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| **Indicator** | **Measure** | **Target** | **Assessment Criteria** |
| **Student Academic Proficiency** | Proficiency on State Assessments in reading | The percent of tested learners scoring proficient on the reading portion of the Maine State Assessment will meet or exceed the state average. | Exceeds Expectation More than 5% more than  state average  Meets Expectation Within 5% of comparable  school  Partially Meets Expectation More than 5% below and  less than 10% below  state average  Does Not Meet Expectation More than 10% below  state average |
|  | Proficiency on State Assessments in math | The percent of tested learners scoring proficient on the reading portion of the Maine State Assessment will meet or exceed the state average. | Exceeds Expectation More than 5% more than  state average  Meets Expectation Within 5% of comparable  school  Partially Meets Expectation More than 5% below and  less than 10% below  state average  Does Not Meet Expectation More than 10% below  state average |
|  | Proficiency on school selected PreK standardized test (Brigance) | 85% of learners will score  at or above the cutoff score for  their age bracket. | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
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| **Student Academic Growth** | Growth on school selected test in reading (Phonological Awareness Literacy Screening) | 85% of pre-k learners will show progress in identifying uppercase letters from fall to spring. | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
|  |  | 85% of pre-k learners will show progress in identifying lowercase letters from fall to spring. | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
|  |  | 85% of pre-k learners will show progress in identifying letter-sound identification from fall to spring. | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
|  | Growth on school selected test in math (Elementary Mathematics Diagnostic Interview) | 85% of learners will show progress on the EMDI pre-k math assessment | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
|  | Growth on school selected assessment for math (TSG – PreK) | 85% of Prek learners will show progress in their learning through growth in their math TSG scores from Fall to Spring. | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
|  | Growth on school selected assessment for ELA reading and language arts (TSG – PreK) | 85% of Prek learners will show progress in their learning through growth in their ELA reading and language TSG scores from Fall to Spring. | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
|  | Students will show progress in their learning through growth in their NWEA RIT scores in ELA reading and language from fall to spring of each school year. | Students will show progress in their learning through growth in their NWEA RIT[[1]](#footnote-2) scores from fall to spring of each school year. | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
|  | Students will show progress in their learning through growth in their NWEA RIT scores in math from fall to spring of each school year. | Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year. | Exceeds Expectation 90% or more  Meets Expectation 80% - 89.9%  Partially Meets Expectation 70% - 79.9%  Does Not Meet Expectation Below 70% |
|  | Growth on NWEA as measured by projected growth on MAP[[2]](#footnote-3) assessment: The time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school. | School will meet goal of 70% of eligible[[3]](#footnote-4) students meeting their projected growth on NWEA ELA reading and language by the end of school year 2022-23. Grades k-7:  2019-20= 55%  2020-21= 60%  2021-22= 65%  2022-23= 70% | Exceeds Expectation 70% or more[[4]](#footnote-5)  Meets Expectation School meets annual target  Partially Meets Expectation Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%  Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year |
|  | Growth on NWEA as measured by projected growth on MAP[[5]](#footnote-6) assessment: The time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school. | School will meet goal of 70% of eligible students meeting their projected growth on NWEA ELA reading and language by the end of school year 2022-23. Grades 8-12:  2019-20= 40%  2020-21= 50%  2021-22= 60%  2022-23= 70% | Exceeds Expectation 70% or more[[6]](#footnote-7)  Meets Expectation School meets annual target  Partially Meets Expectation Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%  Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year |
|  | Growth on NWEA as measured by projected growth on MAP assessment: The time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school. | School will meet goal of 70% of eligible students meeting their projected growth on NWEA math by the end of school year 2022-23. Grades k-7:  2019-20= 50%  2020-21= 58%  2021-22= 65%  2022-23= 70% | Exceeds Expectation 70% or more6  Meets Expectation Meets annual target  Partially Meets Expectation Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%  Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year |
|  | Growth on NWEA as measured by projected growth on MAP assessment: The time allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school. | School will meet goal of 70% of eligible students meeting their projected growth on NWEA math by the end of school year 2022-23. Grades 8-12:  2019-20= 60%  2020-21= 65%  2021-22= 70%  2022-23= 70% | Exceeds Expectation 70% or more6  Meets Expectation Meets annual target  Partially Meets Expectation Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3%  Does Not Meet Expectation 2% or more below target, with increase of less than 3% from previous year |
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| **Achievement Gaps** | Achievement gaps in proficiency between major subgroups on the Maine State Assessments.  Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a “super-subgroup.” | The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities). | Meets Expectation Subgroups are performing  similarly to comparison  groups  Partially Meets Expectation Subgroups are performing  below comparison groups,  some gaps have closed since  the previous year  Does Not Meet Expectation Subgroups are performing  below comparison groups,  and have not improved since  the previous year |
|  | Achievement gaps in growth between major subgroups on the NWEA.  Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a “super-subgroup.” | The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities). | Meets Expectation Subgroups are performing  similarly to comparison  groups  Partially Meets Expectation Subgroups are performing  below comparison groups,  some gaps have closed since  the previous year  Does Not Meet Expectation Subgroups are performing  below comparison groups,  and have not improved since  the previous year |
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| **Student Attendance** | Chronic absenteeism rate | Schools will have 10% or fewer students classified as chronically absent on the last day of school.[[7]](#footnote-8) | Exceeds Expectation Fewer than 7%  Meets Expectation 7%-10%  Partially Meets Expectation 10.1%-13% or is more than 13%, but has decreased rate from previous year by at least 5%  Does Not Meet Expectation Greater than 13% |
|  | Average Daily Attendance Rate | Schools will have an average daily attendance rate in grades preK-8 of 93% or higher. | Exceeds Expectation 97% or higher  Meets Expectation 93%-96.9%  Partially Meets Expectation 90%-92.9%  Does Not Meet Expectation Below 90% |
|  |  | Schools will have an average daily attendance rate in grades 9-12 of 91% or higher. | Exceeds Expectation 95% or higher  Meets Expectation 91%-94.9%  Partially Meets Expectation 88%-90.9%  Does Not Meet Expectation Below 88% |
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| **Student Enrollment** | Enrollment throughout the school year | 85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day.[[8]](#footnote-9) | Exceeds Expectation 90% or more  Meets Expectation 85% - 89.9%  Partially meets Expectation 75% - 84.9%  Does not meet Expectation Fewer than 75% |
|  | Recurrent enrollment from one year to the next | 85% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the next year. | Exceeds Expectation 90% or more  Meets Expectation 85% - 89.9%  Partially Meets Expectation 75% - 84.9%  Does Not Meet Expectation Fewer than 75% |
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| **Post-Secondary Readiness** | 4-year high school graduation rate (current cohort) | Schools will meet Maine DOE annual goals:  2018- 87.28%  2019- 87.51%  2020- 87.74% | Exceeds Expectation Exceeds 90%  Meets Expectation Met state target  Partially Meets Expectation Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2%  Does not meet expectation 2% or more below target |
|  | 5 and 6-year average high school graduation rate (previous 2 years’ cohorts averaged) | Schools will meet Maine DOE annual goals:  2018- 89.28%  2019- 89.51%  2020- 89.74% | Exceeds Expectation Exceeds 92%  Meets Expectation Met state target  Partially Meets Expectation Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2%  Does Not Meet Expectation 2% or more below target |
|  | Of students in their graduating year, percent participation in post-secondary readiness opportunities | At the end of their graduating year, 70% of each schools’ eligible[[9]](#footnote-10) students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship. | Exceeds Expectation 80% or more  Meets Expectation 70% - 79.9%  Partially Meets Expectation 60% - 69.9%  Does Not Meet Expectation Fewer than 60% |
|  | Success rate of students participating in post-secondary readiness opportunities | 70% of the school’s students who participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship will complete it successfully[[10]](#footnote-11). | Exceeds Expectation 80% or more  Meets Expectation 70% -79.9%  Partially Meets Expectation 60% - 69.9%  Does Not Meet Expectation Fewer than 60% |
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| **Financial Performance and Stability** | **Near Term Measures**   1. Current Ratio 2. Unrestricted Days Cash on Hand | School evaluates its Near Term Financial Health using the Financial Performance and Stability outline provided by the Commission. | Near Term Measures are healthy.  Near Term Measures require monitoring.  Near Term Measures require immediate action. |
|  | **Sustainability Measures**   1. Total Margin 2. Debt to asset ratio | School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission. | Sustainability Measures are healthy.  Sustainability Measures require monitoring.  Sustainability Measures require immediate action. |
| **Clean Audit** | The school has an annual financial audit conducted. Audit and management letter are submitted to the commission. Audit has no material findings or misstatements. | Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor’s report on financial statements or in the auditor’s report on internal control over financial reporting and on compliance and other matters. | Meets Expectation Clean audit submitted  Partially Meets Expectation Audit submitted, may have 1 material misstatement  Does Not Meet Expectation audit not submitted or not “clean” |
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| **Governance Board Performance and Stewardship** | Public Accountability: Transparent, responsive, and legally compliant Board operation. | The Governing Board will hold a minimum of 6 meetings per school year[[11]](#footnote-12). | Exceeds Expectation 11 or more meetings  Meets Expectation 6-10 meetings  Does Not Meet Expectation 5 or fewer meetings |
|  |  | Timely[[12]](#footnote-13) publication of Board meeting agenda and minutes upon approval. | Meets Expectation All minutes and agendas  posted timely  Partially Meets Expectation 1-2 items not posted timely  Does Not Meet Expectation 3 or more not posted timely |
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| **Adequacy of Facilities Management** | Meet Local and State requirements | The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities. | Meets Expectation Certified as required  Does Not Meet Expectation Not certified as required |
|  | Capital Improvement Plan | The school has a current capital improvement plan approved by its governing board. | Meets Expectation Current Capital Improvement approved by board  Does Not Meet Expectation Capital Improvement Plan not current or not approved by board |
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| **School Social and Academic Climate** | Reporting of behavior incidents | The school will follow the Maine DOE required reporting for incidents of behavior. | Meets Expectation Reports as required  Does Not Meet Expectation Does not report as required |
|  | Panorama Survey- Family Participation | 40% of families will participate in the Panorama survey. | Exceeds Expectation 50% or more  Meets Expectation 40% - 49.9%  Partially Meets Expectation 30%- 39.9%  Does Not Meet Expectation Less than 30% |
|  | Panorama Survey- Student Participation | 65% of eligible students will Participate in the Panorama survey.[[13]](#footnote-14) | Exceeds Expectation 75% or more  Meets Expectation 65%-74.9%  Partially Meets Expectation 55%-64.9%  Does Not Meet Expectation Less than 55% |
|  | Panorama Survey- Teacher/Staff Participation | 70% of teachers/staff will participate in the Panorama survey. | Exceeds Expectation 80% or more  Meets Expectation 70%-79.9%  Partially Meets Expectation 60%-69.9%  Does Not Meet Expectation Less than 60% |
|  | Panorama Survey | Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission. | Meets Expectation School develops and implements plan  Partially Meets Expectation School develops and partially implements plan  Does Not Meet Expectation School does not develop or does not implement plan |

1. The RIT score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. [↑](#footnote-ref-2)
2. MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance. [↑](#footnote-ref-3)
3. Eligible is defined as having both a fall and spring score for students in grades k-11. [↑](#footnote-ref-4)
4. Beginning in 2022-23 exceeds will be “more than 70%.” [↑](#footnote-ref-5)
5. MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance. [↑](#footnote-ref-6)
6. Beginning in 2022-23 exceeds becomes “more than 70%.” [↑](#footnote-ref-7)
7. Chronically absent is defined as missing 10% or more of school days. [↑](#footnote-ref-8)
8. Student Count day is October 1. [↑](#footnote-ref-9)
9. Students not excluded via IEP or other individual plan [↑](#footnote-ref-10)
10. Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success. [↑](#footnote-ref-11)
11. A school year is July 1 – June 30 [↑](#footnote-ref-12)
12. Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval. [↑](#footnote-ref-13)
13. Students in grades 3 and up are eligible to participate in the Panorama Education surveys. [↑](#footnote-ref-14)