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| --- | --- | --- | --- |
| **Indicator** | **Measure** | **Target** | **Assessment Criteria**  |
| **Student 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. | Meets Expectation School collected baseline data on the NWEA MAP test for ELA and provided school wide results as well as results at each grade level Does Not Meet Expectation School did not collect baseline data on the NWEA MAP test for ELA and did not provide school wide results as well as results at each grade level |
|  | 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. | Meets Expectation School collected baseline data on the NWEA MAP test for math and provided school wide results as well as results at each grade level Does Not Meet Expectation School did not collect baseline data on the NWEA MAP test for math and did not provide school wide results as well as results at each grade level |
|  | Proficiency on the spring administration of the Brigance | 75% of PreK students will score at or above the cut off score for their age bracket on spring testing.  | Exceeds Expectation 85.1% or moreMeets Expectation 70% - 85%Partially Meets Expectation 65% - 69.9%Does Not Meet Expectation Below 65% |
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| **Student Academic Growth** | PreK students will show progress in their learning through growth in their TSG[[1]](#footnote-1) scores in ELA reading and language from fall to spring. | PreK students will show progress in their learning through growth in their ELA reading and language TSG scores from fall to spring. | Exceeds Expectation 90% or moreMeets Expectation 80% - 89.9%Partially Meets Expectation 70% - 79.9%Does Not Meet Expectation Below 70% |
|  | PreK students will show progress in their learning through growth in their TSG scores in math from fall to spring. | PreK students will show progress in their learning through growth in their math TSG scores from fall to spring. | Exceeds Expectation 90% or moreMeets Expectation 80% - 89.9%Partially Meets Expectation 70% - 79.9%Does Not Meet Expectation Below 70% |
|  | Students will show progress in their learning through growth in their NWEA RIT scores in ELA reading and language from fall to spring of each school year. | Students will show progress in their learning through growth in their NWEA RIT[[2]](#footnote-2) scores from fall to spring of each school year. | Exceeds Expectation 90% or moreMeets Expectation 80% - 89.9%Partially Meets Expectation 70% - 79.9%Does Not Meet Expectation Below 70% |
|  | Students will show progress in their learning through growth in their NWEA RIT scores in math from fall to spring of each school year. | Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year. | Exceeds Expectation 90% or moreMeets Expectation 80% - 89.9%Partially Meets Expectation 70% - 79.9%Does Not Meet Expectation Below 70% |
|  | Growth on NWEA as measured by projected growth on MAP[[3]](#footnote-3) assessment: The time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.  | School will meet goal of 70% of eligible[[4]](#footnote-4) students meeting their projected growth on NWEA ELA reading and language by the end of school year 2022-23.2021-22= 65%2022-2023= 70% | Exceeds Expectation 70% or more[[5]](#footnote-5)Meets Expectation School meets annual targetPartially Meets Expectation Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%. Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year |
|  | Growth on NWEA as measured by projected growth on MAP assessment: The time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.  | School will meet goal of 70% of eligible[[6]](#footnote-6) students meeting their projected growth on NWEA math by the end of school year 2022-23.2021-22= 65%2022-2023= 70% | Exceeds Expectation 70% or more[[7]](#footnote-7)Meets Expectation Meets annual targetPartially Meets Expectation Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year |
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| **Achievement Gaps** | Achievement gaps in proficiency between major subgroups on the Maine State Assessments. Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a “super-subgroup.” | 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). | Meets Expectation Subgroups are performing  similarly to comparison  groupsPartially Meets Expectation Subgroups are performing  below comparison groups,  some gaps have closed since  the previous yearDoes Not Meet Expectation Subgroups are performing  below comparison groups,  and have not improved since  the previous year |
|  | Achievement gaps in growth between major subgroups on the NWEA. Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a “super-subgroup.” | 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). | Meets Expectation Subgroups are performing  similarly to comparison  groupsPartially Meets Expectation Subgroups are performing  below comparison groups,  some gaps have closed since  the previous yearDoes Not Meet Expectation Subgroups are performing  below comparison groups,  and have not improved since  the previous year |
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| **Student Attendance** | Chronic absenteeism rate | Schools will have 10% or fewer students classified as chronically absent on the last day of school.[[8]](#footnote-8) | Exceeds Expectation Fewer than 7%Meets Expectation 7%-10%Partially Meets Expectation 10.1%-13% or is more than 13%, but has decreased rate from previous year by at least 5%Does Not Meet Expectation Greater than 13% |
|  | Average Daily Attendance Rate | Schools will have an average daily attendance rate in grades preK-8 of 93% or higher. | Exceeds Expectation 97% or higherMeets Expectation 93%-96.9% Partially Meets Expectation 90%-92.9%Does Not Meet Expectation Below 90% |
|  |  | Schools will have an average daily attendance rate in grades 9-12 of 91% or higher. | Exceeds Expectation 95% or higherMeets Expectation 91%-94.9% Partially Meets Expectation 88%-90.9%Does Not Meet Expectation Below 88% |
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| **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.[[9]](#footnote-9) | Exceeds Expectation 90% or more Meets Expectation 85% - 89.9%Partially meets Expectation 75% - 84.9%Does not meet Expectation Fewer than 75% |
|  | Recurrent enrollment from one year to the next | 85% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the next year. | Exceeds Expectation 90% or more Meets Expectation 85% - 89.9%Partially Meets Expectation 75% - 84.9%Does Not Meet Expectation Fewer than 75% |
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| **Financial Performance and Stability** | **Near Term Measures**1. Current Ratio
2. Unrestricted Days Cash on Hand
 | School evaluates its Near Term Financial Health using the Financial Performance and Stability outline provided by the Commission.  | Near Term Measures are healthy. Near Term Measures require monitoring.Near Term Measures require immediate action. |
|  | **Sustainability Measures**1. Total Margin
2. Debt to asset ratio
 | School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.  | Sustainability Measures are healthy. Sustainability Measures require monitoring.Sustainability Measures require immediate action. |
| **Clean Audit** | The school has an annual financial audit conducted. Audit and management letter are submitted to the commission. Audit has no material findings or misstatements. | Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant 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. | Meets Expectation Clean audit submittedPartially Meets Expectation Audit submitted, may have 1 material misstatementDoes Not Meet Expectation audit not submitted or not “clean” |
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| **Governance Board Performance and Stewardship** | Public Accountability: Transparent, responsive, and legally compliant Board operation.  | The Governing Board will hold a minimum of 6 meetings per school year[[10]](#footnote-10). | Exceeds Expectation 11 or more meetingsMeets Expectation 6-10 meetingsDoes Not Meet Expectation 5 or fewer meetings |
|  |  | Timely[[11]](#footnote-11) publication of Board meeting agenda and minutes upon approval. | Meets Expectation All minutes and agendas  posted timely Partially Meets Expectation 1-2 items not posted timelyDoes Not Meet Expectation 3 or more not posted timely |
|  |  |  |  |
| **Adequacy of 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. | Meets Expectation Certified as requiredDoes Not Meet Expectation Not certified as required |
|  | Capital Improvement Plan | The school has a current capital improvement plan approved by its governing board. | Meets Expectation Current Capital Improvement approved by board Does Not Meet Expectation Capital Improvement Plan not current or not approved by board  |
|  |  |  |  |
| **School Social and Academic Climate** | Reporting of behavior incidents | The school will follow the Maine DOE required reporting for incidents of behavior. | Meets Expectation Reports as requiredDoes Not Meet Expectation Does not report as required  |
|  | Panorama Survey- Family Participation | 40% of families will participate in the Panorama survey. | Exceeds Expectation 50% or moreMeets Expectation 40% - 49.9%Partially Meets Expectation 30%- 39.9%Does Not Meet Expectation Less than 30% |
|  | Panorama Survey- Student Participation | 65% of eligible students will Participate in the Panorama survey.[[12]](#footnote-12) | Exceeds Expectation 75% or more Meets Expectation 65%-74.9%Partially Meets Expectation 55%-64.9%Does Not Meet Expectation Less than 55% |
|  | Panorama Survey- Teacher/Staff Participation | 70% of teachers/staff will participate in the Panorama survey. | Exceeds Expectation 80% or moreMeets Expectation 70%-79.9%Partially Meets Expectation 60%-69.9%Does Not Meet Expectation Less than 60% |
|  | 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.  | Meets Expectation School develops and implements planPartially Meets Expectation School develops and partially implements planDoes Not Meet Expectation School does not develop or does not implement plan |

1. Teaching Strategies GOLD assessment [↑](#footnote-ref-1)
2. The RIT score represents a student's achievement level at any given moment and helps 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. [↑](#footnote-ref-2)
3. 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. [↑](#footnote-ref-3)
4. Eligible is defined as having both a fall and spring score for students in grades k-11. [↑](#footnote-ref-4)
5. Beginning in 2022–23 exceeds becomes “more than 70%.” [↑](#footnote-ref-5)
6. Eligible is defined as having both a fall and spring score for students in grades k-10. [↑](#footnote-ref-6)
7. Beginning in 2022-23 exceeds becomes “more than 70%.” [↑](#footnote-ref-7)
8. Chronically absent is defined as missing 10% or more of school days. [↑](#footnote-ref-8)
9. Student Count day is October 1. [↑](#footnote-ref-9)
10. A school year is July 1 – June 30 [↑](#footnote-ref-10)
11. Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval. [↑](#footnote-ref-11)
12. Students in grades 3 and up are eligible to participate in the Panorama Education surveys. [↑](#footnote-ref-12)