



Maine Charter School Commission

School Performance Committee Meeting

Published on July 30, 2026 at 10:52 AM EDT

Date and Time

Tuesday August 4, 2026 at 9:00 AM EDT

Location

Zoom

Agenda

	Purpose	Presenter
I. Opening Items		
A. Record Attendance		Amy Allen
B. Call the Meeting to Order		Tom Keller
II. Agenda Items - To be Voted On		
A. MOXIE Public Schools' Performance Framework/"Hold Harmless" Items in Year 1	Vote	Lana Ewing
III. Agenda Items - For Discussion		
A. Baxter Academy for Technology and Science	Discuss	Lana Ewing

	Purpose	Presenter
• <i>Center for Innovation and Technology</i> • <i>9th Grade Enrollment Pilot</i>		
B. SY2025-26 Year End Enrollment/Unenrollment Data Presentation	Discuss	Amy Allen
C. Spring 2026 Panorama Survey Results "Deep Dive"	Discuss	Amy Allen
D. Charter Contract Renewal Overview	Discuss	Lana Ewing
• <i>Community Regional Charter School</i> • <i>Maine Academy of Natural Sciences</i>		
E. SY2025-26 End-of-Year Monitoring Visits	Discuss	Lana Ewing
F. Election of Officers/Committee Assignments	Discuss	Lana Ewing

IV. Updates / FYIs / Reminders

- *The August 11th Commission Meeting will be held at Maine Arts Academy (310 Cony Road, Augusta) beginning at 10:00am.*

V. Upcoming Meetings

August 31, 2026

- 9:00-10:00am
- Zoom

October 13, 2026

- 9:00-10:00am
- Zoom

November 3, 2026

- 9:00-10:00am
- Zoom

Purpose

Presenter

VI. Closing Items

A. Adjourn Meeting

FYI

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

MOXIE Public Schools' Performance Framework/"Hold Harmless" Items in Year 1

Section:	II. Agenda Items - To be Voted On
Item:	A. MOXIE Public Schools' Performance Framework/"Hold Harmless"
Items in Year 1	
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT MOXIE Year 1 Performance Framework SY2026-27.pdf

Maine Charter School Commission

Adapted from the Commission-approved Performance Framework (2.11.26)

PERFORMANCE FRAMEWORK

MOXIE Public Schools — Year One Edition (SY2026-27)

MOXIE Public Schools opens in School Year 2026-27 serving grades 6–9, adding a grade level each year through grade 12. This edition of the Maine Charter School Commission's Performance Framework applies the Commission-approved framework to MOXIE's first year of operation. All indicators, targets, and ratings are unchanged from the approved framework except where noted; a Year One Status column has been added to each criterion to make clear which measures MOXIE will be rated on in Year 1, which will be reported as baseline data, and which begin in a later year as the school grows.

YEAR ONE APPLICABILITY KEY

RATED IN YEAR 1	The criterion applies in full in SY2026-27 and MOXIE will receive a rating.
BASELINE IN YEAR 1	MOXIE reports the data in SY2026-27, but no rating is assigned. Year 1 results establish the school's baseline; ratings begin the following year.
BEGINS LATER	The measure cannot yet be calculated (e.g., graduation rates, multi-year financial measures). The status column states the school year in which measurement begins.
OPTIONAL IN YEAR 1	MOXIE may choose to establish this element in Year 1 or defer it to Year 2.
NOT APPLICABLE	The criterion does not apply to the grade levels MOXIE serves.

SECTION 1: STUDENT ACHIEVEMENT

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

Framing Questions: Is the school an academic success? Is the school adequately preparing students for their desired post-secondary outcomes?

Note for Year 1: The Maine Through Year Assessment is administered in grades 3–8 and 10. In SY2026-27, MOXIE students in grades 6–8 participate; grade 9 is not assessed on the MTYA. Grade 10 is added when MOXIE serves grade 10 in SY2027-28.

Criterion	Indicator	Target Rating	Year One Status
1.1a Student Academic Proficiency – Maine Through-Year	Students perform at or above state expectations annually on the Maine Through Year Assessment. Schools will report the following at the grade and campus (if applicable) levels:	Exceeding Expectations ≥5% of state average of schools at or above state expectations Meeting Expectations	BASELINE IN YEAR 1 Report only in SY2026-27; Year 1 results establish MOXIE's

Criterion	Indicator	Target Rating	Year One Status
Assessment, Reading (Grades 6–8 in Year 1)	1. Percentage of students assessed on the Maine Through Year Assessment; and 2. Percentage of students at or above state expectations on the Maine Through Year Assessment	Between $\geq$ -5% and $<$ 5% of state average of schools at or above state expectations Approaching Expectations Between $\geq$ -15% and $<$ -5% of state average of schools at or above state expectations Not Meeting Expectations $<$ -15% of state average of schools at or above state expectations	baseline. Rated beginning SY2027-28.
1.1b Student Academic Proficiency – Maine Through-Year Assessment, Math (Grades 6–8 in Year 1)	Students perform at or above state expectations annually on the Maine Through Year Assessment. Schools will report the following at the grade and campus (if applicable) levels: 1. Percentage of students assessed on the Maine Through Year Assessment; and 2. Percentage of students at or above state expectations on the Maine Through Year Assessment	Exceeding Expectations $\geq$ 5% of state average of schools at or above state expectations Meeting Expectations Between $\geq$ -5% and $<$ 5% of state average of schools at or above state expectations Approaching Expectations Between $\geq$ -15% and $<$ -5% of state average of schools at or above state expectations Not Meeting Expectations $<$ -15% of state average of schools at or above state expectations	BASELINE IN YEAR 1 Report only in SY2026-27; Year 1 results establish MOXIE's baseline. Rated beginning SY2027-28.
1.1c Subgroup Academic Proficiency – Maine Through-Year Assessment, Reading (Grades 6–8 in Year 1)	Schools will report the following at the campus (if applicable) and district levels: 1. Percentage of students assessed in each reportable subgroup on the Maine Through Year Assessment; and 2. Percentage of students at or above state expectations in each reportable subgroup on the Maine Through Year Assessment Reportable subgroups include: Special Education, Multilingual Learners, Economically Disadvantaged, Gender, and Student Ethnic Group. To be reported, subgroups must have at least 10 students.	Exceeding Expectations $\geq$ 5% of state average of schools at or above state expectations Meeting Expectations Between $\geq$ -5% and $<$ 5% of state average of schools at or above state expectations Approaching Expectations Between $\geq$ -15% and $<$ -5% of state average of schools at or above state expectations Not Meeting Expectations $<$ -15% of state average of schools at or above state expectations	BASELINE IN YEAR 1 Report only in SY2026-27; Year 1 results establish MOXIE's baseline. Rated beginning SY2027-28.

Criterion	Indicator	Target Rating	Year One Status
1.1d Subgroup Academic Proficiency – Maine Through-Year Assessment, Math (Grades 6–8 in Year 1)	Schools will report the following at the campus (if applicable) and district levels: 1. Percentage of students assessed in each reportable subgroup on the Maine Through Year Assessment; and 2. Percentage of students at or above state expectations in each reportable subgroup on the Maine Through Year Assessment Reportable subgroups include: Special Education, Multilingual Learners, Economically Disadvantaged, Gender, and Student Ethnic Group. To be reported, subgroups must have at least 10 students.	Exceeding Expectations ≥5% of state average of schools at or above state expectations Meeting Expectations Between ≥-5% and <5% of state average of schools at or above state expectations Approaching Expectations Between ≥-15% and <-5% of state average of schools at or above state expectations Not Meeting Expectations <-15% of state average of schools at or above state expectations	BASELINE IN YEAR 1 Report only in SY2026-27; Year 1 results establish MOXIE's baseline. Rated beginning SY2027-28.
1.2 Reading on Grade Level – 3rd Grade	Students will read on grade level as measured by the school's assessment tool by the end of third grade.		NOT APPLICABLE MOXIE does not serve grade 3. Criterion number retained for alignment with the Commission-approved framework.
1.3a Student Academic Growth – NWEA MAP Growth, Reading (Grades 6–8)	School will meet the goal of at least 45% of eligible students (having both a fall and spring score) meeting their projected growth on NWEA MAP Growth reading. Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations 55% or above Meeting Expectations Between 45%–54.9% Approaching Expectations Between 35%–44.9% Not Meeting Expectations Below 35%	RATED IN YEAR 1 Fall-to-spring growth is measurable and attributable to the school in Year 1.
1.3b Student Academic Growth – NWEA MAP Growth, Math (Grades 6–8)	School will meet the goal of at least 45% of eligible students (having both a fall and spring score) meeting their projected growth on NWEA MAP Growth math. Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations 55% or above Meeting Expectations Between 45%–54.9% Approaching Expectations Between 35%–44.9%	RATED IN YEAR 1 Fall-to-spring growth is measurable and attributable to the school in Year 1.

Criterion	Indicator	Target Rating	Year One Status
		Not Meeting Expectations Below 35%	
1.4a Subgroup Academic Growth – NWEA MAP Growth, Reading (Grades 6–8)	Subgroups will meet the goal of at least 45% of eligible students meeting their projected growth on NWEA MAP Growth reading. Reportable subgroups include Special Education, Gender, Economically Disadvantaged, Multilingual Learners, Student Ethnic Group, and 504. To be reported, subgroups must have at least 10 students. Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations 55% or above Meeting Expectations Between 45%–54.9% Approaching Expectations Between 35%–44.9% Not Meeting Expectations Below 35%	RATED IN YEAR 1
1.4b Subgroup Academic Growth – NWEA MAP Growth, Math (Grades 6–8)	Subgroups will meet the goal of at least 45% of eligible students meeting their projected growth on NWEA MAP Growth math. Reportable subgroups include Special Education, Gender, Economically Disadvantaged, Multilingual Learners, Student Ethnic Group, and 504. To be reported, subgroups must have at least 10 students. Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations 55% or above Meeting Expectations Between 45%–54.9% Approaching Expectations Between 35%–44.9% Not Meeting Expectations Below 35%	RATED IN YEAR 1
1.5 4-Year High School Graduation	4-year high school graduation rate (current cohort). Schools will meet annual goals; the state of Maine goal is a 90% graduation rate by the end of 2030. MOXIE's first 4-year cohort (entering grade 9 in SY2026-27) graduates in 2030. Annual target: 2030 – 90%.	Exceeding Expectations Exceeds annual target Meeting Expectations Meets annual target Approaching Expectations Less than 5% below target Not Meeting Expectations 5% or more below target	BEGINS LATER Measurement begins SY2029-30, when MOXIE's first 4-year cohort reaches graduation.
1.5a 5-Year High School Graduation	5-year high school graduation rate (current cohort). To be reported, the graduating cohort must have at least 10 students.	Exceeding Expectations Exceeds annual target Meeting Expectations Meets annual target	BEGINS LATER Measurement begins SY2030-31 (one year after MOXIE's first 4-year cohort).

Criterion	Indicator	Target Rating	Year One Status
		Approaching Expectations Less than 5% below target Not Meeting Expectations 5% or more below target	
1.5b 6-Year High School Graduation	6-year high school graduation rate (current cohort). To be reported, the graduating cohort must have at least 10 students.	Exceeding Expectations Exceeds annual target Meeting Expectations Meets annual target Approaching Expectations Less than 5% below target Not Meeting Expectations 5% or more below target	BEGINS LATER Measurement begins SY2031-32 (two years after MOXIE's first 4-year cohort).
1.6a College and Career Readiness	To be considered college and career ready, students must meet at least one of the following benchmarks by the end of 12th grade. The goal is for at least 75% of students to be college or career ready: – Accuplacer scores of 239 or above in reading and 226 or above in math; or – SAT scores of 530 or above in evidence-based reading and writing and 520 or above in math; or – ASVAB score of 31 or higher Participation below 95% may prompt an MCSC review to identify interventions.	Exceeding Expectations More than 85% of students meet or exceed the benchmarks on at least one assessment Meeting Expectations 75%–85% of students meet or exceed the benchmarks on at least one assessment Approaching Expectations 60%–74.9% of students meet or exceed the benchmarks on at least one assessment Not Meeting Expectations Fewer than 60% of students meet or exceed the benchmarks on at least one assessment	BEGINS LATER Measurement begins SY2029-30, when MOXIE first serves grade 12.
1.6b College and Career Readiness: Subgroups	The goal is for at least 75% of the students in the following subgroups to be college or career ready – English Learner, Special Education, Sex, Economically Disadvantaged, 504, and Race/Ethnicity – using the benchmarks in 1.6a. To be reported, subgroups must have at least 10 students.	Exceeding Expectations All reportable subgroups meet or exceed the benchmarks on at least one assessment Meeting Expectations 50%–99.9% of reportable subgroups meet or exceed the benchmarks on at least one assessment	BEGINS LATER Measurement begins SY2029-30, when MOXIE first serves grade 12.

Criterion	Indicator	Target Rating	Year One Status
		Approaching Expectations 25%–49.9% of reportable subgroups meet or exceed the benchmarks on at least one assessment Not Meeting Expectations Fewer than 25% of reportable subgroups meet or exceed the benchmarks on at least one assessment	
1.6c College and Career Readiness: Activity	At the end of their graduating year, 70% or more students successfully participate in at least one college and career readiness activity, such as (and not limited to) a college course, Advanced Placement course, certificate program, career technical coursework or internship. Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.	Exceeding Expectations 80% or more students successfully participate in at least one activity Meeting Expectations 70%–79.9% of students successfully participate in at least one activity Approaching Expectations 60%–69.9% of students successfully participate in at least one activity Not Meeting Expectations Fewer than 60% of students successfully participate in at least one activity	BEGINS LATER Measurement begins SY2029-30, MOXIE's first graduating year.
1.6d College and Career Readiness: FAFSA	The Commission will monitor the school's ability to support students and families with FAFSA completion. Schools will report annual rates and school-supported opportunities for FAFSA support.	Meeting Expectations School has provided opportunities for FAFSA support and reported annual rates as required Not Meeting Expectations School did not provide opportunities for FAFSA support and/or report annual rates as required	BEGINS LATER Measurement begins SY2029-30, when MOXIE first serves grade 12.
1.7 Chronic Absenteeism	Schools demonstrate lower chronic absenteeism than the state average.	Exceeding Expectations School's chronic absenteeism rate is more than 5 percentage points below the state average Meeting Expectations	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
		School's chronic absenteeism rate is up to 5 percentage points below the state average Approaching Expectations School's chronic absenteeism rate is at or up to 5 percentage points above the state average Not Meeting Expectations School's chronic absenteeism rate is more than 5 percentage points above the state average	

SECTION 2: SCHOOL CLIMATE

The school creates a safe and welcoming learning environment that cultivates authentic and positive student, families and teacher relationships.

Framing Question: Does the school provide the conditions for students to be successful?

Note for Year 1: All climate criteria apply in full in SY2026-27. A strong, positive climate is foundational in a school's founding year, and Year 1 results also establish MOXIE's baseline for future comparison.

Criterion	Indicator	Target Rating	Year One Status
2.1 Panorama School Climate Survey: Family	Results on all three required scales of the Panorama Survey meet or exceed 50%, compared to similar schools (FRL %, grade band, and urban/non-urban setting). Required Scales: School Climate, Safety, and School Fit. Participation below 35% will result in "Not Meeting Expectations".	Exceeding Expectations 3 of the 3 required scales meet or exceed 50% when compared to similar schools Meeting Expectations 2 of the 3 required scales meet or exceed 50% when compared to similar schools Approaching Expectations 1 of the 3 required scales meet or exceed 50% when compared to similar schools Not Meeting Expectations Fewer than 1 of the required scales meet or exceed 50% when compared to similar schools OR participation is below the required minimum	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
2.2 Panorama School Climate Survey: Student	Results on all four required scales of the Panorama Survey meet or exceed 50%, compared to similar schools (FRL %, grade band, and urban/non-urban setting). Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships. Participation below 75% will result in "Not Meeting Expectations".	Exceeding Expectations 4 of the 4 required scales meet or exceed 50% when compared to similar schools Meeting Expectations 3 of the 4 required scales meet or exceed 50% when compared to similar schools Approaching Expectations 2 of the 4 required scales meet or exceed 50% when compared to similar schools Not Meeting Expectations Fewer than 2 of the required scales meet or exceed 50% when compared to similar schools OR participation is below the required minimum	RATED IN YEAR 1
2.3 Panorama School Climate Survey: Teacher	Results on all four required scales of the Panorama Survey meet or exceed 50%, compared to similar schools (FRL %, grade band, and urban/non-urban setting). Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching. Participation below 75% will result in "Not Meeting Expectations".	Exceeding Expectations 4 of the 4 required scales meet or exceed 50% when compared to similar schools Meeting Expectations 3 of the 4 required scales meet or exceed 50% when compared to similar schools Approaching Expectations 2 of the 4 required scales meet or exceed 50% when compared to similar schools Not Meeting Expectations Fewer than 2 of the required scales meet or exceed 50% when compared to similar schools OR participation is below the required minimum	RATED IN YEAR 1
2.4 Panorama School Climate Survey: Staff	Results on all four required scales of the Panorama Survey meet or exceed 50%, compared to similar schools (FRL %, grade band, and urban/non-urban setting). Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching. Participation below 75% will result in "Not Meeting Expectations".	Exceeding Expectations 4 of the 4 required scales meet or exceed 50% when compared to similar schools Meeting Expectations 3 of the 4 required scales meet or exceed 50% when compared to similar schools	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
		Approaching Expectations 2 of the 4 required scales meet or exceed 50% when compared to similar schools Not Meeting Expectations Fewer than 2 of the required scales meet or exceed 50% when compared to similar schools OR participation is below the required minimum	
2.5 Panorama Survey Action Plan	Each year, the school will review its Panorama Survey results, develop an action plan, and submit the plan to the Commission.	Meeting Expectations School developed and submitted the action plan Not Meeting Expectations School did not develop and submit the action plan	RATED IN YEAR 1

SECTION 3: ORGANIZATIONAL SUSTAINABILITY

Effective Governing Boards: Board members understand and fulfill their legal responsibilities as public officials. They provide strong, appropriate oversight that supports the school's success and long-term stability. They show evidence of improvement by creating strategic priorities and meeting annual, measurable goals.

Facilities: The school provides a safe, well-maintained facility that supports its mission and helps students thrive.

Framing Question: Is the school an effectively run and sustainable organization?

Note for Year 1: All organizational criteria apply in full from day one. Strong governance, compliance, and facility readiness are non-negotiable in a launch year.

Criterion	Indicator	Target Rating	Year One Status
3.1 Governing Board Effectiveness	A charter public school's governing board responsibilities include: Strategic and Operational Oversight — hire the school leader; evaluate the school leader annually; define and uphold the school's mission, vision, and strategic plan; set and review policies to ensure mission alignment and legal compliance; oversee school performance and identify areas for improvement; monitor data regularly to inform decisions and planning. Financial and Legal — approve and oversee the annual budget to ensure financial stability; maintain strong financial management and	Low Risk The board consistently fulfills its core responsibilities effectively Moderate Risk The board fulfills many responsibilities, but demonstrates inconsistent practice in one or more areas High Risk	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
	accountability practices; ensure compliance with state and federal laws and the charter contract; uphold legal and ethical accountability across the organization. Academic and Community Roles — monitor academic performance and ensure programs align with mission and charter goals; analyze Panorama survey results to inform an annual action plan; engage with the community, communicate the school's mission, and support advocacy and fundraising; establish and track goals for academics, finance, and compliance.	The board fails to carry out key responsibilities	
3.2 Board Meeting Compliance and Transparency	The board holds at least six meetings per year in accordance with its bylaws and Maine Freedom of Access Act (FOAA), publishes agendas and approved minutes on time, and ensures minutes accurately reflect attendance, discussions and decisions.	Exceeding Expectations Board holds ≥ 6 meetings, follows FOAA and bylaws, publishes agendas and approved minutes on time, and minutes fully capture attendance, discussions, and decisions Meeting Expectations Board holds ≥ 6 meetings, follows FOAA and bylaws, publishes no more than 2 agendas or minutes late, and minutes accurately reflect attendance, discussions and decisions Approaching Expectations Board holds 4–5 meetings, follows FOAA and bylaws, and/or publishes 3–4 agendas or minutes late Not Meeting Expectations Board holds < 5 meetings, and/or fails to comply with FOAA or bylaws, and/or publishes > 4 agendas or minutes late or incomplete	RATED IN YEAR 1
3.3 Reporting	80%–90% of required reports are submitted on time and are accurate and complete.	Exceeding Expectations More than 90% of reports are submitted on time and are accurate and complete Meeting Expectations 80%–89.9% of reports are submitted on time and are accurate and complete	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
		Approaching Expectations 70%–79.9% of reports are submitted on time and are accurate and complete Not Meeting Expectations Fewer than 70% of reports are submitted on time and are accurate and complete	
3.4 Board Training	The Board is required to provide evidence to the Maine Charter School Commission that 100% of board members complete at least one professional development opportunity related to governance each year.	Exceeding Expectations 100% of board members complete more than one professional development opportunity Meeting Expectations 100% of board members complete at least one professional development opportunity Approaching Expectations 80%–99.9% of board members complete at least one professional development opportunity Not Meeting Expectations Less than 80% of board members complete at least one professional development opportunity	RATED IN YEAR 1
3.5 Facility Meets Local and State Requirements	The school confirms that its building (or buildings) meet all state and local requirements for public school facilities. This includes having a current Certificate of Occupancy and a plan for ongoing maintenance and long-term improvements. These requirements follow all applicable Maine laws and Maine DOE rules consistent with: 20-A M.R.S. §§1001(2), 4001, 4502(5)(C), 6302, 6501; Maine DOE Rule Chapter 125.5.03 and 125.5.10; and the Public School Approval Requirements and Citation Chart.	Meeting Expectations The school certified that the facility meets all required state and local standards, including a current Certificate of Occupancy and an active maintenance and improvement plan Not Meeting Expectations The school has not certified that its facility meets required standards, or the building may be out of compliance — for example, missing a current Certificate of Occupancy or not having a sufficient maintenance and improvement plan	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
3.6 Facility Supports Programming	The facility is safe, clean, and welcoming, creating an environment that supports learning, teaching, and working for all students and staff.	Meeting Expectations The facility is safe, clean, and welcoming, providing an environment that fully supports learning, teaching, and working for all students and staff Approaching Expectations The facility is mostly safe, clean, and functional, but some areas could be improved to better support learning, teaching, or working conditions Not Meeting Expectations The facility is unsafe, poorly maintained, or not conducive to learning, teaching, or working for students and staff	RATED IN YEAR 1

SECTION 4: SCHOOL MISSION AND STUDENT PERSISTENCE

Mission and Core Approaches: The school stays true to its mission and puts into practice the core approaches described in its application and subsequent amendments.

Enrollment: The school provides access to all students who are eligible to attend. Enrollment and retention are important signs of the school's overall health.

Framing Question: Is the school fulfilling its mission and serving all eligible students effectively?

Criterion	Indicator	Target Rating	Year One Status
4.1 Mission and Core Approaches	1. The school actively fulfills its approved mission (what the school aims to achieve). 2. The school implements the core approaches (how the school achieves it) described in its approved charter application and any approved amendments, in ways that serve all students. 3. The Board and Administration share a clear and consistent understanding of the school's mission and its core approaches.	Meeting Expectations The school is implementing the mission and core approaches as outlined in the charter application and any approved amendments Approaching Expectations The school is partially implementing the mission and core approaches. Some areas could be strengthened to better align with the charter application and amendments Not Meeting Expectations The school is not implementing most of the mission or core approaches as outlined in the charter application and amendments	RATED IN YEAR 1 Year 1 evaluation focuses on faithful implementation of the approved charter application.

Criterion	Indicator	Target Rating	Year One Status
4.2 Student Persistence – School Year	Persistence throughout the school year: 85% or more of eligible students (residing in the state of Maine) enrolled on the last day of school will be the same students who were enrolled on State Student Count Day (October 1).	Exceeding Expectations 90% or more Meeting Expectations 85%–89.9% Approaching Expectations 75%–84.9% Not Meeting Expectations Fewer than 75%	RATED IN YEAR 1 Within-year persistence is fully measurable in Year 1 and is an important early indicator for a new school.
4.3 Student Persistence – Year-to-Year	Recurrent enrollment from one year to the next: 85% or more of eligible students enrolled on the last day of school will be enrolled on 10/1 of the following school year.	Exceeding Expectations 90% or more Meeting Expectations 85%–89.9% Approaching Expectations 75%–84.9% Not Meeting Expectations Fewer than 75%	BEGINS LATER First data point is October 1, 2027 (SY2026-27 to SY2027-28). Measurement begins with SY2027-28 reporting.

SECTION 5: FINANCIAL MANAGEMENT AND VIABILITY

The school maintains financial viability and operates in a fiscally responsible and transparent manner.

Framing Question: Is the school financially viable?

Note for Year 1: All near-term measures (5.1a–5.1d) apply in full in Year 1. Sustainability measures requiring multi-year history phase in as data accrues; the status column states when each begins. Enrollment variance (5.1c) is a critical Year 1 indicator for a new school, since first-year funding depends on enrollment materializing as budgeted.

Criterion	Indicator	Target Rating	Year One Status
5.1a Current Ratio (Near-Term Measure)	The school has enough readily available funds to pay all of its obligations due within one year. The school's current ratio will be at least 1.0, meaning it has sufficient current assets to cover current liabilities. Calculation: $\text{Current Assets} \div \text{Current Liabilities}$	Low Risk Greater than 1.5 Moderate Risk 1.0–1.5 High Risk Less than 1.0	RATED IN YEAR 1

Criterion	Indicator	Target Rating	Year One Status
5.1b Unrestricted Days Cash on Hand (Near-Term Measure)	The school will keep enough unrestricted cash to cover a minimum of 30 days of expenses. Calculation: $\text{Unrestricted Cash} \div ((\text{Total Expenses} - \text{Depreciation}) \div 365)$	Low Risk 60 or more days Moderate Risk 30–59 days High Risk Fewer than 30 days	RATED IN YEAR 1
5.1c Enrollment Variance (Near-Term Measure)	Actual enrollment is no more than 5% below the enrollment projected in the school's budget, ensuring the school receives the funding it planned for and can operate sustainably. Calculation: $(\text{Actual Enrollment} - \text{Budgeted Enrollment}) \div \text{Budgeted Enrollment}$	Low Risk Enrollment variance is either positive or not more than 2% below the budget projection Moderate Risk Variance is between 2% and 5% below budget projection High Risk Variance is more than 5% below the budget projection	RATED IN YEAR 1
5.1d Financial Obligations Default (Near-Term Measure)	The school will be current (not more than 30 days past due) on all debt payments and real estate lease payments. Financial Obligation Default occurs when the school fails to meet a debt or contractual obligation, such as missing a loan or lease payment, which can harm its credit, increase borrowing costs, and threaten financial stability.	Low Risk Not in default and not delinquent Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors High Risk In default and/or delinquent and has not obtained waivers from lenders and/or lessors	RATED IN YEAR 1
5.2a 3-Year Total Margin (Sustainability Measure)	The school's three-year total margin and the most recent year's total margin are both positive. A positive 3-year margin shows the school is generating more revenue than expenses, demonstrating financial health and sustainability over time. Calculation: $3\text{-Years Net Surplus} \div 3\text{-Years Revenue}$, where $\text{Net Surplus} = (\text{Revenue} - \text{Expense})$	Low Risk 3-year total margin $\geq 1.5\%$ and current year is positive Moderate Risk 3-year total margin $\geq 0\%$ and current year total margin is better than -10% High Risk	BEGINS LATER 3-year measurement begins SY2028-29. In SY2026-27 and SY2027-28, MOXIE reports current-year total margin only.

Criterion	Indicator	Target Rating	Year One Status
		3-year total margin <0% or current year total margin worse than -10%	
5.2b Debt to Asset Ratio (Sustainability Measure)	Less than 90% of the school's assets are financed by debt. A lower ratio (<90%) means the school owns more of its assets outright and is less leveraged, which generally indicates financial stability. Calculation: Total Liabilities ÷ Total Assets	Low Risk Less than 90% Moderate Risk 90 to 100% High Risk Greater than 100%	RATED IN YEAR 1
5.2c 2-Year Cash Flow (Sustainability Measure)	The school's unrestricted cash balance has increased over the past two years. Cash Flow = Unrestricted Cash at End of Year – Unrestricted Cash at Start of Year	Low Risk Positive 2-year cash flow and in the current year Moderate Risk Positive 2-year cash flow High Risk Does not have a positive 2-year cash flow	BEGINS LATER Measurement begins SY2027-28. In SY2026-27, MOXIE reports current-year cash flow only.
5.2d Financial Obligations Coverage Ratio (Sustainability Measure)	The school is able to pay current debt principal, interest and lease payments from the current year surplus. Coverage Ratio = (Net Surplus + Depreciation + Interest + Lease Expense) ÷ (Annual Principal + Interest + Lease Payments)	Low Risk Exceeds 1.1 Moderate Risk Is 1.0 to 1.1 High Risk Is less than 1.0	RATED IN YEAR 1
5.3 Financial Planning and Budgeting	The board publishes a three-year plan that includes a one-year budget for the upcoming fiscal year and two additional years of projections.	Meeting Expectations The board publishes a three-year plan that includes a one-year budget for the upcoming fiscal year and two additional years of projections Not Meeting Expectations The board does not publish a three-year plan, or the plan does not include a one-year budget and two additional years of projections	RATED IN YEAR 1

SECTION 6: SCHOOL CUSTOMIZATION

Schools will collaborate with the Commission to design and implement customized criteria that reflect each school's context and align with its mission.

Criterion	Indicator	Target Rating	Year One Status
6.1 Customized Criteria	MOXIE will collaborate with the Commission to design and implement customized criteria that reflect the school's context and align with its mission. Customized criteria may address launch-year priorities such as enrollment build-out against charter targets, staffing, or curriculum implementation milestones.	Exceeding Expectations Meeting Expectations Approaching Expectations Not Meeting Expectations	OPTIONAL IN YEAR 1 MOXIE may establish customized criteria in Year 1 or defer to SY2027-28. Ratings apply once criteria are established.

Ratings and evaluation in this section are dependent on performance in the previous sections.

ADDITIONAL EVIDENCE OF PERFORMANCE

If a school does not meet expectations in one or more Performance Framework criteria, the Maine Charter School Commission may require the school to submit additional evidence of performance. This may include a self-assessment, or classroom observations, interviews or focus groups, and document reviews conducted by the Commission or a third party retained by the Commission. Additional criteria for assessment may include the following:

Indicator	Target
Curriculum	The school's documented curriculum is aligned to the Maine Learning Results; is aligned vertically between grades and horizontally across classrooms at the same grade level; provides lessons and materials that represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised.
Instruction	The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning.
Assessment	Teachers and administrators use disaggregated qualitative and quantitative data to modify instruction to improve academic and non-academic outcomes for all students and subgroups. School staff and administrators use disaggregated data to evaluate the quality and effectiveness of its program to serve all students and modify the program in order to improve student outcomes.
Support for All Learners	The school has a proactive system (such as MTSS/RTI) to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model, as well as providing Special Education and English Learner services as required by law. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.
School Systems and Leadership	The school's leadership team implements school academic programming and operations in a manner to meet a clearly defined mission and set of goals. The school defines and delineates clear roles and responsibilities among leaders, staff, management, and board of trustee

Indicator	Target
	members. The school has clear and well-understood systems for decision-making and communication processes among all members of the school community. School leadership fosters a culture of accountability, trust, and collaboration with school stakeholders to promote joint responsibility for student learning. Based on data, school leadership takes concrete and ambitious steps to close identified achievement, access, and opportunity gaps. School leadership sets goals and establishes systems and structures for the recruitment, development, and retention of educators. School leadership ensures an inclusive, respectful environment for all staff.
Professional Climate	The school staff frequently collaborate and engage in professional development to improve implementation of the curriculum and instructional practice. The school implements a comprehensive professional learning culture that supports the development of effective educators. The school develops staff capacity to examine and dismantle implicit biases and systemic inequalities in order to create environments in which all students can deeply learn, grow, and thrive. All school staff are provided the tools and resources to perform their responsibilities and meet expectations for performance. An objective and transparent system is in place for monitoring individual staff performance against established expectations, which includes a formal process of evaluation for all employees, including teachers.
Student Recruitment and Enrollment	The school has a recruitment strategy that yields consistent enrollment within the charter's contracted enrollment range.

Acknowledgements for the Maine Charter School Performance Framework appear in the Commission-approved framework (2.11.26), from which this Year One edition is adapted.

Coversheet

Baxter Academy for Technology and Science

Section:	III. Agenda Items - For Discussion
Item:	A. Baxter Academy for Technology and Science
Purpose:	Discuss
Submitted by:	
Related Material:	Baxter CIT Deck June 5 2026.pdf



BAXTER ACADEMY: A HISTORY OF SUCCESS

Public, tuition-free STEM high school
serving 390 students from 50+ Maine
communities

62% math proficiency vs. 32% statewide

65% science proficiency vs. 34% statewide

Near 100% graduation and postsecondary
placement

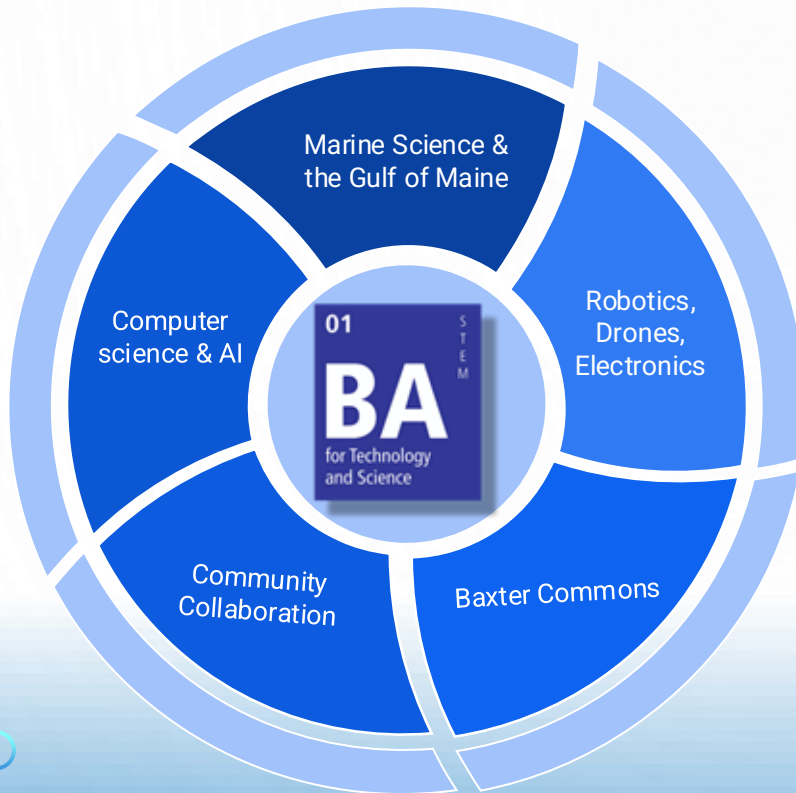
Flex Friday model connects learning to
real-world problem solving

- Students received awards in all
programming: marine science,
cybersecurity, fabrication, healthcare, and
engineering projects

Baxter Academy combines rigor with relevance. Students
work on authentic interdisciplinary projects tied to
workforce development and community impact.



The Opportunity: The Baxter Academy Center for Innovation and Technology



The Future Workforce Gains:

- Technical proficiency
- Real world integration
- Collaborative problem-solving skills
- Project management experience
- Public presentation skills
- Entrepreneurial thinking

The Curriculum:

- Interdisciplinary
- Workforce-connected
- Community-centered
- Research-oriented
- Future-focused

Gulf of Maine Research Lab: Solutions for our Environment, Our Fisheries, Our Future



Regional Workforce Alignment:

- Fisheries infrastructure
- On-site growing Kelp and Crustaceans affected by climate change
- Aquaculture innovation for regional projects
- Environmental monitoring
- Marine technology development

Baxter Academy: Building on a history of Community Impact:

- PFAS and environmental contaminant research
- Water quality monitoring
- Aquaculture systems
- Mollusk and shellfish research
- Coastal ecosystem and climate change modeling





Makerspace:

Design, iteration & real-world product testing -
Future-proofing education through Robotics, Drones
& Electronics

Workforce Alignment

- Product Design
- Engineering and design firms
- Marine fabrication
- Renewable energy industries
- Skilled trades and technical careers

Focus Areas

- Robotics/drone technology
- Composite materials and advanced manufacturing
- Product prototyping
- CAD and digital modeling
- 3D printing and rapid iteration
- Assistive technology development



EMERGING TECHNOLOGIES LAB:

AI, DATA SCIENCE, EMERGING TECH
RECORDING STUDIO
VIDEO PRODUCTION



Program Components

- Artificial intelligence applications
- Data visualization and analytics
- Robotics programming
- Simulation and predictive modeling
- Digital literacy and research evaluation

Workforce Development:

- Software development
- Biotechnology
- Engineering
- Environmental science
- Research institutions
- Manufacturing and automation



The Real World Commons:

- Student Workshops
- Visiting industry experts
- Reading Room

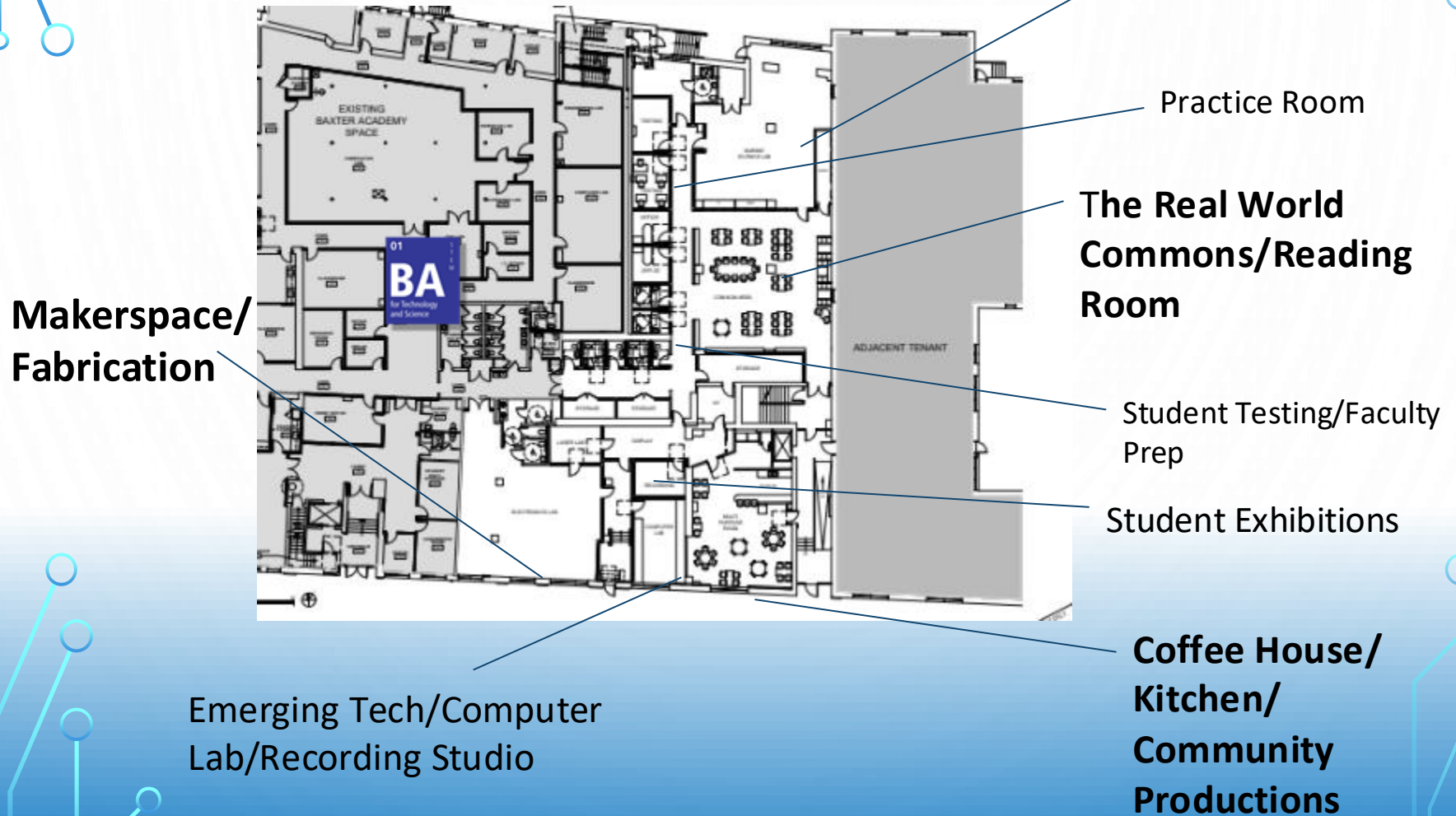


THE BAXTER COFFEE HOUSE, KITCHEN, & COMMUNITY PRODUCTIONS



Baxter Academy Center for Innovation & Technology

The comprehensive plan:



Baxter Academy - Starting from Stability:

CURRENT FINANCIAL POSITION



BALANCE SHEET, APRIL 2026



Total Asset

\$4,118,394



Total Liabilities

\$298,239



Total Long Term
Liabilities

\$1,417,538



Total Net Assets

\$2,402,617



CURRENT ASSETS
VS. CURRENT LIABILITIES
RATIO

2.22

Unlocking Annual Opportunities= Sustainability for Maine's Workforce!



- **30 new Baxter students** would bring in an additional **\$405,000** annually



- **50 new Baxter students** would bring in an additional **\$676,000** annually



- Grants related to engineering and marine innovation



- **Summer Camps**

- Average 4 weeks of summer camp per summer that have been held at Baxter Academy
- Total kids in the building 48 students
- Revenue based on grants



- **Hosting professional development**

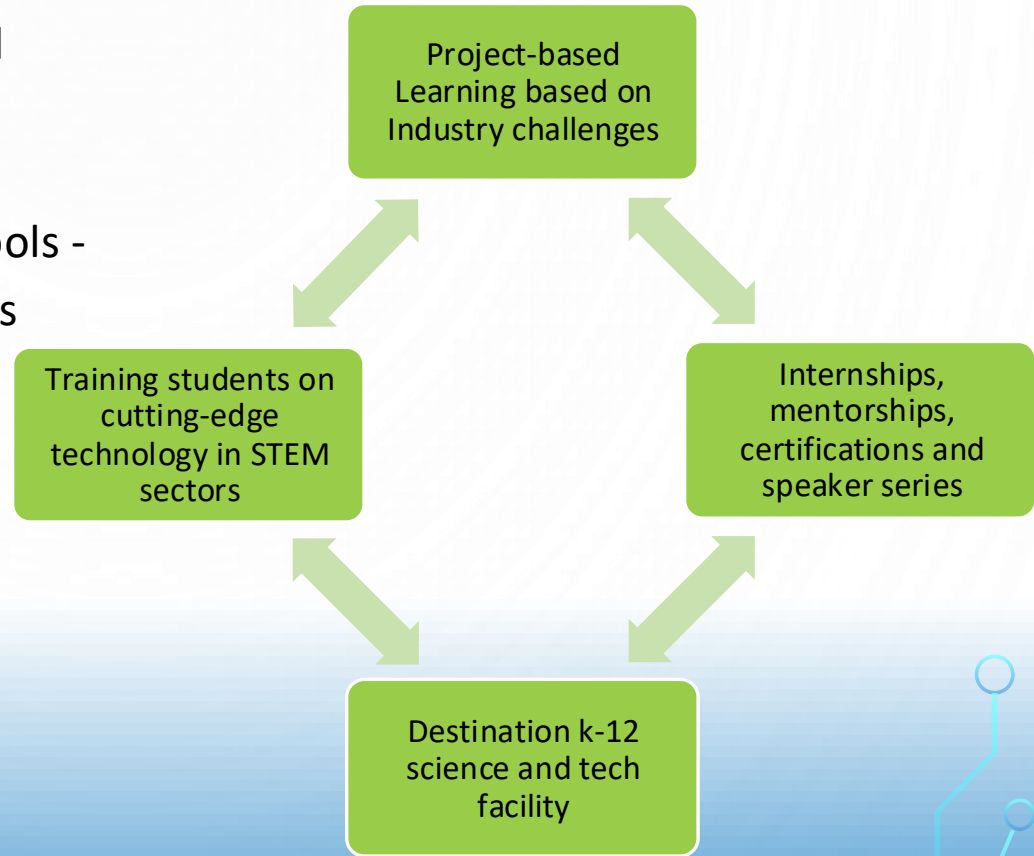


- **Destination for field trips for area schools**

The Center for Innovation and Technology is the only one of its kind - statewide!

Educating the Future Workforce:

- Tuition-free STEM high school available as public school option
- educational learning expeditions for area schools - marine science & robotics
- Student internships and mentorships
- Industry workshops and demonstrations
- Summer STEM programs
- Teacher professional development
- Research collaboration opportunities



Community Investment Opportunities:

Direct investment/integration into Maine's future workforce pipeline

Naming opportunities

Mentorship/ workforce engagement opportunities

Participation in student showcases/innovation events

Sponsorship of Annual FutureForward Innovation Award.

Recognition in year-round STEM education opportunities for students grades 5-12

Coversheet

Charter Contract Renewal Overview

Section:	III. Agenda Items - For Discussion
Item:	D. Charter Contract Renewal Overview
Purpose:	Discuss
Submitted by:	
Related Material:	CRCS 2026 Charter Renewal Summary.pdf MeANS 2026 Charter Renewal Summary.pdf

MAINE CHARTER SCHOOL COMMISSION

182 State House Station, Augusta, Maine 04333-0182 | www.mainecharterschoolcommission.org

2026 Charter Renewal Summary — Community Regional Charter School

Prepared for the Commission | July 2026

The School and Where It Stands

Community Regional Charter School (CRCS) is a PreK–12 school operating across three campuses. CRCS is completing its 15th year of operation and its current 5-year charter term, making 2026 its third renewal cycle. The school has received the full monitoring sequence for this term — administration, board, and document-review visits in years 11–13, the Year 14 end-of-year visit alongside the Performance Report, and will receive the Year 15 renewal visit and public hearing — and is completing a two-year intervention plan, summarized below.

Statutory Basis (20-A M.R.S. §2411)

Renewal is governed by 20-A M.R.S. §2411 and MCSC Rule Chapter 3 (90-668). A charter may be renewed for successive 5-year terms (up to 15 years where performance warrants), and may be renewed with conditions. The Commission must issue a Performance Report and Renewal Application Guidance by June 30 of the fourth year of the term; the application must be filed by September 30 of the final year; and the Commission must rule by resolution within 45 days of filing. The decision must be grounded in evidence of performance over the term, measured against the §2409 Performance Framework and the charter contract — not on promises of future improvement.

The Review Team

The Review Team is Executive Director Lana Ewing and external expert David Hartman of Venn Education, who has led hundreds of high-stakes charter site visits and renewal reviews for authorizers nationally. Following the Commission's Site Visit Manual, they will conduct the one-day Renewal Site Visit — classroom observations and focus groups with students, families, and staff — and come to consensus on a Renewal Recommendation for the Commission. Venn is also supporting updates to the Commission's renewal tools ahead of the fall visits.

Independent Academic Evaluation (Momentum Strategy & Research)

MCSC engaged Momentum Strategy & Research in April 2026 for an independent read on CRCS's academic picture. Dr. Jody Ernst is analyzing three years of NWEA MAP data to answer four questions: whether longer-enrolled students show stronger outcomes; how far behind students arrive and whether incoming deficits explain state test results despite moderately strong MAP performance; whether a combined growth-and-achievement metric gives a clearer picture; and how CRCS compares to similar rural and alternative schools. The report has been received and speaks directly to the growth-versus-proficiency tension in the school's data.

Two-Year Intervention Plan (Level 2)

In spring 2024, MCSC and CRCS jointly developed a two-year improvement plan addressing proficiency and growth, high chronic absenteeism, and elevated attrition, with goals due by the end of SY25–26 — timed so results are in hand before the October renewal vote. In January 2026, the Commission designated CRCS as Level 2 under its Intervention Protocol, citing failure to satisfactorily remedy previously identified concerns and failure to meet multiple performance targets, with progress updates required at least every three months. The school's end-of-year results against these goals will come to the Commission as part of the renewal evidence packet.

Category under review	Goal by end of SY25–26
Student proficiency	NWEA MAP reading and math proficiency up at least 10 points overall and by subgroup, grades 3–8 and 10, Spring 2024 to Spring 2026
Student growth	NWEA MAP reading and math growth up at least 5 points overall and by subgroup, grades 3–8, Spring 2024 to Spring 2026
Chronic absenteeism	Dimensions Academy down 5 points (33% → 28%); Overman Academy down 7 points (48% → 41%)
Student persistence	95 or fewer student withdrawals per fiscal year by the end of June 2026

2026 Renewal Timeline

Date	Milestone
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May 22, 2026	Preliminary Performance Framework outcomes and school Self-Assessment submitted via Epicenter
June 3, 2	Renewal check-in with the school's board and administration (Zoom)
June 30, 2026	MCSC issues the Performance Report and Renewal Application Guidance (statutory deadline: June 30 of Year 4 of the current term)
July 10, 2026	End-of-year data due to MCSC via Epicenter
July 13, 2026	MCSC issues the Renewal Application to the school
August 12, 2026	On-site end-of-year visit with board and administration
September 4, 2026	Renewal Application and any amendment requests for substantial changes due to MCSC
September 10,	One-day Renewal Site Visit: classroom observations and focus groups with students, families, and staff
September 2026	Review Team submits the Renewal Site Visit Report and Renewal Recommendation to the Commission
September 24,	Public hearing
October 13	Renewal vote (and any separate amendment votes) at the MCSC Business Meeting — 40 days after filing, within the 45-day statutory window
By June 30, 2027	Contract review and signing for the new charter term

If the Commission renews with conditions, a timeline of tasks will be developed in October 2026, reviewed at the November Business Meeting, with completion reports running November 2026 through May 2027.

The Evidence Before the Commission

Evidence	What it provides
Year 4 Performance Report	Issued June 30, 2026; the school's academic, financial, and organizational record over the term, with any concerns flagged and the school's response
Momentum Strategy & Research report	Independent three-year NWEA MAP evaluation: outcomes by length of enrollment, incoming deficits, a combined growth-and-achievement metric, and peer-school comparisons
Intervention Plan results	Final outcomes of the two-year Level 2 improvement plan, measured at the SY25–26 end-of-year meeting
Renewal Application	The school's case for renewal, due September 4 — supplemental evidence, improvements, and next-term plans, scored on the four-level rubric
Focus Group and Site Visit Summary	Findings from the one-day September visit — classroom observations and focus groups
Public testimony	Comments from community members, students, and teachers at the public hearing
Renewal Recommendation	The Review Team's consensus recommendation, drawing on all of the above and the historical record

Decision Points for the Commission

At the October 13 Business Meeting, the Commission may renew for a standard 5-year term, renew for a longer term (up to 15 years) where results warrant, renew with conditions, or non-renew. Any requested amendments for substantial changes — grade span, program delivery, or target population — are voted separately and require additional data analysis and research-based evidence. The renewed contract must be reviewed and signed no later than June 30, 2027.

MAINE CHARTER SCHOOL COMMISSION

182 State House Station, Augusta, Maine 04333-0182 | www.mainecharterschoolcommission.org

2026 Charter Renewal Summary — Maine Academy of Natural Sciences

Prepared for the Commission | July 2026

The School and Where It Stands

Maine Academy of Natural Sciences (MeANS) is completing its 15th year of operation and its current 5-year charter term, making 2026 its third renewal cycle. The school has received the full monitoring sequence for this term — administration, board, and document-review visits in years 11–13, and the Year 14 end-of-year visit alongside the Performance Report — and will receive the Year 15 renewal visit and public hearing this fall.

Statutory Basis (20-A M.R.S. §2411)

Renewal is governed by 20-A M.R.S. §2411 and MCSC Rule Chapter 3 (90-668). A charter may be renewed for successive 5-year terms (up to 15 years where performance warrants), and may be renewed with conditions. The Commission must issue a Performance Report and Renewal Application Guidance by June 30 of the fourth year of the term; the application must be filed by September 30 of the final year; and the Commission must rule by resolution within 45 days of filing. The decision must be grounded in evidence of performance over the term, measured against the §2409 Performance Framework and the charter contract — not on promises of future improvement.

The Review Team

The Review Team is Executive Director Lana Ewing and external expert David Hartman of Venn Education, who has led many high-stakes charter site visits and renewal reviews for authorizers nationally. Following the Commission's Site Visit Manual, they will conduct the one-day Renewal Site Visit — classroom observations and focus groups with students, families, and staff — and come to consensus on a Renewal Recommendation for the Commission. Venn is also supporting updates to the Commission's renewal tools ahead of the fall visits.

2026 Renewal Timeline

Date	Milestone
May 22, 2026	Preliminary Performance Framework outcomes and school Self-Assessment submitted via Epicenter
June 1, 2026	Renewal check-in with the school's board and administration (Zoom)
June 30, 2026	MCSC issues the Performance Report and Renewal Application Guidance (statutory deadline: June 30 of Year 4 of the current term)
July 10, 2026	End-of-year data due to MCSC via Epicenter
July 13, 2026	MCSC issues the Renewal Application to the school
August 12, 2026	On-site end-of-year visit with board and administration
September 4, 2026	Renewal Application and any amendment requests for substantial changes due to MCSC
September 9,	One-day Renewal Site Visit: classroom observations and focus groups with students, families, and staff
September 2026	Review Team submits the Renewal Site Visit Report and Renewal Recommendation to the Commission
September 23,	Public hearing
October 13, 2026	Renewal vote (and any separate amendment votes) at the MCSC Business Meeting — 40 days after filing, within the 45-day statutory window
By June 30, 2027	Contract review and signing for the new charter term

If the Commission renews with conditions, a timeline of tasks will be developed in October 2026, reviewed at the November Business Meeting, with completion reports running November 2026 through May 2027.

The Evidence Before the Commission

Evidence	What it provides
Year 4 Performance Report	Issued June 30, 2026; the school's academic, financial, and organizational record over the term, with any concerns flagged and the school's response

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Focus Group and Site Visit Summary	Findings from the one-day September visit — classroom observations and focus groups
Public testimony	Comments from community members, students, and teachers at the public hearing
Renewal Recommendation	The Review Team's consensus recommendation, drawing on all of the above and the historical record

Decision Points for the Commission

At the October 13 Business Meeting, the Commission may renew for a standard 5-year term, renew for a longer term (up to 15 years) where results warrant, renew with conditions, or non-renew. Any requested amendments for substantial changes — grade span, program delivery, or target population — are voted separately and require additional data analysis and research-based evidence. The renewed contract must be reviewed and signed no later than June 30, 2027.

Coversheet

Election of Officers/Committee Assignments

Section:	III. Agenda Items - For Discussion
Item:	F. Election of Officers/Committee Assignments
Purpose:	Discuss
Submitted by:	
Related Material:	Current Commission Membership.pdf

Current Commission Membership

Seat Number	Member	Commission Seat Expiration	SBOE Seat Expiration	Notes
Seat #1	Tom Keller	6/30/28	9/25/27	
Seat #2	James Ford	6/30/26	2/25/26	
Seat #3	Victoria Cohen	6/30/27	4/30/27	
Seat #4	Brian Langley	6/30/25	N/A	
Seat #5	Jim Handy	6/30/24	N/A	
Seat #6	Jeremy Ray	6/30/28	N/A	
Seat #7	Leigh Weisenburger Albert	6/30/25	N/A	Will officially step away from the Commission on 9/1/26

- *State Board of Education (SBOE) seat terms are 3-year terms*
- *Non-SBOE seat terms are 4-year terms*