



VISION

MAINE CHARTER SCHOOL
COMMISSION

All of Maine's children will have access to a vibrant ecosystem of diverse schools so that all of them can become happy, healthy and thriving citizens

ANNUAL MONITORING REPORT 2021-22 December 2022



Baxter Academy

185 Lancaster Street, Portland, ME 04101

Received by Commission on 1/10/23

MISSION

Baxter Academy for Technology and Science is a rigorous, college-preparatory high school promoting student ownership of learning through a core curriculum focused specifically on science, technology, engineering and math (STEM), which is paired with a robust humanities program that draws connections across disciplines and fosters strong communication skills.

VISION

Upon graduation, Baxter students will be passionate, self-directed learners who have 21st century skills and will be able to continue their education and careers prepared for a new age, serving as ethical, innovative, and creative leaders in the emerging global economy.

GOVERNING BOARD

Thorn Dickinson, Chair
Ruth Dean, Vice Chair
Peter Montano, Treasurer
Nik Charov, Secretary

Tristin Oldmixon
Jana Lapoint
Simon McGurk

LEADERSHIP TEAM

Anna Marie Klein-Christie, Executive Director
Cicy Po, Principal

Mary King, Assistant Principal
Laura Parks, Special Education Director

SCHOOL PROFILE

School Year Opened	Years in Operation	Grades served
2013-14	10	9 - 12
Number of Sending Districts*	Current Enrollment*	Students on Waiting List*
38 (as of October 2022, Certified Student Enrollment Date)	355 (as of October 2022, Certified Student Enrollment Date)	0 (as of October 2022, Certified Student Enrollment Date)

School Year 2021 – 2022 Demographic Table			
Grade Level Enrollment			
	9	90	24.3%
	10	96	25.9%
	11	96	25.9%
	12	88	23.9%
Gender			
	Female	146	39.5%
	Male	224	60.5%
Race/Ethnicity			
	White	344	93%
	Black or African American	8	2.2%
	Latino/Hispanic	3	0.8%
	Two or more races	9	2.4%
	Asian/Pacific Islander	6	1.6%
Special Education			
	Students with IEPs	69	18.6%
	General education students	301	81.4%
Economically Disadvantaged			
	Yes	58	15.7%
	No	312	84.3%

The Maine Charter School Commission is the authorizer of ten 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.

District data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

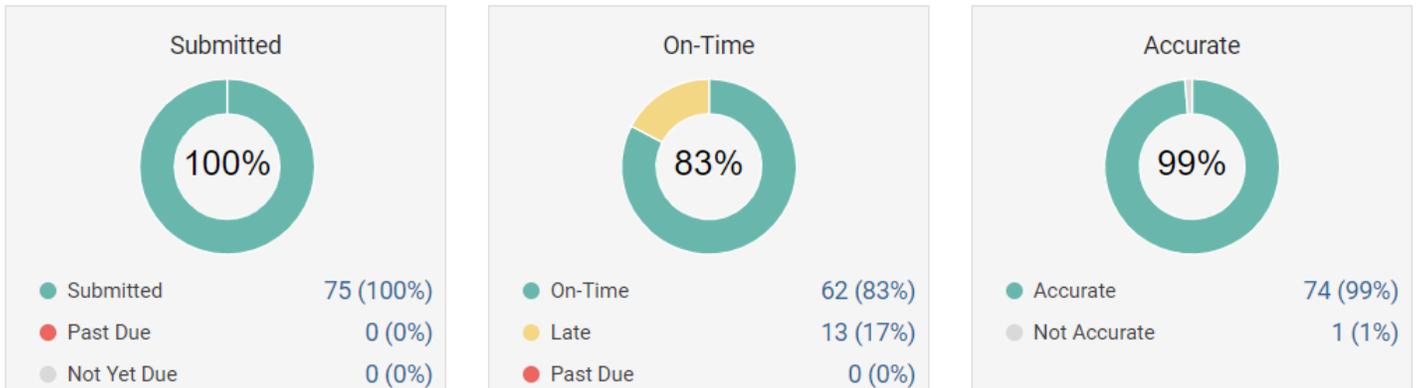
The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [here](#). Baxter Academy for Technology and Science was not on cycle to have a Site Visit at the end of the 2021-22 school year. Charter districts that are scheduled for "Document Review Only" are required to submit the same documentation as schools that will 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:

- School calendar
- Current enrollment and demographics
- Staff roster
- Current organizational chart
- Board meeting minutes
- Board member meeting attendance
- School's strategic plan [as applicable]
- Current Education Service Provider contract [as applicable]
- Professional Development calendar and agendas [as applicable]
- Staff evaluation tool
- Administrator evaluation tool used by governing board
- Panorama school climate survey results
- School's self-assessment
- Previous year's monitoring report [as applicable]
- School's performance framework
- Copies of current recruitment materials
- Student enrollment application

In school year 2021-2022, Baxter Academy continued to see success with student enrollment throughout the school year, student re-enrollment from one year to the next, facilities management, and board governance.

Document review 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 district's report and data submission completion throughout the 2021-2022 school year.



As a result of the 2021-2022 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH

- Given the impact of the pandemic on academic growth, Baxter Academy should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.

FINANCE

- We suggest budgets not be prepared to show a zero net result. Some level of surplus is required for financial health and to meet Financial Performance Measures.
- With limited enrollment growth and increasing costs, we recommend a focus on positive net results and philanthropy.

Exceeded Expectation	Met Expectation	Partially Met Expectation	Did Not Meet Expectation
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PERFORMANCE INDICATOR SUMMARY TABLE		
INDICATOR	DETAILS	PERFORMANCE
Academic Proficiency		
Proficiency on State Assessments in reading	The school will collect baseline data on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed	Met Expectation <i>Reported as required</i>
Proficiency on State Assessments in math	The school will collect baseline data on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed	Met Expectation <i>Reported as required</i>
Academic Growth		
Growth in English Language Arts, reading and communication skills	Students show progress on MAP ELA RIT scores from fall to spring of each year	Did Not Meet Expectation 48%
Growth in mathematics and reasoning skills	Students will show progress in their learning through growth in their NWEA RIT ¹ scores from fall to spring of each year.	Did Not Meet Expectation 43%
Growth on MAP ² ELA assessment	65% of eligible ³ students meeting their projected growth on MAP ELA reading by the end of school year 2020-2021.	Partially Met Expectation 48%
Growth on MAP Math assessment	65% of eligible ⁴ students meeting their projected growth on MAP math.	Did Not Meet Expectation 30%
Growth on MAP ⁵ ELA assessment	65% of eligible ⁶ students meeting their projected growth on MAP ELA language.	Partially Met Expectation 55%
Addressing Achievement Gaps		
Achievement gaps in proficiency between major subgroups on the Maine State Assessments.	School provides evidence of closing identified achievement gaps on major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met Expectation <i>Most subgroups are performing similarly to comparison groups. In reading, a lower percentage of students with a 504 plan met projected growth as</i>

¹ The RIT score represents a student's achievement level at any given moment and help measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level.

² MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

³ Eligible is defined as having both a fall and spring score for students in Grades K-11.

⁴ Eligible is defined as having both a fall and spring score for students in grades K-10.

⁵ MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

⁶ Eligible is defined as having both a fall and spring score for students in Grades K-11.

		<i>compared to those who do not have a 504 plan. A lower percentage of females than males met projected RIT in both math and reading.</i>
Achievement gaps in growth between major subgroups on the NWEA.	The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met Expectation <i>Most subgroups are performing similarly to comparison groups. In reading, a lower percentage of students with a 504 plan met projected growth as compared to those who do not have a 504 plan. A lower percentage of females than males met projected RIT in both math and reading.</i>
Student Attendance		
Chronic absenteeism rate	Schools will have 10% or fewer students classified as chronically absent on the last day of school ⁷ .	Pending MDOE
Average Daily Attendance Rate	Schools will have an average daily attendance rate in grades 9-12 of 91% or higher	Met Expectation 91%
Student Enrollment		
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁸	Exceeded Expectation 97%
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the <u>last day</u> of school will have completed an Intent to Reenroll form for the next year	Exceeded Expectation 93%
Post-Secondary Readiness		
4-year high school graduation rate (current cohort)	Schools will meet Maine DOE annual goals: 2020 – 87.74%	Pending MDOE
5 and 6-year average high school graduation rate (previous 2 years' cohorts averaged)	Schools will meet Maine DOE annual goals: 2020 – 89.74%	Pending MDOE
Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each schools' eligible ⁹ students will have participated in at least one post-secondary activity such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, or internship	Did Not Meet Expectation 50%
Success rate of students participating in post-secondary readiness	70% of the school's students <u>who participated in at least one post-secondary activity</u> such as (<u>and not limited to</u>) college course, Advanced Placement course, certification program, or internship will complete it successfully ¹⁰	Exceeded Expectation 95%
Financial Performance and Stability		
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Pending Audit
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	Pending Audit
The school has an annual financial audit conducted. Audit and	Unmodified opinion on [consolidated] financial statements; no material weaknesses, significant	Pending Audit

⁷ Chronically absent is defined as missing 10% or more of school days.

⁸ State Student Count Day is October 1.

⁹ Students not excluded via IEP or other individual plan

¹⁰ Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success.

management letter are submitted to the Commission. Audit has no material findings or misstatements.	deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters	
Board Governance and Stewardship		
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year ¹¹	Met Expectation 10 Meetings Held
Timely ¹² publication of Board meeting agenda and minutes upon approval.	Board meeting agenda and minutes were posted as required	Met Expectation <i>All minutes and agendas posted timely</i>
Facilities Management		
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities	Met Expectation <i>Certified as required</i>
Capital Improvement Plan	The school has a current Capital Improvement Plan approved by its governing board	Met Expectation <i>Current Capital Improvement Plan approved by the board</i>
School Culture and Climate		
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior	Met Expectation <i>Reported as required</i>
Panorama Survey-Family Participation	40% of families will participate in the Panorama survey	Met Expectation 41%
Panorama Survey-Student Participation	65% of eligible students will participate in the Panorama survey ¹³	Did Not Meet Expectation 43.3%
Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey	Did Not Meet Expectation 40%
Panorama Survey	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission	Even though not required for the 2021-22 school year, the school developed an action plan.

Report will be updated once pending data is received.

Site Visit Report

¹¹ A school year is July 1 – June 30

¹² Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.

¹³ Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

Baxter Academy for Technology and Science was not on cycle for a site visit at the end of the 2021-22 school year; therefore, no report was generated.



MISSION

The mission of the Maine Charter School Commission is to authorize, monitor and develop unique public charter schools that provide a dynamic, superlative education for every student