

# 2023-24 Annual Monitoring Report

*Prepared for  
Community Regional Charter School*

November 2024





## Mission

We are Community-Centered and Uncompromisingly Learner Focused. Community Regional Charter School creates a safe, respectful, and nurturing learning environment where everyone is accepted and celebrated. The CRCS provides a customized learning environment designed to allow every child to thrive socially, emotionally and academically through the integration of STEAM projects and community connections aimed at unlocking a passion for life-long learning.

## Vision

To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.

## Governing Board

Michael Buja	Stephanie Saltzman, Treasurer
Nicky Reinholt, Chair	Charlie-Marie Hansen
Theresa Overall	

## Leadership Team

Travis Works, Director	Elizabeth Firnkes, Building Principal
Susan Muzzy, Building Principal	Tammy Wyman, SPED Director

## School Profile

Year Opened	2012-13
Years in Operation	13
Grades Served	PreK-12
Number of Sending Districts	21
Enrollment*	385*
Students on Waiting List*	7*

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

## School Year 2023-24 Demographic Table

Grade Level Enrollment		
Pre-K	44	11.5%
KG	20	5.5%
1st Grade	30	8%
2nd Grade	19	5%
3rd Grade	16	4%
4th Grade	29	7.75%
5th Grade	25	6.5%
6th Grade	22	5.75%
7th Grade	14	3.5%
8th Grade	28	7.5%
9th Grade	32	8.5%
10th Grade	37	9.5%
11th Grade	37	9.5%
12th Grade	28	7.5%
Gender		
Female	180	47%
Male	201	53%
Race/Ethnicity		
Black or African American	2	1%
Hispanic/Latino	10	2.5%
Two or More Races	10	2.5%
White	359	94%
Special Education		
Students with IEPs	89	23%
General Education Students	292	77%
Economically Disadvantaged		
Yes	226	59%
No	155	41%

## EXECUTIVE SUMMARY

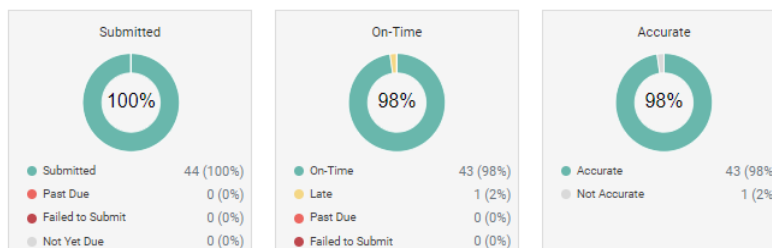
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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](#). Community Regional Charter School was not on cycle to have a Site Visit at the end of the 2023-24 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>

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

Community Regional Charter School (CRCS) strives to provide a “customized learning environment where every learner can thrive socially, emotionally, and academically” and have put structures in place at all levels to allow staff to customize opportunities for learners. Staff are encouraged to be flexible in their classrooms and instructional strategies and “integrate real-life problem-solving opportunities that integrate skills needed in STEAM fields and require learners to use higher-level thinking skills across all content areas”.

CRCS “narrowed our STEAM focus to place greater emphasis on design thinking, human-centered problem solving, and pre-engineering” and shared that “arts will always play a large role at CRCS”. CRCS hired a Director of Design and Innovation and has provided technology to students “more effectively and purposefully with a focus on using the resources available to design solutions to problems”.

Title I teachers address academic areas of concern - as well as social areas of concern - using “Check In, Check Out” services as well as restorative conversations throughout the day outside of academic instruction. CRCS is growing its Learning Coach program to best meet the individual needs of their learning community. Learning Coaches support academic, social/emotional, college and career-readiness, postgraduate plans, and more.

CRCS piloted the RavenRecord system in the final months of 2022-23 and throughout the 2023-24 school year and will expand its purpose “to shift from primarily a behavior management tool to a more comprehensive tool for identifying patterns of both strength and concern in our learners”. Teachers gather data daily on students’ acute needs and notable achievements using a streamlined form. Data is leveraged to make informed decisions regarding academic seminar scheduling, staff duty rosters, and the overhaul of elective offerings at Overman Academy. “Moving forward, the RavenRecord will be a powerful tool for Learning Coaches to have data-informed conversations with learners and families alike”.

Leadership shared that “our wide variety of technology tools, makerspace resources, and learner-centered offerings serve us well as visual representations of the opportunities learners experience at CRCS”. “Prospective learners and families express excitement about our scheduling and cross-curricular design and how we strive to maximize access to hands-on learning pathways in stark contrast to the age, grade, and curricular barriers typical of traditional schools in our region”.

CRCS continues to offer district-wide summer school offerings for 4 weeks each year. Offerings are curricular and co-curricular and range from math intensives to gardening, to technology and writing camps. Offerings are taught by CRCS staff and open to currently enrolled CRCS students.

This year CRCS experienced safety threats outside of its community (Lewiston shootings) and within its community (parent threat to safety) and reports that

“when confronted with threats to safety, we continue to practice ways to enhance our communication protocols and skills to provide transparency and a sense of security for families”. In both cases, the school quickly pivoted to schedule an outside consultant to work with staff and students on processing traumatic events and supporting one another.

The school has “received positive feedback from learners and families with regard to our continued efforts to be a welcome tent for all learners from a diverse range of backgrounds, perspectives, and identities. Learners belonging to the LGBTQ community report an increasing sense of acceptance among their peers and regularly express their appreciation for the open and affirming environment staff present”. CRCS faced challenges related to race-based harassment and anti-semitism. “Using restorative practice approaches have yielded great success in regards to safety and a positive environment for staff, learners, and families. Hearing and learning from each other’s perspectives have afforded a deeper understanding which has made all involved feel supported and safe, and has given them a positive experience when working through difficult situations.” Of note, the school reports that “families with learners of color expressed gratitude for addressing an issue of racial prejudice directly, succinctly, and transparently”.

Late in the summer of 2023, CRCS received the second largest MLTI Teach with Tech Grant ever awarded by the state of Maine. The \$128,000 grant allowed CRCS to purchase a StarLab inflatable planetarium, zSpace AR/AV units, a wide format printer, Sphero robotics, Wacom digital art tablets, and ClearTouch interactive touchscreen tablets. Despite not being able to acquire many of these items until midway through the year, these “powerful tools have already started having a positive impact on learning in our community”. Learners from CRCS took the zSpace units, art tablets, and Sphero robotics to the MLTI’s Student Technology Conference at the University of Maine where they facilitated learning experiences for their peers from schools around the state. They have submitted another MLTI grant application around digital storytelling that will include everything from digital filmmaking to VR environment creation and a USDA grant for a social-emotional learning platform that will enable the school to provide access to resources challenging for learners and their families to reach where they are.

With multiple in person events throughout the year, parents had several opportunities for engagement with the school. One highlight of parent involvement was the district-wide trip to Jackman to see the solar eclipse. Parents rode on buses and snacks were provided upon arrival at the private location reserved for the viewing. CRCS offers multiple ways for families to get information and to be involved with their child’s education.

The CRCS governing board “has spent a great deal of time and energy on growing protocols, and a deeper level of oversight of the school in general”. CRCS operates in three separate buildings and the board - particularly the Facilities Committee - has conducted a thorough analysis of the necessary capital improvements to maintain the buildings and determined that consolidation to one building in a new location is the desired next step.

### Dimensions Academy

Leadership at Dimensions Academy report that they saw a decrease in bullying at the elementary building which they attribute to “prompt investigations and communications to families and learners involved”.

One goal - based on last year’s Panorama survey data - was to explore the question ‘how much does the behavior of other students help or hurt your learning’? Last year, 20% of 3rd-5th grades responded favorably and staff collaborated on ways to address the negative behaviors in ways that would minimize the impact on other learners. Staff pulled from Responsive Classroom training and knowledge and saw an increase from 20% to 33% responding favorably in the latest survey results. They acknowledge that “there is still room for growth” but “feel we are on the right track to improving in this area”. The CRCS administrative team is attending the Innovative Schools Summit in July which will focus on school culture and climate. They will be setting specific SMART goals to monitor culture and climate for students throughout the school year.

### Overman Academy

Overman made a “significant change” to its daily schedule at the midway point of the school year, creating early afternoon opportunities for students to take elective seminars that meet twice a week. Electives are geared to students’ expressed interests and afford shorter term exploratory experiences. Due to the distance that many students live from the physical campus, the elective blocks “proved vital for establishing new student groups such as a drama club and a roleplaying game club as well as regular time for our student leadership team to gather”. In 2024-25, this elective structure will continue with “heightened emphasis” on developing habits of mind and generating evidence of learning targets related to the respective elective.

Math continues to be an area of focus for Overman Academy leadership. They have struggled to attract new talent to the team despite continued advertising. In the meantime, they are “working hard” to build the strengths of their current teachers. Facilitators look at data together every 7 weeks and group learners in ways that “will help support their success”.

Staff at Overman Academy “continue to check and adjust to ensure that course credits are rigorous and provide the skills necessary for learners to move forward after graduation” and their desire to be standards-based is “evident through our use of Empower learning”. Leadership reports that “every year we get better and stronger by using standards to create non-traditional ways for learners to get credits”.

Overman successfully supports learners with dual enrollment programs at work with KVCC and SCTC. An Overman teacher was approved to teach a dual enrollment class on campus which helps to support students who are nervous about taking classes on a college campus.

Overman Academy had a “very successful” career week bringing over 15 members of the community into the school to present 45-minute sessions for learners to gain first-hand knowledge of careers and businesses in Maine. Spreading these sessions throughout the week was beneficial to presenters and allowed students more time to focus on their interests.

Overman made progress toward their goal of improving culture and climate on campus – improving to 75% of students reporting a positive school climate, from 41% a year ago. Leadership notes that “working to provide more consistency regarding rules and responsibilities of staff and students” was “a big step”. Staff are using data from the RavenRecord to ensure that all students are getting the support they need to be successful.

### **Student Achievement**

CRCS administers the NWEA MAP assessment to measure student academic growth and experienced challenges with overlapping NWEA data and Maine Through Year Assessment results.

The Maine Through Year Assessment - required by the Maine Department of Education - measures student academic proficiency for students in grades 3 through 8 and high school. Results are below state expectations in all grades for Reading and Math and **not meeting** expectations on the performance framework. Subgroups are **approaching** framework expectations.

CRCS students are **approaching** expectations for student growth in reading, language, and math. For reading, language, and math, students are **approaching** expectations across all subgroups - students with IEPs **met** expectations in reading and math.

Chronic Absenteeism remains a challenge with 33.33% of Dimensions Academy and 47.83% of Overman Academy students defined as chronically absent. These results are similar to last year’s results and **not meeting** expectations on the framework. The school attributes the primary cause of the high percentage to transportation issues.

High School graduation rates continue to be a strength for CRCS with nearly 94% of its 12th graders graduating in 4 years – **exceeding** the Maine Department of Education’s annual goal of 87%.

SY2023-24 marked the first year that the Commission measured 5-and-6-year graduation rates and CRCS **exceeded** expectations with nearly 96% 5th and 6th year students earning a high school diploma.

CRCS uses the Accuplacer to assess college readiness, reporting that 86% of students met college readiness indicators in both math and reading - **exceeding** expectations on the framework. 93% of economically disadvantaged students are college-ready.



The school reports that 61% of students participated in at least one post-secondary activity - a 20% drop from the previous year, and **approaching** expectations on the framework. CRCS provides FAFSA support to families and students as needed.

### **Climate and Family Engagement**

CRCS distributed the annual Panorama survey to families, students, teachers, and staff as required. Results on all scales are compared to like-schools nationally.

137 CRCS families responded to the survey and results are **exceeding** expectations on the performance framework. The number of responses received was significantly higher than last year and CRCS reports being “thrilled” and shared “we worked incredibly hard and strategically to get these responses”.

Overall, Dimensions Academy students are **approaching** expectations based on results from the survey. Students in 6th grade responded more favorably than students in grades 3-5. Responses from teachers and staff are **not meeting** expectations.

Results from Overman Academy students, teachers, and staff are **exceeding** expectations and a testament to the efforts by the school to improve culture and climate on campus.

### **Organizational Sustainability**

The CRCS board is made up of 5 active members who hold regular meetings.

Commission-required reports are received on time, and the Board uses BoardOnTrack to manage all meeting materials. The board completed only 33% 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.

### **Financial Management and Viability**

Based on FY24 4th quarter financials, CRCS falls in the **low to moderate** risk on all of its financial metrics.

CRCS engaged the services of RHR Smith & Company, Certified Public Accountants and received a clean financial audit for FY23. Of note; however, the audited results included restated balance sheets for the previous year and the balance sheets have been restated for 3 of the last 4 years.

### **School Mission and Student Persistence**

Student persistence and recurrent enrollment for students at Children's Creative Academy is a concern with only 73% of students persisting through the year and completing an Intent to Re-Enroll. CCA is **not meeting expectations** on the performance framework expectations.

84% of Dimensions Academy students persisted throughout the school year - **approaching** expectations - while 97% completed an Intent to Re-Enroll form - **exceeding** expectations.

88% of Overman Academy students persisted throughout the school year and 89% completed an Intent to Re-Enroll form - **meeting** expectations for both indicators.

# **CRCS Performance Framework Outcomes**

## **District**

## 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.	<b>Exceeding Expectations</b> ≥5% of state average of schools "at or above state expectation"
		<b><u>Grade 3</u></b> <i>36% of CRCS 3rd graders are "at or above state expectations" in Reading compared to 60% state-wide per the Acacia platform (Not Meeting Expectations)</i>	
		<b><u>Grade 4</u></b> <i>37% of CRCS 4th graders are "at or above state expectations" in Reading compared to 54% state-wide per the Acacia platform (Not Meeting Expectations)</i>	<b>Meeting Expectations</b> Between ≥-5% and <5% of state average of schools "at or above state expectation"
		<b><u>Grade 5</u></b> <i>59% of CRCS 5th graders are "at or above state expectations" in Reading compared to 70% state-wide per the Acacia platform (Approaching Expectations)</i>	
		<b><u>Grade 6</u></b> <i>54% of CRCS 6th graders are "at or above state expectations" in Reading compared to 72% state-wide per the Acacia platform (Not Meeting Expectations)</i>	
		<b><u>Grade 7</u></b> <i>56% of CRCS 7th graders are "at or above state expectations" in Reading compared to 68% state-wide per the Acacia platform (Approaching Expectations)</i>	<b>Approaching Expectations</b> Between ≥-15% and <-5% of state average of schools "at or above state expectation"
		<b><u>Grade 8</u></b> <i>41% of CRCS 8th graders are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Not Meeting Expectations)</i>	
		<b><u>High School</u></b> <i>42% of CRCS high school students are "at or above state expectations" in Reading compared to 61% state-wide per the Acacia platform (Not Meeting Expectations)</i>	
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.	<b>Exceeding Expectations</b> ≥5% of state average of schools "at or above state expectation"
		<b><u>Grade 3</u></b>	

		<p><b>43% of CRCS 3rd graders are “at or above state expectations” in Math compared to 63% state-wide per the Acacia platform (Not Meeting Expectations)</b></p>	
		<p><b>Grade 4</b> 40% of CRCS 4th graders are “at or above state expectations” in Math compared to 54% state-wide per the Acacia platform (Approaching Expectations)</p>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 5</b> 10% of CRCS 5th graders are “at or above state expectations” in Math compared to 52% state-wide per the Acacia platform (Not Meeting Expectations)</p>	
		<p><b>Grade 6</b> 27% of CRCS 6th graders are “at or above state expectations” in Math compared to 43% state-wide per the Acacia platform (Not Meeting Expectations)</p>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 7</b> 13% of CRCS 7th graders are “at or above state expectations” in Math compared to 38% state-wide per the Acacia platform (Not Meeting Expectations)</p>	
		<p><b>Grade 8</b> 14% of CRCS 8th graders are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform (Not Meeting Expectations)</p>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
		<p><b>High School</b> 0% of CRCS high school students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Not Meeting Expectations)</p>	
1.1c	<p>Proficiency by subgroup, Through-Year Assessment, <b>Reading</b></p>	<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</p> <p>*To be reported, subgroups must have <b>at least 10 students</b>.</p>	<p><b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>30% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 47% state-wide per the Acacia platform (Not Meeting Expectations)</li> </ul>	
		<p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>35% of Male students are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform (Not Meeting Expectations)</li> <li>40% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Not Meeting Expectations)</li> <li>27% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Not Meeting Expectations)</li> </ul>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>

		<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>• 54% of Male students are “at or above state expectations” in Reading compared to 66% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>• 64% of Female students are “at or above state expectations” in Reading compared to 75% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>• 45% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 58% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	
		<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>• 70% of Male students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>• 41% of Female students are “at or above state expectations” in Reading compared to 75% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 57% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 60% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
		<p><b>Grade 7</b> There are not enough students in each subgroup to make outcomes reportable.</p>	
		<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>• 10% of Male students are “at or above state expectations” in Reading compared to 58% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 67% of Female students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>• 37% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 51% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
		<p><b>High School</b></p> <ul style="list-style-type: none"> <li>• 37% of Male students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 50% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 50% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> </ul>	
1.1d	Proficiency by subgroup, Through-Year Assessment,	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	<b>Exceeding Expectations</b> ≥5% of state average of schools “at or above state expectation”

Math	<p>“above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b>.</i></p>	
	<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>40% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 47% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	
	<p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>41% of Male students are “at or above state expectations” in Math compared to 58% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>40% of Female students are “at or above state expectations” in Math compared to 51% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> <li>36% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> </ul>	<p><b>Meeting Expectations</b> Between ≥-5% and &lt;5% of state average of schools “at or above state expectation”</p>
	<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>18% of Male students are “at or above state expectations” in Math compared to 55% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>0% of Female students are “at or above state expectations” in Math compared to 51% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>0% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 36% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> </ul>	
	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>17% of Female students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>21% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	<p><b>Approaching Expectations</b> Between ≥-15% and &lt;-5% of state average of schools “at or above state expectation”</p>
	<p><b>Grade 7</b> There are not enough students in each subgroup to make outcomes reportable.</p>	
	<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>20% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>8% of Female students are “at or above state expectations” in Math compared to 37% state-wide per the Acacia platform <b>(Meeting Expectations)</b></li> <li>19% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 25% state-wide per the Acacia platform <b>(Approaching Expectations)</b></li> </ul>	<p><b>Not Meeting Expectations</b> ≤-15% of state average of schools “at or above state expectation”</p>
<p><b>High School</b></p> <ul style="list-style-type: none"> <li>0% of Male students are “at or above state</li> </ul>		

		<p>expectations” in Math compared to 42% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></p> <ul style="list-style-type: none"> <li>• 0% of Female students are “at or above state expectations” in Math compared to 44 state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> <li>• 0% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform <b>(Not Meeting Expectations)</b></li> </ul>	
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**SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

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 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: <a href="#">Panorama School Climate Survey-Family Results</a>	<p>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).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, and School Fit</i></p> <p><b>137 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 70th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Fit - 99th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 3 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 2 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 1 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%</p>
2.6	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p><b>Meeting Expectations</b> School develops and implements plan</p> <p><b>Approaching Expectations</b> School develops and partially implements the plan</p> <p><b>Not Meeting Expectations</b> 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"> <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	<p>The Governing Board will hold a minimum of 6 meetings per school year<sup>1</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).  <b><i>The CRCS governing board held 12 board meetings during SY2023-24.</i></b></p>	<p><b>Meeting Expectations</b> 6 or more meetings</p>
			<p><b>Not Meeting Expectations</b> 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>Timely<sup>2</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.  <b><i>In SY2023-24, there was 1 agenda or approved meeting minutes that was posted late.</i></b></p>	<p><b>Meeting Expectations</b> All minutes and agendas posted timely</p>
			<p><b>Approaching Expectations</b> 1-2 items not posted timely</p>
			<p><b>Not Meeting Expectations</b> 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.  <b><i>98% of reports were submitted on time and were accurate 98% of the time.</i></b></p>	<p><b>Exceeding Expectations</b> More than 90% of reports are submitted on time and are accurate and complete</p>
			<p><b>Meeting Expectations</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p>
			<p><b>Approaching Expectations</b> 70%-79.9% of reports are</p>

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

<sup>2</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.

			submitted on time and are accurate and complete
			<b>Not Meeting Expectations</b> 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>  <i>In SY2023-24, the CRCS board had 19 required board training requirements. Of those 19 requirements, 5 were completed (26%).</i>	<b>Exceeding Expectations</b> 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
			<b>Meeting Expectations</b> 100% of required courses have been taken and evidence is provided
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Not Meeting Expectations</b> 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 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 <a href="#">Public School Approval Requirements and Citation Chart</a>	<b>Exceeding Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meeting Expectations</b> Certified as required and approved by the Board
			<b>Not Meeting Expectations</b> 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>Meeting Expectations</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectations</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Not Meeting Expectations</b> Facility does not provide a campus environment that optimizes learning, teaching and working

			that supports mission and key design element implementation.
<b>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY</b>			
<p><i>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.</i></p>			
4.1a	Current Ratio (Near-Term Measures)	<p>Current ratio is greater than or equal to 1.1.</p> <p><i>Current assets divided by current liabilities.</i></p> <p><b>\$727,328 / \$519,050 = 1.4</b></p>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	<p>Unrestricted days cash will be at least 30 days.</p> <p><i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i></p> <p><b>\$599,913 / ((\$5,272,449-\$169,557) / 365) = 43 days</b></p>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	<p>Actual enrollment is within 5% of the enrollment projected in the approved budget.</p> <p><i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i></p> <p><b>(+381-375)/375 = +1.6%</b></p>	<b>Lower Risk</b> Actual within 2% of the projected enrollment
			<b>Moderate Risk</b> Variance is between 2 and 5%
			<b>High Risk</b> Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	<p>The school meets all debt and real estate lease obligations.</p> <p><i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i></p>	<b>Lower Risk</b> Not in default and not delinquent
			<b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors
			<b>High Risk</b> In default and/or delinquent and has not obtained waivers from lenders and/or lessors
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p><b>CYR - \$251,072 / \$5,523,521 = 4.5%</b></p> <p><b>3YR - \$69,096 / \$15,407,458 = 0.4%</b></p>	<b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			<b>Moderate Risk</b> Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin $\geq$ -10%

			<b>High Risk</b> 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>  <b>\$3,048,720 / \$5,586,395 = 55%</b>	<b>Lower Risk</b> Less than 90%
			<b>Moderate Risk</b> 90 to 100%
			<b>High Risk</b> 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. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>  <b>CYR Cash Flow = \$184,861 PYR Cash Flow = \$52,057 2-Year Cash Flow = \$236,918</b>	<b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			<b>Moderate Risk</b> A positive cumulative 2-year cash flow
			<b>High Risk</b> 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>  <b>\$585,181 / \$298,603 = 2.0</b>	<b>Lower Risk</b> Exceeds 1.1
			<b>Moderate Risk</b> Is 1.0 to 1.1
			<b>High Risk</b> 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.	<b>Meeting Expectations</b> 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.
			<b>Not Meeting Expectations</b> 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.
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
6.1	Percentage of students meeting projected growth on NWEA MAP within standard deviation	Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <b>reading</b> within one standard deviation.  <b>CRCS reports that 62% of learners met or exceeded their growth target in reading within one standard deviation.</b>	<b>Exceeding Expectations</b> Exceeds 70%
			<b>Meeting Expectations</b> Between 60%-69.9%
			<b>Approaching Expectations</b> Between 50%-59.9%
			<b>Not Meet Expectations</b> Below 50%

6.2	Percentage of students meeting projected growth on NWEA MAP within standard deviation	<p>Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <b>math</b> within one standard deviation.</p> <p><b><i>CRCS reports that 67% of learners met or exceeded their growth target in math within one standard deviation.</i></b></p>	<b>Exceeding Expectations</b> Exceeds 70%
			<b>Meeting Expectations</b> Between 60%-69.9%
			<b>Approaching Expectations</b> Between 50%-59.9%
			<b>Not Meet Expectations</b> Below 50%
6.3	Percentage of students meeting projected growth on NWEA MAP within standard deviation	<p>Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <b>language</b> within one standard deviation.</p> <p><b><i>CRCS reports that 59% of learners met or exceeded their growth target in language within one standard deviation.</i></b></p>	<b>Exceeding Expectations</b> Exceeds 70%
			<b>Meeting Expectations</b> Between 60%-69.9%
			<b>Approaching Expectations</b> Between 50%-59.9%
			<b>Not Meet Expectations</b> Below 50%

**CRCS Performance Framework Outcomes**  
**Children's Creative Academy**

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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<b>SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT</b>			
2.5	School Climate: <a href="#">Panorama School Climate Survey-Staff Results</a>	<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 Learning, and Feedback &amp; Coaching</i></p> <p><b>100% of Creative Children’s Academy staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 52nd percentile</b></li> <li>• <b>Feedback and Coaching - 33rd percentile</b></li> <li>• <b>Professional Learning - 61st percentile</b></li> <li>• <b>School Climate - 70th percentile</b></li> </ul>	<div style="background-color: #ADD8E6; padding: 5px;"><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</div> <div style="background-color: #90EE90; padding: 5px;"><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</div> <div style="background-color: #FFD700; padding: 5px;"><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</div> <div style="background-color: #CD5C5C; padding: 5px;"><b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</div>

<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>3</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>4</sup>.</p> <p><b>73% of Creative Children’s Academy students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<div style="background-color: #ADD8E6; padding: 5px;"><b>Exceeding Expectations</b> More than 90%</div> <div style="background-color: #90EE90; padding: 5px;"><b>Meeting Expectations</b> 85%-89.9%</div> <div style="background-color: #FFD700; padding: 5px;"><b>Approaching Expectations</b> 75%-84.9%</div> <div style="background-color: #CD5C5C; padding: 5px;"><b>Not Meeting Expectations</b> Fewer than 75%</div>
5.3	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> <p><b>73% of Creative Children’s Academy students completed an</b></p>	<div style="background-color: #ADD8E6; padding: 5px;"><b>Exceeding Expectations</b> Exceeds 90%</div> <div style="background-color: #90EE90; padding: 5px;"><b>Meeting Expectations</b></div>

<sup>3</sup> Student resident in the state of Maine

<sup>4</sup> Student Count Day is October 1

		<i>Intent to Re-Enroll form for SY2024-25.</i>	85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%



**CRCS Performance Framework Outcomes**  
**Dimensions Academy**

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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<b>SECTION 1: STUDENT ACHIEVEMENT</b>			
Criterion	Indicator	Target	Rating
1.2	Reading on Grade Level - 3rd Grade	<p>Students will read on grade level based on the school's assessment tool by the end of third grade.</p> <p>Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.</p> <p><b>CRCS uses Fountas &amp; Pinnell and reports that 43% of 3rd grade students are reading on grade level.</b></p>	<p>The Commission will monitor a charter school's percentage of students reading on grade level at the end of third grade.</p> <p><b>Reported as Required</b></p>
1.3a	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible<sup>5</sup> students meeting their projected growth on NWEA MAP <b>reading</b>.</p> <p><i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><b>CRCS reports that 35% of eligible students are meeting their projected growth in Reading.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
			<p><b>Not Meeting Expectations</b> Below 35%</p>
1.3b	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><b>CRCS reports that 35% of eligible students are meeting their projected growth in Language.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>
			<p><b>Not Meeting Expectations</b> Below 35%</p>
1.3c	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p>	<p><b>Exceeding Expectations</b> Exceeds 55%</p>
			<p><b>Meeting Expectations</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectations</b> Between 35%-44.9%</p>

<sup>5</sup> Eligible is defined as having both a fall and spring score.

		<b>CRCS reports that 39% of eligible students are meeting their projected growth in Math.</b>	<b>Not Meeting Expectations</b> Below 35%
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>reading</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 52% (Meeting Expectations)</b></li> <li>• <b>Male - 39% (Approaching Expectations)</b></li> <li>• <b>Female 31% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 36% (Approaching Expectations)</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.9%
			<b>Not Meeting Expectations</b> Below 35%
1.4b	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 10% (Not Meeting Expectations)</b></li> <li>• <b>Male - 36% (Approaching Expectations)</b></li> <li>• <b>Female 33% (Not Meeting Expectations)</b></li> <li>• <b>Economically Disadvantaged 36% (Approaching Expectations)</b></li> </ul>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.49%
			<b>Not Meeting Expectations</b> Below 35%
1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b> or 5% of the student population.</i></p>	<b>Exceeding Expectations</b> Exceeds 55%
			<b>Meeting Expectations</b> Between 45%-54.9%
			<b>Approaching Expectations</b> Between 35%-44.49%
			<b>Not Meeting Expectations</b> Below 35%

		<p><b>School-reported subgroup data is as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Students with IEPs - 48% (Meeting Expectations)</b></li> <li>• <b>Male - 36% (Approaching Expectations)</b></li> <li>• <b>Female 41% (Approaching Expectations)</b></li> <li>• <b>Economically Disadvantaged 44% (Approaching Expectations)</b></li> </ul>	
1.7	Student Attendance	<p>Chronic absenteeism rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	<p><b>Exceeding Expectations</b> Fewer than 10%</p>
			<p><b>Meeting Expectations</b> 10%-18%</p>
			<p><b>Approaching Expectations</b> 17.9%-25%</p>
			<p><b>Not Meeting Expectations</b> Greater than 25%</p> <p><i>Dimension Academy's state-reported chronic absenteeism rate is 33.33%.</i></p>

**SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

2.3	School Climate: <a href="#">Panorama School Climate Survey-Student Results</a>	<p>Results from at least 4/4 of the required scales* on the Student 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, Safety, Rigorous Expectations, and Teacher-Student Relationships</i></p>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
		<p><b>Grades 3-5</b> <b>56 students (83.58%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 40th percentile</b></li> <li>• <b>School Climate - 30th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 30th percentile</b></li> <li>• <b>School Rigorous Expectations - 20th percentile</b></li> </ul>	<p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
		<p><b>Grade 6</b> <b>157 students (86.26%) responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 50th percentile</b></li> <li>• <b>School Climate - 20th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 20th percentile</b></li> <li>• <b>School Rigorous Expectations - 20th percentile</b></li> </ul>	<p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p><b>Not Meeting Expectations</b> 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: <a href="#">Panorama School Climate</a>	<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><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like</p>

	<a href="#">Survey-Teacher Results</a>	<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 &amp; Coaching</i></p> <p><b>89.50% of Dimensions Academy teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 10th percentile</b></li> <li>• <b>Feedback and Coaching - 40th percentile</b></li> <li>• <b>Professional Learning - 50th percentile</b></li> <li>• <b>School Climate - 30th percentile</b></li> </ul>	<p>schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 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	<a href="#">School Climate: Panorama School Climate Survey-Staff Results</a>	<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 Learning, and Feedback &amp; Coaching</i></p> <p><b>89.50% of Dimensions Academy staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 30th percentile</b></li> <li>• <b>Feedback and Coaching - 40th percentile</b></li> <li>• <b>Professional Learning - 70th percentile</b></li> <li>• <b>School Climate - 10th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 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>

<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>6</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>7</sup>.</p> <p><b>84% of Dimensions Academy students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<p><b>Exceeding Expectations</b> More than 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 75%</p>

<sup>6</sup> Student resident in the state of Maine

<sup>7</sup> Student Count Day is October 1

5.3	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> <p><b><i>97% of Dimensions Academy students completed an Intent to Re-Enroll form for SY2024-25.</i></b></p>	<b>Exceeding Expectations</b> Exceeds 90%
			<b>Meeting Expectations</b> 85%-89.9%
			<b>Approaching Expectations</b> 75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%

# **CRCS Performance Framework Outcomes**

## **Overman Academy**

## 2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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<b>SECTION 1: STUDENT ACHIEVEMENT</b>			
Criterion	Indicator	Target	Rating
1.5	High School Completion	4 year high school graduation rate (current cohort)  Schools will meet annual goals*: <b>2024-87%</b> 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%  <i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i>  <a href="#">Maine Department of Education Graduation Rates by Year</a>	<div style="background-color: #ADD8E6; padding: 5px;"><b>Exceeding Expectations</b> Exceeds 90%  <i>CRCS' state-reported 4-year graduation rate is 93.55%.</i></div> <div style="padding: 5px;"><b>Meeting Expectations</b> Meets annual target</div> <div style="padding: 5px;"><b>Approaching Expectations</b> Less than 5% below target</div> <div style="padding: 5px;"><b>Not Meeting Expectations</b> 5% or more below target</div>
1.5a	5 and 6 Year High School Completion	5 and 6-year high school graduation rate  Schools will meet annual goals*: <b>2024-87%</b> 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%  <i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i>  <a href="#">Maine Department of Education Graduation Rates by Year</a>	<div style="background-color: #ADD8E6; padding: 5px;"><b>Exceeding Expectations</b> Exceeds 90%  <i>CRCS' state-reported 5-year graduation rate is 95.93% and 6-year graduation rate is 95.83%.</i></div> <div style="padding: 5px;"><b>Meeting Expectations</b> Meets annual target</div> <div style="padding: 5px;"><b>Approaching Expectations</b> Less than 5% below target</div> <div style="padding: 5px;"><b>Not Meeting Expectations</b> 5% or more below target</div>
1.6a	Post Secondary Readiness	School will meet goal of 75%-85% students meeting one of the following by the end of 12th grade: <ul style="list-style-type: none"> <li><u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li><u>SAT scores</u> of EBRW 530 or higher and 520 or higher in</li> </ul>	<b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math



		<ul style="list-style-type: none"> <li>math; or</li> <li><u>ASVAB score</u> of 31 or higher</li> </ul> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p><b>Overman Academy reports that 86% of students have scored 239 or above in reading and 226 above in math on the Accuplacer.</b></p>	<p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <p><b>Approaching Expectations</b> 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><b>Not Meeting Expectations</b> 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"> <li><u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or</li> <li><u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or</li> <li><u>ASVAB score</u> of 31 or higher</li> </ul> <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). *To be reported, subgroups must have <b>at least 10 students</b>.</p> <p><b>Accuplacer Results (Subgroups)</b></p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>% Students Meeting Reading/Math Goal</th> </tr> </thead> <tbody> <tr> <td>Students with an IEP</td> <td>57%</td> </tr> <tr> <td>Male</td> <td>85%</td> </tr> <tr> <td>Female</td> <td>87%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>93%</td> </tr> </tbody> </table>	Subgroup	% Students Meeting Reading/Math Goal	Students with an IEP	57%	Male	85%	Female	87%	Economically Disadvantaged	93%	<p><b>Exceeding Expectations</b> 85% or more students are meeting or exceeding the goal in both reading and math</p> <p><b>Meeting Expectations</b> 75%-85% of students are meeting or exceeding the goal in both reading and math</p> <p><b>Approaching Expectations</b> 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><b>Not Meeting Expectations</b> 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
Subgroup	% Students Meeting Reading/Math Goal												
Students with an IEP	57%												
Male	85%												
Female	87%												
Economically Disadvantaged	93%												
1.6c	Post Secondary Readiness: Post-Secondary Activity	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully<sup>8</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> <p><b>Overman Academy reports that 61% of students have successfully participated in at least one post-secondary activity.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 80%</p> <p><b>Meets Expectations</b> 70%-79.9%</p> <p><b>Approaching Expectations</b> 60%-69.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 60%</p>										
1.6d	Post-Secondary Readiness: <a href="#">FAFSA</a>	Schools will report annual rates and school-supported opportunities for FAFSA support.	The Commission will monitor a charter school's ability to support students with FAFSA completion.										

<sup>8</sup> Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

		<b>School supports students with FAFSA completion reporting that 36% students/families completed a FAFSA form.</b>	<b>Reported as Required</b>
1.7	Student Attendance	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school<sup>9</sup>.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	<b>Exceeding Expectations</b> Fewer than 10%
			<b>Meeting Expectations</b> 10%-18%
			<b>Approaching Expectations</b> 17.9%-25%
			<b>Not Meeting Expectations</b> Greater than 25%
<b>Overman Academy's state-reported chronic absenteeism rate is 47.83%.</b>			

**SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

2.3	School Climate: <a href="#">Panorama School Climate Survey-Student Results</a>	<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><b>93.20% of students at Overman Academy responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Safety - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Teacher/Student Relationships - 99th percentile</b></li> <li>• <b>School Rigorous Expectations - 99th percentile</b></li> </ul>	<b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Not Meeting Expectations</b> Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%
2.4	School Climate: <a href="#">Panorama School Climate Survey-Teacher Results</a>	<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 &amp; Coaching</i></p> <p><b>100% of teachers at Overman Academy responded to the Panorama School Climate Survey and the results compared</b></p>	<b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			<b>Approaching Expectations</b> 2 of the 4 required scales are 50%

<sup>9</sup> Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		<p><b>to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Learning - 99th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> <li>• <b>School Leadership - 99th percentile</b></li> <li>• <b>Feedback and Coaching - 90th percentile</b></li> </ul>	<p>or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 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: <a href="#">Panorama School Climate Survey-Staff Results</a>	<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 Learning, and Feedback &amp; Coaching</i></p> <p><b>100% of staff at Overman Academy responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Leadership - 80th percentile</b></li> <li>• <b>Feedback and Coaching - 70th percentile</b></li> <li>• <b>Professional Learning - 90th percentile</b></li> <li>• <b>School Climate - 99th percentile</b></li> </ul>	<p><b>Exceeding Expectations</b> 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Meeting Expectations</b> 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Approaching Expectations</b> 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p><b>Not Meeting Expectations</b> 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>

<b>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</b>			
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>10</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>11</sup>.</p> <p><b>88% of Overman Academy students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</b></p>	<p><b>Exceeding Expectations</b> More than 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b> 75%-84.9%</p> <p><b>Not Meeting Expectations</b> Fewer than 75%</p>
5.3	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> <p><b>89% of Overman Academy students completed an Intent to Re-Enroll form for SY2024-25.</b></p>	<p><b>Exceeding Expectations</b> Exceeds 90%</p> <p><b>Meeting Expectations</b> 85%-89.9%</p> <p><b>Approaching Expectations</b></p>

<sup>10</sup> Student resident in the state of Maine

<sup>11</sup> Student Count Day is October 1

			75%-84.9%
			<b>Not Meeting Expectations</b> Fewer than 75%