture are described as positive, with leadership identifying an interest in a more consistent, schoolwide PBIS system.

Academics:

Curriculum is aligned with state standards and with teachers developing their own curricula. Project-based learning, with an emphasis on arts and math integration, is being encouraged and well-received. The school will administer the NWEA to 7th - 9th graders to establish baseline data, particularly for incoming students who were previously homeschooled, of whom there has been an increase. Reading remains a strength, while math is a priority for continued improvement.

Culture and Climate:

The new middle school and high school operate on the same bell schedule, with staggered lunches and transportation. Guidance counselors are present in both schools. The school reports that families cite transportation as their top concern, with the school unable to provide door-to-door service without

additional drivers. Students at the school travel from across Maine to attend, many with long daily commutes. Cell phone use policies are being tightened. Safety survey results have improved, and student-reported feelings of safety have increased.

Operations and Finances:

Maine Arts Academy functions as one operational campus including both middle school and high school, with additional maintenance staff hired. Transportation costs are \$500,000–\$600,000, well above the state subsidy. The school maintains a Rural Development CapEx account (required minimum \$250,000; currently \$70,000), with funds budgeted for continued growth. Financial reporting is detailed, though the board would benefit from more summarized presentations. The board expressed pride in the school's financial health and facilities progress.

Governance and Strategic Planning:

The board completed strategic planning in May and continues to work under its current plan. Several board members will term out in the near future, and recruitment is underway. The board is described as highly committed and engaged, with legal and arts expertise. Annual school leader evaluation occurs in January. The board is also planning for the school's 10th anniversary and considering an alumni association.

Other School Reported Priorities:

- Strengthen student retention
- Formalize PBIS training
- Continue improvement in math outcomes
- Increase family engagement and establish an alumni network
- Plan for long-term facility capital needs

On **September 11, 2025**, focus group interviews were held with students, teachers, and families. Groups were asked a standard set of questions as well as school specific questions created for this visit. Participants included:

- Lana Ewing, Executive Director, Maine Charter School Commission
- Amy Allen, Operations Director, Maine Charter School Commission
- 10 family members representing students from various grade levels and years of enrollment

- 10 students from various grade levels, both middle school and high school
- 16 teachers and staff representing a variety of grade levels and subject areas

The purpose of the visit was to collect evidence regarding the school's academic program, school climate, and alignment with its mission, which will inform the renewal recommendation. Classroom observations focused on engagement, alignment with Maine Learning Results, differentiated instruction, and the integration of the school's mission into daily instruction.

Classroom Observations

Classroom visits demonstrated calm, safe, and productive learning environments. Students were highly engaged in discussion, independent work, and arts-based projects aligned to the day's essential questions, which were posted on whiteboards or accessible via Google Classroom.

Studio spaces, including art, dance, and piano, were well organized and resourced. Students appeared focused and engaged. Teachers effectively facilitated learning, though there are opportunities to strengthen targeted checks for understanding and encourage students to explain and defend their thinking.

Focus Group Interviews

Teachers

The purpose of meeting with teachers was to explore satisfaction with the academic program, school climate, instructional support, and professional development.

Staff are drawn to Maine Arts Academy for its rigorous, arts-integrated curriculum, supportive learning environment, and strong focus on preparing students for careers in the arts. Teachers report that the school provides high levels of autonomy, flexibility, and collaboration, allowing them to tailor instruction to student needs.

Teachers noted strong professional development opportunities, mentorship for new staff, and support from leadership. They praised the administration for highlighting outside educational opportunities for teachers to pursue tailored to their role and needs - and for offering financial support to take advantage of the opportunities.

Teachers observe consistent project-based learning, arts integration across subjects, differentiated support for students with IEPs or 504 plans, and attention to students' social-emotional needs. Staff collaborate frequently, share insights on student progress, and are involved in shaping policies such as cell phone use and classroom expectations.

Challenges include the need for increased funding to support instructional materials, particularly given the high cost of arts materials. The teachers acknowledged the strong fundraising and grant writing accomplished by the Executive Director, Heather King. Teachers also noted that the school has experienced strong growth and transition by moving to a new campus and adding a grade level and they are looking forward to increased consistency from year to year regarding the schedule and school operations.

Families

The purpose of meeting with families was to explore satisfaction with the academic program, school climate, and communication regarding student progress.

Families expressed high satisfaction with the school's individualized attention, arts-focused curriculum, and supportive environment. Families praised the school's responsiveness to student needs, particularly for students with special education plans or social-emotional needs.

Families reported strong communication from staff via emails, meetings, and events, though some noted the need for more consistent use of platforms like Infinite Campus and Google Classroom to monitor student academic progress. Families feel welcomed and actively included in school decision-making and community events.

Families highlighted significant academic and social-emotional growth for their children. Students gain confidence, develop skills relevant to their arts pathways, and receive support to prepare for postsecondary opportunities. All parents indicated they would recommend Maine Arts Academy to other families, citing the school's safe, inclusive, and nurturing environment.

Students

The purpose of meeting with students was to explore satisfaction with the academic program and school climate.

Students described a strong sense of community, clear expectations, and individualized academic and arts-focused pathways. They participate in a variety of project-based and experiential learning activities, including podcasts, college coursework, dual enrollment, and performances.

Students reported that teachers understand and support their learning needs, provide flexibility when needed, and offer guidance on academic and arts-related goals. They described positive peer interactions and a culture of mutual respect, noting that issues like bullying are addressed promptly and effectively.

Students indicated feeling safe and supported at school, citing strong staff relationships, proactive interventions, and an inclusive environment. Areas for improvement included lunch scheduling, transportation logistics, and consistency of arts supplies and technology resources.

Key Takeaways

Maine Arts Academy demonstrates strong alignment with its mission, with a focus on rigorous arts-integrated learning, experiential projects, and individualized support.

Teachers, students, and families consistently highlighted the school's positive climate, strong student engagement, and effective communication. Classroom observations reflected well-organized learning environments, purposeful instruction, and active student participation.

Challenges that were noted include streamlining communication and technology platforms for families and staff, making transportation and the schedule more consistent from year to year and increased funding for instructional materials - particularly in the arts.

A public hearing for charter renewal will take place on September 15, 2025, with the Commission voting on the school's renewal at its October 14, 2025, business meeting.

Maine Charter School Commission - Monthly Commission Meeting - Agenda - Tuesday October 14, 2025 at 1:00 PM
DRAFT SY2024-25 Annual Monitoring Report

Annual Monitoring Report SY2024-25



November 2025

Maine Arts Academy

Board President: Linda Warner Head of School: Heather King



NARRATIVE

Maine Arts Academy, located in Augusta, is in its ninth year of operation and serves 245 students from 71 cities and towns (12 of 16 counties) throughout Maine.

17.14% of MeAA students have an IEP - just shy of the statewide average; while 40.82% of families are economically disadvantaged, slightly higher than the statewide average.

High-level takeaways from SY2024-25:

Strengths:

- Reading Proficiency
- Subgroup achievement
- College Readiness
- Graduation
- Student Attendance
- A strong, active, and engaged governing board who meet regularly

Areas of Focus:

- Math Proficiency
- Student School Culture and Climate

Student Achievement

Maine Arts Academy administers the Maine Through Year Assessment to assess reading and math proficiency of students in Grade 10. MeAA exceeds framework expectations in reading, and outperforms the state average by 30 percentage points. 39% of MeAA tenth graders are "at or above expectations" in Math – approaching framework expectations - and is an improvement from last year. Math has been, and should continue to be, a focus area for the school.

Subgroup performance remains extremely strong – with all groups exceeding framework expectations in reading - some outperforming state averages by 50 percentage points. Overall, subgroups are meeting expectations in math.

The school uses the Accuplacer to measure college-readiness and 97% of students have met the college readiness indicators in both reading and math. It is important to note that all subgroups are meeting or exceeding framework expectations.

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Chronic absenteeism continues to be a strength for the school; continually meeting framework expectations year after year. While MeAA enrolls students throughout the state of Maine, the majority of their students reside in Kennebec County where the chronic absenteeism rate is approximately 24%. MeAA reports that only 15% of its student population were considered chronically absent this past school year.

Graduation rates remain strong. MeAA reports that 98% of seniors graduated in June, consistently exceeding the state average and the annual goals defined by the Maine Department of Education.

100% of MeAA seniors successfully participate in at least one post-secondary activity, and the school supports students and families with completion of the FAFSA as needed.

School Climate and Family Engagement

The Maine Charter School Commission continues to require that schools administer the Panorama school climate surveys annually. For the third year in a row, Maine Arts Academy students responded unfavorably to the survey questions. Family, teacher, and staff results remain strong. Once again, we encourage the MeAA governing board and administration to prioritize school climate and culture in the upcoming school year.

Organizational Sustainability

MeAA submits required documents to the Commission on time and accurately. The board is active - and growing - meeting regularly throughout the school year, and completing most of their annual board training requirements.

The Commission requires the "timely posting of board meeting agendas and approved meeting minutes". This is an area of the framework that the board should focus on, having partially met or not meeting framework expectations for several years in a row.

Financial Management and Viability

Financial management at Maine Arts Academy is sound. The school has consistently met its liabilities, including payroll, debt service, and benefits, and annual audits are clean with no findings. The purchase of a permanent, expansive facility in 2023 demonstrated long-term investment and stability, and the school has rebounded from the mid-term financial variability associated with that purchase.

School Mission and Student Persistence

An area of focus for MeAA has been student persistence throughout the school year and their efforts paid off this year with 88% of students enrolled on 10/1/24 still enrolled on the last day of school - up from 65% a year ago.

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PERFORMANCE FRAMEWORK OUTCOMES

Exceeding	Meeting	Approaching	Not Meeting
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Student Achievement

Proficiency		
Maine Through Year Assessment (ELA)	Exceeding	
 Grade 10 - 89% of MeAA high school students are "at or 		
above state expectations" compared to 59% statewide per the	≥5% of state average of	
Acacia platform	schools "at or above state	
	expectations"	
Maine Through Year Assessment (Math)	Approaching	
 Grade 10 - 39% of MeAA high school students are "at or 		
above state expectations" compared to 49% statewide per the	Between ≥-15% and <-5% of	
Acacia platform	state average of schools "at	
	or above state expectations"	
Maine Through Year Assessment – Subgroups (ELA)	Exceeding	
 Students with IEPS (Exceeding) 		
 Male (Exceeding) 	≥5% of state average of	
• Female (Exceeding)	schools "at or above state	
 Economically Disadvantaged (Exceeding) 	expectations"	
Maine Through Year Assessment – Subgroups (Math)	Meeting	
 Students with IEPs (Meeting) 	Between ≥-5% and <5% of	
 Male (Meeting) 	state average of schools "at	
Female (Approaching)	or above state expectations"	
 Economically Disadvantaged (Approaching) 		
Graduation		
4-Year High School Graduation Rate - School reported 98%	Exceeding	
5-Year High School Graduation Rate	Not Applicable	
6-Year High School Graduation Rate	Not Applicable	
Post-Secondary Readiness		
Accuplacer - 97% of MeAA students are meeting the College	Exceeding	
Readiness Indicator in both Reading and Math		
Accuplacer - Subgroups	Exceeding	
 Students with IEPs - 91% (Exceeding) 		
 Economically Disadvantaged - 87% (Exceeding) 	85% or more students are	
 Students with a 504 Plan - 100%(Exceeding) 	meeting or exceeding the	

 Male - 84% (Meeting) Female - 100% (Exceeding) 	goal in both reading and math	
Participation in Post-Secondary Activity - School reports 100%	Exceeding	
FAFSA Support - MeAA provided support to 61% of families/students	Reported as Required	
Other		
Chronic Absenteeism - 15% (school reported)	Meeting	

School Climate and Family Engagement

Panorama School Climate Survey – Family Results	Exceeding
School Climate - 99th Percentile	
Safety - 99th Percentile	3 of the 3 required scales are
School Fit - 99th Percentile	50% or higher when
	compared to like schools
	nationally
Panorama School Climate Survey – Student Results	Not Meeting
School Climate - 10th Percentile	
Safety - 90th Percentile	Fewer than 2 of the 4
 Rigorous Expectations - 20th Percentile 	required scales are 50% or
 Teacher-Student Relationships - 30th Percentile 	higher when compared to
	like schools nationally
Panorama School Climate Survey – Teacher Results	Exceeding
School Climate - 99th Percentile	4 of the 4 required scales are
Leadership - 90th Percentile	50% or higher when
 PRofessional Learning - 99th Percentile 	compared to like schools
 Feedback and Coaching - 90th Percentile 	nationally
Panorama School Climate Survey – Staff Results	Exceeding
School Climate - 99th Percentile	
Leadership - 99th Percentile	4 of the 4 required scales are
 Professional Learning - 90th Percentile 	50% or higher when
 Feedback and Coaching - 99th Percentile 	compared to like schools
	nationally
Panorama Survey Action Plan - School developed + implemented plan	Meeting

Organizational Sustainability

Governing Board Effectiveness	Low Risk
Board Meetings Held in Accordance with Bylaws and FOAA	Meeting - 12 Meetings Held
Timely Publication of Board Meeting Agendas and Approved Minutes	2 Agendas/1 Minutes Late

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Reporting Accuracy and Timeliness - 96% on time; 100% accurate	Exceeding
Board Training - 13 requirements; 11 completed (85%)	Approaching
Facility Meets Local and State Requirements	Meeting

Financial Management and Viability

Near Term Measures		
Current Ratio	Low Risk	
Unrestricted Days Cash on Hand - 36 Days Cash on Hand	Moderate Risk	
Enrollment Variance	Low Risk	
Debt Default - None	Low Risk	
Sustainability Measures		
Total 3-Year Margin	High Risk	
Debt to Asset Ratio	Low Risk	
2-Year Cash Flow	Low Risk	
Financial Obligations Coverage Ratio	Low Risk	
Other		
Financial Planning and Budgeting - School submitted 3-Year Plan	Meeting	

School Mission and Student Persistence

Mission and Key Design Implementation	Meeting
Student Persistence: School Year - 215 of 245 students (88%)	Meeting
Student Persistence: Year-to-Year - 136 of 151 students (90%)	Meeting

School Customization

At the end of their graduating year, 85%-95% of MeAA students will	Exceeding
have participated in at least two activities to share their art with the	
community such as performances, art shows, dance competitions,	98%
volunteer performances, fashion shows, and other opportunities to	
share their passion for the arts.	
At the end of their graduating year, 85% of MeAA students will have	Exceeding
met proficiency or higher on two or more performances based on	
the performance rubrics.	98%

ANNUAL SELF-ASSESSMENT

We have continued to meet our mission and vision to provide a rigorous academic and well rounded visual and performing arts curriculum, educating students in grades 9-12 (soon to be 7th and 8th grade too!) from across the state of Maine, in our 9th year of operation. By providing a rigorous academic

and arts curriculum, we continuously strive to raise the academic bar by meeting students where they are at but holding high expectations. This is evidence in the math growth we have achieved this year. We also continue to provide a well-rounded arts education by offering numerous arts choices ranging from theater, photography, film studies, visual arts, digital art, dance, vocals and instrumentation. Students have numerous opportunities to go out in the community and perform or showcase their art. We have provided 17 opportunities to perform or showcase art in the community this year. We continuously find success with accepting and fostering a climate where students feel they belong and are not bullied. Numerous students come to us from other schools because they feel they were bullied or did not fit in. We provide a home for them at Maine Arts Academy and instill confidence in them through the arts.

86% of students with IEPs performed at or above state expectations on the Accuplacer in both reading and math. 100% of students with 504 plans performed above state expectations on the Accuplacer in both reading and math assessment!

91% of 10th graders were at or above state expectations in Reading/ELA! Only 3 students were below state expectations.

95% of the 104 students assessed by the Accuplacer this year performed at or above state expectations in both reading and math. 2% of eleventh grade students performed below state expectations in reading and 5% of eleventh grade students performed below state expectations in math. These students will be reassessed in January 2026 prior to graduating. 64% of students assessed by the SAT scored above state expectations in evidence-based reading and writing.

Through Year Assessment achievement percentiles improved in math this year. Fall data showed 19% of tenth grade students well below the state expectation. Spring data shows only 2% in this category presently. 21% of our students demonstrated growth in math at the 61st to 80th percentile and another 25% grew above the 80th percentile! Through Year Assessment achievement in reading remains high, at the 66th percentile. 100% of economically disadvantaged students performed at or above state expectations in reading on the Through Year Assessment.

This year, we strived to work on school climate by putting clubs back into our schedule. Clubs ranged from National Honor Society, Student Council, Dungeon and Dragons, Chess, Running Club, Outdoor Club, Biking Club, Math Support Club, Debate Club, Theater Club, Dance Club, Literary Magazine Club, etc...We also added some student activities like Family Fall Night with an open mic. We had 500 people attend. We had an afternoon outside teaching students how to make S'mores and Open Mic.

Students who violate the student handbook or school board policy are referred to the principal. For most first infractions, restorative justice practices are implemented and parents are notified. For first

infractions, students also receive a warning that if the conduct reoccurs, behavioral consequences will intensify. Administrators facilitate mediated conversations between parties when there is a resolvable conflict between students with great success. Parents are also notified of this tiered-response method implemented by the school. Repeated offenses results in detentions, in-school suspensions, and out-of-school suspensions. If student behavior interferes with the normal daily functioning of the school or presents a safety concern, the school meets with families and establishes a safety plan for the student to adhere to when returning to school from a suspension.

We have continued to strive to implement our arts programming as the school envisioned it when it was established but oftentimes students come to us because they are bullied or didn't fit in somewhere else and are beginners in the arts. We use arts to engage them and get them hooked on a passion! Originally, the founders of the school established it to attract students who were proficient in the arts. We are starting from scratch with many of our students and we work to help them gain proficiency in the arts. Our dance department and our visual arts departments do attract students who are highly talented. Many of our dance students come with years of dancing experience. Our visual arts department is thriving as well. Each year it grows with more students interested in either digital art, visual arts, photography or film making. Our Theater department has also flourished this year performing two complete plays at the University of Maine at Augusta. Some of the other departments have struggled to attract students who are highly proficient. Our music department competes with other large schools who have more money, more resources and more staff. This has been a struggle and we continue to find ways to be innovative with this department so it is unique and carves out a one of a kind niche.

We have continued to implement our academic programming as we envisioned. Academics are going well and have been a success! Teachers are engaged and have begun the tradition of team teaching each year in January for a special unit of their choosing. Oftentimes this allows the arts and academics to collaborate on an interesting topic. An example of this was French and Theater collaborated on a unit focusing on French Theater.

Our test scores show that academics are a success! Our Reading/ELA scores continue to be far above the state with preliminary spring Through Year Testing achievement showing 93% of tenth graders at our above state level for reading. Our math scores continue to improve and students have demonstrated tremendous growth. Preliminary spring Through Year Testing achievement shows 70% of tenth graders showed growth in math.

Our school is safe! We have worked hard to create a building that is set up with bullet resistant safety glass, cameras, doors that require scan cards and signage. We have encouraged staff and students to "say something if you see something". We use a modified version of the "Alice" program to encourage all staff to use the protocol.

Students participated in numerous arts performances and we also gave back to our community by hosting a Fall Family Night with over 500 people in attendance, and a Spring Bunny Hop. Students also participated in the *United Way Day of Caring* and volunteered several hours at different places throughout Augusta. Students helped clear trails at Viles Arboretum. Another group of students cleaned and cut trees at the Capital Area Recreational Facility. Another group painted and cleaned at the Augusta Colonial Theater and another group went to the Veterans Home to provide an art workshop to the residents there. *Day of Caring* is an annual tradition and it is a wonderful way to have students come together for a great cause. Students also participated in a Homecoming Dance, Winter Ball and Spring Prom. Because students live in and travel from 13 counties, student-centered activities can be challenging outside of school hours, but they have been a success this year! We strive to foster a positive climate for students.

We have a small dedicated parent group who organized a fundraiser and provided breakfast to all the teachers for Teacher Appreciation Week. They also helped set up our new library. Their support has been steady and extremely helpful. A goal for the parent group would be growth! It would be wonderful to have more parents involved but so many of our parents live far and wide.

We are not able to see the results of the Panorama Survey from this year. Last year our staff survey was very high in all categories but our student survey was quite low. We are hoping with the numerous activities we provided this year, student results will be much better. The building improvements should also help with students being more comfortable in the classroom.

Our calendar and schedule is strong and successful. The model for student schedules allows students to take a variety of arts courses in their day to day schedule. We have modeled our new middle school schedule off of the high school schedule which has worked so well. Middle school students will have several arts opportunities during their day.

Student recruitment and enrollment has improved! We have a dedicated admissions and marketing employee that has a bachelor degree in the field. She has improved our marketing by branding us, creating merchandise, and a mascot. Student life, performances and successes are regularly published. This was the first year Maine Arts Academy had a lottery in the history of the school. At this time, we have a few high school spots left and there is a waiting list for middle school.

Student retention has been more of a struggle since we moved to Augusta, but there are three things that we believe influence this newer pattern. 1. Our free and reduced lunch percentage increased by 14% which leads us to believe that more students struggle with roadblocks. Families move around and housing is less stable. 2. We have heard numerous times this year that students say our academics are harder than the school they transferred from. We have had students tell us this directly and we have

had teachers report that students have told them this same thing. We had a teacher report that a student was going back to their previous school because we are much more rigorous. 3. Lastly, many mainstream students enroll and then will leave. We have numerous students who simply do not fit into the mainstream mold and at times this can be overwhelming for the conventional student. We have instituted a "new student enrollment" 2-week check in period to see how a new student is doing, if they need anything and if they are happy at MeAA.

Staffing and human resources has been a success! We have carefully screened applicants through a thorough interview process, adding questions about boundaries, problem solving and social media. Our staff retention rate for the 2024/2025 school year will be 85%. We have 6 total staff out of 40 leaving. 4 staff have given their notice not to return next year (our Principal, long time music teacher moving on to pursuits with Colby and Bowdoin College, our special education director is moving to Georgia and food service director is leaving and not pursuing a food career). We had to let two employees go this year as well. Our employee handbook has been vetted by a human resource company and attorney. Our bus drivers are enrolled in a drug testing pool with the Transportation Association of Maine. If there are any employee complaints or performance issues, they are handled immediately through the correct channels.

Our operations director manages our building seamlessly. He and his employees have single handedly remodeled over 20 rooms so that students are learning in large, well lit classrooms. He also has gotten an entire transportation department established with 7 buses and 7 drivers. Bus drivers are entered into a random drug testing pool and are vetted well for a CDL license and criminal background check.

Both the Head of School and the Principal have worked together for years and have an excellent relationship capitalizing on their different skill sets. The relationship has helped build the school with a solid foundation but with movement to continue growing. Although the Principal will be leaving at the end of June, the institutional knowledge held by the Head of School, numerous teachers and board members will allow the school to transition with a new Principal. Ms. Merrill has put solid systems in place that will continue. We are building our team to help better support special education and middle school. We are targeting more behavior support, counseling and a more diverse staff to support the varying needs of students who are identified with a learning, behavioral or emotional disability. Overall the school is running smoothly and the administration feels there is ample educational and arts staff, but that we need more support staff.

We always follow applicable state laws regarding charter schools. Whether through hiring practices, special education, and discrimination practices, we follow the law.

Student performances and art exhibits continue to be well attended by families and community members. Student art is displayed throughout the community in venues like University of Maine at

Augusta, Monkey Tree Gallery in Gardiner, Westbrook Performing Arts Center, Sam's Italian Restaurant, Slates Restaurant, Maine Arts Alliance at the State House, Cushnoc Brewing Window Display, Blanchard Gallery in Hallowell, Hallowell Art Walk, Main House in Hallowell, Gourmet Clay in numerous restaurants, Painted Film for the Maine International Film Festival and numerous other performances and venues. The school had 2 full theater productions this year performed at the University of Maine at Augusta and then several mini theater productions. Our dancers performed 6 times out in the community, most notably with Colby College students for their annual performance night. Our music department performed 7 times this year. Our art programs are thriving. Parents truly show up for these shows!

Maine Arts Academy has partnered with Colby College, Bates College, the University of Maine at Augusta, Healthy Communities of the Capital Area, Viles Arboretum, Capital Area Recreation, Kennebec Savings, Colonial Theater, the New Maine Veterans Home, the Boys and Girls Club in Augusta, Pineland Suzuki, Carvers Drivers Education, Boy Scouts, the Indigo Arts Alliance, Stain Glass Express, and other smaller partnerships through the 2024/2025 school year. Continuity engagement is strong.

The Maine Arts Academy board of directors is thriving! We have two new board members to add to the depth and breadth of a board that has experience and longevity. April Hughes from Healthy Community of the Capital Area joined our board this year. Rachel White, a science professor from the University of Maine at Orono also joined our board. Rachel was a previous teacher for our school in the first 3 years it was in existence. Both bring a younger energy to the board. We have another board member application pending from a younger candidate who is involved in the arts. The governing board has a wealth of experience and knowledge with members like an attorney, retired music teacher, retired special education teacher, fundraiser, financial expert, and now someone from a non-profit who is an expert in drug and alcohol prevention and a professor who understands the school because she taught for us for three years. Linda Warner is our new board president and has worked hard to help board members understand the role of a board and how to oversee a school and non-profit.

Financially, we have taken on a monumental task by purchasing a 70,000 square foot building that needed to be transformed into a school. Over 20 rooms have been remodeled and enlarged, an auditorium space has been built, a dance studio has been built, classroom lighting has been updated and installed, outdoor lighting has been updated, safety glass on all our windows has been installed, HVAC systems have been updated and numerous other changes have been made to update the building. The value versus cost has been substantial.

Our budget is balanced and we keep a close eye on it due to the numerous projects we have had to spend money on. We constantly work on enrollment so that we increase our state subsidy. We also have received numerous grants this year. Kennebec Savings awarded us their Catalyst Grant for

\$30,000, the state awarded us \$50,000 for biking and photography, the state awarded us \$30,000 for a tech grant to purchase 20 IMAC computers for our digital art program. We received \$4,000 for film and photography equipment from a foundation. We received \$10,000 for food service equipment and programming, and \$93,000 for safety. We were awarded \$28,000 for summer school.

We continue to look ahead with strategic planning goals that focus on maintaining the building far into the future. Maine Arts Academy will have a Capx account with \$250,000 in it by the end of this fiscal year. This account will be held by Kennebec Savings for the school to withdraw from if a new roof or other building projects need to be completed. The school is looking at replacing parts of the roof in the future and possibly installing solar panels. We have updated several classrooms with new lighting but would also like to update the hallways with new lighting. The success and care of our facility is a priority. The school owns 4 large buses and 4 mini buses. Maine Arts Academy plans on purchasing another large bus this summer (2025).

Insurance policies have stayed consistent and comprehensive in nature. We have a very comprehensive facilities policy, we have insurance that covers professional liability, we have insurance that covers all our vehicles as well. We offer Anthem Blue Cross Blue Shield to all full-time employees. Maine Arts Academy contributes about \$3,000 toward each employees' deductible. We also offer vision, dental and life insurance. We offer health insurance to all our bus drivers with paid vacation. This is something other schools do not do.

Our food service program is going well. Our current food service director has worked for us for two years and is moving on. We have hired two new employees for the kitchen who have already begun to shadow our director. Our new director begins July 1. We are looking forward to some improvements in offering more variety in our meals for the 2025/2026 school year.

Evidence that the school's management and operations procedures and practices serve the mission, vision and needs of the students through the resources, professional development and support offered to teachers and students. Each teacher receives \$1000 towards purchasing learning materials for their classroom that help support students. We have increased this to \$2,000 for the arts teachers next year for even more support to meet our mission and vision. MeAA offers to pay for 1 college course per teacher each year. Teachers really take advantage of this and optimize their professional development.

Our budget is also evidence that we are meeting our mission. MeAA is managing a large building, has put aside \$250,000 for capital funds, and continues to expand and support academics and arts. We are adding AP classes on campus next year. We will be offering an AP math and history course. This will be in addition to the numerous college courses we offer on campus and online through the University of Maine at Augusta.

Students with 504 plans or IEPs are supported throughout their time at MeAA in order for them to access academics and arts without barriers. We offer a math tutoring period each day, an Academic Support period for all students and Learning Support period for IEP students so their learning goals are met.

We have continued our relationship with E-Therapy to offer Speech, Occupational, and Social Work services to our students. We have also continued our relationship with Belinda Sharpe. Belinda completes all our psychological assessments and evaluations. She has worked for us since the school opened in 2016. We also contract with Wendy Betts who helps keep us compliant with grant reporting and applications. Wendy has also worked with our school for several years. Both these relationships are meeting the needs of the school.

We are always assessing our procedures, methods and approaches to make sure they are working for us. We are not afraid to make changes and adjust as we continue to operate. We are not afraid to make mistakes and believe that the nature of a highly successful school is one that takes risks, has a solid foundation, always meets the mission and vision and can adjust from mistakes.

Maine Charter School Commission - Monthly Commission Meeting - Agenda - Tuesday October 14, 2025 at 1:00 PM
Year 4 Performance Report

Year 4 Performance Report

Prepared for Maine Arts Academy

June 2025





Our Mission

Providing a rigorous academic and well-rounded visual and performing arts curriculum, educating students in grades 7-12 from across the state of Maine.

Our Vision

Nurturing the next generation of leaders to become invaluable citizens at the heart of Maine's cultural, economic and social well being.

Governing Board

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

Leadership Team

Heather King, Head of School	Sonja Fraser, Principal
Jenna Murray, Business Manager	

School Profile

Year Opened	2016-17
Years in Operation	9
Grades Served	9-12 (expanding to include grades 7-8 in September 2025)
Number of Sending Districts	38
Enrollment*	245
Students on Waiting List*	0

^{*}On 10-1-24 (State Student Count Day)

School Year 2024-25 Demographic Table

Grade Level Enrollment				
9th Grade	63	26%		
10th Grade	60	25%		
11th Grade	59	23%		
12th Grade	63	26%		
Gender				
Female	202	82%		
Male	42	17%		
Not Selected	1	1%		
Race/Ethnicity				
Asian	2	1%		
Hispanic/Latino	10	4%		
Two or More Races	13	5%		
White	220	90%		
Special Education				
Students with IEPs	42	17%		
General Education Students	203	83%		
Economically Disadvantaged	Economically Disadvantaged			
Yes	100	41%		
No	145	59%		

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.

NARRATIVE and CONSIDERATIONS FOR RENEWAL

Maine Arts Academy (MeAA) is a free and distinguished traditional high school that seamlessly integrates rigorous academic standards with an unparalleled focus on professional and high-quality art pathways including Dance, Music and Vocal, Photography and Film, Theater and Visual Arts. The combination of academic and arts-centered curriculum combined with learning and graduation policies ensures that all students leave the school as highly literate, problem-solving, and skilled graduates.¹

Opening its doors in 2016, MeAA is in its second charter term and is located in the heart of Augusta, Maine - purchasing its sprawling 70,000 square foot facility in 2023. Since the beginning, MeAA has stood as a beacon of creativity, inclusivity, and unwavering support for its students and is not just a school, but a community where young artists can thrive, collaborate, and develop their unique voices.²

¹ Maine Arts Academy Website: https://www.maineartsacademy.org/who-we-are

² Maine Arts Academy Website: https://www.maineartsacademy.org/who-we-are

As evidenced below, Maine Arts Academy is fulfilling its mission and vision and ensuring that each student receives the support they need to pursue their artistic passions and achieve their professional goals. Their performance is strong and they are in excellent standing.

Areas of Strength:

- Academics: Reading scores
- Academics: Subgroup performance
- High School graduation rates
- College-readiness as evidenced by results on the Accuplacer
- Participation in post-secondary activities
- Attendance
- Family, Teacher, and Staff satisfaction
- Inclusiveness and no reports of bullying
- Community partnerships
- An active and engaged governing board
- Reporting (accurate, timely, and complete)
- Ability to secure grants
- Student persistence (year-to-year)
- The Arts

Areas for Improvement:

- Academics: Math scores
- Student satisfaction
- Posting of board meeting agendas and approved meeting minutes
- Board training
- Student retention during the school year
- Required notifications to the Commission (i.e., expulsions)
- Days cash on hand
- Strengthening of internal financial controls

2021-2025 PERFORMANCE INDICATORS SUMMARY TABLE

Exceeded Expectation	Met Expectation	Partially Met/Approaching Expectation	Did Not Meet Expectation
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STUDENT ACHIEVEMENT				
INDICATOR/TARGET	SY2024-25 PRELIMINARY DATA	SY2023-24	SY2022-23	SY2021-22
	Academic Profic	iency		
SY2024-25 and SY2023-24 1.1a Student Academic Proficiency - MDOE Through-Year Assessment, Reading. Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students "at state expectation" and "above state expectation" on proficiency. SY2024-25 Results: 89% of MeAA high schoolers are "at or above state expectations" in Reading compared to 59% state-wide per the Acacia platform. SY2023-24 Results: 79% of MeAA high schoolers are "at or above state expectations" in Reading compared to 61% state-wide per the Acacia platform. SY2022-23 1.1a Student Academic Proficiency - MDOE Through Year Assessment ELA Schools	Exceeded ≥5% of state average of schools "at or above state expectation	Exceeded ≥5% of state average of schools "at or above state expectation	Due to the MDOE's delay in releasing data from the Spring administration of the Through-Year Assessment, there were no outcomes that could be reported.	Met Reported as required
Through-Year Assessment, ELA. Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students "at state expectations" and "above state expectations" on proficiency. SY2021-22 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.				
SY2024-25 and SY2023-24 1.1b Student Academic Proficiency - MDOE Through-Year Assessment, Math. Schools	Approaching Between ≥-1%	Approaching Between ≥-1%	Due to the MDOE's delay in releasing	Met Reported as

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 expectations" and "above state expectations" on proficiency. SY2024-25 Results: • 39% of MeAA high schoolers are "at or above state expectations" in Math compared to 48% state-wide per the Acacia platform. SY2023-24 Results: • 35% of MeAA high schoolers are "at or above state expectations" in Math compared to 42% state-wide per the Acacia platform. SY2022-23 1.1b Student Academic Proficiency - MDOE Through-Year Assessment, Math. Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students "at state expectations" and "above state expectations" on proficiency. SY2021-22 Proficiency on State Assessments 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.	and <-5% of state average of schools "at or above state expectation".	and <-5% of state average of schools "at or above state expectation".	data from the Spring administration of the Through-Year Assessment, there were no outcomes that could be reported.	required
	Academic Grov	wth		
SY2021-22 Growth in English Language Arts, reading and communication skills. Students will show progress in their learning through growth in their MAP RIT scores from fall to spring of each year.		dicator was no longe ce Framework after S	•	Did Not Meet School reported 62%
Growth in mathematics and reasoning skills. Students will show progress in their learning through growth in their MAP RIT scores from fall to spring of each year.	NOTE: This indicator was no longer part of the Performance Framework after SY2021-22			Partially Met School reported 76%
SY2021-22 Growth on MAP assessment. 70% of eligible students meeting their projected growth on NWEA ELA reading by the end of school year 2021-2022.	NOTE: This indicator was no longer part of the Performance Framework after SY2021-22			Did Not Meet School reported 48%
SY2021-22 Growth on MAP assessment. 70% of eligible students meeting their projected		dicator was no longe ce Framework after S		Did Not Meet

growth on NWEA math by the end of school year 2021-22.				School reported 58%
Growth on MAP assessment. 70% of eligible students meeting their projected growth on NWEA ELA language by the end of school year 2021-2022.	NOTE: This indicator was no longer part of the Performance Framework after SY2021-22.			Met School reported 79%
	Achievement G	aps		
SY2024-25 and SY2023-24 1.1c Proficiency by subgroup, Through-Year Assessment, Reading. Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup "at state expectation" and "above state expectation" on proficiency. Comparable subgroups include: Students with IEPs, Multilingual Learners, Economically Disadvantaged, Race/Ethnicity, and Gender. *To be reported, subgroups must have at least 10 students.	Exceeded ≥5% of state average of schools "at or above state expectation"	Exceeded ≥5% of state average of schools "at or above state expectation"	Note: This indic part of the Fro SY202	mework on
 ■ 89% of Male students are "at or above state expectations" in Reading compared to 54% state-wide per the Acacia platform (Exceeding) ■ 87% of Female students are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Exceeding) ■ 100% of Economically Disadvantaged students are "at or above state expectations" in Reading compared to 48% state-wide per the Acacia platform (Exceeding) ■ 70% of Students with IEPs are "at or above state expectations" in Reading compared to 29% state-wide per the Acacia platform (Exceeding) ■ 70% of Students with IEPs are "at or above state expectations" in Reading compared to 29% state-wide per the Acacia platform (Exceeding) 				
SY2023-24 Results: 84% of Female students are "at or above state expectations" in Reading compared to 68% state-wide per the Acacia platform (Exceeding) 87% of Economically Disadvantaged students are "at or above state expectations" in Reading compared to 50% state-wide per the Acacia platform (Exceeding)				

69% of Students with IEPs are "at or above state expectations" in Reading compared to 31% state-wide per the Acacia platform (Exceeding) SY2021-22 Achievement gaps between major subgroups on the Maine State Assessment. School provides evidence of closing identified achievement gaps on major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).			
SY2024-25 and SY2023-24 1.1c Proficiency by subgroup, Through-Year Assessment, Math. 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 with IEPs, Multilingual Learners, Economically Disadvantaged, Race/Ethnicity, and Gender. *To be reported, subgroups must have at least 10 students. SY2024-25 Results: 45% of Male students are "at or above state expectations" in Math compared to 47% state-wide per the Acacia platform (Meeting) 38% of Female students are "at or above state expectations" in Math compared to 49% state-wide per the Acacia platform (Approaching) 28% of Economically Disadvantaged students are "at or above state expectations" in Math compared to 34% state-wide per the Acacia platform (Approaching) 10% of Students with IEPs are "at or above state expectations" in Math compared to 14% state-wide per the Acacia platform (Approaching) 36% of Female students are "at or above state expectations" in Math compared to 14% state-wide per the Acacia platform (Meeting) SY2023-24 Results: 36% of Female students are "at or above state expectations" in Math compared to 44% state-wide per the Acacia platform (Approaching) 33% of Economically Disadvantaged students are "at or above state expectations" in Math compared to 44% state-wide per the Acacia platform (Approaching) 33% of Economically Disadvantaged students are "at or above state expectations" in Math compared to 44% state-wide per the Acacia platform (Approaching) 33% of Economically Disadvantaged students are "at or above state expectations" in Math compared to 44% state-wide per the Acacia platform (Approaching)	Met Between ≥-5% and <5% of state average of schools "at or above state expectation"	Met Between ≥-5% and <5% of state average of schools "at or above state expectation"	Note: This indicator was not part of the Framework in SY2022-23

Math compared to 28% state-wide per the Acacia platform (Exceeding) 19% of Students with IEPs are "at or above state expectations" in Math compared to 11% state-wide per the Acacia platform (Exceeding)				
SY2021-22 Achievement gaps in proficiency between major subgroups on the Maine State Assessments. The school will provide evidence of closing identified achievement gaps on major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Performance Framework after SY2021-22 Subgraph performance Framework after SY2021-22			Partially Met Subgroups are performing below comparison groups, some gaps have closed since the previous year.
SY2021-22 Achievement gaps in growth between major subgroups on the NWEA. School provides evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	NOTE: This indicator was no longer part of the Performance Framework after SY2021-22			Partially Met Subgroups are performing below comparison groups, some gaps have closed since the previous year.
	Post-Secondary Re	adiness		
SY2024-25 and SY2023-24 1.5 School Completion. 4-year high school graduation rate. Schools will meet annual goal of 87%. SY2022-23 1.5 School Completion. 4-year high school graduation rate. Schools will meet annual goal of 86%.	Exceeded School reported a 98% 4-year graduation rate (not yet state-certified)	Exceeded MeAA's state-reported 4-year graduation rate was 94.83%	Exceeded School reported a 98% 4-year graduation rate	School reported a 100% 4-year graduation rate
SY2021-22 4-year high school graduation rate. Schools will meet Maine DOE annual goal of 87.74%.				
SY2024-25 and SY2023-24 1.5a 5 and 6 Year High School Completion. Schools will meet annual goal of 87%. SY2021-22 5 and 6-year average high school graduation rate. School will meet Maine DOE annual goal of 89.74%.	School reports that they do not have a 5-year or a 6-year cohort	Exceeded MeAA's state-reported 5-year graduation rate was 100% and 6-year	5 and 6 year high school completion was not part of the Framework in SY2022-23	Exceeded State-report ed 5 and 6-year graduation rate was 94.3%

		graduation rate was 94.87%		
SY2024-25, SY2023-24 and SY2022-23 1.6a Post-Secondary Readiness. Beginning in SY2023-2024, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade. • Accuplacer. The College Readiness indicator with scores of 239 or above in reading and 226 or above in math; or • SAT scores of ERBW 530 or higher and 520 or higher in math; or • ASVAB score of 31 or higher In SY2022-23, schools will report the data, but will not be rated.	Exceeded MeAA reports that 97% of students scored 239 or above in reading and 226 or above in math on the Accuplacer.	Exceeded MeAA reports that 95% of students scored 239 or above in reading and 226 or above in math on the Accuplacer.	School reports reading 95 Accuplacer m School reports NOTE: This India part of the Fro SY202	5.6% and nath 92.3%. s SAT: 100%. cator was not amework in
SY2024-25 and SY2023-24 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: • Accuplacer. The College Readiness indicator with scores of 239 or above in reading and 226 or above in math; or • SAT scores of ERBW 530 or higher and 520 or higher in math; or • ASVAB score of 31 or higher The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). SY2022-23 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). In SY2022-23, schools will report the data, but will not be rated.	85% or more students are meeting or exceeding the goal in both reading and math Male=84% Female=100% Economically Disadvantaged=87% Students with a 504 Plan=100% Students with an IEP=86%	85% or more students are meeting or exceeding the goal in both reading and math Male=94% Female=91% Economically Disadvantaged=1 00% Students with a 504 Plan=100%	School reports of are performing comparison. Accuplacer in groups, excep within 8th of a groups in Accup	within 8% of groups in eading. All It SPED, are comparison
SY2024-25, SY2023-24 and SY2022-23 1.6c Post-Secondary Readiness: Post-Secondary Activity. At the end of their graduating year, 70%-80% of each schools' students will have successfully participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.	Exceeded MeAA reports that 100% of students have successfully participated in at least one post-secondary activity	Met MeAA reports that 77% of students have successfully participated in at least one post-secondary activity.	School reported that 100% of students participated in at least one postsecondary opportunity.	Exceeded School reported 100%

SY2021-22 Of students in their graduating year, percent participation in post-secondary readiness opportunities. At the end of their graduating year, 70% of each schools' eligible students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship.				
SY2021-22 Success rate of students participating in post-secondary readiness. 70% of the school's students who participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certification program, or internship will complete it successfully.		dicator was no longe ce Framework after S	•	Exceeded School reported 82%
SY2022-23 Post-Secondary Readiness: FAFSA. Schools will report annual rates and school-supported opportunities for FAFSA support.	School supports students with FAFSA completion reporting that 61% of students/families completed a FAFSA form.	School supports students with FAFSA completion reporting that 50% of students/families completed a FAFSA form.	School report families filled of NOTE: This India part of the Fra SY202	ut the FAFSA. cator was not amework in
	Student Attend	ance		
SY2024-25 and SY2023-24 1.7 Student Attendance. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school. SY2022-23 5.2 Student Attendance. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school. SY2021-22 Chronic absenteeism rate. School has 10% or fewer students classified as chronically absent on the last day of school.	Met School reports a chronic absenteeism rate of 15%	Met MeAA's state-reported chronic absenteeism rate is 18%	Met School reports a chronic absenteeism rate of 16.4%.	Did Not Meet Greater than 13% was not meeting expectation s; the state-report ed chronic absenteeis m rate was 23.2%.
SY2021-22 Average Daily Attendance Rate. School has an average daily attendance rate in grades PreK-8 of 93% or higher.		licator was no longe ce Framework after S		Met 91%-94.9% was meeting expectation s; school reported

SCHOOL CLIMATE AND FAMILY ENGAGEMENT

INDICATOR/TARGET	SY2024-25 <u>PRELIMINARY</u> <u>DATA</u>	SY2023-24	SY2022-23	SY2021-22
	School Culture and	l Climate		
SY2024-25, SY2023-24, and SY2022-23 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.	Criterion 2.1: Sto include a sectio	2022-23, no rating ate Compliance. Si in for this criterion s the school must (te visit reports that identifies	Met Reported as required
SY2021-22 Reporting of behavior incidents. The school will follow the Maine DOE required reporting for incidents of behavior.				
SY2024-25, SY2023-24, and SY2022-23 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 nationally (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations". *Required Scales - School climate, Safety, and School Fit In SY2024-25 results on the required scales were as follows: School Safety - In the 99th percentile nationally compared to like schools School Climate - In the 99th percentile nationally compared to like schools School Fit - In the 99th percentile nationally compared to like schools In SY2023-24 results on the required scales were as follows: School Safety - In the 50th percentile nationally compared to like schools School Climate - In the 70th percentile nationally compared to like schools School Climate - In the 70th percentile nationally compared to like schools School Fit - In the 50th percentile nationally compared to like schools	Exceeded 3 of the 3 required scales are 50% or higher when compared to like schools nationally	Exceeded 3 of the 3 required scales are 50% or higher when compared to like schools nationally	Exceeded 41.29% of MeAA families participated in the survey and all 3 of the 3 required scales were in the above average range for like schools	Did Not Meet 24% of MeAA families participated in the survey
In SY2022-23 results on the required scales were as follows: School Climate - In the 80th percentile nationally compared				

to like schools School Safety - In the 99th percentile nationally compared to like schools School Fit - In the 90th percentile nationally compared to like schools SY2021-22 Panorama Survey-Family Participation. 40% of families will participate in the Panorama survey.				
SY2024-25, SY2023-24, and SY2022-23	Did Not Meet	Did Not Meet	Did Not Meet	Did Not Meet
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 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".	Fewer than 2 of the required scales were 50% or higher when compared to like schools nationally	Fewer than 2 of the required scales were 50% or higher when compared to like schools nationally	MeAA had 79% student participation; Fewer than 3 of the 4 required scales in the average range for like schools	40% of MeAA students participated in the survey
*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships				
SY2024-25 Results 177 students (76%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Safety - 90th percentile School Rigorous Expectations - 20th percentile School Teacher/Student Relationships - 30th percentile School Climate - 10th percentile				
SY2023-24 Results 178 students (80.2%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: • School Rigorous Expectations - 10th percentile • School Safety - 50th percentile • School Teacher/Student Relationships - 20th percentile • School Climate - 10th percentile				
SY2022-23 Results 166 students (79%) students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Climate - 30th percentile NOTE-Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.				

SY2021-22 Panorama Survey-Student Participation. 65% of eligible students will participate in the Panorama survey		
SY2024-25 and SY2023-24 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 result in "Not Meeting Expectations". *Required Scales - School Climate, Leadership, Professional Learning, and Feedback & Coaching SY2024-25 Results 15 teachers (75%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Climate - 99th percentile School Leadership - 99th percentile Feedback and Coaching - 99th percentile Professional Learning - 99th percentile SY2023-24 Results 20 teachers (95.23%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Climate - 99th percentile School Leadership - 90th percentile School Leadership - 90th percentile Professional Learning - 90th percentile Feedback and Coaching - 90th percentile Feedback and Coaching - 90th percentile	Exceeded 4 of the 4 required scales were 50% or higher when compared to like schools nationally	Exceeded 4 of the 4 required scales were 50% or higher when compared to like schools nationally NOTE: Teacher Results were not reported separately until SY2023-24.
SY2024-25 and SY2023-24 2.5 School Climate: Panorama School Climate Survey-Staff 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 result in "Not Meeting Expectations". *Required Scales - School Climate,	4 of the 4 required scales were 50% or higher when compared to like schools nationally	Exceeded 4 of the 4 required scales were 50% or higher when compared to like schools nationally NOTE: Staff Results were not reported separately until SY2023-24.

Leadership, Professional Learning, and Feedback & Coaching SY2024-25 Results 11 staff (84.6%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Climate - 99th percentile School Leadership - 99th percentile Feedback and Coaching - 90th percentile Professional Learning - 99th percentile SY2023-24 Results 11 staff (100%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Climate - 99th percentile School Leadership - 99th percentile Professional Learning - 99th percentile Feedback and Coaching - 99th percentile **Partially Met** SY2022-23 NOTE: Beginning in SY2023-24, Teacher and Staff School Climate: Panorama School Climate results were reported separately Survey-**Teacher/Staff Results**. Results 61% of MeAA from at least 4/4 of the required scales* teachers/staff from the Teacher/Staff Panorama School participated in Climate Surveys will be within the average the survey range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard". *Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching In SY2022-23 results on the required scales were as follows: School Climate - In the 30th percentile nationally compared to like schools School Leadership - In the 23rd percentile nationally compared to like schools Professional Learning - In the 35th percentile nationally compared to like schools Feedback and Coaching - In the 10th percentile nationally compared to like schools SY2021-22 Panorama Survey-Teacher/Staff Participation. 70% of teachers/staff will

participate in the Panorama survey.				
All School Years Panorama Survey. Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Met School developed and implemented the plan	Met School developed and implemented the plan	Met School developed and implemented the plan	Not Applicable Even though not required for the 2021-22 school year, the school developed an Action Plan.

ORGANIZATIONAL SUSTAINABILITY				
INDICATOR/TARGET	SY2024-25 PRELIMINARY DATA	SY2023-24	SY2022-23	SY2021-22
Board Governance and Stewardship				
3.1 Governing Board effectiveness. Legal and Fiduciary Responsibilities: Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. Talent strategy and accountability: The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. Culture of Collaboration The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.	Low Risk Board has fulfilled contract obligations as charter contract holder in the state of Maine.	Low Risk Board has fulfilled contract obligations as charter contract holder in the state of Maine.	Board has fu obligations as holder in the NOTE: This Ind part of the	v Risk Iffilled contract charter contract State of Maine dicator was not Performance in SY2021-22.

Focus on Improvement • The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer.				
All School Years Public Accountability: Transparent, responsive and legally compliant Board operation. The Governing Board will hold a minimum of 6 meetings per school year.	Met The MeAA governing board held 11 meetings during SY2024-25.	Met The MeAA governing board held 12 meetings during SY2023-24.	Met The MeAA governing board held 13 meetings during SY2022-23 (11 regular + 2 special).	Exceeded The MeAA governing board held 13 board meetings during SY2021-22. NOTE: In SY2021-22, 11 or more meetings was "exceeding" framework expectations
SY2024-25, SY2023-24, and SY2022-23 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. SY2021-22 Timely publication of Board meeting agenda and minutes upon approval. Board meeting agendas and minutes were substantially posted as required.	Did Not Meet 3 or more not posted timely	Partially Met All board meeting agendas were posted per Maine's open meeting law. Of the 12 meetings that were held during SY2023-24, two (2) sets of approved meeting minutes were posted late.	Partially Met 1-2 items not posted timely	Partially Met 1-2 items not posted timely
SY2024-25, SY2023-24, and SY2022-23 3.4 Reporting Accuracy and Timeliness. 80%-90% of reports are submitted on time and are accurate and complete.	Exceeded 95% of reports were submitted on time and were accurate and complete 100% of the time (as of 6-19-25)	Exceeded 100% of reports were submitted on time and were accurate and complete 100% of the time.	Exceeded 100% of required documents/reports were submitted on time with 98% accuracy NOTE: This Indicator was not part of the Framework in SY2021-22.	
SY2024-25, SY2023-24, and SY2022-23 Board Training. Board members will engage in a baseline of annual training and development.	Did Not Meet As of 6-19-25, of the 13 board training	Approached In SY2023-24, the MeAA board had 18 required	100% of require	let ed courses were dence provided.

	requirements, the MeAA governing board has completed 69%	training requirements. Of those 18 requirements, 17 were completed (94%).	part of the I	dicator was not Framework in 021-22.
	Facilities Manag	ement		
SY2024-25, SY2023-24, and SY2022-23 3.6 Facility meets Local and State requirements. The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S. §6302, 6501: Maine DOE Rule Chapter 125.5.10. SY2021-22 Meet Local and State Requirements. The school certifies that its facility (or facilities) meet all local and state requirements for	Met Certified as required and approved by the Board	Met Certified as required and approved by the Board	Met Certified as required and approved by the Board	Met Certified as required
sy2024-25, sy2023-24, and sy2022-23 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.	Met Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.	Met Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation	Facility provi environment learning, te working that s and key de implem NOTE: This Ind part of the I	des a campus that optimizes eaching, and upports mission sign element entation. dicator was not Framework in 021-22.
SY2021-22 Capital Improvement Plan. The school has a current capital improvement plan approved by the governing board.		icator was no longe e Framework after S		Met Current Capital Improvement Plan approved by board

FINANCIAL MANAGEMENT AND VIABILITY				
INDICATOR/TARGET	SY2024-25 PRELIMINARY DATA	SY2023-24	SY2022-23	SY2021-22
Student Enrollment				
SY2024-25, SY2023-24, and SY2022-23	Preliminary	Low Risk	Low	Risk

4.1a Current Ratio (Near-Term Measures). Current ratio is greater than or equal to 1.1.	results will be available using FY25 QTR4 financials which are due on August 15th	\$917,950/ \$282,604= 3.2	NOTE: This indicator was not part of the Framework in SY2021-22	
SY2024-25, SY2023-24, and SY2022-23 4.1b Unrestricted Days Cash on Hand (Near-Term Measures). Unrestricted days cash will be at least 30 days.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	### High Risk \$233,764/ ((\$3,253,221- 145,372)/365) = 27.5 days	High Risk School had 22 days cash on hand. NOTE: This Indicator was not part of the Framework in SY2021-22	
SY2024-25. SY2023-24. and SY2022-23 4.1c Enrollment Variance (Near-Term Measures). Actual enrollment is within 5% of the enrollment projected in the approved budget.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	Low Risk (237-235)/235 = +5.3%	Moderate Risk -8% NOTE: This Indicator was not part of the Framework in SY2021-22	
SY2024-25, SY2023-24, and SY2022-23 4.1d Financial Obligations Default (Near-Term Measures). The school meets all debt and real estate lease obligations.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	Low Risk Not in default and not delinquent.	Low Risk Not in default and not delinquent. NOTE: This indicator was not part of the Framework in SY2021-22	
SY2021-22 Near Term Measures. School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission. a) Current Ratio b) Unrestricted Days Cash on Hand		icator was no long e Framework afte		
SY2024-25, SY2023-24, and SY2022-23 4.2a Total Margin (Sustainability Measures). The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	High Risk CYR \$(105,183) \$3,148,038 = -3.3% 3YR \$101,554 /\$8,503,101 = 1.2%	Moderate Risk 6.5% 3-year NOTE: This indicator was not part of the Framework in SY2021-22	
SY2024-25, SY2023-24, and SY2022-23 4.2b Debt to asset ratio (Sustainability Measure). The debt to asset ratio will be less than 0.9/	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	Low Risk \$3,527,713/ \$4,101,593 = 86%	Low Risk 83% NOTE: This indicator was not part of the Framework in SY2021-22	
SY2024-25, SY2023-24, and SY2022-23	Preliminary	High Risk	High Risk	

4.2c Cash Flow (Sustainability Measure). Charter District Leadership maintains a positive cumulative 2-year cash flow.	results will be available using FY25 QTR4 financials which are due on August 15th	CYR Cash Flow = \$-81,647 PYR Cash Flow = \$-454,475 2YR Cash Flow = \$-374,567	part of the F	licator was not iramework in 21-22.
SY2024-25, SY2023-24, and SY2022-23 4.2d Financial Obligations Coverage Ratio (Sustainability Measure). Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.	Preliminary results will be available using FY25 QTR4 financials which are due on August 15th	\$236,297/ \$196,108 = 1.2	1.6. NOTE: This ind part of the F	Risk 5% dicator was not dramework in 121-22
SY2024-25, SY2023-24, and SY2022-23 4.3 Financial Planning and Budgeting. Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.	MeAAs 3-Year Financial Plan is due on June 30th	Met School published a 3-year financial plan.	Charter Distri published a 3-ye that included c and a 1-year proj Note: This Indica	et act Leadership ar financial plan 2-year budget iection for year 3. ator was not part ork in SY2021-22.
SY2021-22 Sustainability Measures. School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission. a)Total Margin b)Debt to asset ratio		NOTE: This indicator was no longer part of the Performance Framework after SY2021-22		
SY2021-22 The school has an annual financial audit conducted. Audit and management letters are submitted to the Commission. 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 internal control over financial reporting on compliance and other matters.	NOTE: This indicator was no longer part of the Performance Framework after SY2021-22		3 ,	

FAITHFULNESS TO THE CHARTER AND THE LAW					
INDICATOR/TARGET	SY2024-25 <u>PRELIMINARY</u> <u>DATA</u>	SY2023-24	SY2022-23	SY2021-22	
Student Enrollment					
SY2024-25, SY2023-24, and SY2022-23 5.1 Mission and Key Design	Met	Met	М	et	
Implementation. 1. The school demonstrates its	School implemented	School implemented		lementing the sign elements as	

approved mission. 2. The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students. 3. The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter. *Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.	the mission and design elements as outlined in the charter and amendments.	the mission and design elements as outlined in the charter and amendments.	amend NOTE: This Ind part of the F	e charter and Iments. licator was not tramework in 21-22.
All School Years Enrollment throughout the 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.	Met School reports that 88% of students enrolled on the last day of school were the same students who were enrolled on 10/1/24.	School reports that 65% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.	Exceeded School reported 92.8% school year persistence	Met School reported 89.7% school year persistence
SY2024-25, SY2023-24, and SY2022-23 5.4 Student Persistence: Year-to-Year. Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Re-Enroll form for the following SY by March 31 of current SY. SY2021-22 Recurrent enrollment from one year to the next. 85% or more of eligible students enrolled on the last day of school will have completed an Intent to Re-enroll form for the next year.	Exceeded The school reported that 90% completed an Intent to Re-Enroll form for SY2025-26.	Exceeded The school reported that 97% completed an Intent to Re-Enroll form for SY2024-25.	Exceeded School reported 97.6% year-to-year persistence	Exceeded School reported 99% year-to-year persistence

SCHOOL CUSTOMIZATION				
INDICATOR/TARGET	SY2024-25 <u>PRELIMINARY</u> <u>DATA</u>	SY2023-24	SY2022-23	SY2021-22
SY2024-25, SY2023-24 and SY2022-23 6.1 Mission and Vision. At the end of their graduating year, 85%-95% of MeAA students will have participated in at least two activities to share their art with the community such as performances, art shows, dance competitions, volunteer performances, fashion shows and other	Exceeded 98% of students participated in two or more activities sharing their art in the	Met 94% of students participated in two or more activities sharing their	NOTE: This Ind	eded licator was not iramework in 21-22.

opportunities to share their passion for the arts.	community.	art in the community.	
SY2024-25 SY2023-24 6.2 MeAA Demonstrates Strong Performance Proficiency. At the end of their graduating year, 85% of MeAA students will have met proficiency or higher on 2 or more performances based on the performance rubrics.	98% of students met proficiency or higher on 2 or more performances based on the performance rubrics.		Exceeded Greater than 87% Indicator was not part of the cin SYs 2021-22 and SY2022-23

Coversheet

To Consider the Approval of Community Regional Charter School's Request to Incur Debt

Section: IX. New Business Requiring Approval and/or Acceptance

Item: C. To Consider the Approval of Community Regional Charter School's

Request to Incur Debt

Purpose: Vote

Submitted by:

Related Material: CRCS Amendment Request to Incur Debt.pdf

CRCS Three Year Budget Projections FY26-FY28.pdf

Maine Charter School Commission

Charter Amendment Cover Sheet

Amendment Request to Incur Debt

School Information

Date of Request	September 19, 2025
School Name and Mailing Address	Community Regional Charter School
Contact	Travis Works
Contact telephone number	207 399-6502
Contact email address	tworks@crcsme.org

Provide a brief narrative description of the request.

The current amendment structure is a challenge because there are so many factors in knowing the impact based on location. For example, in order to know financing and enrollment impact you first have to have a parcel of property identified. Without that identification, the cost of utilities or wetland mitigation can add or subtract millions of dollars. In addition, not having a definite location, limits the ability to put together a comprehensive capital fundraising campaign and do a feasibility study for enrollment impact. The need for three phase power and utilities severely limits available options for relocating.

Timing is critical, for example, there was a parcel of property that would have met all the criteria that was listed for less than 48 hours before going under contract. Given those aforementioned barriers and hearing the concerns from the Charter School Commission we are putting in this amendment to incur debt with several conditions.

Community Regional Charter School is requesting to incur additional debt in order to secure financing for the acquisition of land for the location of a future single school facility to consolidate our current three separate campuses. The property search area will be within approximately 10 miles of our current buildings, which primarily restrict us to

MSAD54 sending towns and/or just over their borders. This severely limits our land acquisition search, which could take years to locate property.

We are requesting a maximum debt amount of \$185,700. This would allow us to purchase a piece of land at a sale price not to exceed \$285,700 with a 35% down payment of \$100,000 from current cash reserves. This investment in this asset will not compromise our organizational financial health.

PLEASE NOTE: We are seeking flexibility by asking for a maximum of \$185,700 because that is the most we can incur that amount of debt. The actual amount at the time of closing could be lower.

PROPOSED CONDITIONS & TIMELINE ORDER:

PROPOSED Condition: The Process Overview

- 1. CRCS is requesting permission to put a parcel of property that meets the criteria under contract and would immediately communicate the details to MSCS so that at the next monthly board meeting they would be able to hold a vote to "close" on the property and incur debt officially.
- 2. It is during the due diligence period of 45-60 days that MCSC would formally vote to approve the final purchase and sale agreement and authorize disbursement of funds and incur debt officially.
- 3. CRCS would hold this asset until MCSC has confidence in a decision on renewal and during this waiting period.
- 4. CRCS would retain possession of the property, but NO construction would take place but the USDA loan application process could run concurrently.
 - a. As an asset it would give a specific location that can be publicly announced for capital fundraising, feasibility studies, and USDA loan process could continue (takes up to 12 months).
 - b. MCSC would be in control of the loan closing and construction decision.

PROPOSED Condition: School Building Construction Reiterated

CRCS does NOT start major construction until the MCSC authorizes. With a decision on renewal scheduled for October 2026, we would request to hold off until the Commission feels confident about authorizing CRCS to take a loan for approximately \$20,000,000 for construction. If in the event CRCS is not renewed or a catastrophic event were to occur, then it is an asset that can be liquidated.

PROPOSED Condition: Land Acquisition Reiterated

With a land purchase and sale agreement there is a due diligence period. We would request that the Commission has a final vote to officially sign for the piece of property. This means CRCS could put the property under contract and within the 45-60 days during the due diligence period, the Commission would have a vote on the parcel of land once a Purchase and Sale Agreement is signed. No financial transaction could take place without authorization from MCSC.

Our intent is to acquire a USDA Rural Development loan. Such a loan will cover 100 %of the final developed property. Based on our conversation with Sean Cameron, Commercial Banking Relationship Manager at Bangor Saving Bank, we will need to have capital (a combination of cash and assets) equaling 10% to 20% of the construction costs in order to obtain a

Once a suitable property is found and purchased, we will then be able to begin a Capital Campaign to raise funds to aid with the construction costs of a new facility.

construction loan prior to the take out of the USDA loan.

Based on conversations with Sean Cameron, current interest rates are about 7.25%. For a \$185,000 loan amount with a term of 15 years, our monthly payment would be approximately \$1,700 a month or \$20,400 annually.

Summary of Existing Debt.

Loan	Terms	Annual P&I	Balance as of 9/30/25
48 So Factory St (CCA campus)	240 months, originated 6/05/2017, interest rate 9.00%, matures 6/05/2037	\$20,374.80	\$147,113.74
USDA backed Loan (Overman campus)	247 months, originated 6/18/2018, interest rate 5.28%, matures 8/31/2039	\$209,202.36	\$2,074,658.35
Overman Roof Loan	60 months, originated 1/24/2023, interest rate 7.2%, matures 1/24/2028	\$35,897.16	\$76,814.26
Mechanical Services heating system loan (DA campus)	240 months, originated 1/10/2017, interest rate 5%,	\$11,879.16	\$101,489.75

	matures 12/10/2037		
TeqLease	36 months, originated 3/1/24, interest rate 11.37%, matures 2/1/27	\$49,117.56	\$59,186.55

Financial Capacity

CRCS anticipates a slight increase in enrollment over the next 3 years as we are currently close to maximum capacity in our current facilities. We do not anticipate an increase in staffing during this time period and facility repairs will be kept at a minimum in anticipation of relocating to a single new facility.

We will have paid off our TeqLease loan in February of 2027 and our roof loan will be paid off in January of 2028 giving us a monthly savings of \$7,084 by February 2028.

Please refer to "CRCS Three Year Budget Projections FY26-FY28" spreadsheet attached showing detailed 3 year projections of statement of activities including debt service for existing and requested obligations along with a Schedule of Projected Financial Performance Measures.

Community Regional Charter School Three Y	ear Pro Forma Su	mmary	
	FY26	FY27	FY28
Revenue			
State Subsidy	5,047,891.40	5,536,946.85	5,897,793.73
Sudent Tech Fee	5,999.00	6,178.97	7,111.00
Special Revenue	756,712.00	801,748.34	833,329.44
Miscellaneous Revenue	40,800.00	42,024.00	43,284.72
Fundraising Income	4,500.00	4,635.00	4,774.05
Student Activity Accounts	1,000.00	1,030.00	1,060.90
Total Revenue	5,856,902.40	6,392,563.16	6,787,353.84
Expenditures			
Regular Instructional Services	2,218,436.52	2,353,395.31	2,369,249.58
Special Education Services	850,448.39	883,318.82	911,195.30
Supplemental Programs & Services	126,044.32	130,414.54	134,314.98
Facilities	542,672.64	551,045.40	568,554.74
Transportation	401,340.00	431,021.00	505,915.05
Food service	318,871.18	328,494.12	363,348.95
School Administration & Support	373,518.79	386,407.65	379,987.96
Central Administration & School Board	667,442.89	662,938.59	684,652.58
Debt Service	340,589.74	330,516.52	318,711.48
Total Expenditures	5,839,364.47	6,057,551.96	
Net Surplus/Deficit	17,537.93	335,011.20	551,423.22
Debt Service included in Budget	340,589.74	330,516.52	318,711.48
Net Before Debt Service Payments	358,127.67	665,527.72	870,134.70
Debt Service Coverage Ratio (DSCR)	1.05	2.01	2.73
Carryover	17,537.93	335,011.20	551,423.22
Estimated Cash at 6/30 prior year	683,856.91	601,394.84	936,406.05
Calculated Daily Expenses	15,998.26	16,596.03	17,084.74
Year end Cash on Hand	601,394.84		
Days Cash on Hand (DCOH)	37.59	56.42	87.09
FY26 COH deducts \$100,000 for land purchase	37.33	30.42	37.03
Percent of Budget by Category	FY26	FY27	FY28
Expenditures	1120	1127	1120
Regular Instructional Services	37.99%	38.85%	37.99%
Special Education Services	14.56%	14.58%	
Supplemental Programs & Services	2.16%		
Facilities	9.29%	9.10%	
Transportation	6.87%		
Food service	5.46%		5.83%
School Administration & Support	6.40%		
Central Administration & School Board	11.43%		
Debt Service	5.83%		
DEDIT SEI VICE			
	100.00%	100.00%	100.00%

Coversheet

New Governing Board Members

Section: X. New Business Requiring Notification to the Commission (No formal

action to be taken by Commission)

Item: A. New Governing Board Members

Purpose: FYI

Submitted by:

Related Material: ELC - New Governing Board Member (Margaret Micolichek).pdf

MeVA - New Governing Board Member (Scott Richardson).pdf

Public Charter School Governing Board Member Information Sheet

Name of Public Charter School Ecology Learning Center_
Name of Board Member Margaret Micolichek
Email Address margaret.micolichek@ecologylearningcenter.org
Occupation Restorative Justice Consultant & Trainer
Please respond to the following questions:
1. Why do you wish to serve on the governing board?
I believe in the mission and goals of the ELC and am interested in offering my skills and knowledge to the continued success of the school.
What is your understanding of the educational needs of students in the catchment area?

Powered by BoardOnTrack

Creating a learning experience that encompasses classroom and greater community engagement. Providing a balance of learning experiences

that challenge and develop the whole student.

- Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).
- A BS in 6-12 education. Working with school as a coach, long term subbing and more recently as a restorative practices consultant throughout Maine.
- 4. What special qualifications do you have that will help you to be a board member?

Experience as the executive director of a small non-profit startup for 10 years.

5. What is your understanding of the role you will play as a public charter school board member?

Currently, to be present and engaged at meetings as I learn about the continued development and needs of ELC.

Sign Margaret Micolichek Date 9/25/25	
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For your convenience this sheet is located on our website under Resources for Authorized Schools (http://www.maine.gov/csc/).

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

Public Charter School Governing Board Member Information Sheet

Name of Public Charter School Maine Virtual Academy

Name of Board Member Scott Richardson

Email Address scotdavrich@gmail.com

Occupation Retired- Educational Administrator

Please respond to the following questions:

- 1. Why do you wish to serve on the governing board? Although retired, I am still very interested in all aspects of education. I believe I can use my past knowledge and experiences to assist the board in providing guidance to the Academy.
- 1.What is your understanding of the educational needs of students in the catchment area? I understand that the needs of the students are widely varied and require a wide range of options to bring success for all. MVA can be one of those options for certain students who do not well in a traditional school setting.
- 1.Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

Supt of Schools- MSAD #70 in Hodgdon 2014-2019

Director of Special Education- MSAD #70- 2014-2019

Director of Special Education- RSU 50, MSAD # 14, MSAD #70, & MSAD 29 from 1987-2014

With a stint as Distinguished Educator at MDOE 2005-2007.

Post Retirement- Educational Consultant at CDS 2021-2024

Community Living Assoc in Houlton- Board Member- 2018 to present

- 1. What special qualifications do you have that will help you to be a board member?

 I have worked with Boards my entire career so I understand the responsibilities and requirements of board Members to work with administration to provide a quality education.
- 1. What is your understanding of the role you will play as a public charter school board member?

 I will be a member of a team to provide guidance and policy to the operation of a quality education to the Students who attend MVA.

 DocuSigned by:

Scott Richardson

9/3/2025

Sign. Scott REFAMUSTON: Date: 09/03/2025.

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

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