



MAINE CHARTER SCHOOL COMMISSION

Annual Report to the
Education Commissioner
SY 19-20



MAINE CHARTER SCHOOL COMMISSION STAFF

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COMMISSION MEMBERS

The Maine Charter School Commission is comprised of seven volunteer members that support the work of authorizing and monitoring the public charter schools. Of the seven members, three serve concurrently on the Charter Commission and the State Board of Education. Those are indicated below with an asterisk. The other four members are appointed by the Governor.

Seat	Name	Term Ends	Email	Phone
1	Dr. Fern Desjardins , Vice Chair**	6/30/22	fern.desjardins8@gmail.com	(207) 543-6005
2	Jana Lapoint **	6/30/20	jana.f.lapoint@gmail.com	(207) 781-7472
3	John Bird **	6/30/21	jabmab51@gmail.com	(207) 596-6276
4	Nichi Farnham , Chair	6/30/22	nichifarnham@gmail.com	(207) 990-2011
5	Shelley Reed	6/30/20	shelleys.reed@gmail.com	(207) 685-5522
6	Jim Rier	6/30/21	jim.rier@maine.gov	(207) 729-0155
7	VACANT	6/30/21		

MAINE'S PUBLIC CHARTER SCHOOLS



ACADIA ACADEMY
A Charter Academy for Developing Independence & Achievement



MAINE
VIRTUAL ACADEMY



Baxter Academy



the Ecology
Learning
Center



MAINE
CONNECTIONS
ACADEMY



fiddlehead
School of Arts & Sciences



Letter to the Commissioner of Education

Commissioner Makin -

It is with enthusiasm that I submit the SY 19-20 Maine Charter School Commission report. This is a summary of the 2019 – 2020 school year, which predates my leadership of the Commission. While I only assumed the role of Executive Director of the Charter School Commission on January 4, 2021, my team, along with the Commission members and our charter operators, have worked diligently to ensure the contents of this report accurately reflect the performance of the previous school year, a year of interrupted learning. My assessment of this report as it reflects the history of our schools is that we have much to celebrate and much work to do.

As you know, the Charter School Commission is at an important inflection point in its history. We are reacting and responding to the needs of our students and families during a global health crisis. We are navigating increasingly complex demands on schools. We are operating under a cap on the number of students public charter schools can serve. The work ahead is daunting, but the Charter Commission has the opportunity to become a leading advocate for school performance in the state, to design and deliver innovative teaching and learning strategies, and to engage our stakeholders in novel and authentic ways so that our schools reflect the best parts of our communities. We are setting out to fulfill sacred promises to students and families. In doing so, we contribute to the vibrancy of a rich and diverse public school ecosystem that helps children become self-actualized citizens.

Over the next few months, I will focus on a few key priorities:

- Use our statewide platform to support full enrollment at each of the charter schools so that as many families as possible can benefit from public charter schools
- Work with you to strengthen the partnership between the Charter School Commission and the MDOE as we work toward shared goals for students
- Clarify the role and services that the Commission provides to the charter schools in order to strengthen board governance

I am excited to lead this new phase of work for the Commission. I look forward to working closely with you to ensure that charter schools in Maine are the kinds of aspirational, visionary and successful schools that any parent would be proud to send their children.

Thank you for the opportunity,

Jeremy R. Jones, Executive Director

MISSION

The mission of the Maine Charter School Commission (MCSC) is to authorize and monitor charter schools across the state. In doing so, the MCSC seeks to increase student achievement by supporting high-performing schools, promote innovative educational opportunities in diverse public school settings, create new professional opportunities for educators, and novel approaches for community engagement in the design, execution and delivery of education to the state's children.

PURPOSE

This Annual Report to the Commissioner satisfies MRSA Title 20-A, Chapter 112, §2405.4 Reporting and Evaluation - *an authorizer shall submit to the Commissioner an annual report within 150 days of the end of each school fiscal year summarizing:*

- A. *The authorizer's strategic vision for chartering and progress toward achieving that vision;*
- B. *The performance of all operating public charter schools overseen by the authorizer, according to the performance measures and expectations specified in the charter contracts;*
- C. *The status of the authorizer's public charter school portfolio of approved charter applications, identifying all public charter schools within that portfolio as – approved, but not yet open; operating; renewed; transferred; terminated; closed; or never opened;*
- D. *The oversight and services provided by the authorizer to the public charter schools under the authorizer's purview; and*
- E. *The total amount of funds collected from each public charter school the authorizer authorized pursuant to subsection 5, paragraph B and the costs incurred by the authorizer to oversee each public charter school.*

SECTION A

PROGRESS TOWARD OUR STRATEGIC VISION

As the Commission charts a course for the future, we continue to reflect on the past to inform new plans for increasing charter school performance in the state. We are currently in a process to design and execute a new strategic planning guide that will help us assess our progress toward the 2017 NACSA (National Association of Charter School Authorizers) evaluation and will help us better understand our role in supporting student success in Maine. While we do not yet have a completed strategic plan, we anticipate answering the following questions:

- Now that we have reached the cap on allowed charter schools in the state, how do we ensure optimal performance of the charter schools in operation? (e.g., using multiple measures of success to create a constellation of charter school performance that does a better job of describing actual success and opportunities for growth)
- While monitoring performance is a critical component of the work of the Commission, how do we also help our operators build the capacity to be self-sustaining, high-performing, world-class organizations? (e.g., finding ways to support charter school governing boards become stronger entities in holding the officers of the school accountable for executing the charter contract)
- How can the Commission capitalize on “economies of scale” to provide additional services to our operators at a cheaper cost than what they would otherwise spend if they had to purchase a particular service as a single-site small campus? (e.g., unifying our charter operators on a common Student Information System and outsourcing lottery activities to a neutral, third-party provider)
- How can we leverage our state-wide platform as the charter authorizer to support full enrollment at each of our campuses while engendering good will for charter schools among the public, policy makers and greater community at large? (e.g., deep and authentic engagement with families across the state about what charter schools can offer and provide)
- How can we use our position in the ecosystem to build relationships with partners that can provide professional learning opportunities for school leaders, governing boards and instructional staff? (e.g., create stronger networks of educators to share and implement best practices and work with partners to deliver trainings on topics ranging from personalized learning to Multi-Tiered Systems of Support).

SECTION B

PERFORMANCE REVIEW OF THE CHARTER PORTFOLIO

In September 2019, the Charter Commission adopted a uniform Performance Framework. Charter operators were expected to implement this new framework for SY 19-20 (See Appendix A). Each school's individual framework can be found on the Charter Commission's website [here](#).

In March of 2020, the school year was abruptly interrupted by a global health crisis which caused schools to close their doors and for students to learn remotely. Charter operators in Maine were facing the same challenges as schools across the state and country; however, with existing Commission-approved "Anytime/Anywhere Learning Plans" in place - that had been vetted and in use for several years - were able to pivot quickly to providing strong remote instruction in addition to delivering meals and supplies to families learning remotely, and ensuring that student and family mental wellness was considered during this austere time. Of notable interest:

- ACADIA Academy opened its doors during the summer to provide programming for students with IEPs;
- As Maine began to cope with the impact of COVID-19 and the reality that there were only 201 ventilators in the entire state, Baxter Academy's engineering program began work on an emergency ventilator that would be robust and easily mass produced in a short period of time using mostly off-the-shelf components. Baxter staff communicated with Maine Medical Center and the Maine CDS – both who showed interest and encouraged the school to continue the work;
- Community Regional Charter School quickly identified the students who did not have internet access in their homes and reached out to the local internet provider to set up accounts and pay for service for these families;
- The Ecology Learning Center continued to fundraise and found ways to provide in-person, physically distanced, small group Open House tours for prospective students and families;
- Fiddlehead School of Arts & Sciences partnered with Thompson's Orchards in New Gloucester to provide outdoor programming that kept the school true to its Reggio-Emilia-inspired approach to learning;
- Harpswell Coastal Academy partnered with ACADIA Academy to use its parking lot in Lewiston as a food and school supply distribution hub;

- The Maine Academy of Natural Sciences continued to do school well into the summer as its school year does not end until late July. MeANS was able to use the learning practices in place for the existing Threshold Program – a program for students who cannot attend school regularly but strongly desire to complete their high school diploma;
- In May Maine Arts Academy partnered with Healthy Communities of the Capital Area to create an art show that highlighted mental health to use art as expression during physical distancing. Maine Arts Academy Youth Policy Board which is a group of our students created art pieces and collected art pieces from other students and showed them virtually.
- Maine’s two virtual charter schools – Maine Connections and Maine Virtual Academy – quickly came together to work with school leaders on best practices for remote instruction and provided information to all students and families on where they could find food and other resources in their local communities; and
- Two staff members from Maine Virtual Academy collaborated with the Maine Department of Education on the MOOSE (Maine Online Opportunities for Sustained Education) project – an online library of project-based learning modules for grades PK-12.

The following pages are the Indicator Summary Tables for each of Maine’s public charter schools that were operating during the 2019-20 school year. These tables are part of each schools’ 2019-20 Annual Monitoring Report. The Maine Charter School Commission took the many challenges presented during the pandemic when evaluating charter operators against the Performance Framework. Full reports for each school can be found on the Commission’s website (www.maine.gov/csc/reports) or by clicking the school’s name at the top of each table below.

**Due to COVID-19 and school facility closures, many assessments and evaluations were not given.*

Number of Students Served: 226, Grades: PK-5

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Target 3					*
Student Academic Growth					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Target 5					*
Target 6					*
Achievement Gaps					
Target 1					*
Target 2					*
Student Attendance					
Target 1	X				
Target 2	X				
Student Enrollment					
Target 1	X				
Target 2	X				
Financial Performance and Stability					
Target 1		X			
Target 2		X			
Target 3		X			
Governance Board Performance and Stewardship					
Target 1	X				
Target 2		X			
Adequacy of Facilities Management					
Target 1		X			
Target 2		X			
School Social and Academic Climate					
Target 1		X			
Target 2					*
Target 3					*
Target 4					*
Target 5		X			

[Baxter Academy for Technology and Science](#), 185 Lancaster Street, Portland, ME 04101

Number of Students Served: 408, Grades: 9-12

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Student Academic Growth					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Achievement Gaps					
Target 1					*
Target 2					*
Student Attendance					
Target 1				X	
Target 2			X		
Student Enrollment					
Target 1	X				
Target 2	X				
Post-Secondary Readiness					
Target 1	Waiting on DOE				
Target 2	Waiting on DOE				
Target 3		X			
Target 4	X				
Financial Performance and Stability					
Target 1	Pending Financial Audit				
Target 2					
Target 3					
Governance Board Performance and Stewardship					
Target 1		X			
Target 2		X			
Adequacy of Facilities Management					
Target 1		X			
Target 2		X			
School Social and Academic Climate					
Target 1		X			
Target 2					*
Target 3					*
Target 4					*
Target 5		X			

[Community Regional Charter School](#), 48 South Factory Street, Skowhegan, ME 04976

Number of Students Served: 309, Grades: PK-11

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Student Academic Growth					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Target 5					*
Target 6					*
Target 7					*
Achievement Gaps					
Target 1					*
Target 2					*
Student Attendance					
Target 1			X		
Target 2		X	X		
Target 3			X		
Student Enrollment					
Target 1		X			
Target 2	X				
Post-Secondary Readiness					
Target 1	The school has not yet had a graduating cohort, these targets are not yet applicable.				
Target 2					
Target 3					
Target 4					
Financial Performance and Stability					
Target 1	Pending Financial Audit				
Target 2					
Target 3					
Governance Board Performance and Stewardship					
Target 1	X				
Target 2				X	
Adequacy of Facilities Management					
Target 1		X			
Target 2		X			
School Social and Academic Climate					
Target 1		X			

Target 2					*
Target 3					*
Target 4					*
Target 5		X			

[Fiddlehead School of Arts & Sciences](#), 25 Shaker Road, Gray, ME 04039

Number of Students Served: 153, Grades: PK-6

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Student Academic Growth					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Target 5					*
Target 6					*
Achievement Gaps					
Target 1					*
Target 2					*
Student Attendance					
Target 1			X		
Target 2		X			
Student Enrollment					
Target 1		X			
Target 2	X				
Financial Performance and Stability					
Target 1					Pending
Target 2					Financial
Target 3					Audit
Governance Board Performance and Stewardship					
Target 1	X				
Target 2		X			
Adequacy of Facilities Management					
Target 1		X			
Target 2		X			
School Social and Academic Climate					
Target 1		X			
Target 2					*
Target 3					*
Target 4					*
Target 5		X			

Harpwell Coastal Academy, 9 Ash Point Road, Harpswell, ME 04079

Number of Students Served: 195, Grades: 6-12

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Target 5					*
Target 6					*
Student Academic Growth					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Achievement Gaps					
Target 1					*
Target 2					*
Student Attendance					
Target 1				X	
Target 2				X	
Target 3				X	
Student Enrollment					
Target 1		X			
Target 2			X		
Post-Secondary Readiness					
Target 1	Waiting on DOE				
Target 2	Waiting on DOE				
Target 3	X				
Target 4	X				
Financial Performance and Stability					
Target 1		X			
Target 2		X			
Target 3		X			
Governance Board Performance and Stewardship					
Target 1	X				
Target 2		X			
Adequacy of Facilities Management					
Target 1		X			
Target 2		X			
School Social and Academic Climate					

Target 1		X			
Target 2					*
Target 3					*
Target 4					*
Target 5		X			

[Maine Academy of Natural Sciences](#), P.O. Box 159, 13 Easler Road, Hinckley, ME 04944

Number of Students Served: 196, Grades: 9-12

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Student Academic Growth					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Achievement Gaps					
Target 1					*
Target 2					*
Student Attendance					
Target 1				X	
Target 2				X	
Student Enrollment					
Target 1		X			
Target 2		X			
Post-Secondary Readiness					
Target 1	Waiting on DOE				
Target 2	Waiting on DOE				
Target 3				X	
Target 4		X			
Financial Performance and Stability					
Target 1		X			
Target 2		X			
Target 3		X			
Governance Board Performance and Stewardship					
Target 1		X			
Target 2			X		
Adequacy of Facilities Management					
Target 1		X			
Target 2				X	
School Social and Academic Climate					
Target 1		X			
Target 2					*
Target 3					*
Target 4					*
Target 5		X			

[Maine Arts Academy](#), 11 Goldenrod Lane, Sidney, ME 04330

Number of Students Served: 201, Grades: 9-12

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Student Academic Growth					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Achievement Gaps					
Target 1					*
Target 2					*
Student Attendance					
Target 1				X	
Target 2			X		
Student Enrollment					
Target 1		X			
Target 2	X				
Post-Secondary Readiness					
Target 1	Waiting on DOE				
Target 2	Waiting on DOE				
Target 3			X		
Target 4		X			
Financial Performance and Stability					
Target 1	Pending Financial Audit				
Target 2					
Target 3					
Governance Board Performance and Stewardship					
Target 1	X				
Target 2		X			
Adequacy of Facilities Management					
Target 1		X			
Target 2		X			
School Social and Academic Climate					
Target 1		X			
Target 2					*
Target 3					*
Target 4					*
Target 5		X			

Number of Students Served: 410, Grades: 7-12

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
Student Academic Growth					
Target 1				X	
Target 2				X	
Target 3				X	
Target 4				X	
Achievement Gaps					
Target 1					*
Target 2		X			
Student Attendance					
Target 1			X		
Target 2		X			
Target 3		X			
Student Enrollment					
Target 1		X			
Target 2	X				
Post-Secondary Readiness					
Target 1	Waiting on DOE				
Target 2	Waiting on DOE				
Target 3	X				
Target 4	X				
Financial Performance and Stability					
Target 1		X			
Target 2		X			
Target 3		X			
Governance Board Performance and Stewardship					
Target 1		X			
Target 2		X			
Adequacy of Facilities Management					
Target 1		X			
Target 2		X			
School Social and Academic Climate					
Target 1		X			
Target 2			X		

Target 3				X	
Target 4	X				
Target 5		X			

[Maine Virtual Academy](#), Ballard Center, Suite 230, 6 East Chestnut Street, Augusta, ME 04330

Number of Students Served: 396, Grades: 7-12

Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency					
Target 1					*
Target 2					*
Target 3					*
Student Academic Growth					
Target 1			X		
Target 2			X		
Target 3	X				
Target 4	X				
Achievement Gaps					
Target 1					*
Target 2		X			
Student Attendance					
Target 1		X			
Target 2		X			
Target 3	X				
Student Enrollment					
Target 1		X			
Target 2		X			
Post-Secondary Readiness					
Target 1	Waiting on DOE				
Target 2	Waiting on DOE				
Target 3	X				
Target 4	X				
Financial Performance and Stability					
Target 1	Pending Financial Audit				
Target 2					
Target 3					
Governance Board Performance and Stewardship					
Target 1	X				
Target 2		X			
Adequacy of Facilities Management					
Target 1		X			
Target 2		X			
School Social and Academic Climate					
Target 1		X			
Target 2	X				
Target 3		X			

Target 4	X				
Target 5		X			

SECTION C

CHARTER AUTHORIZING ACTIVITY

This section summarizes actions taken by the Commission to approve schools for operation in the state. It includes information on when schools were authorized and which schools have been renewed for operations.

1	Approved	Ecology Learning Center	September 2019
2	Operating	ACADIA Academy	September 2016
		Baxter Academy for Technology and Science	September 2013
		Community Regional Charter School	October 2012
		Fiddlehead School of Arts & Sciences	September 2013
		Harpswell Coastal Academy	September 2013
		Maine Academy of Natural Sciences	October 2012
		Maine Arts Academy	September 2016
		Maine Connections Academy	September 2014
		Maine Virtual Academy	September 2015
3	Renewed	Maine Virtual Academy	November 2019
4	Transferred	None	
5	Terminated	None	
6	Closed	None	
7	Never Opened	None	

SECTION D

SERVICES TO BUILD CAPACITY AND PERFORMANCE

During the 2019-20 school year, the Maine Charter School Commission provided oversight to nine public charter school operators – ACADIA Academy, Baxter Academy for Technology and Science, Community Regional Charter School, Fiddlehead School of Arts & Sciences, Harpswell Coastal Academy, Maine Academy of Natural Sciences, Maine Arts Academy, Maine Connections Academy and Maine Virtual Academy.

Late in the 2018-19 school year, the Commission received two new school applications from prospective operators – the Ecology Learning Center and Sheffwood Academy. The Commission conducted rigorous capacity interviews and held public hearings with both applicants. In September 2019, the Commission voted unanimously to approve the Ecology Learning Center’s application as a new public charter school operator. The campus serves students in grades 9-12 in Unity, Maine.

Maine Virtual Academy’s renewal process began in SY 18-19. During the renewal process the Commission’s Review Team met with the following groups of stakeholders: students, families, teachers and staff, governing board and administration. A public hearing was held and the Commission voted to approve. The charter contract was renewed.

The Maine Charter School Commission’s Monitoring Site Visits are based on the criteria established in the school’s performance framework and the school’s alignment with and execution of its mission and vision. The categories in the performance framework are:

- Student achievement
- School climate and family engagement
- Governance and finance

The Commission’s Site Visit Manual includes Site Visit Protocol, which serves as a schedule for a visit. This protocol outlines visit frequency and intensity. At its discretion, the Commission may opt to not conduct monitoring site visits in accordance with the Site Visit Protocol for schools that are meeting or exceeding on the performance indicators. The MCSC retains the right to conduct campus visits outside the typical visit cycle for any reason.

Site visits serve to inform decisions by the Charter Commission. These visits may help the Charter Commission assess an operator’s readiness for opening or to determine recommendations prior to renewal. Visits support the gathering of detailed information of the progress that operators are

making toward their mission and goals and how an operator is executing the charter contract. During visits, the Charter Commission reconciles qualitative and quantitative data with empirical performance in the school.

Throughout the 2019-20 school year, Commission members participated in the following:

Meeting/Activity	Number of Meetings
Business Meetings/Special Commission Meetings	9
End of Year Monitoring Visits	7
Governing Board Meetings	25
Legislative (Public Hearings & Work Sessions)	2
Meetings About Schools (Amendment Requests, Renewal Discussions, PD Fund Requests, New School Opening Progress)	13
Meetings with Schools (Mid-Year Check-Ins, Report Reviews, Finance Discussions, Weekly Check-Ins with Heads of School/Board Chairs, Site Visits)	31
New School Application Activity (Capacity Interviews, Full Interviews and Public Hearings)	3
Other Activities (Agenda Reviews, Conference Prep, NACSA Leadership Conference, MSMA Fall Conference, Finance Committee, Search Committee)	13
Renewal Visits and Public Hearings	3

SECTION E

FINANCIAL PERFORMANCE

Through state law, MCSC draws 2.25% of the annual per-pupil allocation received by each public charter school under its authorization. These dollars support the operating costs of MCSC and are also used to provide additional services to the charter operators, including monitoring performance under the current performance framework and capitalizing on economies of scale to purchase infrastructure at lower rates.

Based on the FY20 ED279s, the Commission’s revenue was \$597,146.59 of which \$550,663.19 was spent on monitoring performance and supporting the success of Maine’s public charter schools. The balance was carried over to FY21.

Appendix A
Performance Framework

Indicator	Measure	Target	Assessment Criteria
Student Academic Proficiency	Schools continue with previous measures or propose new ones. Must include MEA.		
Student Academic Growth	Schools with preK-1 insert individual measures here (if not using NWEA).		
	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 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	School will meet goal of 70% of eligible ³ students meeting their projected growth on NWEA ELA	Exceeds Expectation 70% or more Meets Expectation School meets annual target Partially Meets Expectation Less than 2% below target or is more than 2% below

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.

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

	growth on MAP ² 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.	reading and language by the end of school year 20xx-xx. 2019-20= xx% 2020-21= xx% 2021-22= xx%	Does Not Meet Expectation	target, but has increased rate from previous year by at least 3% 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 ⁴ students meeting their projected growth on NWEA math by the end of school year 20xx-xx. 2019-20= xx% 2020-21= xx% 2021-22= xx%	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	70% or more Meets annual target Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 3% 2% or more below target, with increase of less than 3% from previous year
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	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 Partially Meets Expectation since	Subgroups are performing similarly to comparison groups Subgroups are performing below comparison groups, some gaps have closed the previous year

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.

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

	combined to create a "super-subgroup."		Does Not Meet Expectation since	Subgroups are performing below comparison groups, and have not improved 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 Partially Meets Expectation since Does Not Meet Expectation since	Subgroups are performing similarly to comparison groups Subgroups are performing below comparison groups, some gaps have closed the previous year Subgroups are performing below comparison groups, and have not improved the previous year
Student Attendance	Chronic absenteeism rate	Schools will have 10% or fewer students classified as chronically absent on the last day of school. ⁵	Exceeds Expectation Meets Expectation Partially Meets Expectation at Does Not Meet Expectation	Fewer than 7% 7%-10% 10.1%-13% or is more than 13%, but has decreased rate from previous year by least 5% Greater than 13%

⁵ Chronically absent is defined as missing 10% or more of school days.

	Average Daily Attendance Rate	Schools will have an average daily attendance rate in grades preK-8 of 93% or higher.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	97% or higher 93%-96.9% 90%-92.9% Below 90%
		Schools will have an average daily attendance rate in grades 9-12 of 91% or higher.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	95% or higher 91%-94.9% 88%-90.9% Below 88%
	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. ⁶	Exceeds Expectation Meets Expectation Partially meets Expectation Does not meet Expectation	90% or more 85% - 89.9% 75% - 84.9% Fewer than 75%
	Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the <u>last day</u> of school will have completed an Intent to reenroll form for the next year.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	90% or more 85% - 89.9% 75% - 84.9% Fewer than 75%
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 Meets Expectation Partially Meets Expectation Does not meet expectation	Exceeds 90% Met state target Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2% 2% or more below target
	5 and 6 year average high school graduation rate	Schools will meet Maine DOE annual goals:	Exceeds Expectation Meets Expectation	Exceeds 92% Met state target

⁶ Student Count day is October 1.

	(previous 2 years' cohorts averaged)	2018- 89.28% 2019- 89.51% 2020- 89.74%	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 ⁷ students will have participated in at least one post-secondary activity such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, or internship.	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 <u>who participated in at least one post-secondary activity</u> such as (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, or internship will complete it successfully ⁸ .	Exceeds Expectation 80% or more Meets Expectation 70% - 79.9% Partially Meets Expectation 60% - 69.9% Does Not Meet Expectation Fewer than 60%
Financial Performance and Stability	Near Term Measures Current Ratio 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 Total Margin	School evaluates its Financial Sustainability using the Financial	Sustainability Measures are healthy. Sustainability Measures require monitoring.

⁷ Students not excluded via IEP or other individual plan

⁸ Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success.

	Debt to asset ratio	Performance and Stability outline provided by the Commission.	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"
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 ⁹ .	Exceeds Expectation 11 or more meetings Meets Expectation 6-10 meetings Does Not Meet Expectation 5 or fewer meetings
		Timely ¹⁰ 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

⁹ A school year is July 1 – June 30

¹⁰ Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.

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 Does Not Meet Expectation	Certified as required Not certified as required
	Capital Improvement Plan	The school has a current capital improvement plan approved by its governing board.	Meets Expectation Does Not Meet Expectation	Current Capital Improvement approved by board Capital Improvement Plan not current or not approved by board
School Social and Academic Climate	Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Meets Expectation Does Not Meet Expectation	Reports as required Does not report as required
	Panorama Survey- Family Participation	40% of families will participate in the Panorama survey.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	50% or more 40% - 49.9% 30%- 39.9% Less than 30%
	Panorama Survey- Student Participation	65% of eligible students will Participate in the Panorama survey. ¹¹	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	75% or more 65%-74.9% 55%-64.9% Less than 55%
	Panorama Survey- Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	Exceeds Expectation Meets Expectation Partially Meets Expectation Does Not Meet Expectation	80% or more 70%-79.9% 60%-69.9% Less than 60%

¹¹ Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

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