

2023-24 Annual Monitoring Report

*Prepared for
Baxter Academy for Technology and Science*

November 2024





Mission

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

Vision

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

Governing Board

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

Leadership Team

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

School Profile

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

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

School Year 2023-24 Demographic Table

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

EXECUTIVE SUMMARY

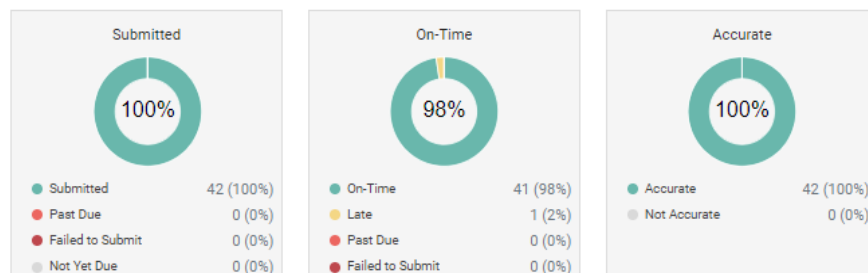
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually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

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Baxter Academy for Technology and Science was on cycle to have a Site Visit at the end of the 2023-24 school year.

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

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

Documentation is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts' report and data submission completion throughout the 2023-24 school year:



NARRATIVE

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

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

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

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

Notable “wins” during this past school year include:

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

Student Achievement

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

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

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

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

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

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

School Climate and Family Engagement

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

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

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

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

Organizational Sustainability

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

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

Financial Management and Viability

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

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

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

School Mission and Student Persistence

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

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

2023-24 PERFORMANCE FRAMEWORK OUTCOMES

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

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

			<p>Approaching Expectations Less than 5% below target</p>										
			<p>Not Meeting Expectations 5% or more below target</p>										
1.6a	Post Secondary Readiness	<p>School will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or • <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or • <u>ASVAB score</u> of 31 or higher <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>Baxter reports that 98% of students have scored 239 or above in reading and 226 or above in math on the Accuplacer.</i></p>	<p>Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math</p>										
			<p>Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math</p>										
			<p>Approaching Expectations 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p>										
			<p>Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math</p>										
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • <u>Accuplacer.</u> The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or • <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or • <u>ASVAB score</u> of 31 or higher <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). <i>*To be reported, subgroups must have at least 10 students.</i></p> <p>Accuplacer Results (Subgroups)</p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>% Meeting Reading/Math Goal</th> </tr> </thead> <tbody> <tr> <td>Students with an IEP</td> <td>93%</td> </tr> <tr> <td>Male</td> <td>95%</td> </tr> <tr> <td>Female</td> <td>100%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>100%</td> </tr> </tbody> </table>	Subgroup	% Meeting Reading/Math Goal	Students with an IEP	93%	Male	95%	Female	100%	Economically Disadvantaged	100%	<p>Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math</p>
Subgroup	% Meeting Reading/Math Goal												
Students with an IEP	93%												
Male	95%												
Female	100%												
Economically Disadvantaged	100%												
			<p>Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math</p>										
			<p>Approaching Expectations 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p>										
			<p>Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math</p>										

1.6c	Post Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully ¹ participated in at least one post-secondary activity such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, career technical coursework or internship. <i>Baxter reports that 91% of students have successfully participated in at least one post-secondary activity.</i>	Exceeding Expectations Exceeds 80%
			Meets Expectations 70%-79.9%
			Approaching Expectations 60%-69.9%
			Not Meeting Expectations Fewer than 60%
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support. <i>School supports students with FAFSA completion reporting that 74% students/families completed a FAFSA form.</i>	The Commission will monitor a charter school's ability to support students with FAFSA completion. <i>Reported as Required</i>
1.7	Student Attendance	<u>Chronic absenteeism</u> rate. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school ² . Chronic absenteeism rates will be reported at both the campus and district levels. Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.	Exceeding Expectations Fewer than 10%
			Meeting Expectations 10%-18%
			Approaching Expectations 17.9%-25% <i>Baxter's state-reported chronic absenteeism rate is 20.74%.</i>
			Not Meeting Expectations Greater than 25%
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices. MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.
2.2	Family Engagement: Panorama School Climate Survey -Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations". <i>*Required Scales - School Climate, Safety, and School Fit</i> <i>173 families responded to the Panorama School Climate</i>	Exceeding Expectations 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			Meeting Expectations 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			Approaching Expectations

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

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

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

		<p><i>Learning, and Feedback & Coaching</i></p> <p>12 staff (100%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Climate - 99th percentile • School Leadership - 99th percentile • Professional Learning - 99th percentile • Feedback and Coaching - 99th percentile 	<p>schools nationally</p> <p>Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.6	School Climate: Panorama Survey	Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	<p>Meeting Expectations School develops and implements plan</p> <p>Approaching Expectations School develops and partially implements the plan</p> <p>Not Meeting Expectations School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> • 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. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> • 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. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> • 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. 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p> <p>Moderate Risk: 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>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols.</p>
3.2	Public Accountability: Transparent,	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	Meeting Expectations 6 or more meetings

³ A school year is July 1 - June 30

	responsive, and legally compliant Board operations	The Baxter governing board held 11 meetings during SY2023-24.	Not Meeting Expectations 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ 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. During SY2024-24, 11 agendas or board-approved meeting minutes were posted late.	Meeting Expectations All minutes and agendas posted timely
			Approaching Expectations 1-2 items not posted timely
			Not Meeting Expectations 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. 98% of reports were submitted on time and were accurate 100% of the time.	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
			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
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK) In SY2023-24, the Baxter board had 10 required board training requirements. Of those 10 requirements, 6 were completed (60%).	Exceeding Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc. and has completed 100% of required courses
			Meeting Expectations 100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Not Meeting Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including	Exceeding Expectations Charter District Leadership has

⁴ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

	requirements	current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	obtained an environmentally friendly certification such as LEED
			Meeting Expectations Certified as required and approved by the Board
			Not Meeting Expectations 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.	Meeting Expectations Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectations Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Not Meeting Expectations Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.

SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY

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

4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i> \$588,942 / \$837,363 = 0.7	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ((total expenses minus depreciation expense)/365)</i> \$528,041 / ((\$4,936,554-\$192,945) / 365) = 41 days	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk

		$(373-355)/355 = 5.1\%$	Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower 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
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i> CYR - \$-146,657 / \$4,789,897 = -3.1% 3YR - \$-468,240 / \$14,173,744 = -3.3%	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin \geq -10%
			High Risk Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $<$ -10%
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 90%. <i>Total Liabilities divided by Total Assets</i> \$3,826,078 / \$3,825,144 = 100%	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash.</i> <i>Cumulative Cash Flow is the sum of current and prior year Cash Flow</i> CYR Cash Flow = \$-18,840 PYR Cash Flow = \$-246,368 2-Year Cash Flow = \$-265,208	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive cumulative 2-year cash flow
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1

		\$568,570 / \$522,282 = 1.1	High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	School publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on June 30th.	Meeting Expectations School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Not Meeting Expectations School has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE			
5.1	Mission and Key Design Implementation	1.The school demonstrates its approved mission. 2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students. 3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter. <i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i>	Meeting Expectations School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectations School is partially implementing the mission and design elements as outlined in the charter and amendments
			Not Meeting Expectations School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶ . <i>Baxter reports that 96.24% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</i>	Exceeding Expectations More than 90%
			Meeting Expectations 85%-89.9%
			Approaching Expectations 75%-84.9%
			Not Meeting Expectations Fewer than 75%
5.3	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY. <i>Baxter reports that 98.21% of students completed an Intent to Reenroll form for SY2024-25.</i>	Exceeding Expectations Exceeds 90%
			Meeting Expectations 85%-89.9%
			Approaching Expectations 75%-84.9%

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

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

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