



July 14, 2022

At the Commission's June 23 Business Meeting, a new Performance Framework was adopted for use in all Maine Charter Schools beginning with school year 2022-2023. Your school's approved Performance Framework is below.

The National Association of Charter School Authorizers' (NACSA's) Principles & Standards for Quality Charter School Authorizing (2012) emphasizes that a quality authorizer establishes standards for school performance that are clear, quantifiable, rigorous, and attainable. NACSA also recommends that authorizers develop and formally adopt a Performance Framework that includes academic, financial, and organizational performance measures for use by schools and authorizers to establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation.

The three areas of performance covered by the framework—academic, financial, and organizational, form the backbone of the Maine Charter School Commission's performance management system. This framework enables effective performance management and promotes school success by establishing and communicating performance expectations for all schools in the MCSC's portfolio in a way that is objective, transparent, and directly related to school quality.

Over the next few months, we will work with schools on the Custom Target portion of the Performance Framework.

Because the Performance Framework is a part of the charter contract between the Maine Charter School Commission and the school, a contract amendment must be completed to incorporate the new Performance Framework into the charter contract.

We ask that your board review and approve the Performance Framework below and return a signed copy by August 19, 2022.

If you have any questions, please contact me.

Best,  
Gina

Gina Post, Chief Program Officer  
Maine Charter School Commission

# MCSC

## MAINE CHARTER SCHOOL COMMISSION

### CONTRACT AMENDMENT- PERFORMANCE FRAMEWORK

This Charter Contract Amendment is executed on this 1st day of September, 2022, by and between the Maine Charter School Commission and ACADIA Academy, to replace the Performance Framework, Exhibit C of the Charter Contract with the Performance Framework version below, adopted by the Maine Charter School Commission on June 23, 2022.


Maine Charter School Commission

 \_\_\_\_\_ 9/1/2022  
75117F593314412...

Signature Date

By: Wilson G. Hess, Commission Chair

ACADIA Academy

 \_\_\_\_\_ 9/1/2022  
624E0D2C21D1421...

Signature Date

By: Amy Dieterich, Board Chair

APPROVED MCSC Performance Framework June 23, 2022

**MCSC**  
**MAINE CHARTER**  
**SCHOOL COMMISSION**  
**ACADIA ACADEMY**  
**PERFORMANCE FRAMEWORK**

Charter school authorizers are responsible for maintaining high standards for school performance, upholding school autonomy, and protecting student and public interests. Using a performance contract as both a guide and a tool, the Maine Charter School Commission maintains high standards and manages charter school performance—not by dictating inputs or controlling processes—but by setting expectations and holding charter districts accountable for results. The Maine Charter School Commission engages in responsible and effective performance management by ensuring charter districts have the autonomy to which they are entitled and the public accountability for which they are responsible.

The Maine Charter School Commission's relationship with the charter districts it authorizes begins with a bargain for performance. The Maine Charter School Commission agrees to entrust a charter district's governing board with public dollars and public school students and to give it broad autonomy over how it achieves agreed-upon goals. In return, the school's board commits to achieving specified results, managing public funds responsibly, complying with its legal obligations, and providing a quality education to the students in its care.

In order for this bargain of autonomy in exchange for accountability to work, it is essential that the Maine Charter School Commission establish, maintain, and enforce high performance standards for all schools in its portfolio. This includes not only holding schools accountable for the academic performance of all of their students, which should always be the primary measure of quality, but also holding schools accountable for financial and organizational performance. The critical first step in effective performance management is to set and communicate clear and rigorous expectations for performance. Schools need clearly defined standards so they know what is expected of them, and the Maine Charter School Commission needs them to manage performance effectively by holding schools accountable for outcomes without attempting to control inputs.

The National Association of Charter School Authorizers' (NACSA's) Principles & Standards for Quality Charter School Authorizing (2012) emphasizes that a quality authorizer establishes standards for school performance that are clear, quantifiable, rigorous, and attainable. NACSA also recommends that authorizers develop and formally adopt a Performance Framework that includes academic, financial, and organizational performance measures for use by schools and authorizers to establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation.

The three areas of performance covered by the framework—academic, financial, and organizational, form the backbone of the Maine Charter School Commission's performance management system. This framework enables effective performance management and promotes school success by establishing and communicating performance expectations for all schools in the MCSC's portfolio in a way that is objective, transparent, and directly related to school quality.

The Performance Framework benefits both the Maine Charter School Commission and charter districts it authorizes. The framework promotes transparency and objectivity in authorizing and protects school autonomy. It enables charter school performance contracting to function as intended by providing both charter districts and the Maine Charter School Commission with clarity about expected outcomes, objective evidence of achievement, and a comprehensive tool for evaluating results.

The frameworks promote transparency and objectivity by putting the authorizer on record and schools, parents, stakeholders, and the public on notice about the performance standards that will be used to evaluate whether or not a school is successful and is living up to its end of the charter bargain. The frameworks help to establish expectations at the beginning of the school's operation so that there will be no surprises when a school is held accountable for meeting them over the course of the charter term and at renewal.

The framework protects school autonomy by clarifying in objective terms the performance data the Maine Charter School Commission will collect and the outcomes that it expects and will evaluate. The framework helps to establish the boundaries of the parties' relationship and define the rights and responsibilities of both the charter school and the Maine Charter School Commission.

**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
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		Students will read on grade level based on the school's assessment tool by the end of third grade.  Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.	The Commission will monitor a charter school's percentage of students reading on grade level at the end of third grade.
1.3.a	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	School will meet the goal of 60%-70% of eligible <sup>1</sup> students meeting their projected growth on NWEA MAP <u>reading</u> .  <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>	<b>Exceeds Expectation</b> Exceeds 70% <b>Meets Expectation</b> Between 60%-69.9% <b>Approaching Expectation</b> Between 50%-59.9% <b>Does Not Meet Expectation</b> Below 50%

---

<sup>1</sup> Eligible is defined as having both a fall and spring score.

1.3.b	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	School will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <u>language</u> .  <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>	<b>Exceeds Expectation</b> Exceeds 70%
			<b>Meets Expectation</b> Between 60%-69.9%
			<b>Approaching Expectation</b> Between 50%-59.9%
			<b>Does Not Meet Expectation</b> Below 50%
1.3.c	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	School will meet the goal of 60%- 70% of eligible students meeting their projected growth on NWEA MAP <u>math</u> .  <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>	<b>Exceeds Expectation</b> Exceeds 70%
			<b>Meets Expectation</b> Between 60%-69.9%
			<b>Approaching Expectation</b> Between 50%-59.9%
			<b>Does Not Meet Expectation</b> Below 50%
1.4	Achievement Gaps: Maine State Assessment (NWEA MAP) 3rd-8th	Achievement gaps in proficiency between major subgroups* and comparison groups <sup>2</sup> on the Maine State Assessments in ELA reading, ELA language, and math.  The school will provide achievement data of major subgroups* (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).	<b>Meets Expectation</b> Subgroups are performing within 8% of comparison group(s)
			<b>Approaching Expectation</b> Subgroups are performing between 8.1%-15% below comparison group(s)

<sup>2</sup> Comparison group is composed of all students not in a subgroup.

		<i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i>	<b>Does Not Meet Expectation</b> Subgroups are performing more than 15% below comparison group(s)
1.5 and 1.6	Not Applicable (high school targets)		

<b>RATINGS AND EVALUATION IN THIS SECTION IS DEPENDANT ON PERFORMANCE IN THE PREVIOUS SECTION</b>			
Program Delivery: The school delivers a high-quality academic program that meets the needs of all students.			
(Only used for a Charter District Leadership’s evaluation when <b>two</b> of CRITERIA 1.1, 1.2, 1.3.a, 1.2.b, 1.2.c, 1.4, 1.5, 1.6.a, 1.6.b, 1.6.c or 1.6.d are Approaching Expectations or Does Not Meet Expectations for <b>two or more evaluation cycles in the same criteria.</b>			
Criterion	Indicator	Target	Rating
1.7	Curriculum	The school’s documented curriculum is aligned to state curriculum frameworks; is aligned vertically	Refer to the Commission’s Intervention Protocol.

		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.	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.
1.8	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.	
1.9	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 students and modify the program in order to improve student outcomes.	
1.10	Support for All Learners	The school has a proactive system (such as MTSS/RTI) 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
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</a>  <a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships</a>  <a href="#">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>	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.”	<b>Exceeds Expectation</b> All 3 of the 3 required scales in the above average range for like schools
			<b>Meets Expectation</b> All 3 of the 3 required scales in the average range for like schools
			<b>Approaching Expectation</b> 2 of the 3 required scales in the average range for like schools

		<p><i>*Required Scales: School Climate, Safety, and School Fit</i></p>	<p><b>Does Not Meet Expectation</b> 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	<p>School Climate: <a href="#">Panorama School Climate Survey- Student Results</a></p>	<p>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.”</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p>	<p><b>Exceeds Expectation</b> All 4 of the 4 required scales in the above average range for like schools</p> <p><b>Meets Expectation</b> All 4 of the 4 required scales in the average range for like schools</p> <p><b>Approaching Expectation</b> A least 3 of the 4 required scales in the average range for like schools</p> <p><b>Does Not Meet Expectation</b> Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.4	<p>School Climate: <a href="#">Panorama School Climate Survey- Teacher/Staff Results</a></p>	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff 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.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p>	<p><b>Exceeds Expectation</b> All 4 of the 4 required scales in the above average range for like schools</p> <p><b>Meets Expectation</b> All 4 of the 4 required scales in the average range for like schools</p> <p><b>Approaching Expectation</b> A least 3 of the 4 required scales in the average range for like schools</p> <p><b>Does Not Meet Expectation</b></p>

			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.	<b>Meets Expectation</b> School develops and implements plan
			<b>Approaching Expectation</b> School develops and partially implements plan
			<b>Does Not Meet Expectation</b> School does not develop or does not implement plan

<p><b>RATINGS AND EVALUATION IN THIS SECTION IS DEPENDANT ON PERFORMANCE IN THE PREVIOUS SECTION</b></p> <p>Capacity: The school sustains a well-functioning organizational structure and creates a professional, inclusive, respectful, and welcoming working climate for all staff.</p> <p>Only used for a Charter District Leadership’s evaluation when <b>two of</b> CRITERIA 2.1, 2.2, 2.3, 2.4, or 2.5 fall into Partially Meets Expectations or Does Not Meet Expectations for <b>two or more evaluation cycles in the same criteria.</b></p>			
Criterion	Indicator	Target	Rating
2.6	School Systems and Leadership	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.	Refer to the Commission’s Intervention Protocol.  School will likely be required to submit a self-assessment and the Commission staff conducts interviews/focus groups/document review as

		<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>applicable to analyze each Capacity Component.</p>
<p>2.7</p>	<p>Professional Climate</p>	<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>	

### SECTION 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
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</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</p>

		<p>to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.</p> <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>intervene with mitigation measures or other intervention protocols</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year <sup>3</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act ( <a href="#">FOAA</a> ).	<p><b>Meets Expectation</b> 6 or more meetings</p>
			<p><b>Does Not Meet Expectation</b> 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely <sup>4</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.	<p><b>Meets Expectation</b> All minutes and agendas posted timely</p>
			<p><b>Approaching Expectation</b> 1-2 items not posted timely</p>
			<p><b>Does Not Meet Expectation</b> 3 or more not posted timely</p>
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete.	<p><b>Exceeds expectation</b> More than 90% of reports are submitted on time and are</p>

<sup>3</sup> A school year is July 1 – June 30

<sup>4</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.

			accurate and complete
			<p><b>Meets Expectation</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p>
			<p><b>Approaching Expectation</b> 70%-79.9% of reports are submitted on time and are accurate and complete</p>
			<p><b>Does Not Meet Expectation</b> Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. ( <a href="#">LINK</a> )	<p><b>Exceeds 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.</p>
			<p><b>Meets expectations:</b> 100% of required courses have been taken and evidence is provided</p>

			<p><b>Approaching expectations:</b> 80%-99.9% of required courses are taken and evidence is provided</p>
			<p><b>Does not meet expectations:</b> Less than 80% of required courses have been completed</p>
3.6	Facility meets Local and State requirements	<p>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 <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>  <a href="#">Public School Approval Requirements and Citation Chart</a></p>	<p><b>Exceeds expectation</b> Charter District Leadership has obtained an environmentally friendly certification such as <a href="#">LEED</a></p>
			<p><b>Meets Expectation</b> Certified as required and approved by the Board</p>
			<p><b>Does Not Meet Expectation</b> Not certified as required</p>
3.7	Facility supports Programming	<p>The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.</p>	<p><b>Meets Expectation</b> Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation</p>
			<p><b>Approaching Expectation</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports</p>



			mission and key design element implementation
			<p><b>Does Not Meet Expectation</b>                  Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation</p>

<p><b>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY</b></p> <p>The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.</p> <p><b>Framing Question:</b>                  Is the school financially viable?</p>			
Criterion	Indicator	Target	Rating
4.1.a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1.  <i>Current assets divided by current liabilities</i>	<p><b>Lower Risk</b>                      Greater than 1.5</p>
			<p><b>Moderate Risk</b>                      1.0 - 1.5</p>
			<p><b>High Risk</b>                      Less than 1</p>
4.1.b		Unrestricted days cash will be at least 30 days.	<p><b>Lower Risk</b></p>

	Unrestricted Days Cash on Hand (Near-Term Measures)	<i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> Fewer than 30 days
4.1.c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 10% of the enrollment projected in the approved budget.  <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	<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
4.1.d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations.  <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	<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
4.2.a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.  <i>Net Surplus divided by Total Revenue</i>	<b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive

			<p><b>Moderate Risk</b> Aggregated Two-Year Total Margin is at least 1.5%</p>
			<p><b>High Risk</b> 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>
4.2.b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9.  <i>Total Liabilities divided by Total Assets</i>	<p><b>Lower Risk</b> Less than 90%</p>
			<p><b>Moderate Risk</b> 90 to 100%</p>
			<p><b>High Risk</b> Greater than 100%</p>
4.2.c	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>	<p><b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>
			<p><b>Moderate Risk</b> A positive cumulative 2-year cash flow</p>
			<p><b>High Risk</b> Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.</p>

4.2.d	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><i>(Net Surplus + Depreciation + Interest + Lease Expense) / (Annual Principal + Interest + Lease Payments)</i></p>	<p><b>Lower Risk</b> Exceeds 1.1</p>
			<p><b>Moderate Risk</b> Is 1.0 to 1.1</p>
			<p><b>High Risk</b> 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 June 30, 2023: Leadership/Board has a finalized 3-year annual financial plan.</p>	<p><b>Meets Expectations</b> Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p> <p><b>Does Not Meet Expectations</b> 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.</p>

**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
5.1	Mission and Key Design Implementation	1. The school demonstrates its approved mission.  2. The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.  3. The Board and Administration share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.	<b>Meets Expectation</b> School is implementing the mission and design elements as outlined in the charter and amendments
			<b>Approaching Expectation</b> School is partially implementing the mission and design elements as outlined in the charter and amendments
			<b>Does Not Meet Expectation</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
		<i>* Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i>	

**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.**

5.1a is only used for a Charter District Leadership's evaluation when, on CRITERIA 5.1, the school is 10% or more below the contracted enrollment on October 1st.

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><a href="#">Chronic absenteeism</a> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school.<sup>5</sup></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>	<b>Exceeds Expectation</b> Fewer than 10%
			<b>Meets Expectation</b> 10%-18%
			<b>Approaching Expectation</b> 17.9% - 25%
			<b>Does Not Meet Expectation</b> Greater than 25%
<p><b><i>If the school has more than 18% students chronically absent OR the school maintains approaching for 2 successive accountability cycles, MCSC will measure:</i></b></p> <p>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.</p>			
5.2b	Student Attendance	Chronic absenteeism rate	<p>Chronic absenteeism as it relates to the state average</p> <p>Absentee trend over time (growth)/ability to change trends</p>
5.3	Student	Persistence throughout the school year	<b>Exceeds Expectation</b>

<sup>5</sup> Chronically absent is defined as missing 10% or more of school days.

	Persistence - School Year	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>	More than 90%
			<b>Meets Expectation</b> 85% - 89.9%
			<b>Approaching Expectation</b> 75% - 84.9%
			<b>Does not meet Expectation</b> Fewer than 75%
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.	<b>Exceeds Expectation</b> Exceeds 90%
			<b>Meets Expectation</b> 85% - 89.9%
			<b>Approaching Expectation</b> 75% - 84.9%
			<b>Does not meet Expectation</b> Fewer than 75%

## 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
-----------	-----------	--------	--------

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

<sup>7</sup> Student Count day is October 1.

	<p>Examples:</p> <ul style="list-style-type: none"> <li>● Schools with grades K-2 should consider an academic measure for the early elementary grades</li> <li>● High schools may consider adding 5th year graduation rates</li> <li>● Schools may consider targets for increasing engagement</li> </ul>		
--	--	--	--

**Acknowledgements:**

The Maine Charter School Performance Framework was developed with the support and collaboration of our partners. In particular, we would like to acknowledge the team at the Massachusetts Department of Elementary and Secondary Education that developed the Massachusetts Charter School Performance Criteria, from which we adopted much of our Program Delivery, Capacity, School Leadership, Governing Board, and Mission and Key Design Elements language. For their thoughtful feedback and contributions, we would like to thank the National Association of Charter School Authorizers, the National Charter Schools Institute, WestEd, the Charter School Resource Center, Ryan Marks at the Colorado Charter Schools Institute, Dr. Kenneth Holder at Northern Michigan University, and Erin Kupferberg at Verite Educational Services. Finally, we would like to thank the Maine Charter Schools for their feedback, continued partnership, and for the work they do on behalf of the students and families in Maine.