



2023-24

Annual Report

to the

Commissioner

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The Maine Charter School Commission

**Seat #1
Tom Keller**



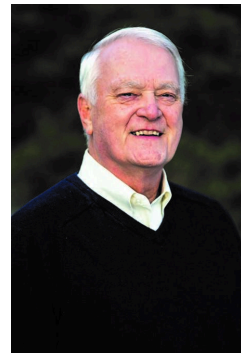
**Seat #5
Jim Handy**



**Seat #2
James Ford**



**Seat #6
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Commissioner Makin,

We are pleased to submit the SY2023-24 Annual Charter School Report for your review. This report fulfills our statutory obligation to provide the Commissioner of Education with an annual status report on the performance of charter schools in the state.

We measure school performance using the Performance Framework developed by the Maine Charter School Commission, which outlines five categories that work in tandem to indicate school performance. The areas measured are:

- Academic Achievement: Is the school an academic success? Is the school adequately preparing students for their desired post-secondary outcomes?
- School Climate and Family Engagement: Does the school provide the conditions for students to be successful?
- Organizational Sustainability: Is the school an effectively run and sustainable organization?
- Financial Management and Viability: Is the school financially viable?
- School Mission and Student Persistence: Is the school faithful to its mission? Does the school ensure access for all students eligible to attend the school?

Below is a snapshot of performance framework outcomes:

- Based on results from the spring administration of the Maine Through Year Assessment, **8 of 9** public charter schools are **meeting** or **exceeding** framework expectations for reading proficiency, performing above the state average. Math proficiency is an area of growth with **4 of 9** schools **meeting** or **exceeding** expectations.
- **6 of 7** charter high schools are **meeting** or **exceeding** framework expectations for 4-year high school completion and surpassing the Maine Department of Education's annual graduation goal of 87%.
- In SY2023-24 the Commission began measuring 5 and 6-year high school graduation rates and **6 of 7** charter high schools are **exceeding** expectations on the framework.
- Charter high schools use the Accuplacer to assess post-secondary readiness. **6 of 7** of the high schools are **exceeding** framework expectations, demonstrating that students graduating from Maine's public charter high schools are college-ready upon graduation.
- Chronic absenteeism rates are high with **4 of 9** schools **meeting** or **exceeding** framework expectations. To "meet expectations" schools must be between 10%-18% chronically absent. While rates remain high for several schools, many have decreased the percentage from a year ago.
- Schools administered the annual Panorama survey last spring measuring

school climate and engagement with families, students, teachers, and staff. Results compared to like-schools nationally are as follows:

- Family satisfaction rates from **8 of 9** charter schools **exceeded** expectations.
- Students in grades 6-12 responded favorably on the required survey scales in **6 of 9** charter schools. Students in grades 3-5 had lower favorability, which will be monitored closely by the Commission.
- This is the first year that results from teachers and staff have been reported separately. Overall, responses were favorable with high teacher satisfaction rates at **7 of 9** schools and high staff satisfaction rates at **8 of 9** schools.
- All charter school governing boards meet on a regular basis and are required to engage in a baseline of annual training and development. We had strong school board attendance at our in-person events. However, most school boards are **not meeting** the baseline training expectation. We will clarify the expectations with the hope that all boards satisfy this requirement in SY2024-25.
- Student persistence is a strength across the charter school portfolio, with the majority of schools **meeting** or **exceeding** expectations. *6/9 charter schools are exceeding the expectation that 90% 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 (10/1). In other words, 90% of students remained at the schools throughout the year. One additional school is meeting the expectation at 85%.¹*
- Financial measures for FY24 are included in annual monitoring reports for the first time without the need for a report addendum later in the year. Instead of delaying our reporting as we await the completion of annual financial audits, Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, staff will re-calculate the metrics and compare the results to the Q4 results. If there are material changes which move outcomes to a different risk category, an addendum will be filed. This change allows for a full picture of school performance in the Annual Report.

Public charter schools with students in grades 3-8 are required to report results from the NWEA MAP assessment to the Commission annually. Because the student experience taking the Maine Through Year Assessment is similar to that of the NWEA MAP assessment, schools were uncomfortable with “double testing” and asked if the Commission would consider a waiver for the NWEA MAP Assessment. After consultation with the Assessment Team at the Maine Department of Education, we granted the requested waivers. Unfortunately, the growth data available via the Maine Through Year Assessment appears to be unreliable. The Commission will again require schools to administer the NWEA MAP beginning in the fall, in addition to the Maine Through Year Assessment.

Charter schools **serve an at-risk population** as evidenced by framework results.

¹ Added enrollment clarification in italics per recommendation from Commissioner Makin (12/16/2024)

Economically disadvantaged students from **5 of 6** schools (with reportable subgroup data) are **exceeding** expectations in reading proficiency while **2 of 6** are **exceeding** in math proficiency. Accuplacer results overwhelmingly show that disadvantaged students are college-ready upon graduation.

Highlights from the portfolio include:

- Katie Strait, a science teacher at Baxter Academy for Technology and Science, was named the 2024 Cumberland County Teacher of the Year and was one of 4 finalists for Maine Teacher of the Year. This is the first time a charter school teacher has earned such a distinction.
- The Clifford Arts & Student Center is the Ecology Learning Center's new public performing arts theater, public art gallery, and art studio. "The Cliff" will host regular music and film events as well as educational workshops for students and community members. The Center - which includes a 200-seat theater, commercial kitchen, dining space, and ceramics studio - was built in 2000 and gifted to the Ecology Learning Center by the Unity Environmental University in collaboration with the Unity Foundation.
- Maine Arts Academy completed its first full year in its new location – the former Maine Veterans Home in Augusta. Staff and students alike recognized the importance of community involvement and organized a "Day of Caring" where they planted trees for the Viles Arboretum and groomed the ball fields for the City of Augusta. Students regularly perform for the veterans that moved to their new location on "Heroes Way" in Augusta.
- The Threshold Program at Maine Academy of Natural Sciences - a diploma program for students who have become disengaged from school for a variety of reasons (e.g., challenges that make it difficult to attend school regularly and/or pregnant and parenting teens) continues to impress and outperform similar programs nationally. Students that do not earn their high school diploma with their cohort often choose to return for a 5th, or even 6th, year to complete their education. Graduation rates over the last few years have ranged from 80%-100%.
- The two virtual public charter schools - Maine Connections Academy and Maine Virtual Academy - are serving nearly 1,000 students in Maine with at least that many students on a waitlist hoping for an opportunity to enroll. Students that choose a virtual education come from different walks of life – elite or speciality athletes and performers who need a flexible schedule; students who live in areas that do not provide advanced classes; parents who have homeschooled their children but require advanced middle school and high school content; students with physical disabilities; students who work during the day to help support their families, often in a family business; students who had a difficult time in their resident school (i.e., bullying and/or other trauma); and students with high levels of anxiety. Both schools are in the top 10 of ranked high schools in the state of Maine per a recent review by the U.S. News and World Report.



Charter schools experience financial and organizational challenges. Schools report increased enrollment from inpatient settings (e.g., Spurwink Chelsea Day Treatment, Crossroads Youth Center, and Becket House); difficulty finding certified special education staff; high special education costs (ACADIA Academy had 6 out-of-district placements in SY2023-24); and insufficiently funded requirements (i.e., speech pathology, sign language interpretation, and bus service). Transportation to school is a barrier for many families and contributes to high chronic absenteeism rates and schools have reported losing students due to domestic challenges, such as students removed from the home and placed in foster care outside of the catchment area.

We look forward to another year of collaboration with the Maine Department of Education to ensure the best education for Maine's students and families and look forward to discussing the details of this report with you and your team.

Sincerely,

Lana Ewing, Executive Director

Charter School Profiles (2024-25 School Year)

	<p>ACADIA Academy 12 Westminster Street, Lewiston www.acadiaacademy.org</p> <p>Meredith Morrison, <i>Board President</i> Heather Bucklin, <i>Head of School</i></p> <p>Grades Served: Pre-K to 6 Enrollment = 250</p> <p>18.40% Special Education 32.00% Economically Disadvantaged</p>
	<p>Baxter Academy for Technology and Science 185 Lancaster Street, Portland www.baxter-academy.org</p> <p>Ruth Dean, <i>Board Chair</i> Anna Klein-Christie, <i>Executive Director</i></p> <p>Grades Served: 9 to 12 Enrollment = 384</p> <p>21.88% Special Education 20.05% Economically Disadvantaged</p>

**Community Regional Charter School**

48 South Factory Street, Skowhegan

www.crcsme.org

Nicki Reinholt, *Board Chair*

Travis Works, *Executive Director*

Grades Served: PK to 12

Enrollment = 385

23.64% Special Education

70.39% Economically Disadvantaged

the **Ecology
Learning
Center**

Ecology Learning Center

230 Main Street, Unity

www.ecologylearningcenter.org

Beth Alma, *Board Chair*

Leza Packard, *Head of School*

Grades Served: 9 to 12

Enrollment = 120

26.67% Special Education

35.83% Economically Disadvantaged

**Fiddlehead School of Arts & Sciences**

25 Shaker Road, Gray

www.fiddleheadschool.org

Bill Doughty, *Board Chair*

Jacinda Cotton-Castro, *Executive Director*

Grades Served: PK to 8

Enrollment = 177

28.81% Special Education

28.25% Economically Disadvantaged



Maine Academy of Natural Sciences

13 Easler Road, Hinckley
www.meansacademy.org

Robert Dodge, *Board Chair*
 Matt Newberg, *Head of School*

Grades Served: 9 to 12
 Enrollment = 177

23.16% Special Education
 71.19% Economically Disadvantaged



Maine Arts Academy

310 Cony Road, Augusta
www.maineartsacademy.org

Linda Warner, *Board President*
 Heather King, *Head of School*

Grades Served: 9 to 12
 Enrollment = 245

17.14% Special Education
 40.82% Economically Disadvantaged



Maine Connections Academy


600 Southborough Drive, Suite 202
 Portland
<https://www.connectionsacademy.com/maine-virtual-school/>

Billy Thompson, *Board President*
 Walter Wallace, *Head of School*

Grades Served: 7 to 12
 Enrollment = 504*

*21.83% Special Education
 *50.99% Economically Disadvantaged

**Not Certified*

 <p><i>*Not Certified</i></p>	<p>Maine Virtual Academy 6 E Chestnut Street, Augusta www.mainevirtualacademy.org</p> <p>Donna Pelletier, <i>Board President</i> Dr. Melinda Browne, <i>Head of School</i></p> <p>Grades Served: 7 to 12 Enrollment = 475*</p> <p>*24.42% Special Education *48.63% Economically Disadvantaged</p>
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Status of the Maine Charter School Portfolio

1	Approved	None	
2	Operating	ACADIA Academy	Originally opened in 2016
		Baxter Academy for Technology and Science	Originally opened in 2013
		Community Regional Charter School	Originally opened in 2012
		Ecology Learning Center	Originally opened in 2020
		Fiddlehead School of Arts & Sciences	Originally opened in 2013
		Maine Academy of Natural Sciences	Originally opened in 2012
		Maine Arts Academy	Originally opened in 2016
		Maine Connections Academy	Originally opened in 2014
		Maine Virtual Academy	Originally opened in 2015
3	Renewed	Maine Connections Academy	Renewed in October 2023

4	Transferred	None	
5	Terminated	None	
6	Closed	Harpswell Coastal Academy	Charter Contract Ended on 6/30/23
7	Never Opened	None	

Performance

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 to manage performance effectively by holding schools accountable for outcomes without attempting to control inputs.

The National Association of Charter School Authorizers' (NACSA) Principles & Standards for Quality Charter School Authorizing 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 framework promotes 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 framework helps 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.

The Commission made slight adjustments to the framework in February 2024. Below is a summary of how the charter school portfolio as a whole performed on the Performance Framework during the 2023-24 school year:

Legend of School Abbreviations:

ACADIA	ACADIA Academy	ELC	Ecology Learning Center
Baxter	Baxter Academy for Technology + Science	FSAS	Fiddlehead School of Arts & Sciences
CRCS	Community Regional Charter School	MCA	Maine Connections Academy
CRCS (CCA)	CRCS - Creative Children's Academy	MeAA	Maine Arts Academy
CRCS (DA)	CRCS - Dimensions Academy	MeANS	Maine Academy of Natural Sciences
CRCS (OA)	CRCS - Overman Academy	MeVA	Maine Virtual Academy

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?

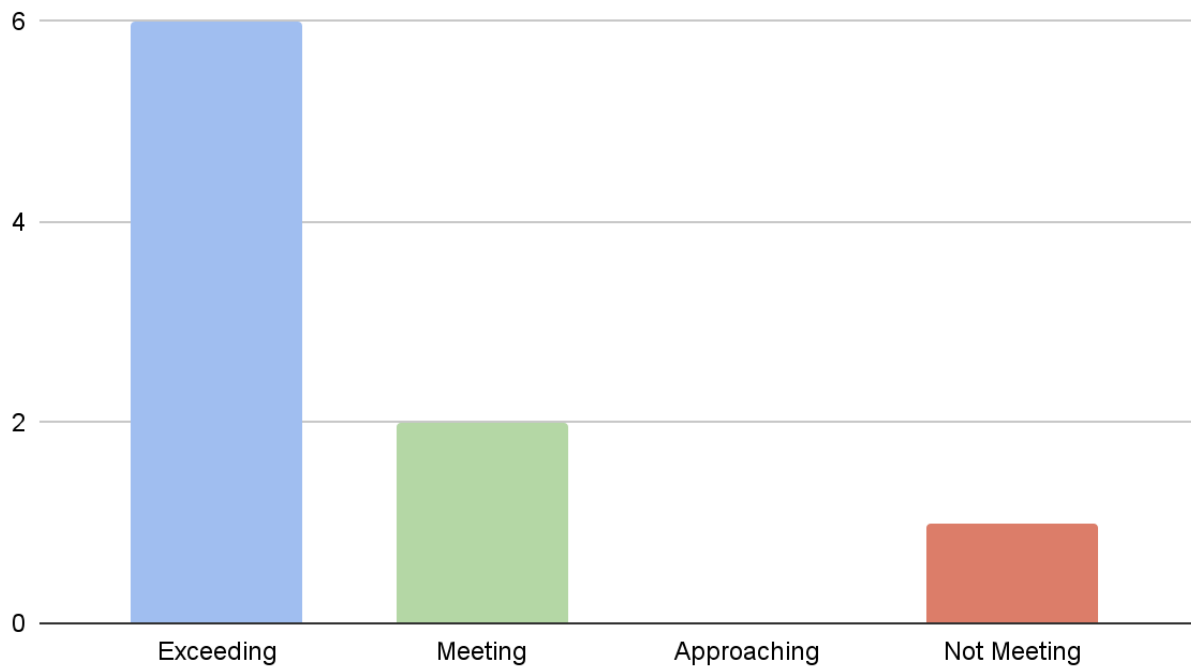
1.1a Student Academic Proficiency: MDOE Through Year Assessment, Reading

Target: Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.

Outcomes:

Exceeding Expectations ≥5% of state average of schools “at or above state expectation” ACADIA, Baxter, ELC, MCA, MeAA, MeANS	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation” FSAS, MeVA	Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”	Not Meeting Expectations <-15% of state average of schools “at or above state expectation” CRCS
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1.1a Academic Proficiency - Reading



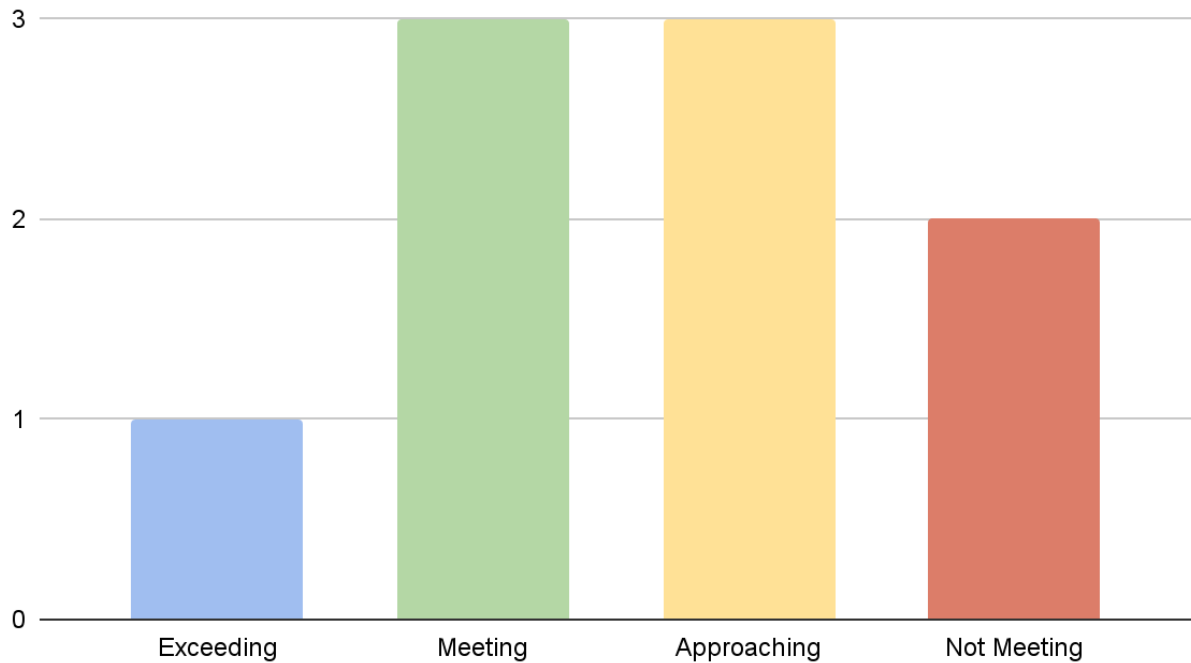
1.1b Student Academic Proficiency: MDOE Through Year Assessment, Math

Target: Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.

Outcomes:

Exceeding Expectations $\geq 5\%$ of state average of schools “at or above state expectation” Baxter	Meeting Expectations Between $\geq 5\%$ and $< 5\%$ of state average of schools “at or above state expectation” ACADIA, ELC, FSAS	Approaching Expectations Between $\geq 15\%$ and $< 5\%$ of state average of schools “at or above state expectation” MCA, MeAA, MeANS	Not Meeting Expectations $< 15\%$ of state average of schools “at or above state expectation” CRCS, MeVA
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1.1b Academic Proficiency - Math



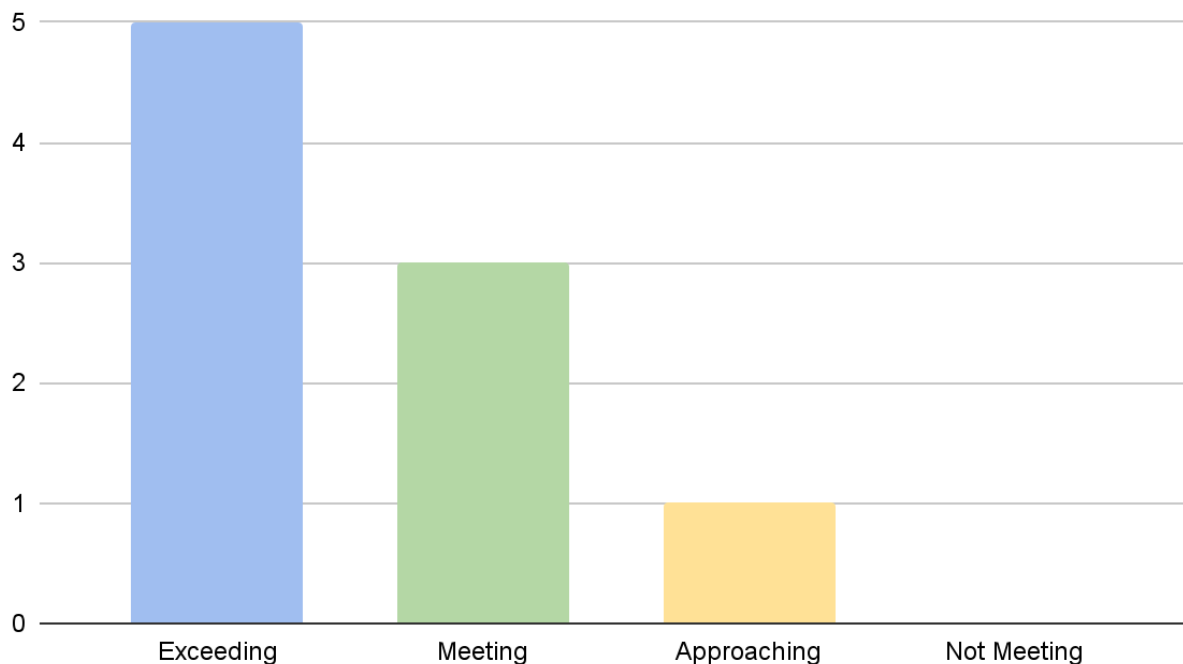
1.1c Proficiency by subgroup, Through-Year Assessment, Reading

Target: Schools will report the percentage of students in each reportable subgroup assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students on IEPs, Multilingual Learners, Economically Disadvantaged, Race, and Ethnicity. To be reported, subgroups must have **at least 10 students**.

Outcomes:

Exceeding Expectations ≥5% of state average of schools “at or above state expectation” Baxter, ELC, MCA, MeAA, MeANS	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation” ACADIA, FSAS, MeVA	Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation” CRCS	Not Meeting Expectations <-15% of state average of schools “at or above state expectation”
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1.1c Subgroup Proficiency - Reading



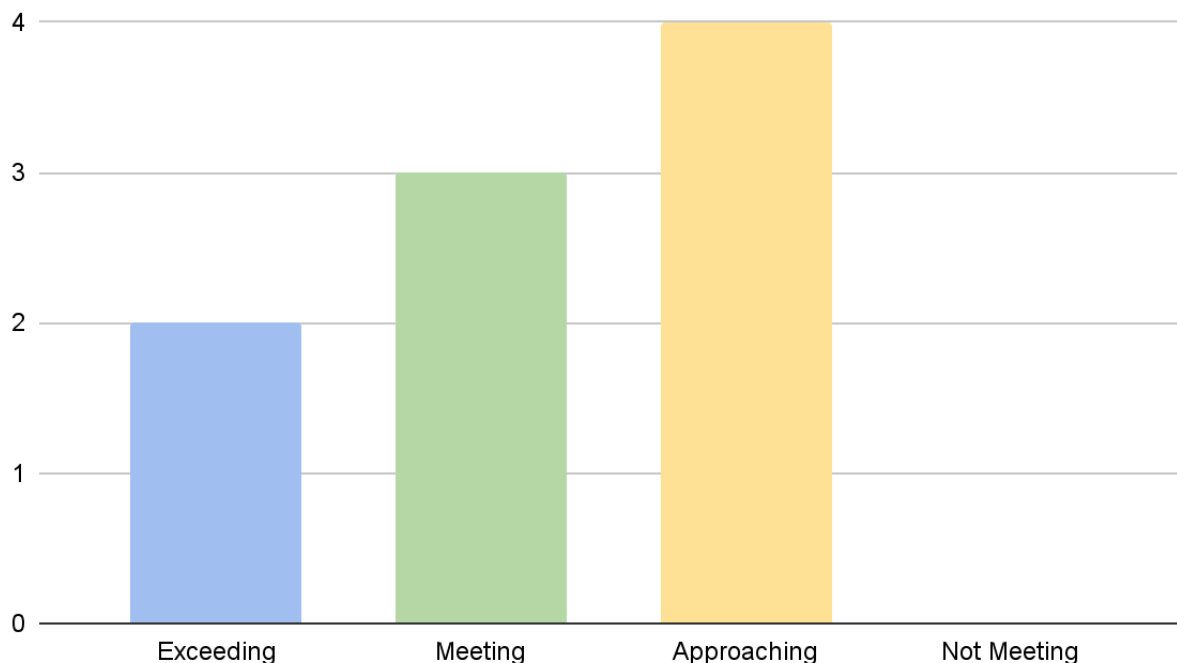
1.1d Proficiency by subgroup, Through-Year Assessment, Math

Target: Schools will report the percentage of students in each reportable subgroup assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students on IEPs, Multilingual Learners, Economically Disadvantaged, Race, and Ethnicity. To be reported, subgroups must have **at least 10 students**.

Outcomes:

Exceeding Expectations $\geq 5\%$ of state average of schools “at or above state expectation”	Meeting Expectations Between $\geq -5\%$ and $< 5\%$ of state average of schools “at or above state expectation”	Approaching Expectations Between $\geq -15\%$ and $< -5\%$ of state average of schools “at or above state expectation”	Not Meeting Expectations $< -15\%$ of state average of schools “at or above state expectation”
Baxter, ELC	FSAS, MeAA, MeANS	ACADIA, CRCS, MCA, MeVA	

1.1d Subgroup Proficiency - Math



1.2 Reading on Grade Level - 3rd Grade

Target: *Students will read on grade level based on the school's assessment tool by the end of third grade. Three (3) public charter schools have 3rd grade students and reported the data as required. Here are the results:*

Outcomes:

ACADIA Academy	Community Regional Charter School	Fiddlehead School of Arts & Sciences
71% (Fountas and Pinnell)	43% (Fountas and Pinnell)	67% (NWEA/MTY Assessment)

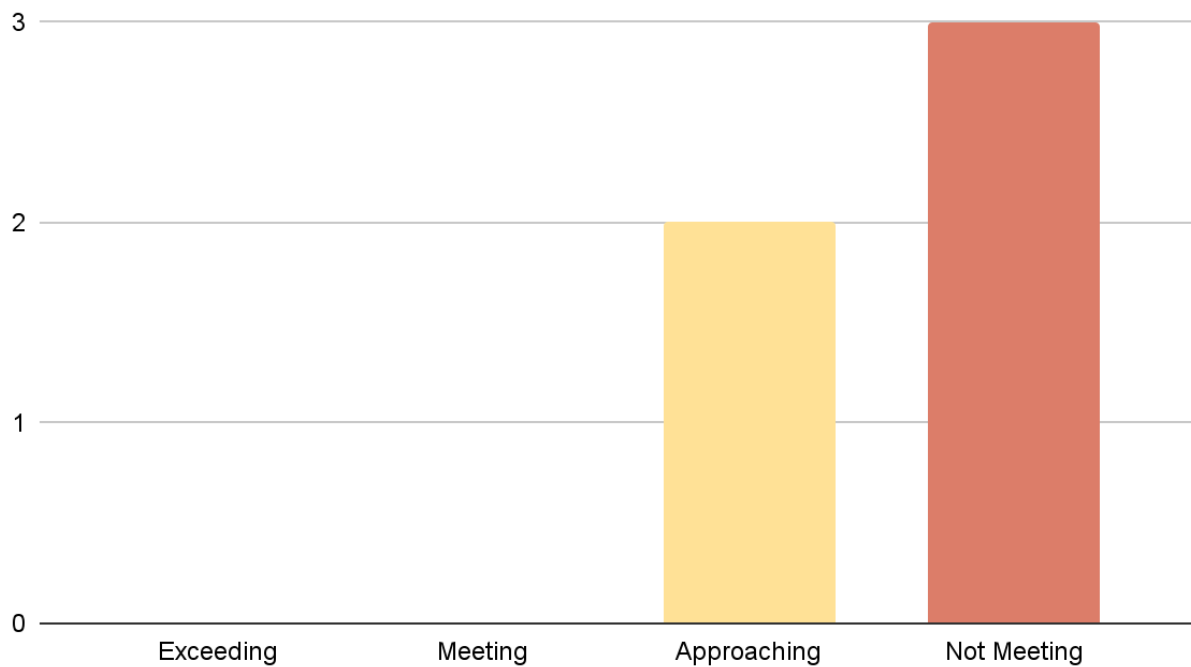
1.3a Student Academic Growth: NWEA MAP Growth 3rd-8th

Target: *School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading*

Outcomes:

Exceeding Expectations Exceeds 55%	Meeting Expectations Between 45%-54.9%	Approaching Expectations Between 35%-44.9%	Not Meeting Expectations Below 35%
		CRCS, MeVA	ACADIA, FSAS, MCA

1.3a Academic Growth - Reading



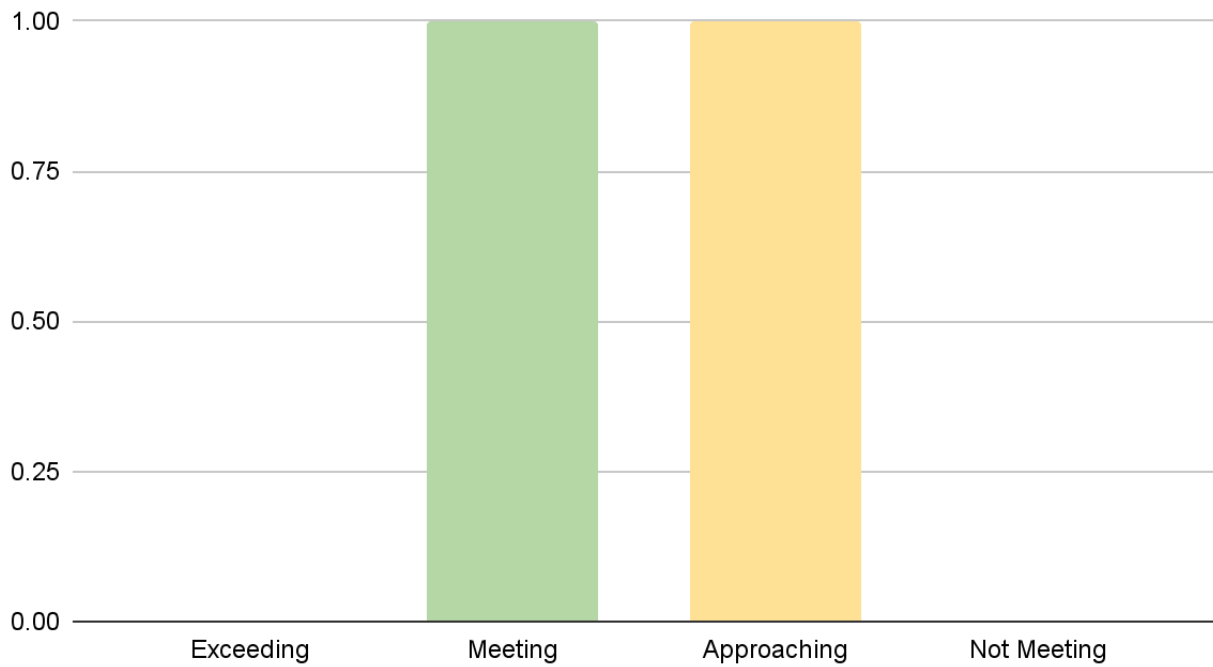
1.3b Student Academic Growth: NWEA MAP Growth 3rd-8th

Target: School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language

Outcomes:

Exceeding Expectations Exceeds 55%	Meeting Expectations Between 45%-54.9%	Approaching Expectations Between 35%-44.9%	Not Meeting Expectations Below 35%
	MeVA	CRCS	

1.3b Academic Growth - Language



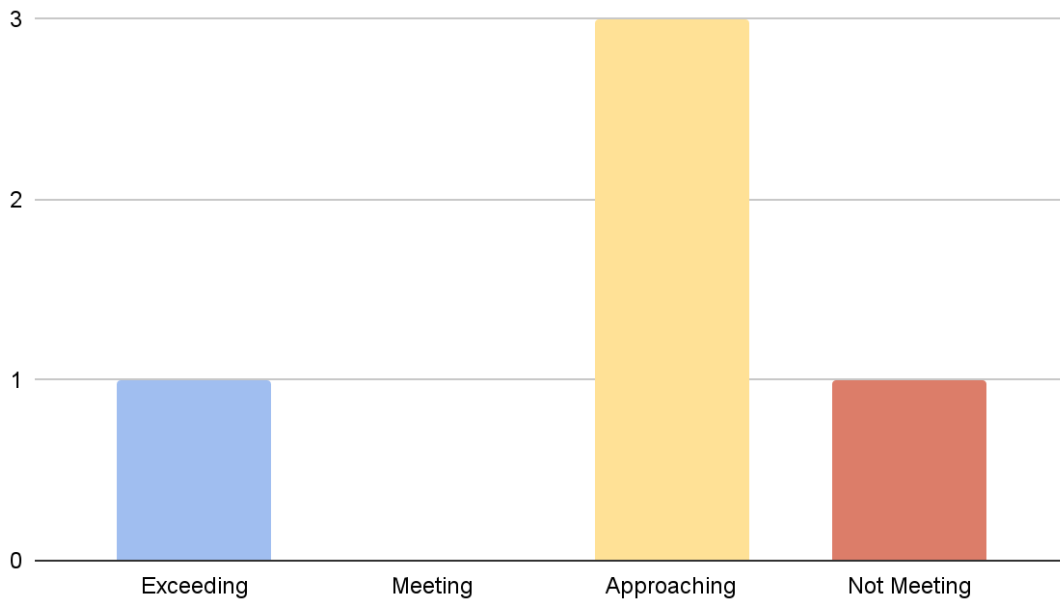
1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th

Target: School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math

Outcomes:

Exceeding Expectations Exceeds 55% MeVA	Meeting Expectations Between 45%-54.9%	Approaching Expectations Between 35%-44.9% ACADIA, CRCS, FSAS	Not Meeting Expectations Below 35% MCA
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1.3c Academic Growth - Math



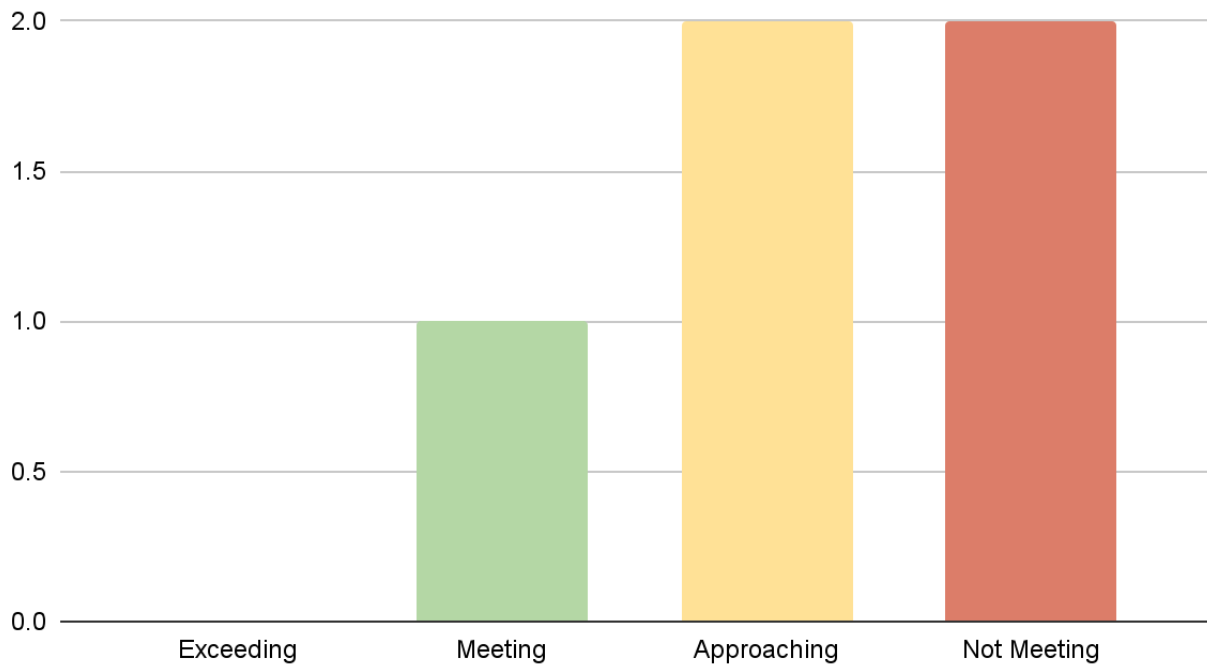
1.4a Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

Target: Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading

Outcomes:

Exceeding Expectations Exceeds 55%	Meeting Expectations Between 45%-54.9% FSAS	Approaching Expectations Between 35%-44.9% CRCS, MeVA	Not Meeting Expectations Below 35% ACADIA, MCA
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1.4a Subgroup Growth - Reading

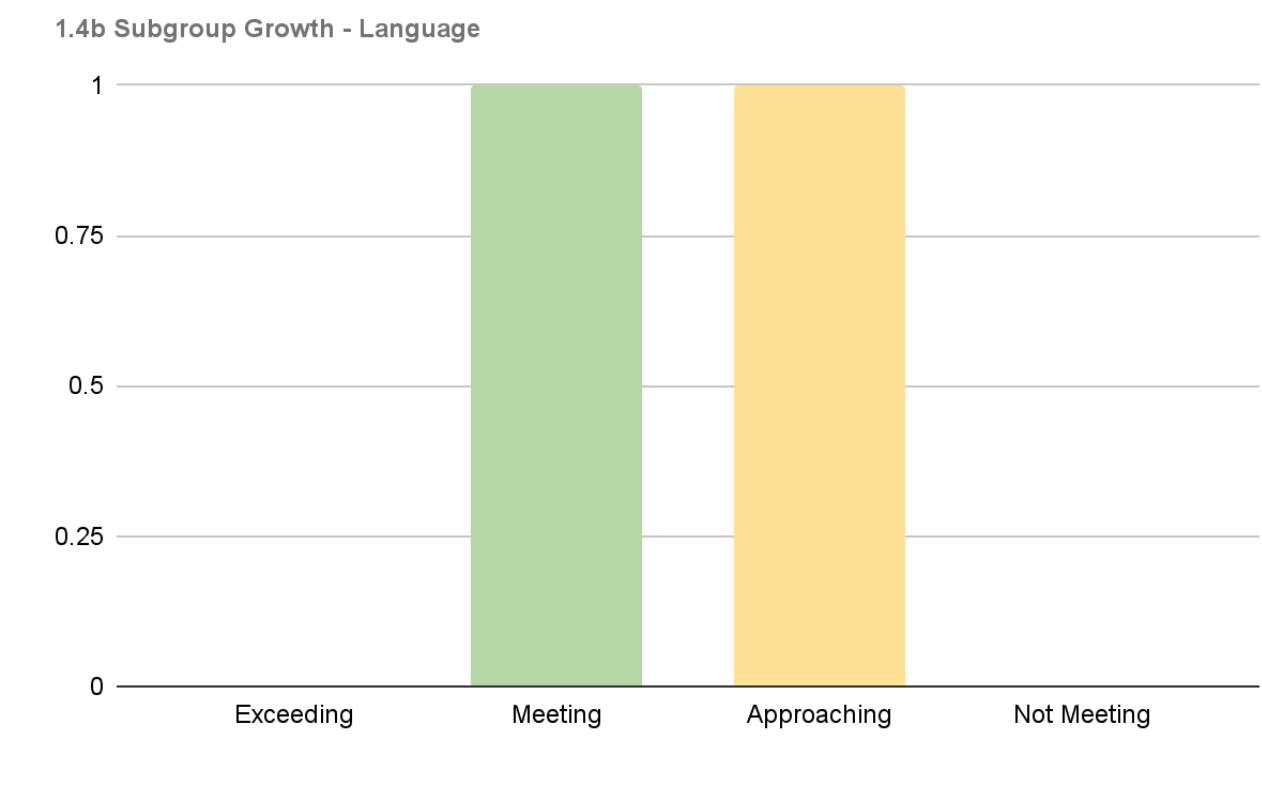


1.4b Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

Target: Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language

Outcomes:

Exceeding Expectations Exceeds 55%	Meeting Expectations Between 45%-54.9% MeVA	Approaching Expectations Between 35%-44.9% CRCS	Not Meeting Expectations Below 35%
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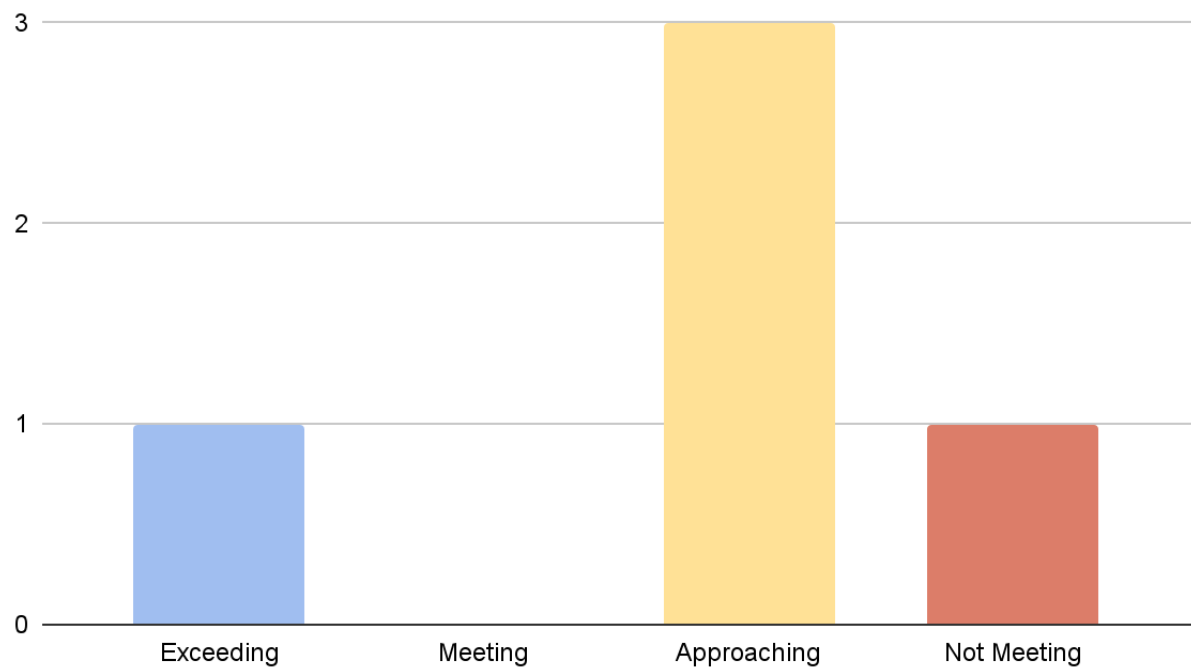
1.4c Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

Target: Subgroups of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math

Outcomes:

Exceeding Expectations Exceeds 55% MeVA	Meeting Expectations Between 45%-54.9%	Approaching Expectations Between 35%-44.9% ACADIA, CRCS, FSAS	Not Meeting Expectations Below 35% MCA
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1.4c Subgroup Growth - Math



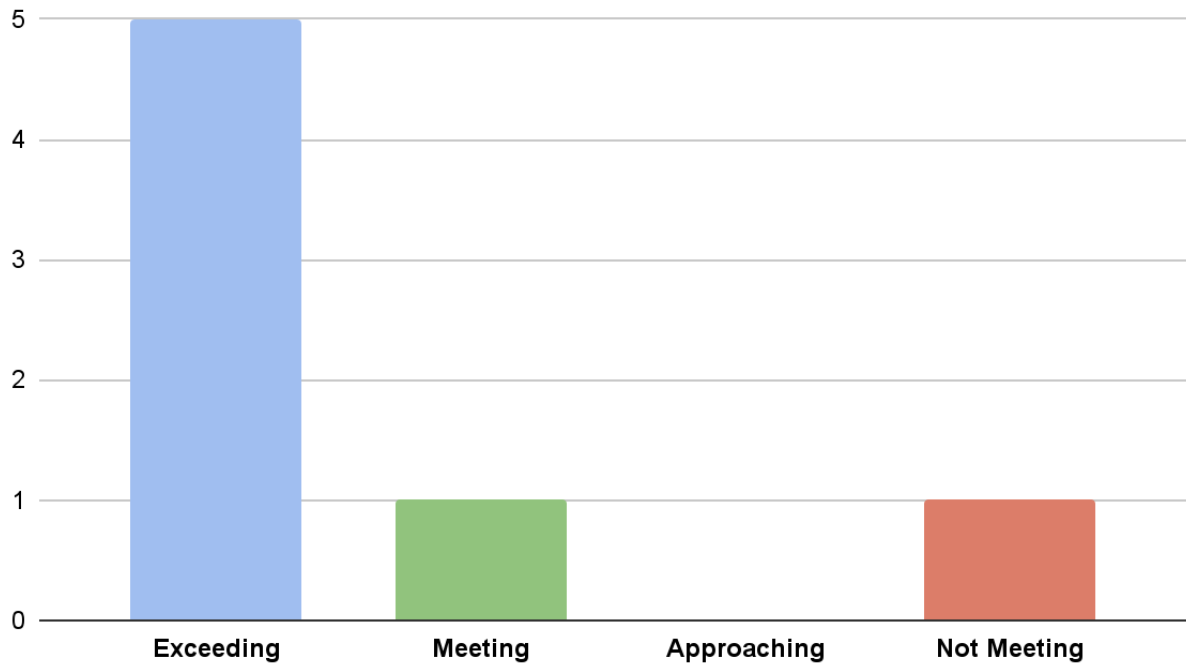
1.5 4 Year High School Completion

Target: 4-year high school graduation rate (current cohort). Schools will meet annual 2024 goal of 87%

Outcomes:

Exceeding Expectations Exceeds 90% Baxter, CRCS, MCA, MeAA, MeVA	Meeting Expectations Met annual target (87%) ELC	Approaching Expectations Less than 5% below target	Not Meeting Expectations 5% or more below target MeANS
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1.5 4-Year HS Graduation Rate



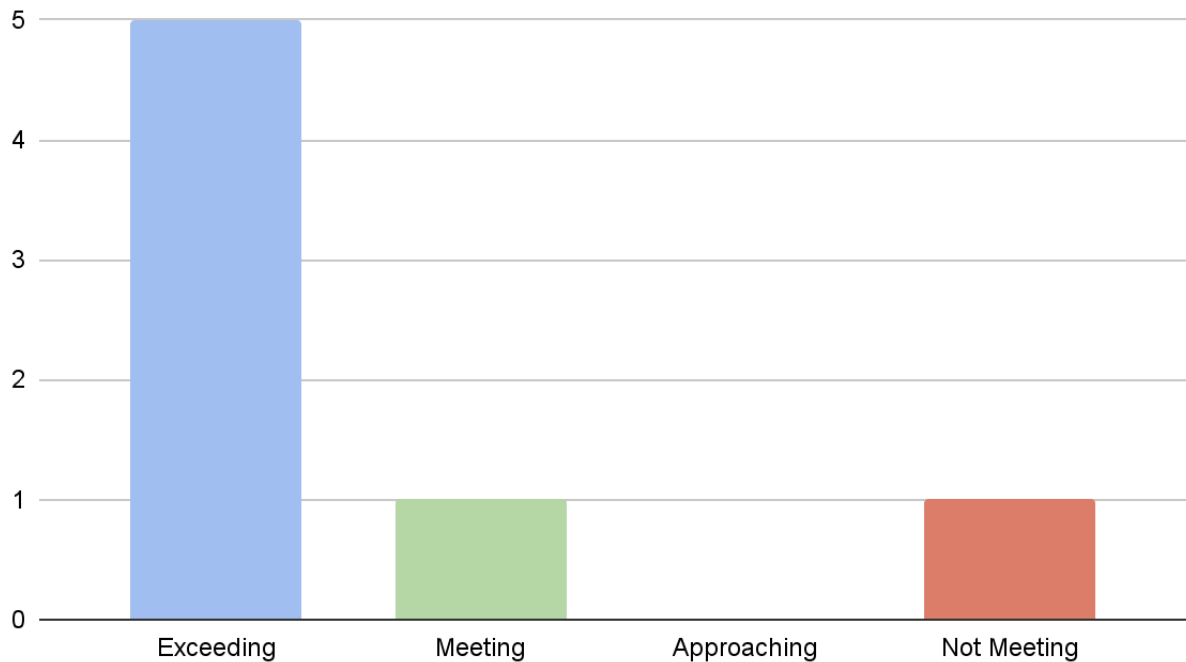
1.5a 5 and 6 Year High School Completion

Target: 5-and-6-year high school graduation rate. Schools will meet the annual 2024 goal of 87%.

Outcomes:

Exceeding Expectations Exceeds 90% Baxter, CRCS, ELC, MeAA, MeVA	Meeting Expectations Met annual target (87%) MCA	Approaching Expectations Less than 5% below target	Not Meeting Expectations 5% or more below target MeANS
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1.5a 5-and-6-Year HS Graduation Rate



1.6a Post-Secondary Readiness

Target: School will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:

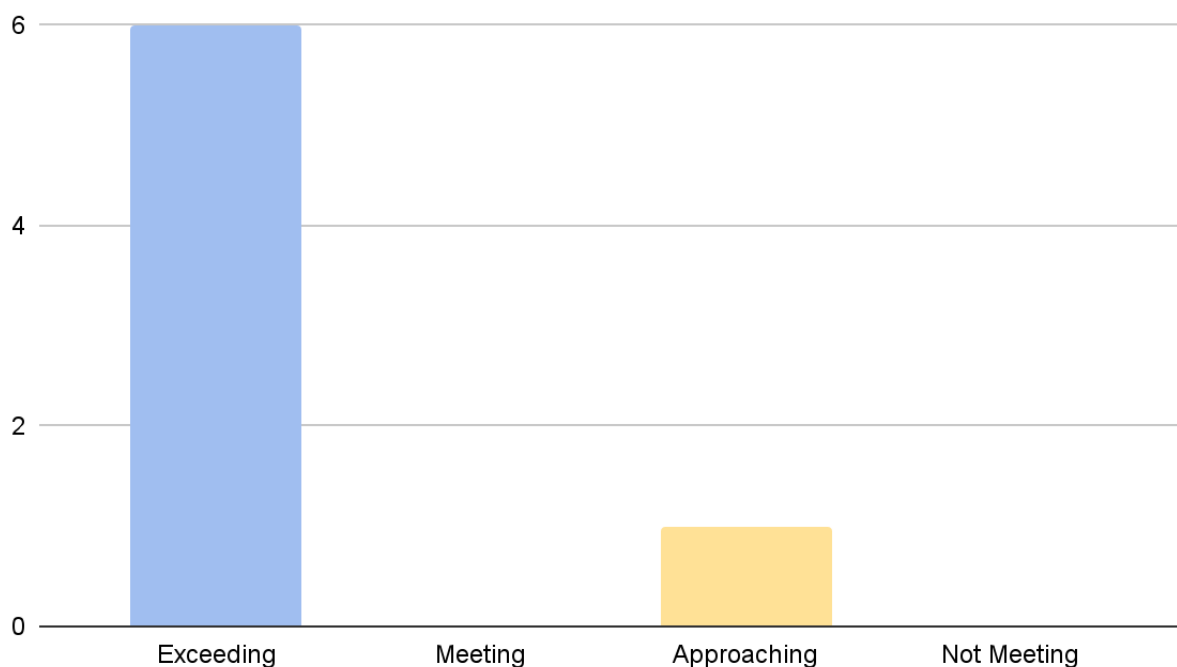
- Accuplacer - The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;
- SAT scores of EBRW 530 or higher and 520 or higher in math or;
- ASVAB score of 31 or higher.

Outcomes:

Exceeding Expectations 85% or more students are	Meeting Expectations 75%-85% of students are	Approaching Expectations 60%-75% of students are	Not Meeting Expectations 60% or fewer students are
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meeting or exceeding the goal in both reading and math Baxter, CRCS, MCA, MeAA, MeANS, MeVA	meeting or exceeding the goal in both reading and math	meeting or exceeding the goal in both reading and math OR the school is meeting expectations in reading OR math, but not both. ELC	meeting or exceeding the goal in both reading and math
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1.6a Post-Secondary Readiness



1.6b Post-Secondary Readiness: Subgroups

Target: Students will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:

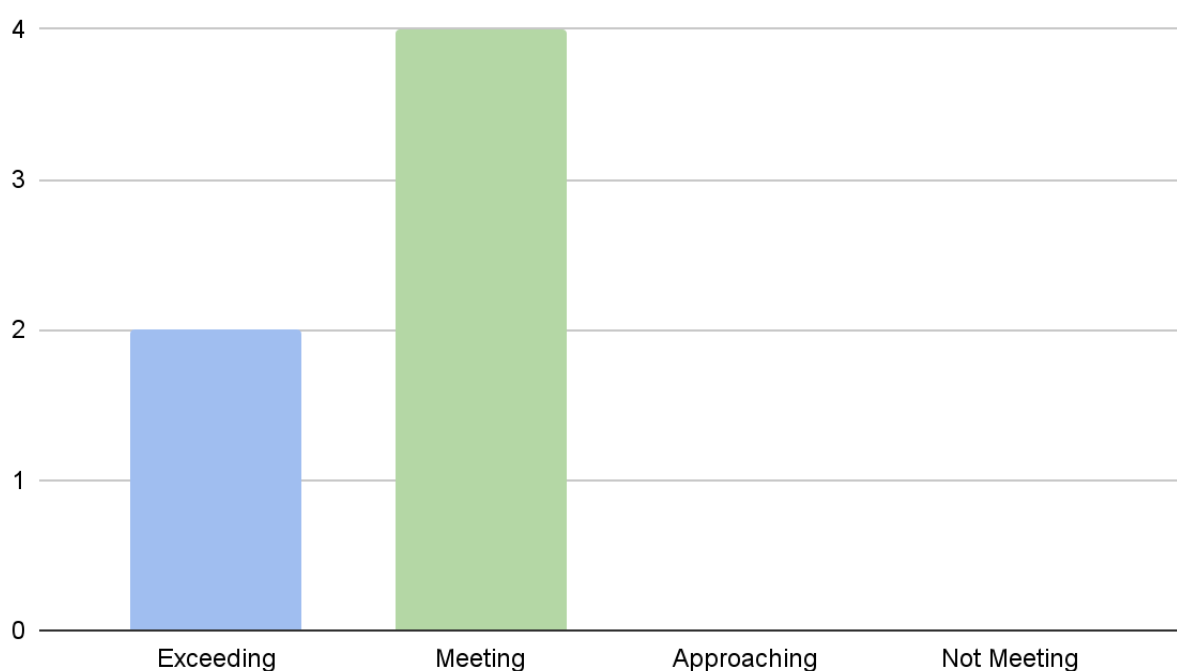
- Accuplacer - The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;
- SAT scores of EBRW 530 or higher and 520 or higher in math or;
- ASVAB score of 31 or higher.

The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).

Outcomes:

Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math Baxter, MeAA	Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math CRCS, MCA, MeANS, MeVA	Approaching Expectations 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in reading OR math, but not both.	Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math
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1.6b Subgroup Post-Secondary Readiness



1.6c Post-Secondary Readiness: Post-Secondary Activity

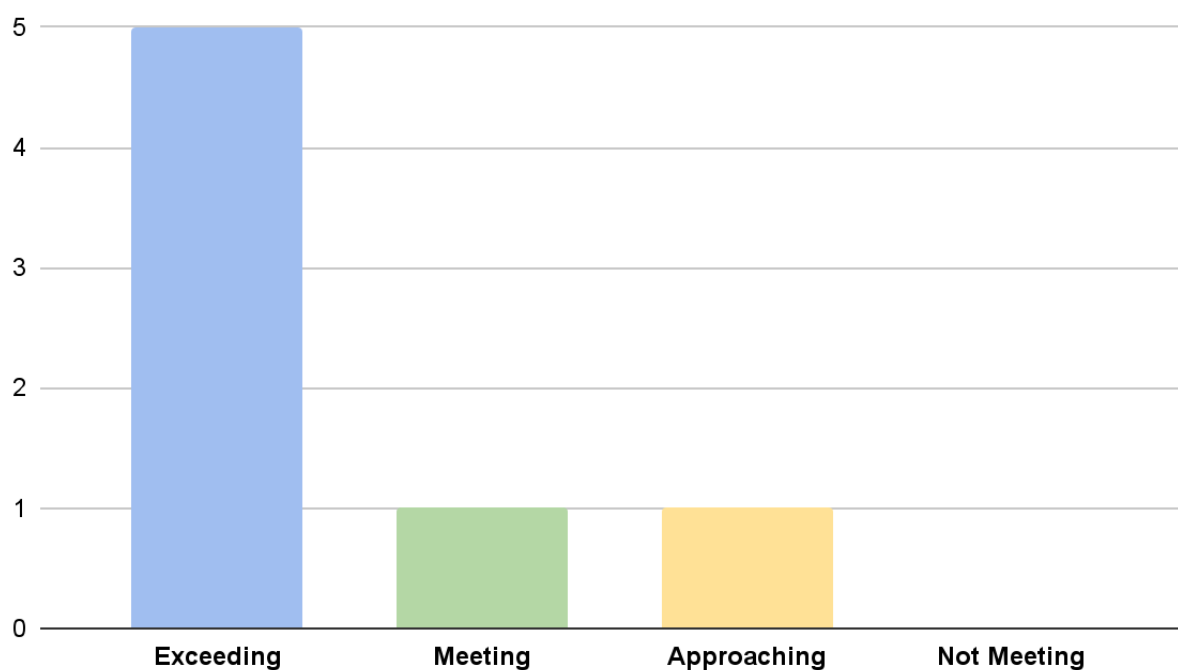
Target: At the end of their graduating year, 70%-89% of each schools' students will have successfully participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, Certificate program, career technical coursework or internship.

Outcomes:

Exceeding Expectations Exceeds 80%	Meeting Expectations 70% - 79.9%	Approaching Expectations 60% - 69.9%	Not Meeting Expectations Fewer than 60%
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Baxter, ELC, MCA, MeANS, MeVA	MeAA	CRCS	
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1.6c Post-Secondary Activity



1.6d Post-Secondary Readiness: FAFSA

Target: Schools will report annual rates and school-supported opportunities for FAFSA support.

Schools reported as required.

Outcomes:

Baxter Academy for Technology and Science	74% of students/families completed
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Community Regional Charter School	36% of students/families completed
Ecology Learning Center	86% of students/families completed
Maine Academy of Natural Sciences	33% of students/families completed
Maine Arts Academy	38% of students/families completed
Maine Connections Academy	50% of students/families completed
Maine Virtual Academy	30% of students/families completed

1.7 Student Attendance

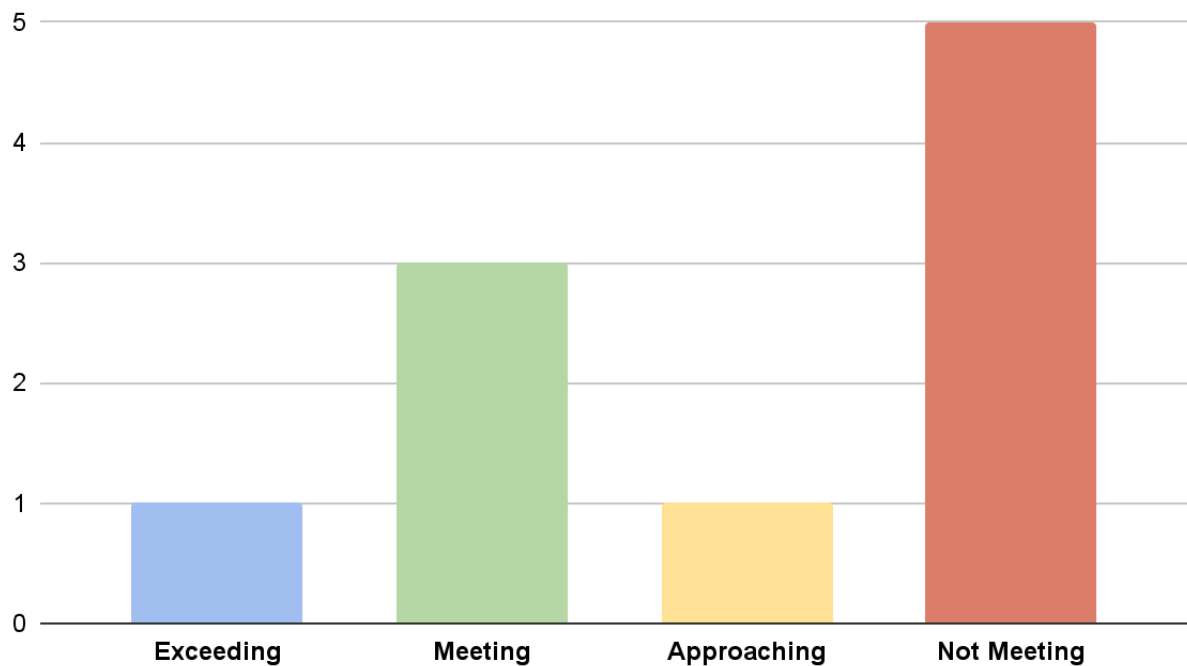
Target: Chronic absenteeism rate. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school. Chronic absenteeism rates will be reported at both the campus and district levels. Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report chronic absenteeism rates, though this target will not be rated.

Outcomes:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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Fewer than 10%	10%-18%	17.9%-25%	Greater than 25%
MeVA	ACADIA, MCA, MeAA	Baxter	CRCS (DA), CRCS (OA), ELC, FSAS, MeANS

1.7 Chronic Absenteeism



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?

2.1 State Compliance

Target: *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.*

All schools operate in compliance with the terms of their charter and applicable federal state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.

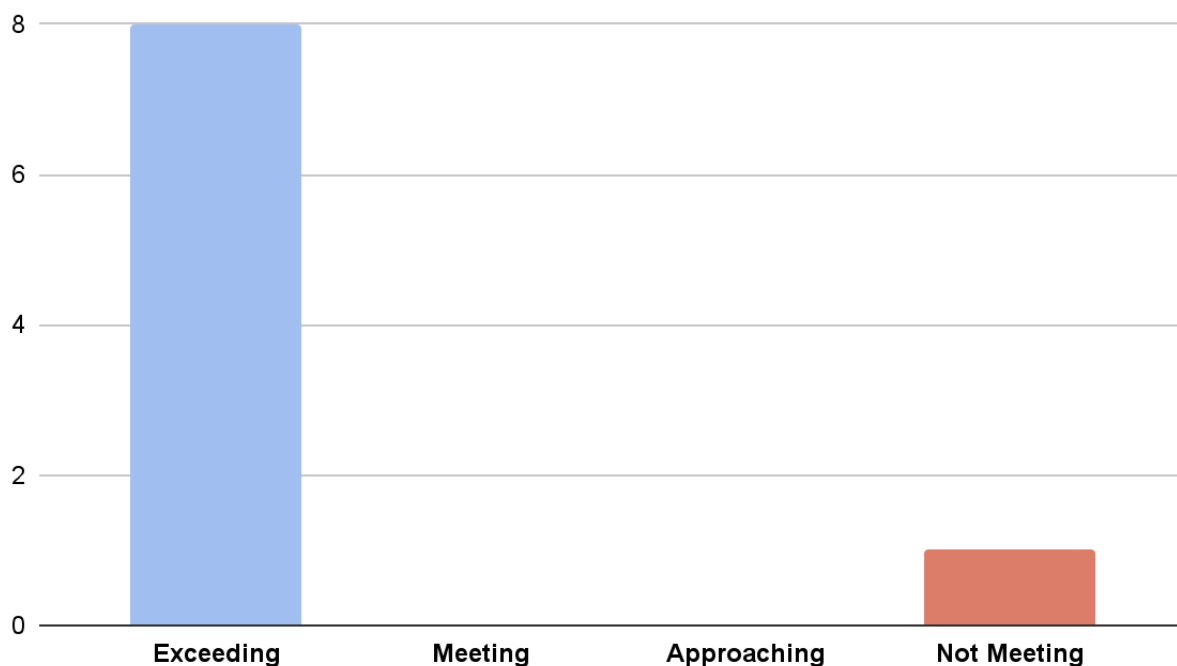
2.2 Family Engagement: Panorama School Climate Survey - Family Results

Target: *Results from 3/3 required scales* on the **Family** Panorama School Climate Survey will be 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)*

Outcomes:

Exceeding Expectations 3 of the 3 required scales are 50% or higher when compared to like schools Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA	Meeting Expectations 2 of the 3 required scales are 50% or higher when compared to like schools	Approaching Expectations 1 of the 3 required scales are 50% or higher when compared to like schools	Not Meeting Expectations 0 of the 3 required scales are 50% or higher when compared to like schools OR participation rate is less than 35% ACADIA
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2.2 Panorama Survey - Family Results



2.3 School Climate: Panorama School Climate Survey - Student Results

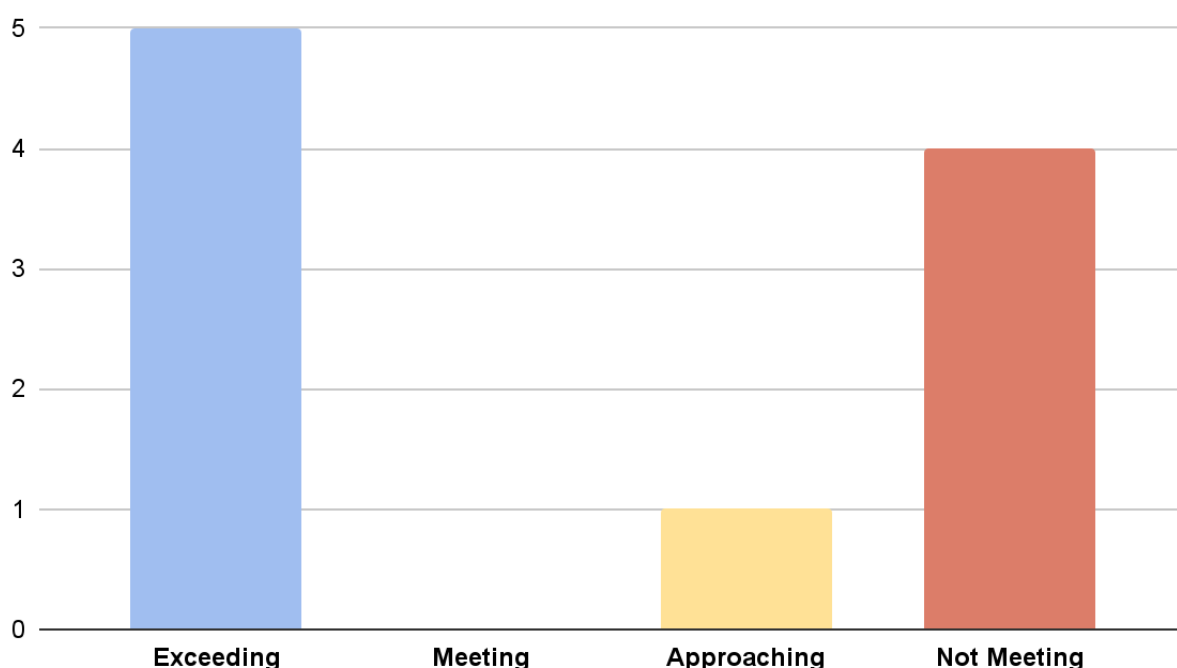
Target: Results from 4/4 of the required scales on the **Student** Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard”. (*Required scales: School Climate, Safety, Rigorous Expectations, and Teacher-Student Relationships)

Outcomes:

Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools Baxter, CRCS (OA), MCA, MeANS, MeVA	Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools	Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools FSAS	Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75%. ACADIA, CRCS (DA), ELC, MeAA
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*NOTE - Ecology Learning Center “Did Not Meet” in this category due to participation rates being below 75%. Results; however, overwhelmingly **exceeded** national averages for like schools.*

2.3 Panorama Survey - Student Results



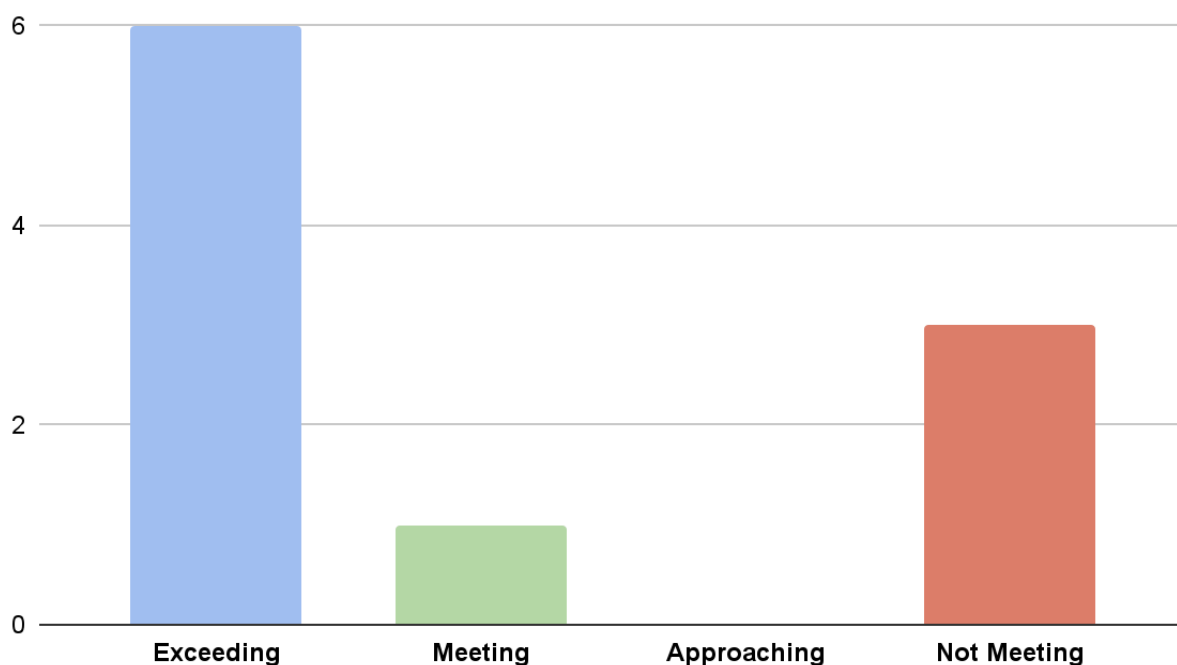
2.4 School Climate: Panorama School Climate Survey - Teacher Results

Target: Results from 4/4 of the required scales* on the **Teacher** Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation under 75% will automatically result in a “does not meet standard”. (*Required scales: School Climate, Leadership, Professional Learning, and Feedback and Coaching)

Outcomes:

Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools Baxter, CRCS (OA), MCA, MeAA, MeANS, MeVA	Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools ELC	Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools	Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75% ACADIA, CRCS (DA), FSAS
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2.4 Panorama Survey - Teacher Results



2.5 School Climate: Panorama School Climate Survey - Staff Results

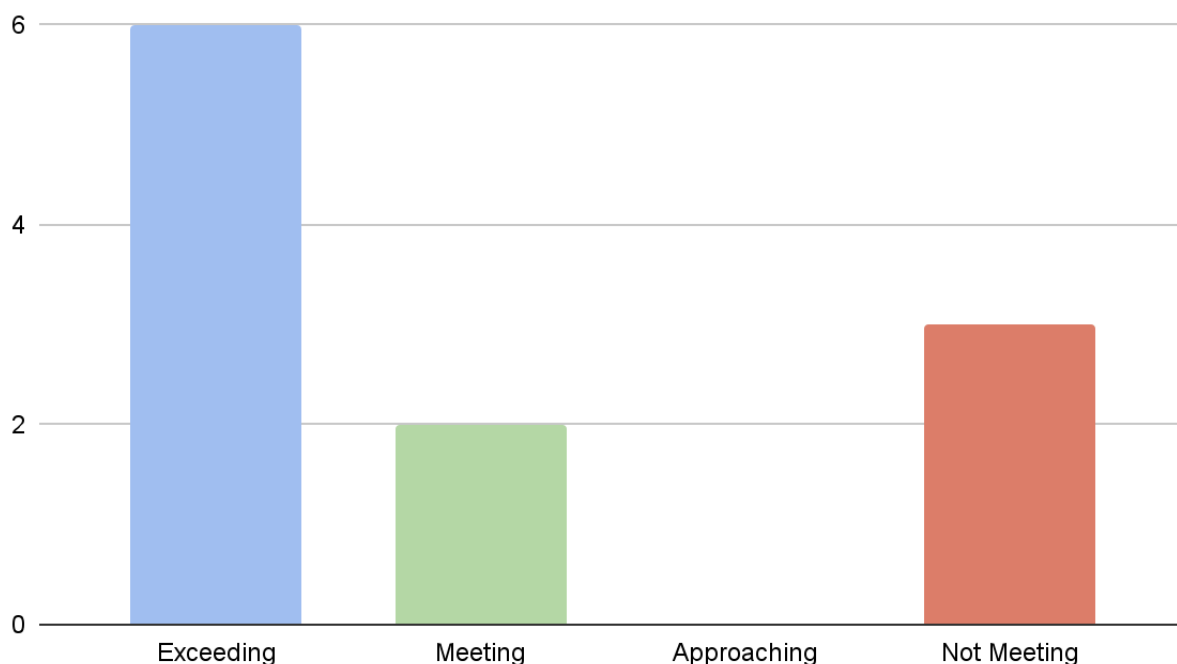
Target: Results from 4/4 of the required scales* on the **Staff** Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural). Participation under 75% will automatically result in a “does not meet standard”. (*Required scales: School Climate, Leadership, Professional Learning, and Feedback and Coaching)

Outcomes:

Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools Baxter, CRCS (OA), MCA, MeAA, MeANS, MeVA	Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools ACADIA, CRCS (CCA)	Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools	Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools OR participation rate is less than 75% CRCS (DA), ELC, FSAS
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*NOTE - Ecology Learning Center “Did Not Meet” in this category due to participation rates being below 75%. Results; however, overwhelmingly **exceeded** national averages for like schools.*

2.5 Panorama Survey - Staff Results



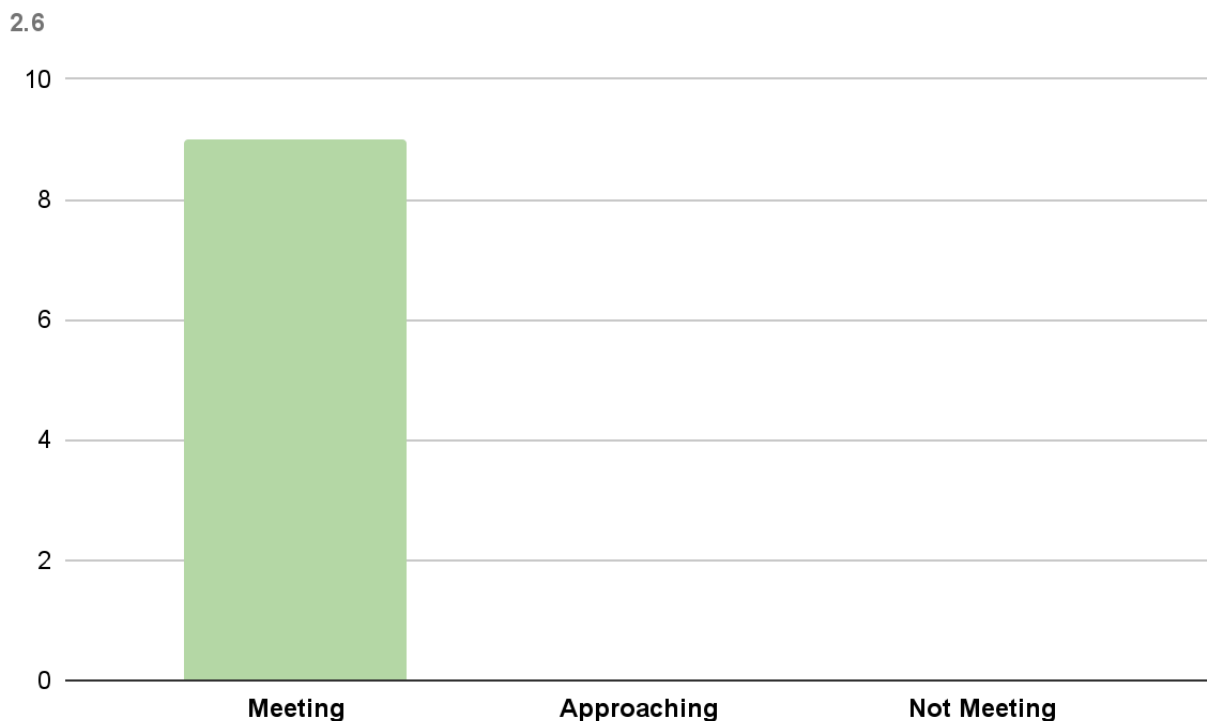
2.6 School Climate: Panorama Survey

Target: 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.

Outcomes:

Meeting Expectation	Approaching Expectations	Not Meeting Expectations
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School develops and implements a plan ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA	School develops and partially implements plan	School does not develop or does not implement plan
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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 QUESTIONS

Is the school an effectively run and sustainable organization?

3.1 Governing Board Effectiveness

Target:

Legal and Fiduciary Responsibilities

- 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.

Talent strategy and accountability

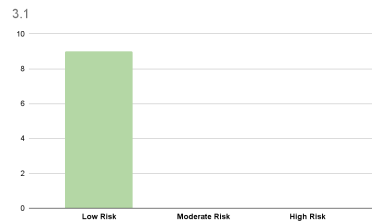
- The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning.

Culture of Collaboration

- 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.

Focus on Improvement

- 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 accountability cycles of the authorizer.



Outcomes:

Low Risk Board has fulfilled contract obligations as charter contract holder in the State of Maine ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA	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.	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.
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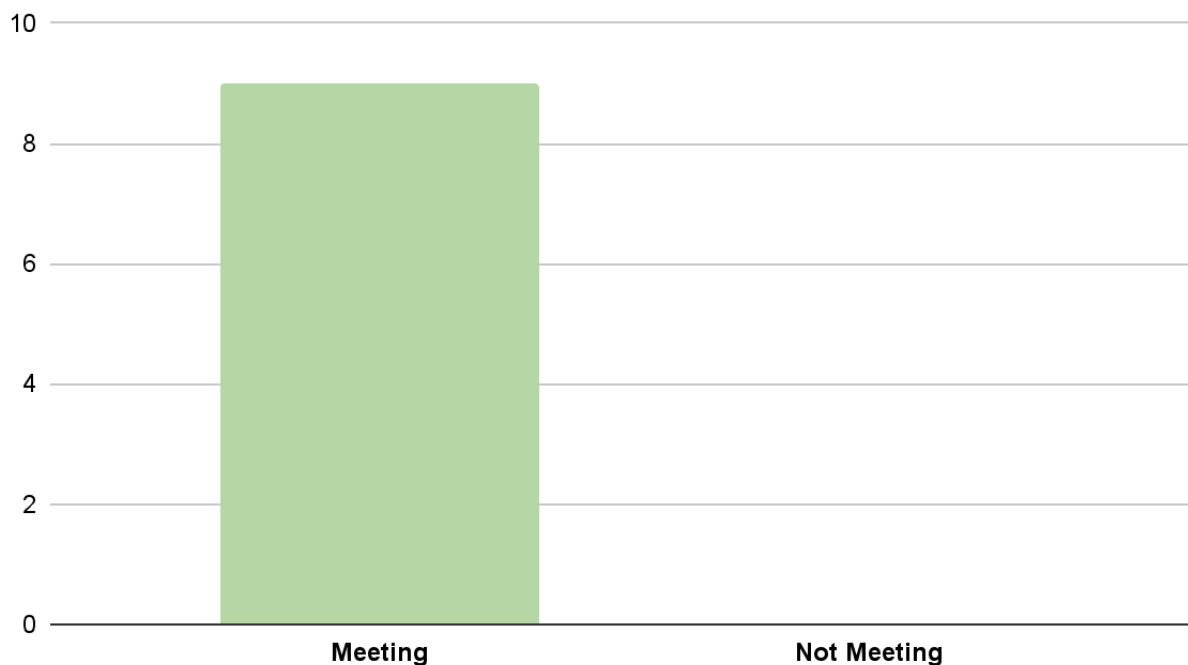
3.2 Public Accountability: Transparent, responsive, and legally complaint Board operations

Target: *The Governing Board will hold a minimum of 6 meetings per school year in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).*

Outcomes:

Meeting Expectations 6 or more meetings ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA	Not Meeting Expectations 5 or fewer meetings
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3.2 Public Accountability (Transparent, Responsive, and Legally Compliant Board Operations)



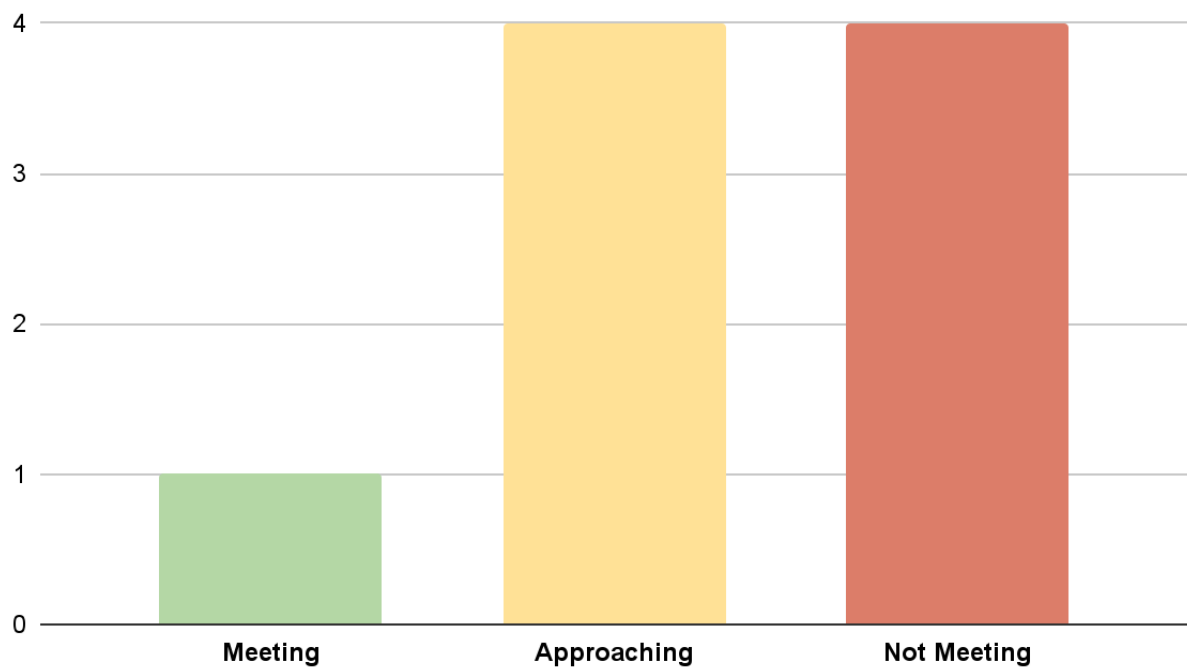
3.3 Public Accountability: Transparent, responsive, and legally compliant Board operations

Target: *Timely** 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. (*Timely is defined as posting an agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.)

Outcomes:

Meeting Expectations All minutes and agendas posted timely MeVA	Approaching Expectations 1-2 items not posted timely CRCS, MCA, MeAA, MeANS	Not Meeting Expectations 3 or more not posted timely ACADIA, Baxter, ELC, FSAS
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3.3 Timely Publication of Board Meeting Materials



3.4 Reporting Accuracy and Timeliness

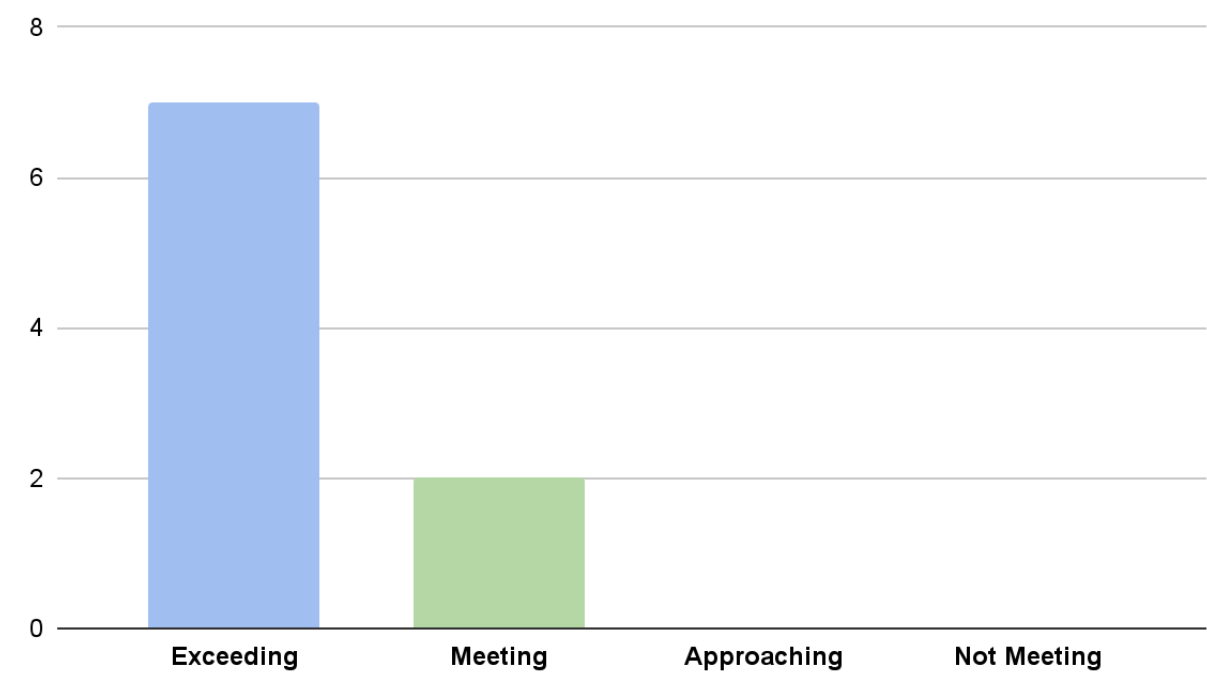
Target: 80%-90% of reports are submitted on time and are accurate and complete

Outcomes:

Exceeding Expectations More than 90% of reports are	Meeting Expectations 80%-89.9% of reports are	Approaching Expectations 70%-79.9% of reports are	Not Meeting Expectations Fewer than 70% of reports
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submitted on time and are accurate and complete Baxter, CRCS, ELC, MCA, MeAA, MeANS, MeVA	submitted on time and are accurate and complete ACADIA, FSAS	submitted on time and are accurate and complete	are submitted on time and are accurate and complete
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3.4 Reporting Timeliness and Accuracy



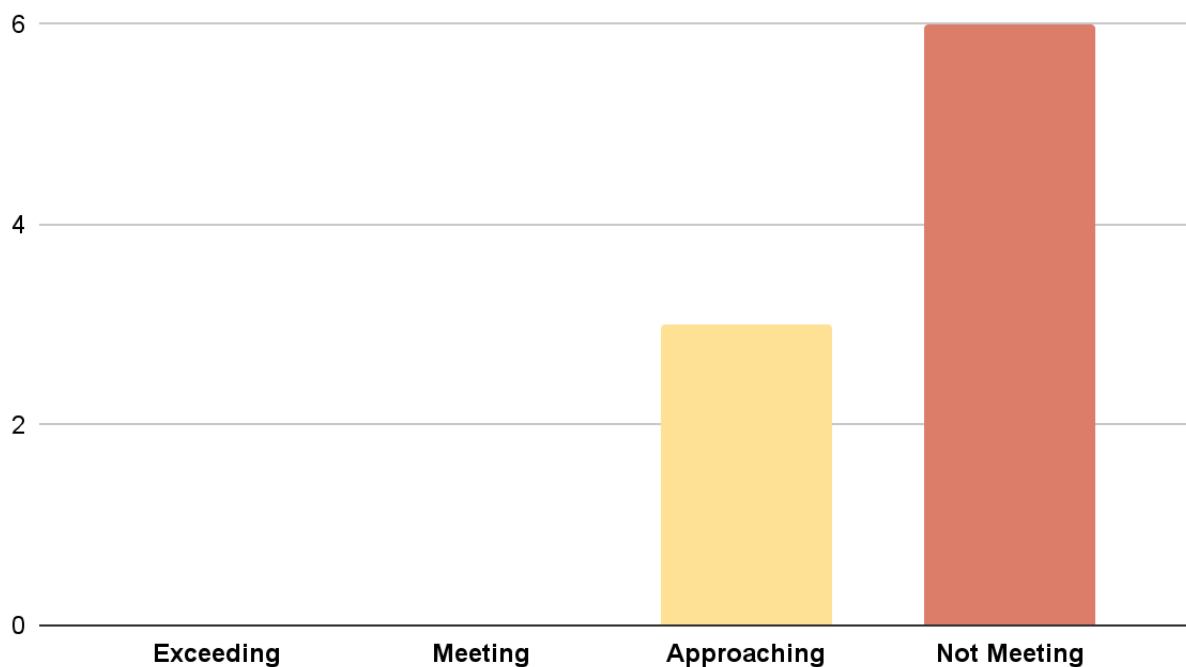
3.5 Board Training

Targets: Board members will engage in a baseline of annual training and development.

Outcomes:

Exceeding Expectations 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.	Meeting Expectations 100% of required courses have been taken and evidence is provided	Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided ELC, MeAA, MeVA	Not Meeting Expectations Less than 80% of required courses have been completed ACADIA, Baxter, CRCS, FSAS, MCA, MeANS
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3.5 Board Training and Professional Development



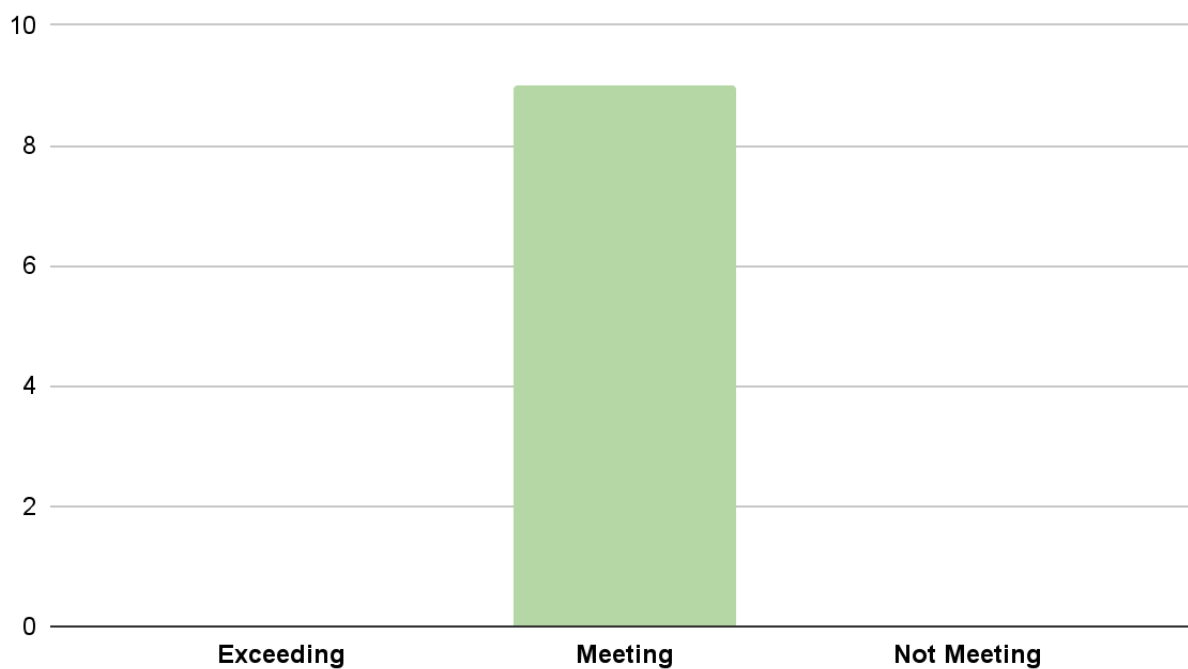
3.6 Facility meets Local and State requirements

Target: The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §§1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S. §§6302, 6501; Maine DOE Rule Chapter 125.5.10

Outcomes:

Exceeding Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED	Meeting Expectations Certified as required and approved by the Board ACADIA, Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, Meva	Not Meeting Expectations Not certified as required
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3.6 Facility Meets Local and State Requirements



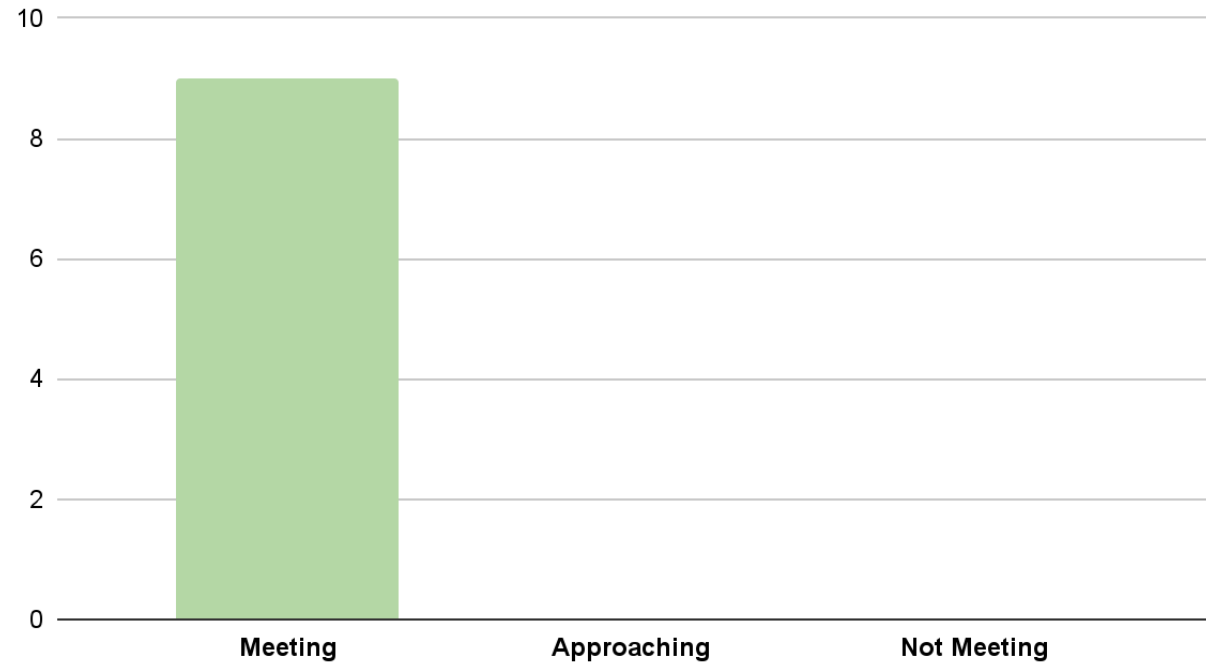
3.7 Facility supports Programming

Target: *The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.*

Outcomes:

<p>Meeting Expectations Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>ACADIA, Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA</p>	<p>Approaching Expectations Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>	<p>Not Meeting Expectations Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
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3.7 Facility Supports Programming



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?

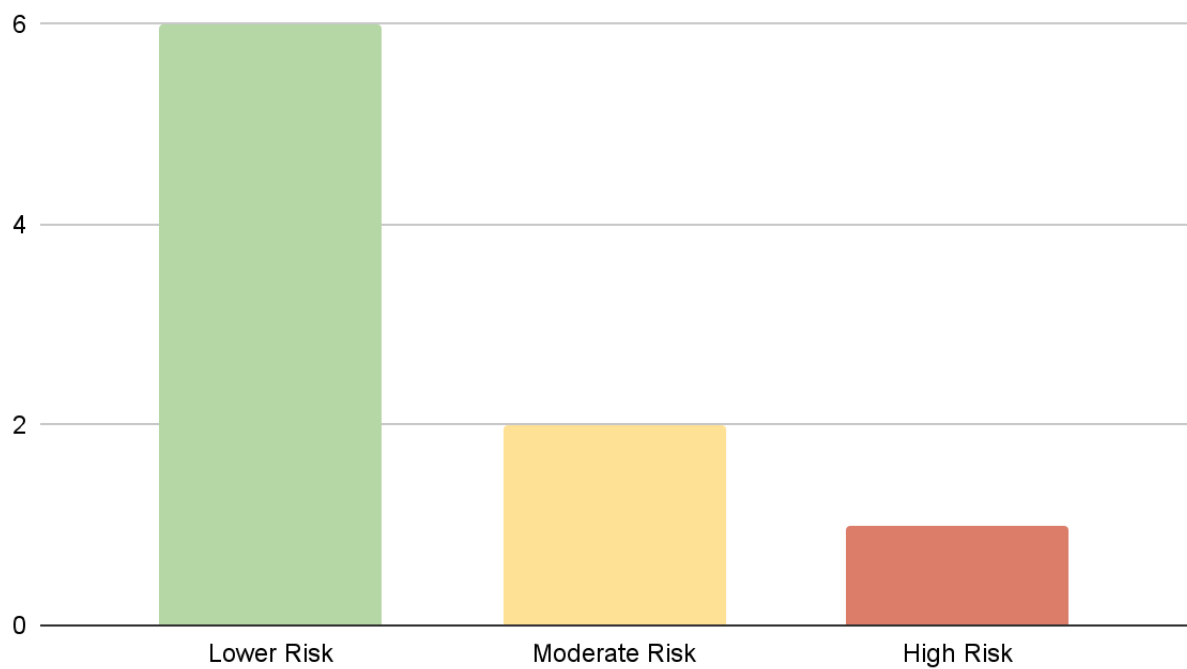
4.1a Current Ratio (Near-Term Measures)

Target: Current ratio is greater than or equal to 1.1.

Outcomes:

Lower Risk Greater than 1.5 ELC, FSAS, MCA, MeAA, MeANS, MeVA	Moderate Risk 1.0 - 1.5 ACADIA, CRCS	High Risk Less than 1 Baxter
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4.1a Near-Term Measures (Current Ratio)



4.1b Unrestricted Days Cash on Hand (Near-Term Measures)

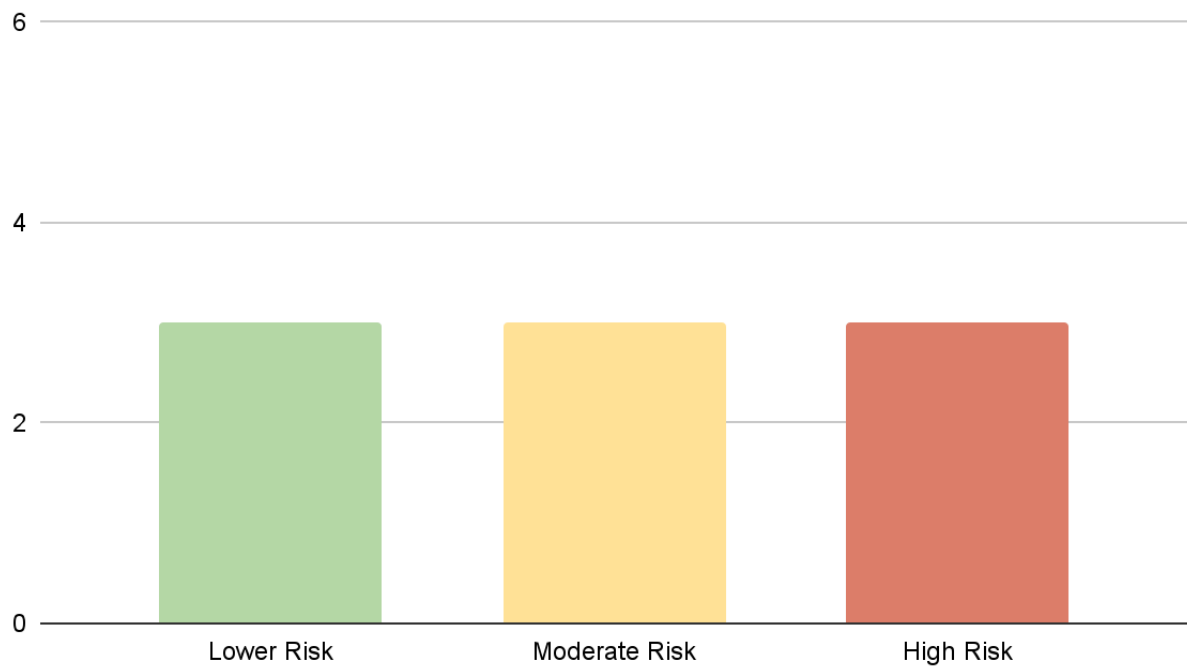
Target: Unrestricted days cash will be at least 30 days.

Outcomes:

Lower Risk	Moderate Risk	High Risk
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60 or more days FSAS, MCA, MeVA	30-60 days Baxter, CRCS, MeAA	Fewer than 30 days ACADIA, ELC, MeANS
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4.1b Near Term Measures (Unrestricted Days Cash on Hand)

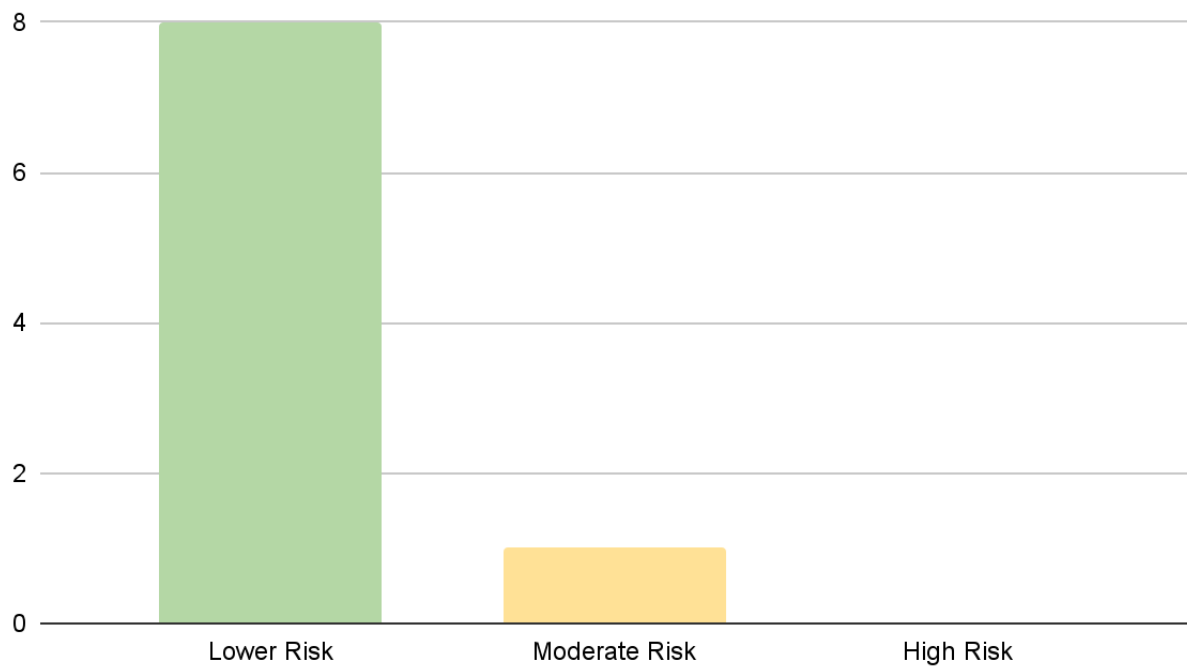


4.1c Enrollment Variance (Near-Term Measures)

Target: Actual enrollment is within 5% of the enrollment projected in the approved budget.

Outcomes:

Lower Risk Actual within 2% of the projected enrollment ACADIA, Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeVA	Moderate Risk Variance is between 2 and 5% MeANS	High Risk Variance is greater than 5% of the projected enrollment
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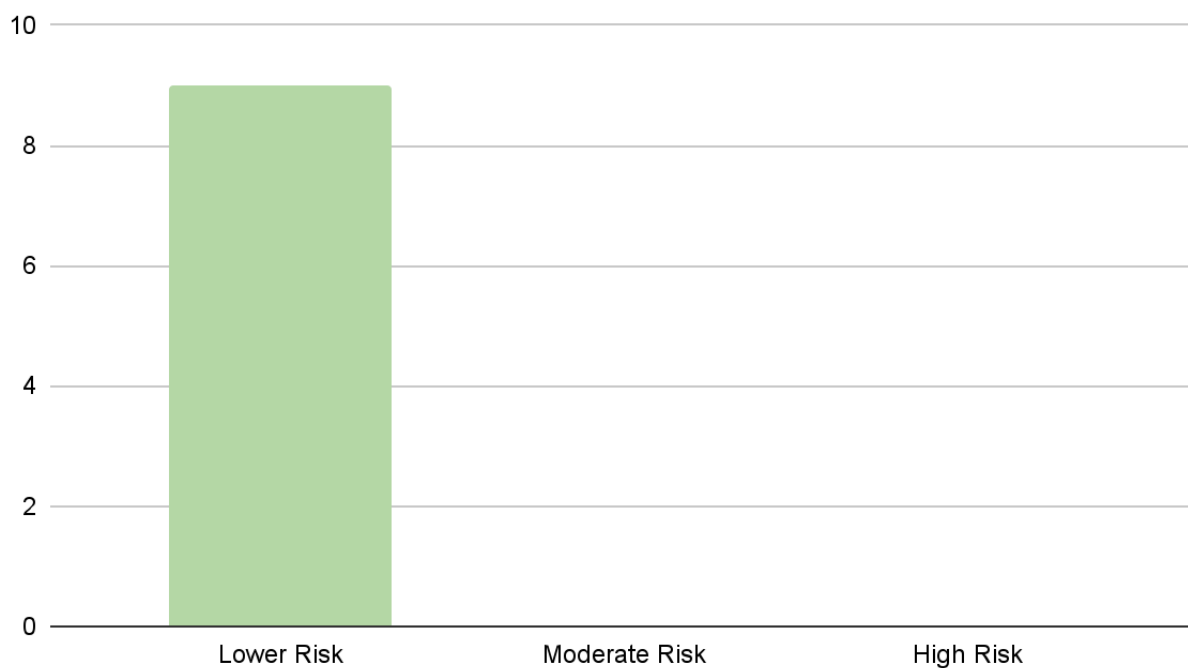
4.1c Near-Term Measures (Enrollment Variance)**4.1d Financial Obligations Default (Near-Term Measures)**

Target: *The school meets all debt and real estate lease obligations.*

Outcomes:

Lower Risk Not in default and not delinquent ACADIA, Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA	Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors	High Risk In default and/or delinquent and has not obtained waivers from lenders and/or lessors
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4.1d Near-Term Measures (Financial Obligations Default)



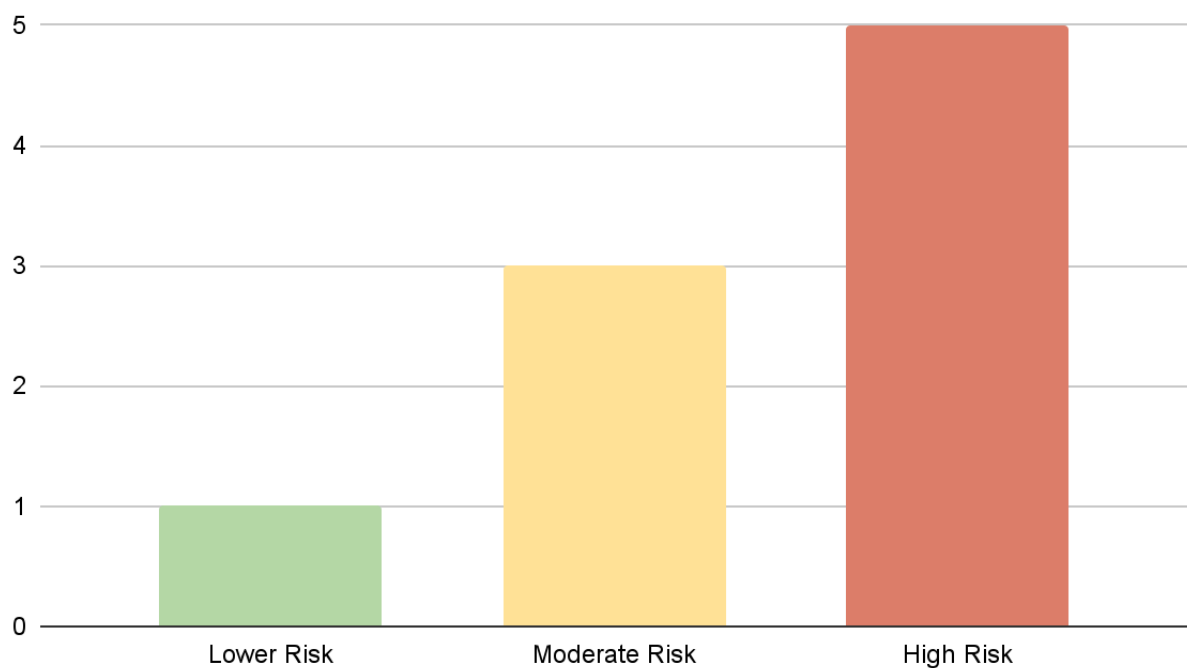
4.2a Total Margin (Sustainability Measures)

Target: The school's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.

Outcomes:

Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive MeVA	Moderate Risk Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin $\geq -10\%$ CRCS, ELC, MeAA	High Risk Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $< -10\%$ ACADIA, Baxter, FSAS, MCA, MeANS
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4.2a Sustainability Measures (Total Margin)



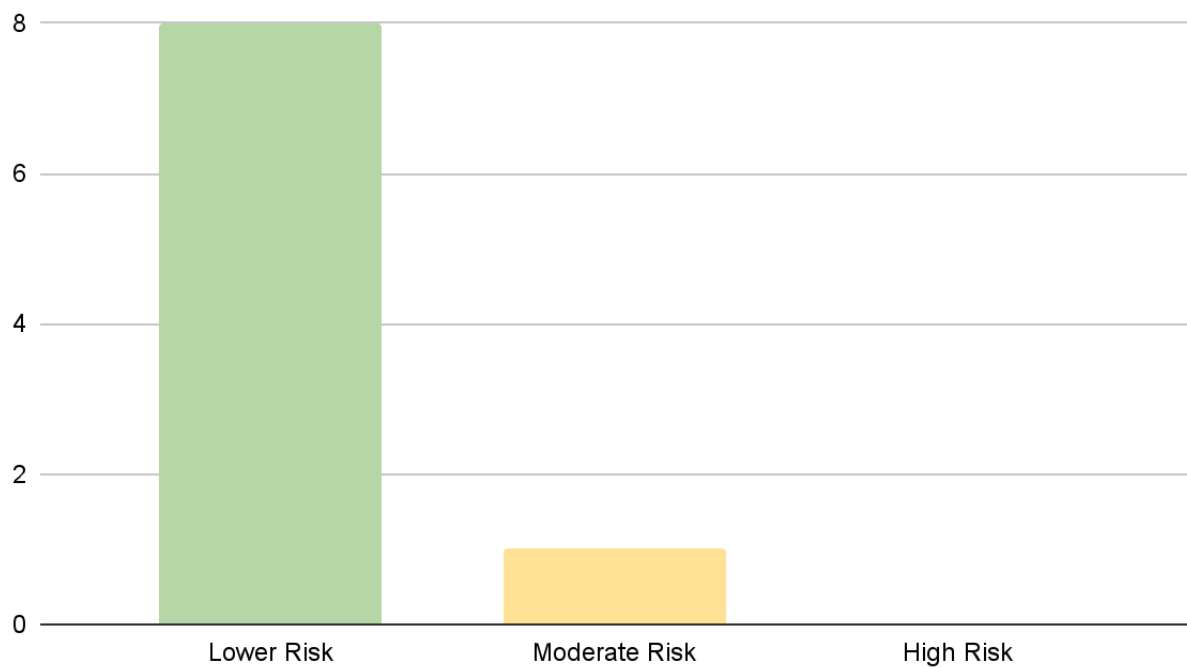
4.2b Debt to asset ratio (Sustainability Measure)

Target: *The debt to asset ratio will be less than 90%.*

Outcomes:

Lower Risk Less than 90% ACADIA, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA	Moderate Risk 90 to 100% Baxter	High Risk Greater than 100%
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4.2b Sustainability Measures (Debt to Asset Ratio)



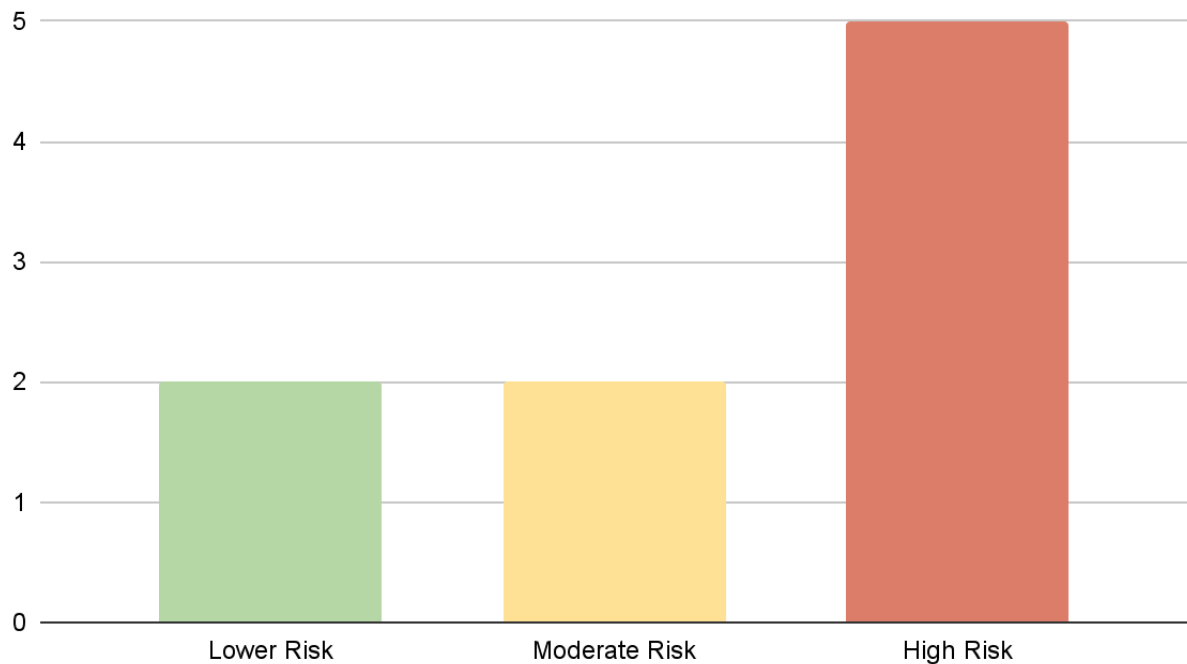
4.2c Cash Flow (Sustainability Measure)

Target: *Charter District Leadership maintains a positive cumulative 2-year cash flow.*

Outcomes:

Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year. CRCS, MeVA	Moderate Risk A positive cumulative 2-year cash flow. ELC, MCA	High Risk Does not have a positive cumulative 2-year cash flow. ACADIA, Baxter, FSAS, MeAA, MeANS
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4.2c Sustainability Measures (Cash Flow)



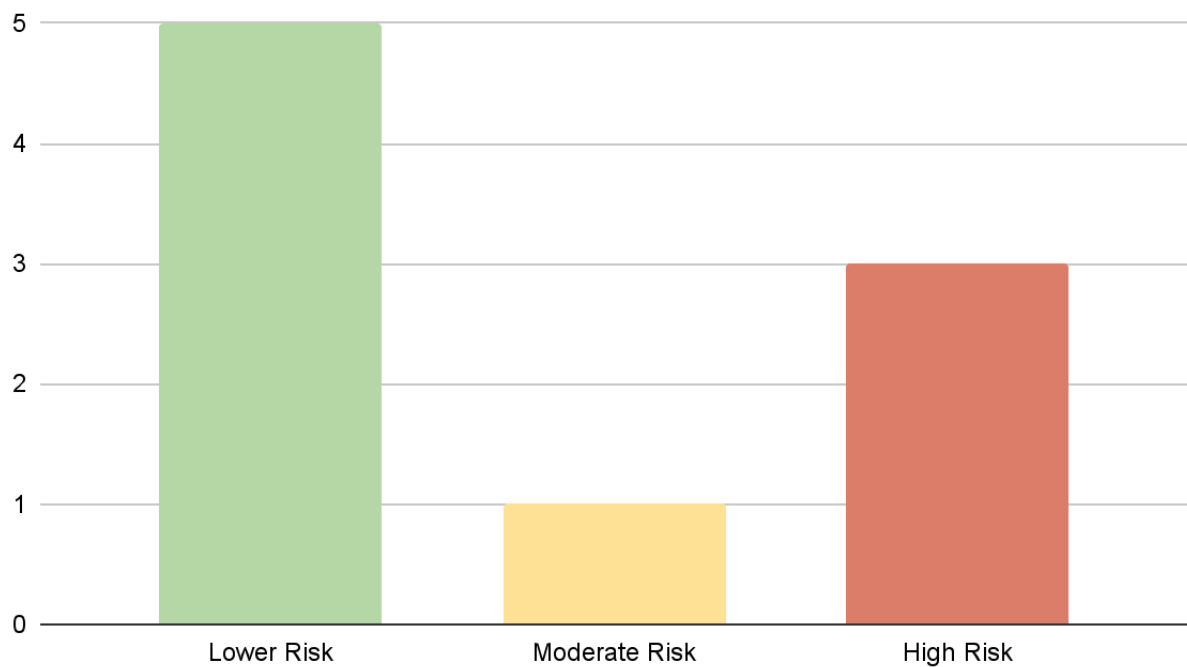
4.2d Financial Obligations Coverage Ratio (Sustainability Measure)

Target: Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.

Outcomes:

Lower Risk Exceeds 1.1 CRCs, ELC, FSAS, MeAA, MeVA	Moderate Risk Is 1.0 to 1.1 Baxter	High Risk Is less than 1.0 ACADIA, MCA, MeANS
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4.2d (Sustainability Measures (Financial Obligations Coverage Ratio))



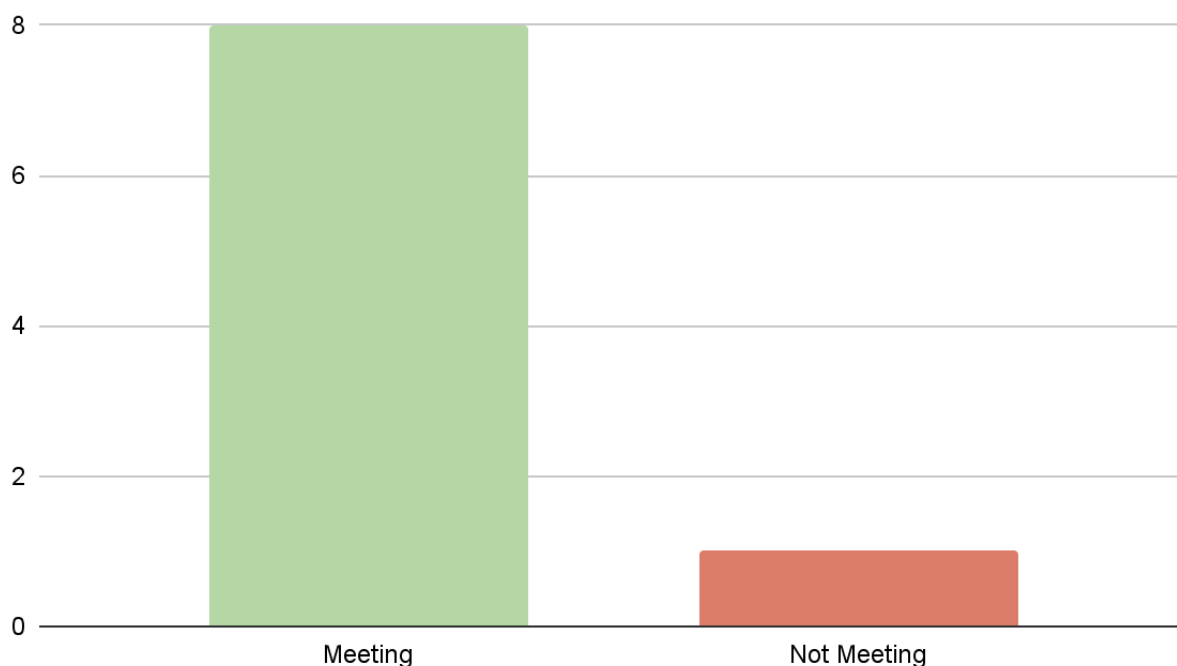
4.3 Financial Planning and Budgeting

Target: School publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.

Outcomes:

Meeting Expectations School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.	Not Meeting Expectations School has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
Baxter, CRCS, ELC, FSAS, MCA, MeAA, MeANS, MeVA	ACADIA

4.3 Financial Planning and Budgeting



SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE

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.

5.1 Mission and Key Design Implementation

Target:

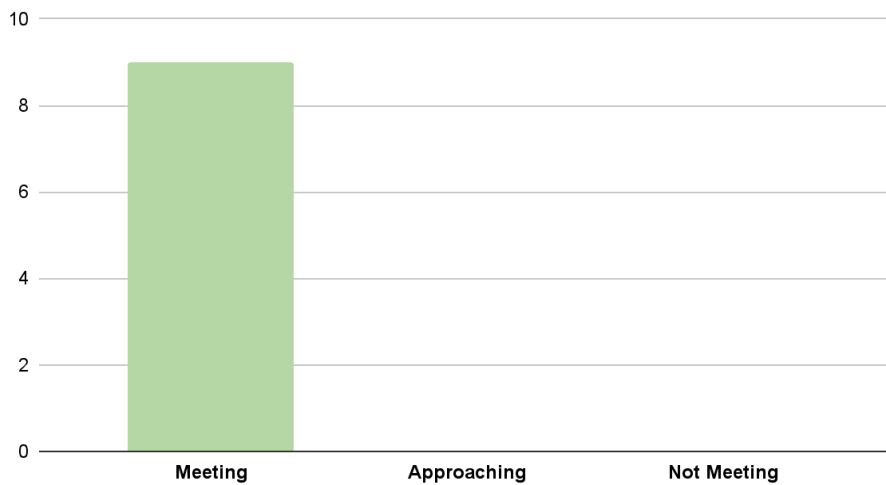
1. The school demonstrates its approved mission.
2. The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.
3. The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.

**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.*

Outcomes:

Meeting Expectations Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation. ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA	Approaching Expectations Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.	Not Meeting Expectations Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
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5.1



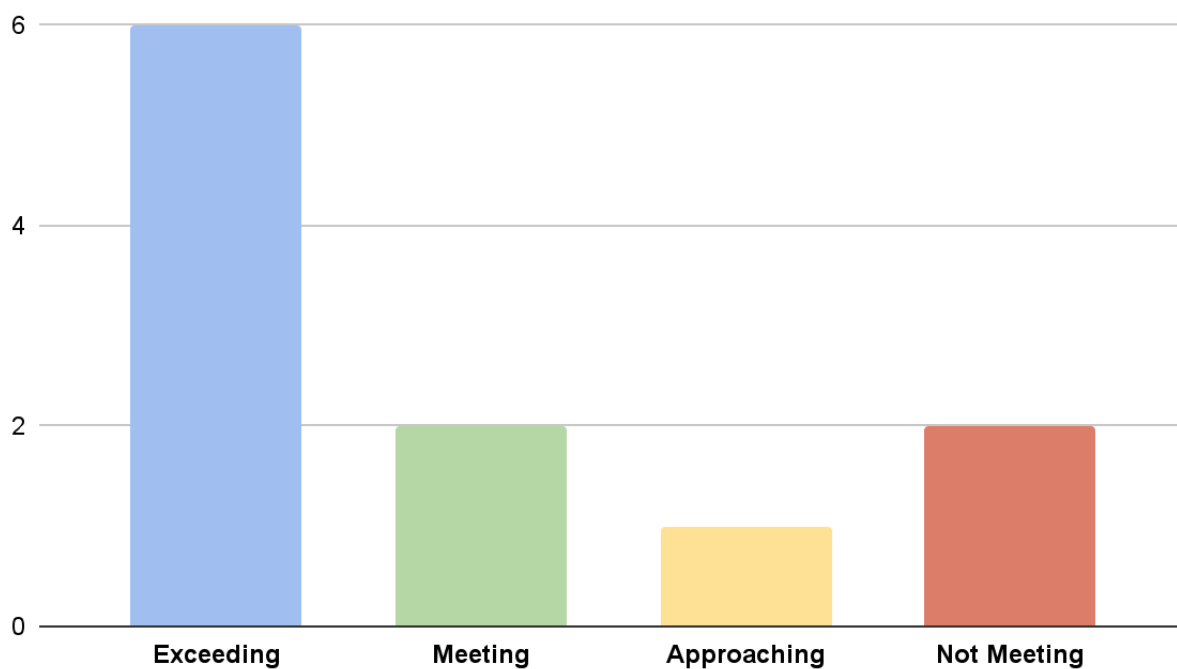
5.2 Student Persistence - School Year

Target: 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 (10/1)

Outcomes:

Exceeding Expectations Exceeds 90% ACADIA, Baxter, ELC, FSAS, MeANS, MeVA	Meeting Expectations 85%-89.9% CRCS (OA), MCA	Approaching Expectations 75%-84.9% CRCS (DA)	Not Meeting Expectations Fewer than 75% CRCS (CCA), MeAA
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5.2 Student Persistence (School Year)



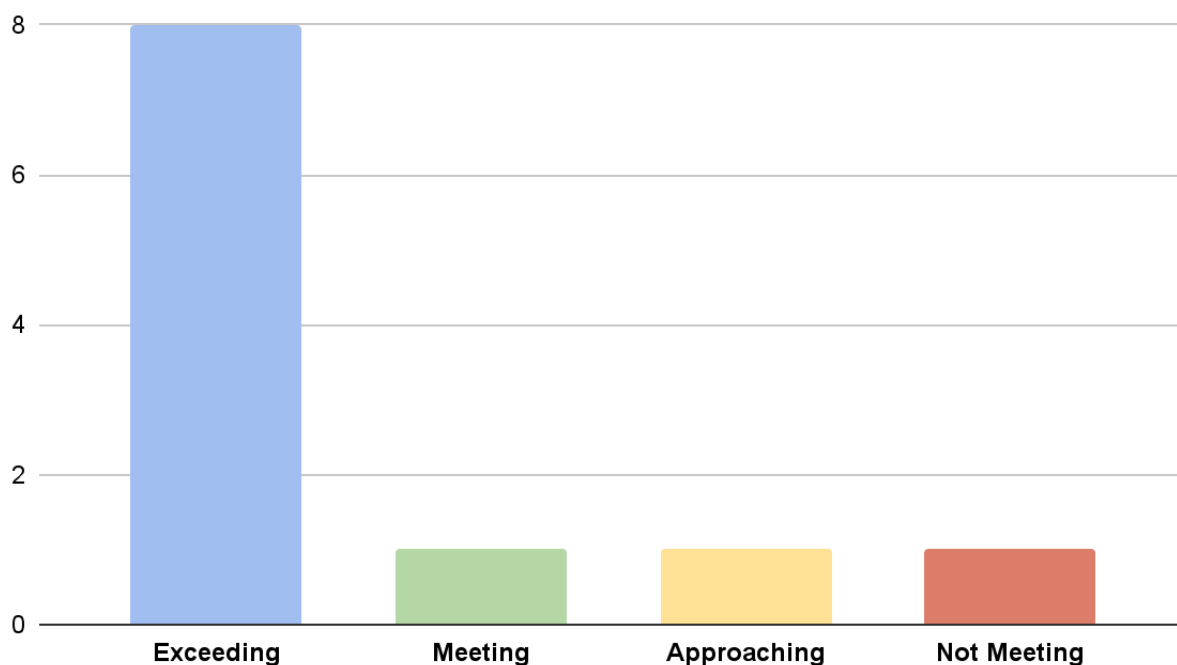
5.3 Student Persistence Year-to-Year

Target: 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 Re-Enroll form for the following SY by March 31 of current SY.

Outcomes:

Exceeding Expectations Exceeds 90% ACADIA, Baxter, CRCS (DA), ELC, FSAS, MeAA, MeANS, MeVA	Meeting Expectations 85%-89.9% CRCS (OA)	Approaching Expectations 75%-84.9% MCA	Not Meeting Expectations Fewer than 75% CRCS (CCA)
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5.3 Student Persistence (Year-to-Year)



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.

ACADIA Academy

1. ACADIA will improve social & emotional and academic outcomes for all students by building strong collaborative relationships between students and

staff and staff teams through the implementation of the BARR framework: By the end of the school year, at least 90% of students will have established goals and identified strategies for obtaining them as evidenced on the Small block and Big block data sheets.

Approaching Expectations:

78%-88.9%

2. Students in grades K-2 will demonstrate strong writing growth on twice yearly assessments: 75% of all K-2 students will demonstrate writing growth as measured by ACADIA's writing rubric.

Approaching Expectations:

63%-72.9%

Baxter Academy for Technology and Science

1. College Readiness: PSAT 10 and SAT 11 school average scores will meet or exceed the state average.

Exceeding Expectations: Exceeds state average in both PSAT 10 and SAT 11, or in either PSAT 10 or SAT 11

2. Grade-Level Proficiency-Maine Through-Year Assessment: 10th Grade Maine Through-Year Assessment school average scores will meet or exceed the state average.

Exceeding Expectations: Exceeds state averages in both ELA and Math, or in either ELA or Math.

3. Science Proficiency-Maine Science Assessment: Maine Science Assessment school-average scores will meet or exceed the state average.

Exceeding Expectations: Exceeds state average

4. Flex Fridays: The school will hold public events for the student body to share Flex Friday presentations (2 times per year).

Exceeding Expectations: School holds more than 2 Flex Friday public events

Community Regional Charter School

1. Percentage of students meeting projected growth on NWEA MAP within standard deviation - Schoolwide, in grades K-11, CRCS will meet the goal of

60%-70% of eligible students meeting their projected growth on NWEA MAP **reading** within one standard deviation.

Meeting Expectations: Between 60%-69.9%

2. Percentage of students meeting projected growth on NWEA MAP within standard deviation - Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP **math** within one standard deviation.

Meeting Expectations: Between 60%-69.9%

3. Percentage of students meeting projected growth on NWEA MAP within standard deviation - Schoolwide, in grades K-11, CRCS will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP **language** within one standard deviation.

Approaching Expectations: Between 50%-59.9%

Ecology Learning Center

1. Passion Projects - The intended outcome of week-long winter Passion Projects is to guide students to explore and develop an independent interest that will prepare them for future education and employment opportunities. Students will gain skills in project planning, completion, and presentation. They will strengthen skills in organization, public speaking, and self-reflection. The goal meets the school's mission by immersing students in an "authentic real-world learning" project of their choice, seeking "mentorship," and identifying a need or challenge in their community. We will measure our goal using a rubric and narrative reflection. The rubric will provide quantitative data by measuring four categories (planning, process, product, presentation). The narrative reflection will provide qualitative data by asking students to write about the quality of their work, how they would re-do or revise their project, and what they learned about themselves throughout the Passion Project.

Exceeded Expectation: With a goal of 95%, at least 75% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.

Fiddlehead School of Arts & Sciences

1. Clear classroom standards and educational program - 100% of classroom standards are documented, aligned to the Maine State Standards, and to Fiddlehead's mission. In SY23-24, 90% of classrooms use the standards with fidelity in operation.

Exceeding Expectations:

100% of classrooms use the standards with fidelity in operation.

2. Assessments used to document learning - 100% of classroom structures and plans are documented that operationalize the classroom standards. In SY23-24, 90% of classrooms use the structures and plans in operations. Defined personnel roles and responsibilities and descriptions of the following programs within the school community: PBIS, RTI Format, Restorative Justice, Performance Measures, Organizational Chart, School Calendar, Comprehensive Needs Assessment, School Schedule, and Financial Responsibilities - In SY23-24, 100% of staff will be clear on the program & resources that our school community embraces.

Exceeding Expectations:

100% of classrooms use the structures and plans in operation.

Maine Academy of Natural Sciences

1. Campus: Attendance - 75% of students will meet their individual attendance goal.

Approaching Expectations:

65%-74.9%

2. Campus: Graduation - 85% of eligible seniors enrolled on the last day of school will graduate at the end of the year.

Meeting Expectations: 85%-94.9%

3. Campus Participation on NWEA MAP testing - 90% Participation on Fall and Spring MAP (local) Testing for Campus

Exceeding Expectations: Exceeds 95%

4. Threshold: Engagement Goals - 75% of students will meet their Engagement Goals by the end of the year. Every student will create one specific, measurable goal with their teacher based on the data from the following criteria:
 - a. Credit/Transcript Deficiencies (1-4)
 - i. Behind more than 10 credits (2 or more years behind)
 - ii. Behind 5 credits or more (1 year behind)

- iii. Behind 1-5 credits
 - iv. On pace
- b. Absenteeism History (1-4)
 - i. Absent 50% or more of previous year's calendar days
 - ii. Chronically absent for entire year (17-87 absences)
 - iii. chronically absent for 1-4 quarters (absent 5-16 absences)
 - iv. Not chronically absent in any quarter in previous year
- c. Graduation Likelihood (1-4)
 - i. Will take 2 or more years extra to graduate
 - ii. Will take between one to two extra years to graduate
 - iii. Will take less than one extra year to graduate
 - iv. Will graduate within four years of entering high school
- d. Familial and Community Support (1-4)
 - i. Little to No Support from Family and Community
 - ii. Infrequent Support from Family and Community
 - iii. Frequent Support from Family or Community
 - iv. Consistently Strong Support from Family and Community

Approaching Expectations:
65%-74.9%

5. Threshold: Participation on NWEA MAP testing - 80% Participation on Fall and Spring MAP (local) Testing for Threshold

Exceeding Expectations: Exceeds
90%

Maine Arts Academy

1. Mission and Vision - At the end of their graduating year, 85%-95% of MeAA students will have participated in at least two activities to share their art with the community such as performances, art shows, dance competitions, volunteer performances, fashion shows and other opportunities to share their passion for the arts.

Meeting Expectations: 85%-95%

2. MeAA Students Demonstrate Strong Performance Proficiency: At the end of their graduating year, 85% of MeAA students will have met proficiency or higher on 2 or more performances based on the performance rubrics.

Exceeding Expectations: Greater
than 87%

Maine Connections Academy

1. Participation in extracurricular activities - At least 80% of students will participate in 1 or more school sponsored field trips, activity day, special event, or club.

Meeting Expectations: 75%-84.9%

Maine Virtual Academy

1. Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report: The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA **math** for each eligible grade level (grades 7-11):

- 7th: Meeting
- 8th: Meeting
- 9th: Exceeding
- 10th: Meeting
- 11th: Approaching

Meeting Expectations:
50th-65th%ile

2. Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report: The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA **reading** for each eligible grade level (grades 7-11):

- 7th: Approaching
- 8th: Approaching
- 9th: Meeting
- 10th: Approaching
- 11th: Meeting

Approaching Expectations:
35th-49%ile

3. Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report: The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA **language** for each eligible grade level (grades 7-11):

- 7th: Approaching
- 8th: Meeting
- 9th: Meeting
- 10th: Meeting

- 11th: Meeting

Meeting Expectations:
50th-65th%ile

For school specific performance tables, use the links below to navigate to the school's individual SY2023-24 annual monitoring report. Reports include charter specific data.

- [ACADIA Academy](#)
- [Baxter Academy for Technology and Science](#)
- [Community Regional Charter School](#)
- [Ecology Learning Center](#)
- [Fiddlehead School of Arts & Sciences](#)
- [Maine Academy of Natural Sciences](#)
- [Maine Arts Academy](#)
- [Maine Connections Academy](#)
- [Maine Virtual Academy](#)

Narrative

Progress toward the strategic vision

MISSION, VISION, VALUES



Vision

Innovative public charter schools will provide Maine students with an equitable opportunity for an excellent education where students are valued, supported and challenged.



Mission

To authorize, monitor and support innovative public charter schools that provide a dynamic, high-quality education for every student.

Values

- **Excellence** - Pursue high-quality schools with excellent student outcomes.
- **Equity** - Promote diversity, equity and inclusion as strengths that contribute to innovative and successful schools.
- **Students First** - Ground our actions in promoting great opportunities for students and families.
- **Collaboration** - Work with schools and community stakeholders to shape excellent schools grounded in trust.
- **Accountability** - *Hold ourselves and schools to rigorous standards using a high bar for quality and transparency.*
- **Innovation** - *Encourage dynamic new and different educational models that expand opportunities for students.*

After making significant progress toward the priorities outlined in the Maine Charter School Commission's "Strategic Plan 2021-2024", the Commission is well positioned to outline priorities for the next three years. The Commission recently revised the organization's Mission, Vision and Values (above), thus paving the way for ambitious future planning that will bring us closer to our purpose that Maine students have access to excellent educational options. The Commission looks forward to launching its "Strategic Plan 2025-2028" in January 2025.

Status of the portfolio

During SY2023-24, there were nine (9) charter districts operating in the state of Maine – ACADIA Academy, Baxter Academy for Technology and Science, Community Regional Charter School, Ecology Learning Center, Fiddlehead School of Arts & Sciences, Maine Academy of Natural Sciences, Maine Arts Academy, Maine Connections Academy, and Maine Virtual Academy.

In the spring of 2024, the renewal process with the Ecology Learning Center and Maine Virtual Academy began. Commission staff visited with members of each schools' governing boards and administrative teams to review outcomes for the issuance of Year 4 Performance Reports. These reports were issued to the school by June 30th - along with charter renewal guidance. Each school submitted renewal

applications over the summer. Earlier this fall, Commission members met with family members, students, and teachers to gauge overall satisfaction with the schools. Public hearings followed and the Commission voted to renew both charter contracts for an additional five (5) years.

ACADIA Academy and Maine Arts Academy are currently in the fourth year of their current charter contracts and we look forward to the renewal process beginning this year.

Work began on finding Maine's tenth public charter school. Commission staff held a series of informational sessions with prospective applicants and the application for a new public charter school was issued on July 1, 2024. Eight (8) letters of intent were received and applications are due in February 2025. We look forward to considering applications for a new charter school to open in fall 2026.

Services to support excellent performance

Panorama

The Maine Charter School Commission began its partnership with Panorama Education in 2016. Each spring, schools are required to distribute school climate surveys to families, students, teachers, and staff. Results are compared to "like schools nationally" and performance outcomes are reported in monitoring reports that are completed annually in November. As part of the Commission's contract with Panorama Education, schools have access to "Social Emotional Learning - Student Competency & Well Being Measures" content. Although not required, three schools took advantage of those tools this past school year.

Infinite Campus

Infinite Campus is a powerful student information system that supports student learning by ensuring school districts streamline educational processes, promote stakeholder collaboration and personalize learning. The Commission continued its partnership with Infinite Campus throughout the 2023-24 school year with 8 of the 10 public charter schools actively using the platform.

Epicenter

Maine's public charter schools are held to a rigorous Performance Framework which measures academic, financial, and organizational success. Epicenter is a web-based platform that streamlines school operations, board governance, and school compliance activities and puts data and documents at the fingertips of authorizers and authorized schools 24/7/365. The Commission began its partnership with

Epicenter in the fall of 2016 and the relationship is strong to this day. Both the renewal application and the new school application are now online using Epicenter's "EdLusion" platform and work is currently underway to assess performance framework outcomes using "scorecards" that will streamline annual reporting going forward.

Lotterease

Maine public charter schools must follow enrollment as outlined in Maine State Law (Title 20-A, Chapter 112, §2404). There are many different parts to enrollment and the lottery process, which can be complicated when keeping track of it all manually. The Commission sought a web-based platform that could assist schools in the management of the enrollment process from the initial contact with families through full enrollment of their child(ren) and partnered with Lotterease in 2020.

ACCUPLACER

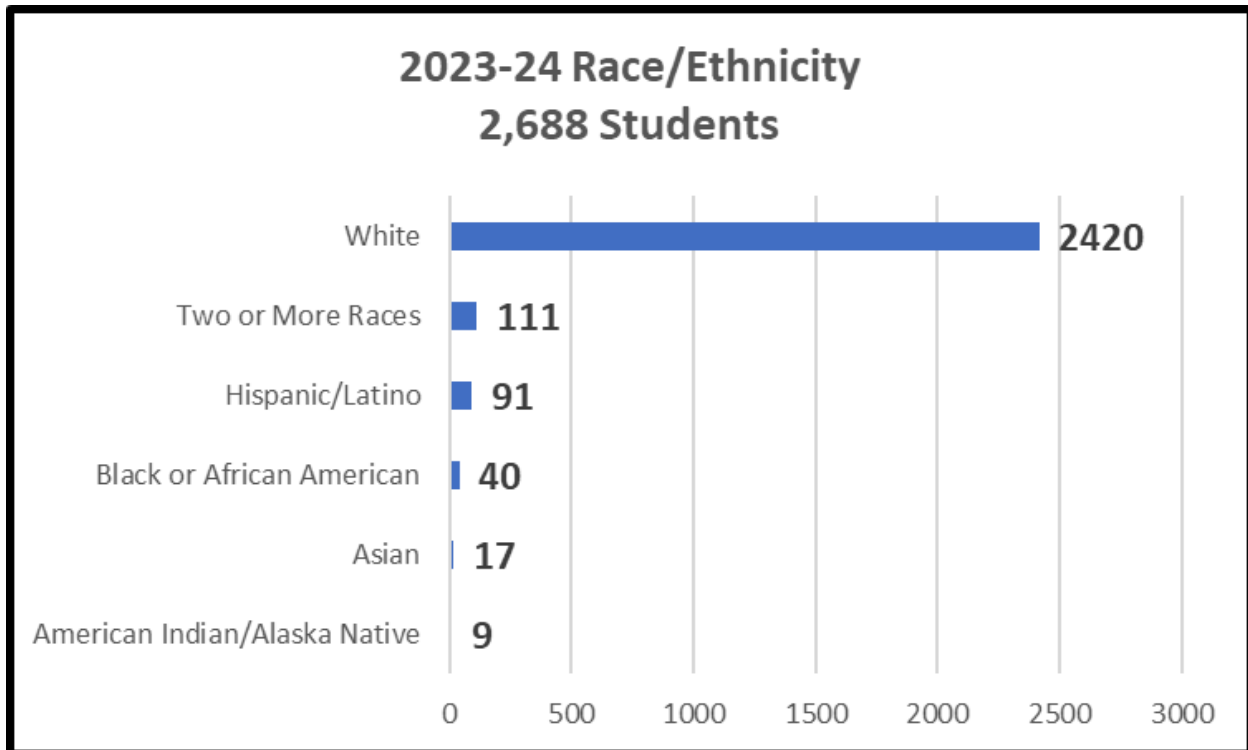
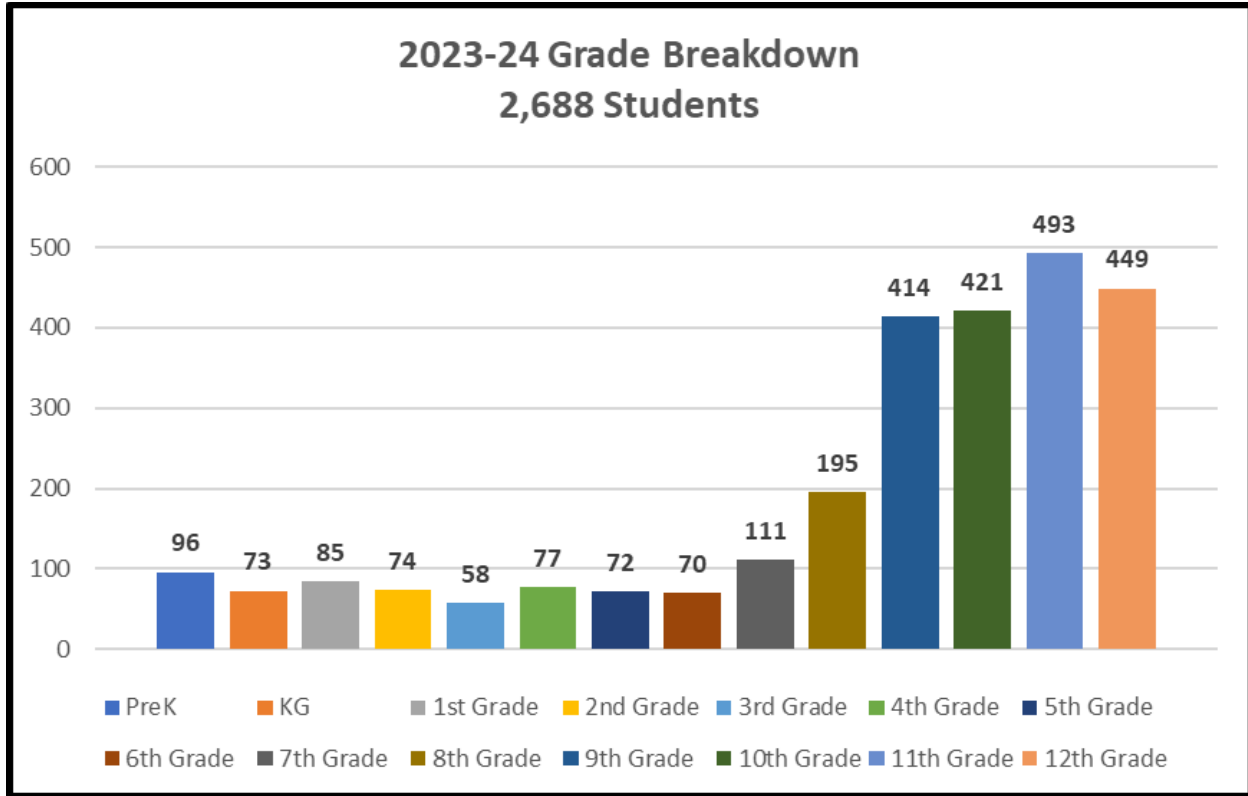
ACCUPLACER is a powerful tool that helps colleges assess student readiness for introductory credit-bearing courses and make reliable placement decisions. Charter high schools are required to administer the Accuplacer, SAT or ASVAB to each student before graduation.

Financial performance

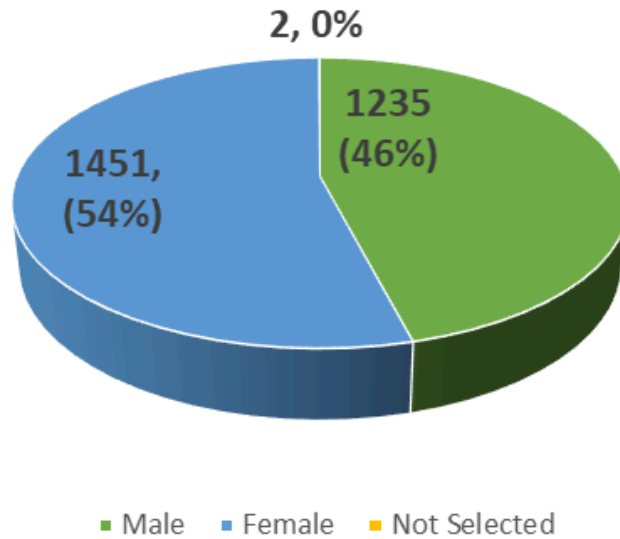
State law allows the Charter School Commission to draw up to 3% of the annual per-pupil allocation received by each public charter school under its authorization. In FY24, the Commission remained at the 2.35% allocation.

Based on the FY24 ED279s, the Commission's revenue was \$724,203.95 and \$734,129.49 was spent on monitoring performance and supporting the success of Maine's public charter schools. A financial order requesting additional funds for staffing, NWEA testing and Epicenter enhancements was granted in March 2024. The balance was carried over to FY25.

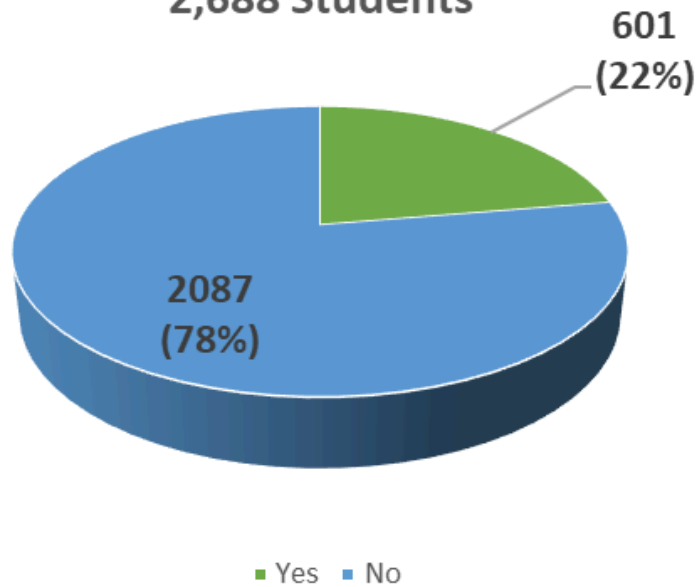
Demographics (SY2023-24)



2023-24 Gender Breakdown 2,688 Students

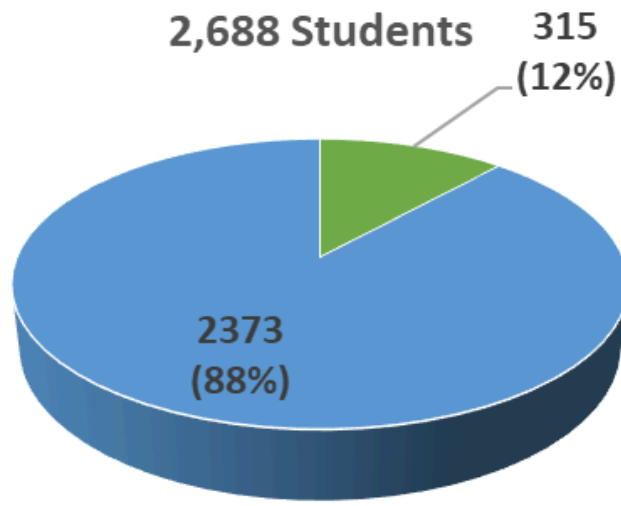


2023-24 Special Education 2,688 Students



2023-24 504 Plan

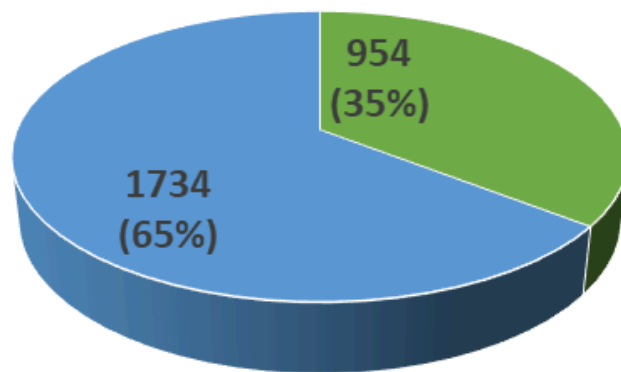
2,688 Students



■ Yes ■ No

2023-24 Economically Disadvantaged

2,688 Students



■ Yes ■ No