

Acknowledgements:

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SECTION 1: STUDENT ACHIEVEMENT

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

FRAMING QUESTIONS:

Is the school an academic success?

Is the school adequately preparing students for their desired post-secondary outcomes?

| Criterion | Indicator | Target | Rating |
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| 1.1 | Student Academic Proficiency | When the state of Maine adopts a more permanent assessment and determines what data will be reported this measure will be created. | <i>NOT CURRENTLY RELEVANT</i> |
| 1.2 | Student Academic Growth: NWEA MAP Growth | School will meet the goal of 60%-70% of eligible ¹ students meeting their projected growth on NWEA MAP <u>reading</u> . | Exceeds Expectation Exceeds 70% |
| | | Participation under 95% may result in an investigation from | Meets Expectation |

¹ Eligible is defined as having both a fall and spring score.

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| | 3rd-8th | MCSC to determine potential interventions. | Between 60%-70% |
| | | | Approaching Expectation Between 50%-59.9% |
| | | | Does Not Meet Expectation Below 50% |
| 1.2a | Student Academic Growth: NWEA MAP Growth 3rd-8th | School will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <u>language</u> . Participation under 95% may result in an investigation from MCSC to determine potential interventions. | Exceeds Expectation Exceeds 70% |
| | | | Meets Expectation Between 60%-69.9% |
| | | | Approaching Expectation Between 50%-59.9% |
| | | | Does Not Meet Expectation Below 50% |
| 1.2.b | Student Academic Growth: NWEA MAP Growth 3rd-8th | School will meet the goal of 60%- 70% of eligible students meeting their projected growth on NWEA MAP <u>math</u> . Participation under 95% may result in an investigation from MCSC to determine potential interventions. | Exceeds Expectation Exceeds 70% |
| | | | Meets Expectation Between 60%-69.9% |
| | | | Approaching Expectation Between 50%-59.9% |
| | | | Does Not Meet Expectation Below 50% |
| 1.2.c | Achievement Gaps: Maine State Assessment | Achievement gaps in proficiency between major subgroups* and comparison groups ² on the Maine State Assessments in ELA reading, ELA language, and math. | Meets Expectation |

² Comparison group is composed of all students not in a subgroup.

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| | (NWEA MAP) 3rd-8th | <p>The school will provide achievement data of major subgroups* (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p>*To be reported, subgroups must have at least 5 students or 5% of the student population.</p> | <p>Subgroups are performing within 8% of comparison group(s)</p> <p>Approaching Expectation Subgroups are performing between 8.1%-15% below comparison group(s)</p> <p>Does Not Meet Expectation Subgroups are performing more than 15% below comparison group(s)</p> |
| 1.3 | High School Completion | <p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*: 2023- 86% 2024- 87% 2025- 88% 2026- 89% 2027- 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>Exceeds Expectation Exceeds 90%</p> <p>Meets Expectation Meets annual target</p> <p>Approaching Expectation Less than 5% below target</p> <p>Does not meet expectation 5% or more below target</p> |
| 1.4 | Post Secondary Readiness | <p><u>Beginning in SY 2023-2024</u>, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 or higher in math or; • ASVAB score of 31 or higher. | <p>In SY 2022-2023, schools will report the data, but will not be rated.</p> |

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| | | Participation under 95% may result in an investigation from MCSC to determine potential interventions. | |
| 1.4a | Post Secondary Readiness/ Achievement Gaps | <p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p>*To be reported, subgroups must have at least 5 students or 5% of the student population.</p> | <p>Meets Expectation Subgroups are performing within 8% of comparison group(s)</p> |
| | | | <p>Approaching Expectation Subgroups are performing between 8%-15% below comparison group(s)</p> |
| | | | <p>Does Not Meet Expectation Subgroups are performing more than 15% below comparison group(s)</p> |
| 1.4b | Post Secondary Readiness: Post-Secondary Activity | At the end of their graduating year, 70% -80% of each schools' students will have successfully ³ 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. | <p>Exceeds Expectation Exceeds 80%</p> |
| | | | <p>Meets Expectation 70% - 80%</p> |
| | | | <p>Approaching Expectation 60% - 69.9%</p> |
| | | | <p>Does Not Meet Expectation Fewer than 60%</p> |
| 1.4c | Post-Secondary Readiness: FAFSA | 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 |

³ Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

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| RATINGS AND EVALUATION IN THIS SECTION IS DEPENDANT ON PERFORMANCE IN THE PREVIOUS SECTION Program Delivery: The school delivers a high quality academic program that meets the needs of all students. (Only used for an Charter District Leadership's evaluation when two of CRITERIA 1.1, 1.2, 1.2a, 1.2b, 1.2c, 1.3, 1.4, 1.4a, 1.4b, or 1.4c are Approaching Expectations or Does Not Meet Expectations for two or more evaluation cycles in the same criteria. | | | |
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| Criterion | Indicator | Target | Rating |
| 1.5 | Curriculum | The school's documented curriculum is aligned to state curriculum frameworks; is aligned vertically between grades and horizontally across classrooms at the same grade level; provides lessons and materials that represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised. | Refer to the Commission's Intervention Protocol. School will likely be required to submit a self-assessment and the Commission conducts classroom observations, interviews/focus groups/document review as applicable to analyze each Program Delivery Component. |
| 1.6 | Instruction | The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning. | |
| 1.7 | Assessment | Teachers and administrators use disaggregated qualitative and quantitative data to modify instruction to improve academic and non-academic outcomes for all students and subgroups. School staff and administrators use disaggregated data to evaluate the quality and effectiveness of its program to serve all | |

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| | | students and modify the program in order to improve student outcomes. | |
| 1.8 | Support for All Learners | The school has a proactive system to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model, as well as providing Special Education and English Learner services as required by law. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success. | |

SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.

Framing Question:

Does the school provide the conditions for students to be successful?

| Criterion | Indicator | Target | Rating |
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| 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. | 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. |

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| | | MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA) | |
| 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 within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard.” *Required Scales: School Climate, Safety, and School Fit | Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools |
| | | | Meets Expectation All 3 of the 3 required scales in the average range for like schools |
| | | | Approaching Expectation 2 of the 3 required scales in the average range for like schools |
| | | | Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35% |
| 2.3 | School Climate: Panorama School Climate Survey- Student Results | Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.” *Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships | Exceeds Expectation Allt 4 of the 4 required scales in the above average range for like schools |
| | | | Meets Expectation All 4 of the 4 required scales in the average range for like schools |
| | | | Approaching Expectation A least 3 of the 4 required scales in the average range for like schools |
| | | | Does Not Meet Expectation |

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| | | | Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75% |
| 2.4 | School Climate: Panorama School Climate Survey-Teacher/Staff Results | Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.” *Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching | Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools |
| | | | Meets Expectation All 4 of the 4 required scales in the average range for like schools |
| | | | Approaching Expectation A least 3 of the 4 required scales in the average range for like schools |
| | | | Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75% |
| 2.5 | School Climate: Panorama Survey | Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission. | Meets Expectation School develops and implements plan |
| | | | Approaching Expectation School develops and partially implements plan |
| | | | Does Not Meet Expectation School does not develop or does not implement plan |

RATINGS AND EVALUATION IN THIS SECTION IS DEPENDANT ON PERFORMANCE IN THE PREVIOUS SECTION

Capacity: The school sustains a well-functioning organizational structure and creates a professional, inclusive, respectful, and welcoming working climate for all staff.

Only used for an Charter District Leadership’s evaluation when **two of** CRITERIA 2.1, 2.2, 2.3, 2.4, or 2.5 falls into Partially Meets Expectations or Does Not Meet Expectations for **two or more evaluation cycles in the same criteria.**

| Criterion | Indicator | Target | Rating |
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| 2.6 | School Systems and Leadership | <p>The school’s leadership team implements school academic programming and operations in a manner to meet a clearly defined mission and set of goals. The school defines and delineates clear roles and responsibilities among leaders, staff, management, and board of trustee members. The school has clear and well-understood systems for decision-making and communication processes among all members of the school community.</p> <p>School leadership fosters a culture of accountability, trust, and collaboration with school stakeholders to promote joint responsibility for student learning. Based on data, school leadership takes concrete and ambitious steps to close identified achievement, access, and opportunity gaps. School leadership sets goals and establishes systems and structures for the recruitment, development, and retention of educators reflective of the racial and ethnic composition of the students and families it serves. School leadership ensures an inclusive, respectful environment for all staff.</p> | <p>Refer to the Commission’s Intervention Protocol.</p> <p>School will likely be required to submit a self-assessment and the Commission conducts interviews/focus groups/document review as applicable to analyze each Capacity Component.</p> |

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| 2.7 | Professional Climate | <p>The school staff frequently collaborate and engage in professional development to improve implementation of the curriculum and instructional practice. The school implements a comprehensive professional learning culture that supports the development of effective educators. The school develops staff capacity to examine and dismantle implicit biases and systemic inequalities in order to create environments in which all students can deeply learn, grow, and thrive.</p> <p>All school staff are provided the tools and resources to perform their responsibilities and meet expectations for performance. An objective and transparent system is in place for monitoring individual staff performance against established expectations, which includes a formal process of evaluation for all employees, including teachers.</p> | |
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LSECTION 3: ORGANIZATIONAL SUSTAINABILITY

Effective Governing Boards: Members of the Governing Board uphold their responsibilities under Maine law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.

Facilities: The school maintains a facility that allows the school’s mission to excel.

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

| Criterion | Indicator | Target | Rating |
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| <p>3.1</p> | <p>Governing Board effectiveness</p> | <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> |
| <p>3.2</p> | <p>Public Accountability: Transparent, responsive,</p> | <p>The Governing Board will hold a minimum of 6 meetings per school year⁴ in accordance with approved bylaws and Open Meetings Act of the State of Maine.</p> | <p>Meets Expectation 6+ meetings</p> |

⁴ A school year is July 1 – June 30

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| | and legally compliant Board operations | | Does Not Meet Expectation 5 or fewer meetings |
| 3.3 | Public Accountability: Transparent, responsive, and legally compliant Board operations | Timely ⁵ 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. | Meets Expectation All minutes and agendas posted timely |
| | | | Approaching Expectation 1-2 items not posted timely |
| | | | Does Not Meet Expectation 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. | Exceeds expectation More than 90% of reports are submitted on time and are accurate and complete |
| | | | Meets Expectation 80%-90% of reports are submitted on time and are accurate and complete |
| | | | Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete |
| | | | Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete |

⁵ 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.

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| 3.5 | Board Training | Board members will engage in a baseline of annual training and development using the following guidelines. (LINK) | <p>Exceeds expectations: Board provides evidence of development opportunities, including but is not limited to: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc</p> <p>Meets expectations: 100% of required courses have been taken and evidence is provided</p> <p>Approaching expectations: 80%-99.9% of required courses are taken and evidence is provided</p> <p>Does not meet expectations: Less than 80% of required courses have been completed</p> |
| 3.6 | Facility meets Local and State requirements | The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with <i>20-A M.R.S. §§ 1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S. §§ 6302, 6501; Maine DOE Rule Chapter 125.5.10</i> Public School Approval Requirements and Citation Chart | <p>Exceeds expectation Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p>Meets Expectation Certified as required and approved by the board</p> <p>Does Not Meet Expectation</p> |

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| | | | 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. | <p>Meets Expectation Facility supports a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>Approaching Expectation Facility partly, but not fully, supports a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>Does Not Meet Expectation Facility does not support a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> |

SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY

The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

Framing Question:
Is the school financially viable?

| Criterion | Indicator | Target | Rating |
|-----------|---|--|---|
| 4.1 | Current Ratio (Near-Term Measures) | Current ratio is greater than or equal to 1.1. Current assets divided by current liabilities | Lower Risk Greater than 1.5 |
| | | | Moderate Risk 1.0 - 1.5 |
| | | | High Risk Less than 1 |
| 4.1a | Unrestricted Days Cash on Hand (Near-Term Measures) | Unrestricted days cash will be at least 30 days. Unrestricted cash divided by ([total expenses minus depreciation expense]/365) | Lower Risk 60+ days |
| | | | Moderate Risk 30-60 days |
| | | | High Risk Fewer than 30 days |
| 4.1b | Enrollment Variance (Near-Term Measures) | Actual enrollment is within 10% of the enrollment projected in the approved budget. Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget | Lower Risk Actual within 2% of the projected enrollment |
| | | | Moderate Risk Variance is between 2 and 5% |

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| | | | <p>High Risk Variance is greater than 5% of the projected enrollment</p> |
| 4.1c | Financial Obligations Default (Near-Term Measures) | <p>The school meets all debt and real estate lease obligations.</p> <p>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</p> | <p>Lower Risk Not in default and not delinquent</p> |
| | | | <p>Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors</p> |
| | | | <p>High Risk In default and/or delinquent</p> |
| 4.2 | 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>Net Surplus divided by Total Revenue</p> | <p>Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p> |
| | | | <p>Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%</p> |
| | | | <p>High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or, the margin for the latest year is -10% or lower.</p> |
| 4.2a | Debt to asset ratio (Sustainability Measure) | <p>The debt to asset ratio will be less than 0.9.</p> <p>Total Liabilities divided by Total Assets</p> | <p>Lower Risk Less than 90%</p> |

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| | | | <p>Moderate Risk 90 to 100%</p> |
| | | | <p>High Risk Greater than 100%</p> |
| 4.2b | Cash Flow (Sustainability Measure) | <p>Charter District Leadership maintains a positive cumulative 2-year cash flow.</p> <p>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow.</p> | <p>Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p> |
| | | | <p>Moderate Risk A positive cumulative 2-year cash flow</p> |
| | | | <p>High Risk Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.</p> |
| 4.2c | Financial Obligations Coverage Ratio (Sustainability Measure) | <p>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</p> <p>(Net Surplus + Depreciation + Interest + Lease Expense)/ (Annual Principal + Interest + Lease Payments)</p> | <p>Lower Risk Exceeds 1.1</p> |
| | | | <p>Moderate Risk Is 1.0 to 1.1</p> |
| | | | <p>High Risk Is less than 1.0</p> |
| 4.3 | Financial Planning and Budgeting | <p>Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.</p> <p>SY22-23: Leadership/Board will develop the 3-year financial plan</p> | <p>Meets Expectations Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years</p> |

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| | | June 30, 2023: Leadership/Board has a finalized 3-year annual financial plan. | and a 1-year projection for year 3. |
| | | | Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3. |

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

Mission and Key Design Elements: The school is faithful to its mission, implements the key design elements outlined in its charter.

Access: The school ensures access for all students eligible to attend the school. Student enrollment and persistence is a leading indicator of school health.

| Criterion | Indicator | Target | Rating |
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| 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 | Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments |
| | | | Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments |

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| | | <p>mission and key design elements outlined in the charter.</p> <hr/> <p>* 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.</p> | <p>Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p> |
| <p><i>If Oct 1st number is 10% or more below the contracted enrollment, the school must submit a Recruitment Plan and Supporting Materials to the Commission by January 1st.</i></p> <p>5.1a is only used for an Charter District Leadership's evaluation when, on CRITERIA 5.1, the school is 10% or more below the contracted enrollment on October 1st.</p> | | | |
| 5.1a | Student Recruitment and Enrollment | The Charter District Leadership has a recruitment strategy that yields consistent enrollment within the charter's contracted enrollment range. | Commission reviews Oct 1st enrollment figure. |
| 5.2 | 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.⁶</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>PreK rates are not part of MDOE's chronic absenteeism calculations. Schools will report preK chronic absenteeism rates, though this target outcome will not be rated.</p> | <p>Exceeds Expectation Fewer than 10%</p> |
| | | | <p>Meets Expectation 10%-18%</p> |
| | | | <p>Approaching Expectation 17.9% - 25%</p> |
| | | | <p>Does Not Meet Expectation Greater than 25%</p> |

⁶ Chronically absent is defined as missing 10% or more of school days.

If the school has more than 18% students chronically absent OR the school maintains approaching for 2 successive accountability cycles, MCSC will measure:

5.2b is only used for an Charter District Leadership's evaluation when, on CRITERIA 5.2, the school is above 18% students chronically absent OR the school maintains approaching for 2 successive accountability cycles.

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| 5.2b | Student Attendance | Chronic absenteeism rate | Chronic absenteeism as it relates to the state average Absentee trend over time (growth)/ability to change trends |
| 5.3 | Student Persistence - School Year | Persistence throughout the school year 85% or more of eligible ⁷ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day. ⁸ | <p>Exceeds Expectation Exceeds 90%</p> <p>Meets Expectation 85% - 89.9%</p> <p>Approaching Expectation 75% - 84.9%</p> <p>Does not meet Expectation Fewer than 75%</p> |
| 5.4 | Student Persistence - Year-to-year | Recurrent enrollment from one year to the next 85% - 89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the following SY by March 31 of current SY. | <p>Exceeds Expectation Exceeds 90%</p> <p>Meets Expectation 85% - 89.9%</p> <p>Approaching Expectation 75% - 84.9%</p> <p>Does not meet Expectation</p> |

⁷ Student residing in the state of Maine

⁸ Student Count day is October 1.

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| | | | Fewer than 75% |
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SECTION 6: SCHOOL CUSTOMIZATION

- Schools will work with the Commission to design and execute customized criteria that enhances the context and connection to the school's mission.**

| Criterion | Indicator | Target | Rating |
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| | Schools with grades K-2 should consider an academic measure for the early elementary grades. | | |