

# 2022-23 Annual Monitoring Report

*Prepared for  
Baxter Academy for Technology and Science*

November 2023





### Mission

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

### Vision

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

### Governing Board

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

### Leadership Team

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

### School Profile

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

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

## School Year 2022-23 Demographic Table

| Grade Level Enrollment           |     |     |
|----------------------------------|-----|-----|
| 9th Grade                        | 89  | 25% |
| 10th Grade                       | 88  | 25% |
| 11th Grade                       | 90  | 25% |
| 12th Grade                       | 88  | 25% |
| Gender                           |     |     |
| Female                           | 142 | 40% |
| Male                             | 213 | 60% |
| Race/Ethnicity                   |     |     |
| American Indian or Alaska Native | 0   | 0%  |
| Asian                            | 10  | 3%  |
| Black or African American        | 13  | 4%  |
| Hispanic/Latino                  | 10  | 3%  |
| Two or More Races                | 8   | 2%  |
| White                            | 314 | 88% |
| Special Education                |     |     |
| Students with IEPs               | 75  | 21% |
| General Education Students       | 280 | 79% |
| Economically Disadvantaged       |     |     |
| Yes                              | 60  | 17% |
| No                               | 295 | 83% |

## EXECUTIVE SUMMARY

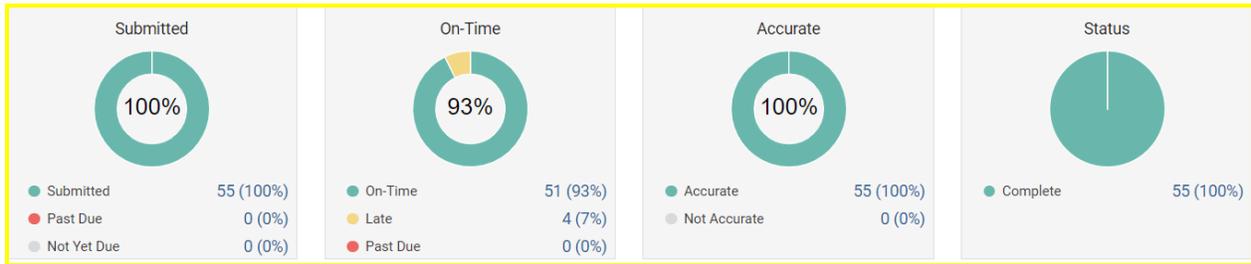
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually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

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

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

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

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



## 2022-23 NARRATIVE

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

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

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

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

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

- Student Persistence, **exceeding expectations** in the number of students that remain at the school throughout the school year and year-to-year; and
- **Exceeding expectations** in the customized goals related to student's performance on the SAT and Flex Fridays.

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

- Academic Program: "Our Academic Program, as a reflection of STEM/STEAM has expanded to include greater investments in pre-health sciences, industry, and building on design that can serve as a fast-track for productive careers. In addition, our curriculum has become more disciplined/strategic in the use of the 9th Grade Experience to prepare students for Flex Friday with project management, research, and collaborative skills. We have improved in the tracking of our special student populations. Not only has this made a difference in our ability to serve students, but it has also facilitated our ability to tell our story to funders."
- Assessment: "Baxter continues to think out of the box in the areas of assessment; not only do we help kids know they are on the right track by our evaluation by course, but we also have standards achievement to help students determine the right next level of challenge for them. Students engage in project-based learning through our Flex Friday program. They have opportunities for career and college exploration through our internship program, and across their classes and the Flex Friday can engage in student led inquiry that is personally meaningful and community connected. A Baxter education seeks to connect the power of STEM in the hands of students to make a difference in our communities."
- Climate and Discipline: "As a result of continued development of our school information system, the work of Flex Friday has had a higher rate of inclusion of student transcripts and our student participation rate has been near 100%, indicating improved rigor where academic climate is concerned. In the areas of discipline, we have seen significant improvement in student misbehaviors, especially bathroom vandalism; this has been correlated with a rise in student leadership."
- GPA: "The end of year GPA view of all students shows that there is a general trend of success for our students in classes. The school average GPA is 3.37. We do not see a significant gender effect, but do see that while students who hold IEPs, 504s and on free and reduced lunch meet competency benchmarks at a higher rate at 3.0, but that pattern changes for students who are excelling at 4.0 in their classes."
- NWEA (10th Grade): "The NWEA score shows that for growth, Baxter is in the 50th percentile, but for achievement in the highest quartile and

top third for Math; in reading students performed in the 50th percentile for growth but achievement was higher, and in language usage both growth and achievement are in the top quartile by the spring testing.”

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

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

The school noted that they have planned for improvement after analyzing the Panorama survey results. Specifically, “in our most recent Panoramic Survey, despite improvements in Parent and Teacher surveys we found that we still have work to do. Our students need more activities for community engagement. We do not have sports that are common to standard public schools. This lack of extracurricular engagement will continue to be an issue. As a part of the strategic planning process moving into 23/24, we are exploring means of developing these opportunities. BA does not have a nutrition program. For the first time, we anticipate receiving Title I/IV monies that will make this support possible.”

The school team reflected on the chronic absenteeism rate and noted that “there is greater sensitivity about not getting other people sick which has driven up absences. This is paired with teacher practices that will support student continued learning asynchronously to not penalize students for wellness-related absences.”

The school leadership team has identified the following as areas of academic improvement:

- “Math alignment in terms of curricular progression and STEM cross-departmental collaboration
- Belonging and community building to address stronger learning environment and a health and wellness track

- Rich network of volunteer/non-certified/supplemental support of a Spanish student teacher, Volunteer Flex Friday Coaches, parent classroom volunteers, and leveraging organizational relationships.
- Attention to marginalized populations and reflecting pathways of study that provide clinical/industrial certifications and furthering our External Partnerships to provide meaningful context to student learning. We seek to support the building of a workforce in Maine.
- Baxter Distinguished Scholars, a pathway for students dedicated to the most rigorous learning institutions.”

## PERFORMANCE FRAMEWORK OUTCOMES

|                      |                 |                        |                          |
|----------------------|-----------------|------------------------|--------------------------|
| Exceeded Expectation | Met Expectation | Approached Expectation | Did Not Meet Expectation |
|----------------------|-----------------|------------------------|--------------------------|

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

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

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

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

|      |   |  |   |
|------|---|--|---|
| 1.1b | Student Academic Proficiency - MDOE Through-Year Assessment, Math | <p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p>  | <p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established</p> <p><b>Percentage of Students Assessed:</b></p> <p><b>Percentage of students “at state expectation”:</b></p> <p><b>Percentage of students “above state expectations”:</b></p>                                 |
| 1.5  | High School Completion  | <p>4-year high school graduation rate (current cohort)<br/>Schools will meet annual goals*:</p> <p><b>2023-86%</b><br/>2024-87%<br/>2025-87%<br/>2026-88%<br/>2027-88%<br/>2028-89%<br/>2029-89%<br/>2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p> <p><a href="#">Maine Department of Education Graduation Rates by Year</a></p>  | <p><b>Exceeds Expectation</b><br/>Exceeds 90%</p> <p><b>School reports a 4-year graduation rate of 96.7%.</b></p> <hr/> <p><b>Meets Expectation</b><br/>Meets annual target</p> <hr/> <p><b>Approaching Expectation</b><br/>Less than 5% below target</p> <hr/> <p><b>Does Not Meet Expectation</b><br/>5% or more below target</p> |
| 1.6a | Post-Secondary Readiness  | <p><u>Beginning in SY 2023-2024</u>, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> <li>• <a href="#">Accuplacer</a> The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;</li> <li>• <a href="#">SAT scores</a> of ERBW 530 or higher and 520 or higher in math or;</li> <li>• <a href="#">ASVAB</a> score of 31 or higher.</li> </ul> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <ul style="list-style-type: none"> <li>• <b>61/89 students took the SAT</b> <ul style="list-style-type: none"> <li>○ <b>EDRW: 69% met the target</b></li> <li>○ <b>Math: 53% met the target</b></li> </ul> </li> <li>• <b>School did not administer Accuplacer or ASVAB</b></li> </ul> | <p>In SY 2022-23, schools will report the data, but will not be rated.</p>  |
| 1.6b | Post-Secondary Readiness/Achievement Gaps                         | <p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <ul style="list-style-type: none"> <li>• <b>SAT EDRW: Baxter reports that out of 4 reported</b></li> </ul>   | <p>In SY 2022-23, schools will report the data, but will not be rated.</p>  |

|  |  |  |   |
|--|--|--|---|
|  |  | <p><i>sub-groups (IEP, 504, male, female), two subgroups, students who are male and those on 504 plans, are in the “meets expectation” category. Female students are “approaching” and students on IEPs “do not meet.”</i></p> <ul style="list-style-type: none"> <li>• <i>SAT Math: Baxter reports that out of 4 reported sub-groups (IEP, 504, male, female), two subgroups, students who are male and those on 504 plans, are in the “meets expectation” category. Female students and students on IEPs “do not meet.”</i></li> </ul>   |   |
| 1.6c   | Post-Secondary Readiness:<br>Post-Secondary Activity                                 | At the end of their graduating year, 70%-80% of each schools' students will have successfully <sup>1</sup> participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.  | <p><b>Exceeds Expectation</b><br/>Exceeds 80%</p> <p><i>School reports that 86% of students participate in at least one post-secondary activity</i></p> <p><b>Meets Expectation</b><br/>70%-79.9%</p> <p><b>Approaching Expectation</b><br/>60%-69.9%</p> <p><b>Does Not Meet Expectation</b><br/>Fewer than 60%</p>                |
| 1.6d   | Post-Secondary Readiness:<br><a href="#">FAFSA</a>                                   | Schools will report annual rates and school-supported opportunities for FAFSA support.   | <p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p><b>School reports 64 students completed the FAFSA form</b></p>  |
| <b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b> |  |  |   |
| 2.1  | State Compliance   | <p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p><a href="#">MRSA 20-A</a><br/><a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (IDEA)</p>   | No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.   |
| 2.2  | Family Engagement:<br><a href="#">Panorama School Climate Survey</a> -Family Results | <p>Results from 3/3 required scales* for the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p><b>Baxter’s family participation was 52%. Results on the required scales are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - In the 99th percentile nationally compared to like schools</b></li> <li>• <b>School Safety - In the 40th percentile nationally compared to like schools</b></li> </ul> | <p><b>Exceeds Expectation</b><br/>All 3 of the 3 required scales in the above average range for like schools</p> <p><b>Meets Expectation</b><br/>All 3 of the 3 required scales in the average range for like schools</p> <p><b>Approaching Expectation</b><br/>2 of the 3 required scales in the average range for like school</p> |

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

|     |  |   |   |
|-----|--|---|---|
|     |  | <ul style="list-style-type: none"> <li><b>School Fit - In the 80th percentile nationally compared to like schools</b></li> </ul>  | <b>Does Not Meet Expectation</b><br>0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%              |
| 2.3 | School Climate: <a href="#">Panorama School Climate Survey-Student Results</a>       | Results from 4/4 of the required scales* for the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”<br><br><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i><br><br><b>Baxter’s student participation rate was 80%. Results on the required scales are as follows:</b> <ul style="list-style-type: none"> <li><b>School Climate - In the 10th percentile nationally compared to like schools</b></li> </ul><br><b>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</b>  | <b>Exceeds Expectation</b><br>All 4 of the 4 required scales in the above average range for like schools  |
|     |  |   | <b>Meets Expectation</b><br>All 4 of the 4 required scales in the average range for like schools  |
|     |  |   | <b>Approaching Expectation</b><br>At least 3 of the 4 required scales in the average range for like schools   |
|     |  |   | <b>Does Not Meet Expectation</b><br>Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%        |
| 2.4 | School Climate: <a href="#">Panorama School Climate Survey-Teacher/Staff Results</a> | Results from at least 4/4 of the required scales* for the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”<br><br><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i><br><br><b>Baxter’s teacher/staff participation rate was 71%. Results on the required scales are as follows:</b> <ul style="list-style-type: none"> <li><b>School Climate - In the 94th percentile nationally compared to like schools</b></li> <li><b>School Leadership - In the 69th percentile nationally compared to like schools</b></li> <li><b>Professional Learning - In the 75th percentile nationally compared to like schools</b></li> <li><b>Feedback and Coaching - In the 41st percentile nationally compared to like schools</b></li> </ul><br><b>Results in 3 of 4 required scales are in the “Exceeds Expectation” range, but school “Does Not Meet” the target due to low family participation.</b> | <b>Exceeds Expectation</b><br>All 4 of the 4 required scales in the above average range for like schools  |
|     |  |   | <b>Meets Expectation</b><br>All 4 of the 4 required scales in the average range for like schools  |
|     |  |   | <b>Approaching Expectation</b><br>At least 3 of the 4 required scales in the average range for like schools   |
|     |  |   | <b>Does Not Meet Expectation</b><br>Fewer than 3 of the 4 required scales in the average range for like schools or <b>participation rate is less than 75%</b> |
| 2.5 | School Climate: Panorama Survey  | Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.  | <b>Meets Expectation</b><br>School develops and implements plan   |
|     |  |   | <b>Approaching Expectation</b><br>School develops and partially implements the plan   |
|     |  |   | <b>Does Not Meet Expectation</b><br>School does not develop or does not implement plan  |

| SECTION 3: ORGANIZATIONAL SUSTAINABILITY |  |  |  |
|--|--|--|--|
| 3.1                                      | Governing Board effectiveness  | <p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer.</li> </ul> | <p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine</p>  |
|  |  |  | <p><b>Moderate Risk:</b> Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p> |
|  |  |  | <p><b>High Risk:</b> Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols</p>  |
| 3.2                                      | Public Accountability: Transparent, responsive, and legally compliant Board operations | The Governing Board will hold a minimum of 6 meetings per school year <sup>2</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).   | <p><b>Meets Expectation</b><br/>6 or more meetings</p>   |
|  |  |  | <p><b>Does Not Meet Expectation</b><br/>5 or fewer meetings</p>  |
| 3.3                                      | Public Accountability: Transparent, responsive, and legally compliant Board operations | Timely <sup>3</sup> publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.  | <p><b>Meets Expectation</b><br/>All minutes and agendas posted timely</p>  |
|  |  |  | <p><b>Approaching Expectation</b><br/>1-2 items not posted timely</p>  |
|  |  |  | <p><b>Does Not Meet Expectation</b><br/>3 or more not posted timely</p>  |
| 3.4                                      | Reporting Accuracy and Timeliness  | <p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p><b>93% of required documents/reports were submitted on time with 100% accuracy</b></p>   | <p><b>Exceeds Expectation</b><br/>More than 90% of reports are submitted on time and are accurate and complete</p>   |
|  |  |  | <p><b>Meets Expectation</b><br/>80%-89.9% of reports are submitted on time and are</p>   |

<sup>2</sup> A school year is July 1 - June 30

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

|     |   |  |   |
|-----|---|--|---|
|     |   |  | accurate and complete   |
|     |   |  | <b>Approaching Expectation</b><br>70%-79.9% of reports are submitted on time and are accurate and complete  |
|     |   |  | <b>Does Not Meet Expectation</b><br>Fewer than 70% of reports are submitted on time and are accurate and complete   |
| 3.5 | Board Training                              | Board members will engage in a baseline of annual training and development using the following guidelines. ( <a href="#">LINK</a> )  | <b>Exceeds Expectations</b><br>Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc. |
|     |   |  | <b>Meets Expectations</b><br>100% of required courses have been taken and evidence is provided  |
|     |   |  | <b>Approaching Expectations</b><br>80%-99.9% of required courses are taken and evidence is provided   |
|     |   |  | <b>Does Not Meet Expectations</b><br>Less than 80% of required courses have been completed  |
| 3.6 | Facility meets Local and State requirements | The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with <i>20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10</i><br><a href="#">Public School Approval Requirements and Citation Chart</a> | <b>Exceeds Expectations</b><br>Charter District Leadership has obtained an environmentally friendly certification such as LEED  |
|     |   |  | <b>Meets Expectations</b><br>Certified as required and approved by the Board  |
|     |   |  | <b>Does Not Meet Expectations</b><br>Not certified as required  |
| 3.7 | Facility supports Programming               | The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.  | <b>Meets Expectation</b><br>Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.  |
|     |   |  | <b>Approaching Expectation</b><br>Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.  |
|     |   |  | <b>Does Not Meet Expectation</b><br>Facility does not provide a campus  |

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

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

**SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW**

|     |                                       |  |   |
|-----|---------------------------------------|--|---|
| 5.1 | Mission and Key Design Implementation | 1.The school demonstrates its approved mission.<br><br>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.<br><br>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter. | <b>Meets Expectation</b><br>School is implementing the mission and design elements as outlined in the charter and amendments      |
|     |                                       |  | <b>Approaching Expectation</b><br>School is partially implementing the mission and design elements as outlined in the charter and |

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|  |                                    | <i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i>                                     | amendments<br><b>Does Not Meet Expectation</b><br>School is not implementing the majority of the mission and design elements as outlined in the charter and amendments |
| 5.2                                    | Student Attendance                 | <p><u>Chronic absenteeism</u> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent<sup>4</sup> on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> | <b>Exceeds Expectation</b><br>Fewer than 10%   |
|  |                                    |   | <b>Meets Expectation</b><br>10%-18%  |
|  |                                    |   | <b>Approaching Expectation</b><br>17.9%-25%  |
|  |                                    |   | <b>Does Not Meet Expectation</b><br>Greater than 25%   |
|  |                                    |   | <b>School reported 36.21% chronic absenteeism.</b>   |
| 5.3                                    | Student Persistence - School Year  | <p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>5</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>6</sup>.</p>                                    | <b>Exceeds Expectation</b><br>More than 90%  |
|  |                                    |   | <b>School reported 94.3% persistence throughout the school year.</b>   |
|  |                                    |   | <b>Meets Expectation</b><br>85%-89.9%  |
|  |                                    |   | <b>Approaching Expectation</b><br>75%-84.9%  |
|  |                                    |   | <b>Does Not Meet Expectation</b><br>Fewer than 75%   |
| 5.4                                    | Student Persistence - Year-to-Year | <p>Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.</p>                              | <b>Exceeds Expectation</b><br>Exceeds 90%  |
|  |                                    |   | <b>School reported 98.6% recurrent enrollment from one year to the next.</b>   |
|  |                                    |   | <b>Meets Expectation</b><br>85%-89.9%  |
|  |                                    |   | <b>Approaching Expectation</b><br>75%-84.9%  |
|  |                                    |   | <b>Does Not Meet Expectation</b><br>Fewer than 75%   |
| <b>SECTION 6: SCHOOL CUSTOMIZATION</b> |                                    |   |  |
| 6.1                                    | College                            | PSAT 10 and SAT 11 school average scores will meet or exceed the  | <b>Exceeds Expectation</b>   |

<sup>4</sup> Chronically absent is defined as missing 10% or more of school days.

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

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

|     |  |  |  |
|-----|--|--|--|
|     | Readiness  | state average.   | <p><b>Exceeds state average in both PSAT 10 and SAT 11, or in either PSTA 10 or SAT 11</b></p> <p><b>Meets Expectation</b><br/>Meets state average in both PSAT 10 and SAT 11</p> <p><b>Approaching Expectation</b><br/>Meets state average in either PSAT 10 or SAT 11, or the average school scores are within 100 points of the state average.</p> <p><b>Does Not Meet Expectation</b><br/>The average school scores are below 100 points of the state average.</p> |
| 6.2 | Grade-Level Proficiency: Maine Through-Year Assessment | 10th Grade Maine Through-Year Assessment school average scores will meet or exceed the state average.          | <p><b>Exceeds Expectation</b><br/>Exceeds state average in both ELA and Math, or in either ELA or Math.</p> <p><b>Meets Expectation</b><br/>Meets state average in both ELA and Math.</p> <p><b>Approaching Expectation</b><br/>Meets state average in either ELA or Math, or the average school scores are within 10% of the state average.</p> <p><b>Does Not Meet Expectation</b><br/>The average school scores are below 10% of the state average.</p>             |
| 6.3 | Science Proficiency: Maine Science Assessment          | Maine Science Assessment school-average scores will meet or exceed the state average.                          | <p><b>Exceeds Expectation</b><br/>Exceeds state average.</p> <p><b>Meets Expectation</b><br/>Meets state average.</p> <p><b>Approaching Expectation</b><br/>The average school scores are within 10% of the state average.</p> <p><b>Does Not Meet Expectation</b><br/>The average school scores are below 10% of the state average.</p>   |
| 6.4 | Flex Fridays   | The school will hold public events for the student body to share Flex Friday presentations (2 times per year). | <p><b>Exceeds Expectation</b><br/>Schools holds more than 2 Flex Friday public events</p> <p><b>Meets Expectation</b><br/>School holds 2 Flex Friday public events</p> <p><b>Approaching Expectation</b><br/>School holds 1 Flex Friday public event</p>   |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p><b>Does Not Meet Expectation</b><br/> <i>School holds no Flex Friday public events.</i></p> |
|--|--|--|--|

**MID-YEAR MEETING REPORT**

**2022-23 Mid-Year Meeting  
 Baxter Academy for Technology and Science**

April 6, 2023

On March 6, 2023, the Maine Charter School Commission staff completed a mid-year meeting in-person and via Zoom with Thorn Dickinson, Baxter Academy for Technology and Science (Baxter Academy) Governing Board Chairperson, Ruth Dean, Vice-Chairperson, Cicy Po, Head of School, and Anna Marie Klein-Christie, Executive Director. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

**Recommendations**

- **Finance:** Review the details of your loan compliance covenants and other restrictions including audit delivery deadlines and minimum free cash flow for debt service to ensure you are in compliance with loan regulations.

**Academic**

Baxter Academy’s Math and ELA NWEA MAP Growth results are suppressed by the state and so we are unable to report a state comparison. The school reports that from Fall 2022 to Winter 2023, 47.14% of 10th grade students met their projected RIT Growth on the NWEA MAP Growth assessment, putting them within the national average. In Reading, 43.94% of 10th grade students met their projected RIT growth, performing below the national average. The school team noted that these scores are an improvement from last year. When reviewing subgroup data the school found that “students who hold IEPs had a higher percent meeting their projected Math RIT scores. The trends were downward for students who hold 504s, Free and Reduced lunch, but not for African American students in Math. It should be noted that when we take a closer look at projected RIT scores, those at the higher achievement

have low growth. Our young women students had higher projected ELA RIT scores and our young men had higher projected Math RIT scores.”

The school reports that their current GPA average is 3.32 and that “students with disabilities have a higher rate of meeting standards in a course at an assessment of 3.0 for that course, but lower for exceeding expectations of standards. Of the students who do not successfully complete a course, rates are higher for students who hold IEPs, 504s or free and reduced lunch.”

The school leadership is focused on Flex Fridays and highlighted that the 9th grade class as a cohort had a more structured entry into Flex Friday compared to previous new students resulting in 100% of 9th grade students submitting final podcast projects. “Upon completion of the projects, the Roux Institute will be hosting TedEx style presentations for the students that will be open to the public and live streamed.”

## **Attendance**

In SY2021-22, Baxter’s chronic absenteeism was 32%. This year, the school has shown improvement and is reporting a current rate of 28.45%. If the school maintains this rate until the end of the year, they will not meet expectations on the Performance Framework.

The school team reports that a high level of student mental health challenges has impacted attendance negatively. The school counselors are managing high caseloads of students with significant challenges.

The school notes that changes to their attendance tracking system are needed to generate a more accurate picture of student attendance. When students are in school, but not in class - such as at the guidance counselor's office - they may be marked as absent. Or, when students are taking college courses, they are marked absent. The school is revisiting how to update their attendance systems.

## **Graduation**

In SY2021-22, 93.6% of students graduated from Baxter. Baxter will maintain a strong graduation rate this year, anticipating that 95.4% of seniors will graduate. In June, full data will be available as to the students’ next steps, including whether they intend to attend college, university, trade school, or transition directly into work or a certification program. The staff reviews a graduation audit list each week and supports students to make-up standards for graduation that are needed.

The school maintains its focus on college-readiness. However, the school recognizes a nationwide shift in thinking about college-for-all programs, recognizing that non-college pathways, such as internships, can lead to positive post-secondary outcomes for students.

### **Financial performance**

Baxter Academy is low risk in most financial measures. “Baxter Academy has been operating in a solid financial standing for multiple years. Last year, the Board of Directors voted to pay debt service above the regular obligation by making additional payments of \$600,000 on 05/09/22 and \$100,000 on 09/30/22 towards the mortgage on our campus. While it is reflected in cash on hand, no other indicators were negatively affected, and it will be a considerable savings to Baxter Academy in reduced interest expense.”

### **Student Enrollment and Recruitment**

Baxter Academy’s current enrollment is 347 students. The school experienced a temporary decrease in enrollment in SY2021-22, from which they are recovering this year. Currently, the school has a waitlist of around 30 students. The freshman and senior classes are full, with openings in sophomore and junior classes. The school anticipates classes of 100 students per grade in SY2023-24. The school team and board attributes the dip in enrollment to Baxter closing during COVID more than other schools because of their large catchment area.

The school notes that “while effectively functioning through a public lottery system, Baxter Academy is strategically cultivating opportunities for/with students not typically served by a STEM education program – in particular, underrepresented BIPoC students or New Americans. In the six months between the Lottery (March 1) and the first day of school, there is typically movement within the student population of net 6-7%. In engaging new students, our partners will be the Maine Association of New Americans (MANA), the New England Organization of Arab Americans (NEOAA), the Boys & Girls Club, ILAP, and the YMCA. In addition, we are co-hosting STEM camps with the University of Southern Maine on site and in partner locations.”

### **Facilities**

The school team continues to find their facility adequate to host 400 students and has no current plans to expand or relocate.

### **Governing Board**

The board reports that “The Baxter Academy Board of Directors is currently full with the recent addition of Dan Mickool, from the Husson University

School of Pharmacy. His addition represents the strategic expansion of curricular priorities to reflect broader STEM opportunities for the students in Southern Maine in pharmacy and health sciences. He will be working closely with our Academic Team to create a certification program where our students are able to work in local pharmacies during their Flex Friday projects and are fast-tracked into training programs that meet the healthcare needs of Maine Communities. The Baxter Academy by-laws permit the addition of 2-3 Board members, and we are working to secure them in the marine biology, energy, and business development fields.”

DRAFT