

# MAINE STATE LEGISLATURE

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2022-23

# *Annual Report*

*to the*

# *Commissioner*

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# The Maine Charter School Commission

**Seat #1  
Tom Keller**



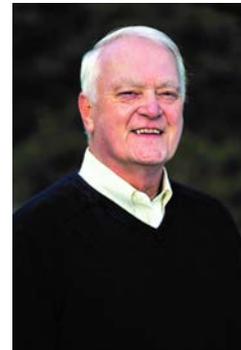
**Seat #5  
Jim Handy**



**Seat #2  
James Ford**



**Seat #6  
Norm Higgins  
Chair**



**Seat #3  
Victoria Kornfield**



**Seat #7  
Leigh Albert  
Vice Chair**



**Seat #4  
Brian Langley**



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November 2023

Commissioner Makin,

We are pleased to submit the SY 2022-2023 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.

SY2022-2023 saw the departure of long-time Commission members Wilson Hess and Nichi Farnham, both of whom served as Commission Chair for a period of time. Although it was sad to see them go, the appointments of Brian Langley and James Ford have been welcome additions to the Commission and it's exciting to be at full membership once again.

SY 2022-2023 brought the smooth closure of Harpswell Coastal Academy. Commission staff, consultants, and a small HCA Team worked in partnership to ensure a smooth transition for students, families, and staff. 60% of students chose to transfer to a different Maine charter school, while several former HCA staff filled open positions throughout the charter school portfolio.

This is the first year that we have used the newly adopted Performance Framework and we are pleased with the results as a whole. You will note that the revised Performance Framework measures the components of school performance that the Commission values, namely:

- 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?
- Faithfulness to the Charter and the Law: Is the school faithful to its mission? Does the school ensure access for all students eligible to attend the school?

We are not able to measure academic outcomes yet due to the delay in the publishing of the spring 2023 results of Maine's Through-Year Assessment. Below is an overview of results from the portfolio:

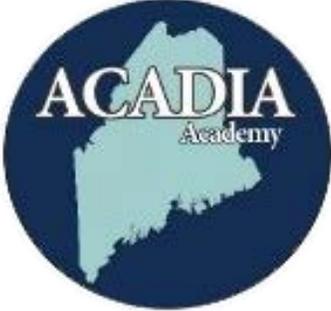
- Seven (7) of the public charter high schools **exceeded** the 4-year high school graduation rate on the Performance Framework and all surpassed the state's annual target of 86%.
- All public charter high schools **exceeded** post-secondary readiness targets.
- Results on the spring administration of the Panorama School Climate Surveys varied by school:
  - Overall, families are happy with their child's school on the majority of scales, **exceeding** the national average for like schools.
  - Student satisfaction rates were school dependent: four (4) schools are outperforming the national average, four (4) schools are **below** the national average, and one (1) school showed mixed results between grade levels.
  - Satisfaction rates from teacher and staff surveys show most schools **exceeding** national averages, while one (1) is **approaching**, and three (3) are **not meeting**.
- Governing Boards are made up of volunteer members with a wide array of backgrounds and experience. New to SY2022-23 was a board professional development participation requirement that several boards did not meet.
- There was notable improvement in chronic absenteeism across the charter portfolio. 4 out of the 10 schools **met** or **exceeded** the target on the Performance Framework of less than 18% of students being chronically absent. 5 schools improved chronic absenteeism from SY 2021-2022.
- School year persistence, both during the school year and from one school year to the next, remains strong with eight (8) of the nine (9) public charter schools **meeting** or **exceeding** targets on the Performance Framework.

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 (2023-24 School Year)

	<p><b>ACADIA Academy</b>          12 Westminster Street, Lewiston  <a href="http://www.acadiaacademy.org">www.acadiaacademy.org</a></p> <p>Amy Dieterich, <i>Board President</i>          Casey Baugher, <i>Head of School</i></p> <p>Grades Served: Pre-K to 6          Enrollment = 246</p> <p>13.75% Special Education          25.83% Economically Disadvantaged</p>
	<p><b>Baxter Academy for Technology and Science</b>          185 Lancaster Street, Portland  <a href="http://www.baxter-academy.org">www.baxter-academy.org</a></p> <p>Thorn Dickinson, <i>Board Chair</i>          Anna Klein-Christie, <i>Executive Director</i></p> <p>Grades Served: 9 to 12          Enrollment = 373</p> <p>21.98% Special Education          10.99% Economically Disadvantaged</p>
 <p><i>*Not Certified</i></p>	<p><b>Community Regional Charter School</b>          48 South Factory Street, Skowhegan  <a href="http://www.crcsme.org">www.crcsme.org</a></p> <p>Nicki Reinholt, <i>Board Chair</i>          Travis Works, <i>Executive Director</i></p> <p>Grades Served: PK to 12          Enrollment = 382</p> <p>*22.57% Special Education          *35.96% Economically Disadvantaged</p>

the **Ecology  
Learning  
Center**

*\*Not Certified*

**Ecology Learning Center**

230 Main Street, Unity  
[www.ecologylearningcenter.org](http://www.ecologylearningcenter.org)

Laura Graham, *Board Chair*  
Leza Packard, *Head of School*

Grades Served: 9 to 12  
Enrollment = 107

24.30% Special Education  
31.78% Economically Disadvantaged



**Fiddlehead School of Arts & Sciences**

25 Shaker Road, Gray  
[www.fiddleheadschool.org](http://www.fiddleheadschool.org)

Bill Doughty, *Board Chair*  
Jacinda Cotton-Castro, *Executive Director*

Grades Served: PK to 8  
Enrollment = 197

29.95% Special Education  
9.14% Economically Disadvantaged



**Maine Academy of Natural Sciences**

13 Easler Road, Hinckley  
[www.meansacademy.org](http://www.meansacademy.org)

Mike Muir, *Board Chair*  
Matt Newberg, *Head of School*

Grades Served: 9 to 12  
Enrollment = 194

25.77% Special Education  
65.46% Economically Disadvantaged



**Maine Arts Academy**

310 Cony Road, Augusta

[www.maineartsacademy.org](http://www.maineartsacademy.org)

Sherry Gilbert, *Board President*

Heather King, *Head of School*

Grades Served: 9 to 12

Enrollment = 237

19.41% Special Education

37.97% Economically Disadvantaged



**Maine Connections Academy**

8 Science Park Road, 3rd Floor,

Scarborough

<https://www.connectionsacademy.com/maine-virtual-school/>

Billy Thompson, *Board President*

Walter Wallace, *Head of School*

Grades Served: 7 to 12

Enrollment = 510

20.78% Special Education

40.39% Economically Disadvantaged



**Maine Virtual Academy**

6 E Chestnut Street, Augusta

[www.mainevirtualacademy.org](http://www.mainevirtualacademy.org)

Donna Pelletier, *Board President*

Dr. Melinda Browne, *Head of School*

Grades Served: 7 to 12

Enrollment = 442

25.57% Special Education

54.07% Economically Disadvantaged

## 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
		Harpswell Coastal Academy	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	None	
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 frameworks promote transparency and objectivity by putting the authorizer on record and schools, parents, stakeholders, and the public on notice about the performance standards that will be used to evaluate whether or not a school is successful and is living up to its end of the charter bargain. The frameworks help to establish expectations at the beginning of the school’s operation so that there will be no surprises when a school is held accountable for meeting them over the course of the charter term and at renewal.

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

Below is a summary of how the charter school portfolio as a whole performed on the Performance Framework during the 2022-23 school year:

*Legend of School Abbreviations*

ACADIA - ACADIA Academy	HCA - Harpswell Coastal Academy
Baxter - Baxter Academy for Technology and Science	MeANS - Maine Academy of Natural Sciences
CRCS - Community Regional Charter School	MeAA - Maine Arts Academy
ELC - Ecology Learning Center	MCA - Maine Connections Academy
FSAS - Fiddlehead School of Arts & Sciences	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?

*In the spring of 2023, the Maine Department of Education changed its state-wide assessment from the NWEA MAP Assessment to the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.*

*Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.*

*In the spring of 2023, schools expressed a concern with the possibility of double testing students by administering the NWEA MAP Assessment, as required by the Maine Charter School Commission, **and** the Maine Through-Year Assessment, as required by the state. Assurances made by the MDOE that the Through-Year Assessment results would show academic growth comparable to the growth results from the NWEA MAP Assessment and based on those assurances schools were allowed to apply for a waiver from the Commission-required NWEA MAP Assessment. Four schools applied for and were granted the waiver – ACADIA Academy, Fiddlehead School of Arts & Sciences, Harpswell Coastal Academy, and Maine Connections Academy. Because the data from the spring administration of the Through-Year Assessment has not been released, academic growth outcomes for students in grades 3-8 cannot be determined; nor can any subgroup analysis be done at this time. Community Regional Charter School and Maine Virtual Academy chose to administer both assessments, and results are reported below (1.3a, 1.3b, 1.3c, and 1.4).*

*Once the Maine Through-Year Assessment results are available publicly, they will be analyzed by Commission staff and outcomes will be reported.*

### 1.1a Student Academic Proficiency: MDOE Through Year Assessment, ELA

**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.

**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.

**1.2 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:

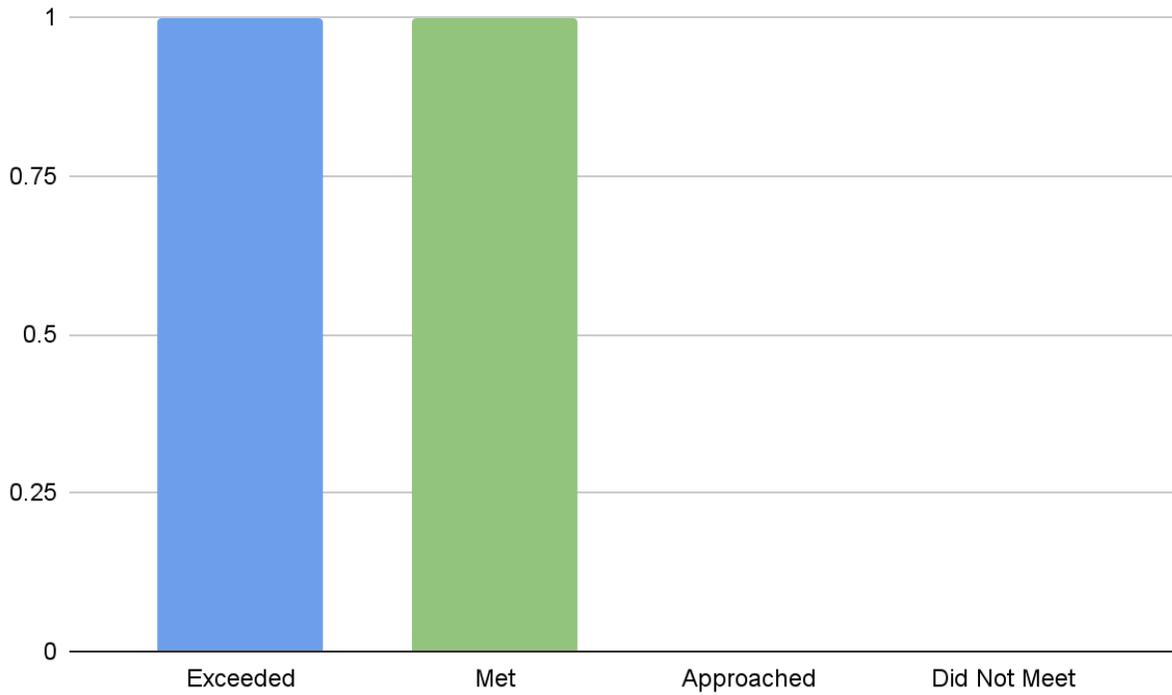
<b>ACADIA Academy</b>	<b>Community Regional Charter School</b>	<b>Fiddlehead School of Arts &amp; Sciences</b>
55% ( <i>Fountas and Pinnell</i> )	61% ( <i>Fountas and Pinnell</i> )	75% ( <i>Fountas and Pinnell</i> )

### 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:**

<b>Exceeded Expectation</b> Exceeds 55%  <b>CRCS</b>	<b>Met Expectation</b> Between 45%-54.9%  <b>MeVA</b>	<b>Approached Expectation</b> Between 35%-44.9%	<b>Did Not Meet Expectation</b> Below 35%
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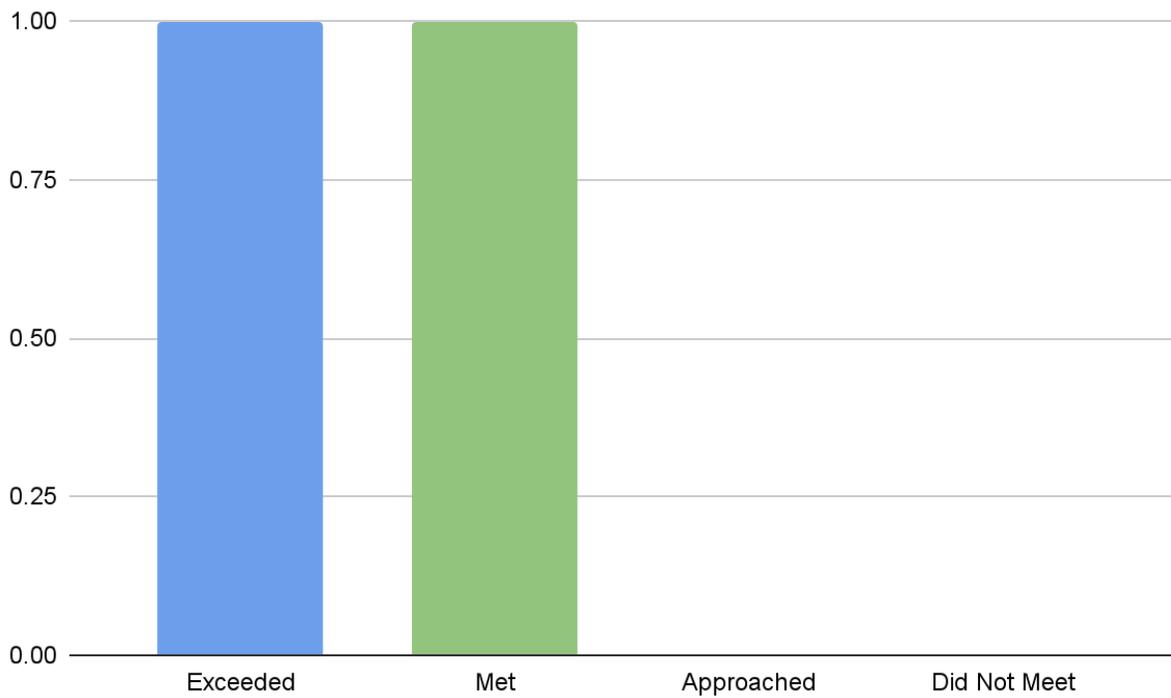


### 1.3b Student Academic Growth: NWEA MAP Growth 3rd-8th

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

**Outcomes:**

<b>Exceeded Expectation</b> Exceeds 55% <b>MeVA</b>	<b>Met Expectation</b> Between 45%-54.9% <b>CRCS</b>	<b>Approached Expectation</b> Between 35%-44.9%	<b>Did Not Meet Expectation</b> Below 35%
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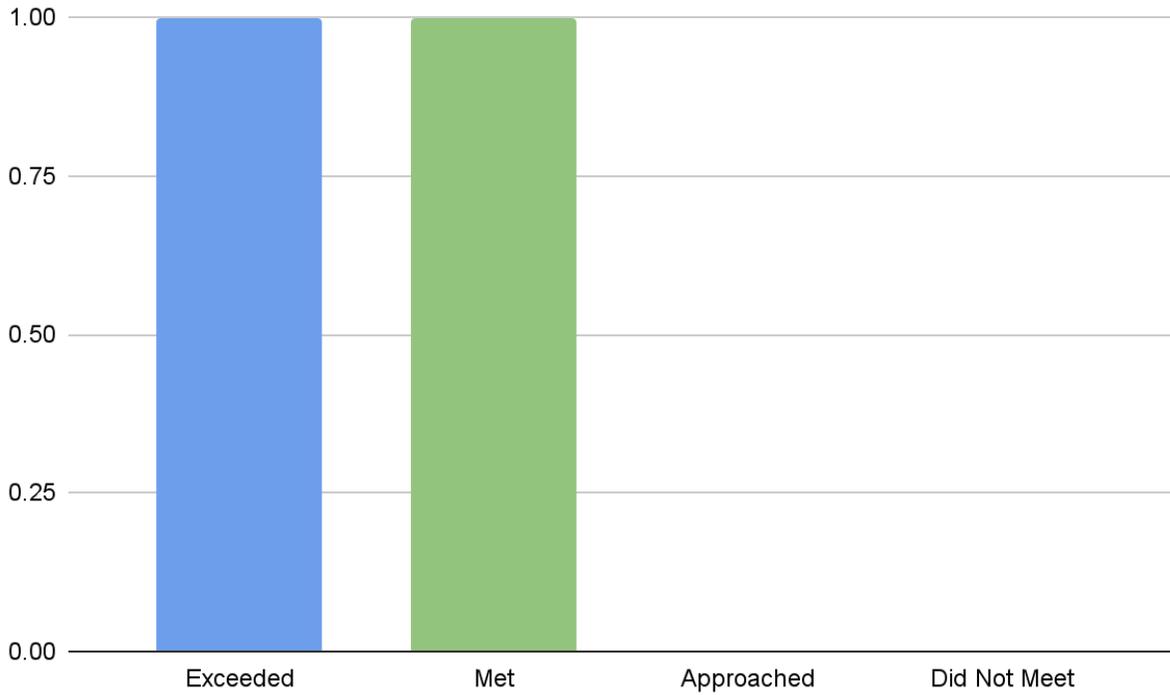


### 1.3c Student Academic Growth: NWEA MAP Growth 3rd-8th

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

**Outcomes:**

<b>Exceeded Expectation</b> Exceeds 55%  <b>MeVA</b>	<b>Met Expectation</b> Between 45%-54.9%  <b>CRCS</b>	<b>Approached Expectation</b> Between 35%-44.9%	<b>Did Not Meet Expectation</b> Below 35%
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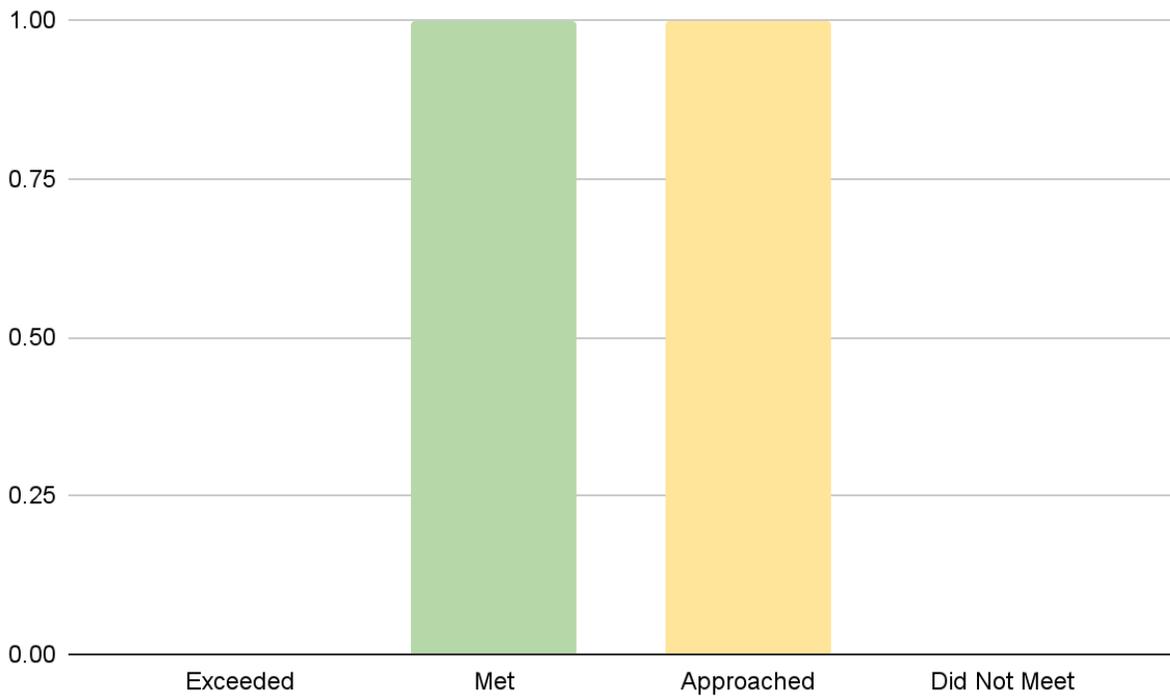


**1.4a Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th**

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

**Outcomes:**

<b>Exceeded Expectation</b> Exceeds 55%	<b>Met Expectation</b> Between 45%-54.9%  <b>CRCS</b>	<b>Approached Expectation</b> Between 35%-44.9%  <b>MeVA</b>	<b>Did Not Meet Expectation</b> Below 35%
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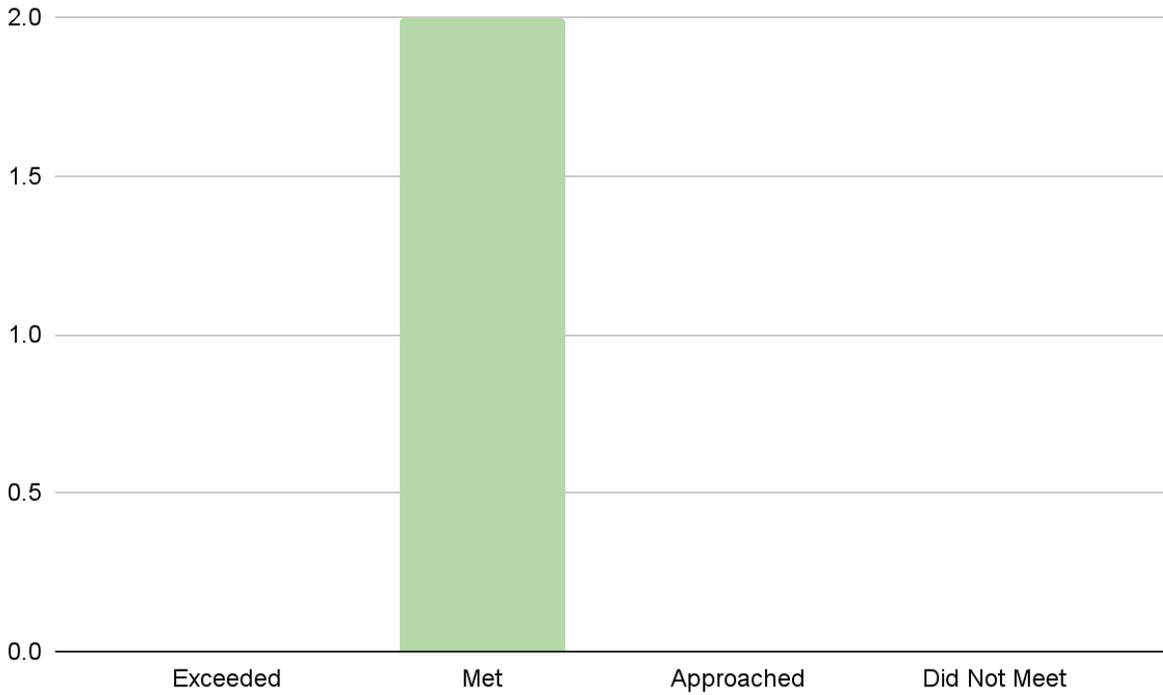


### 1.4b Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

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

**Outcomes:**

<b>Exceeded Expectation</b> Exceeds 55%	<b>Met Expectation</b> Between 45%-54.9% <b>CRCS, MeVA</b>	<b>Approached Expectation</b> Between 35%-44.9%	<b>Did Not Meet Expectation</b> Below 35%
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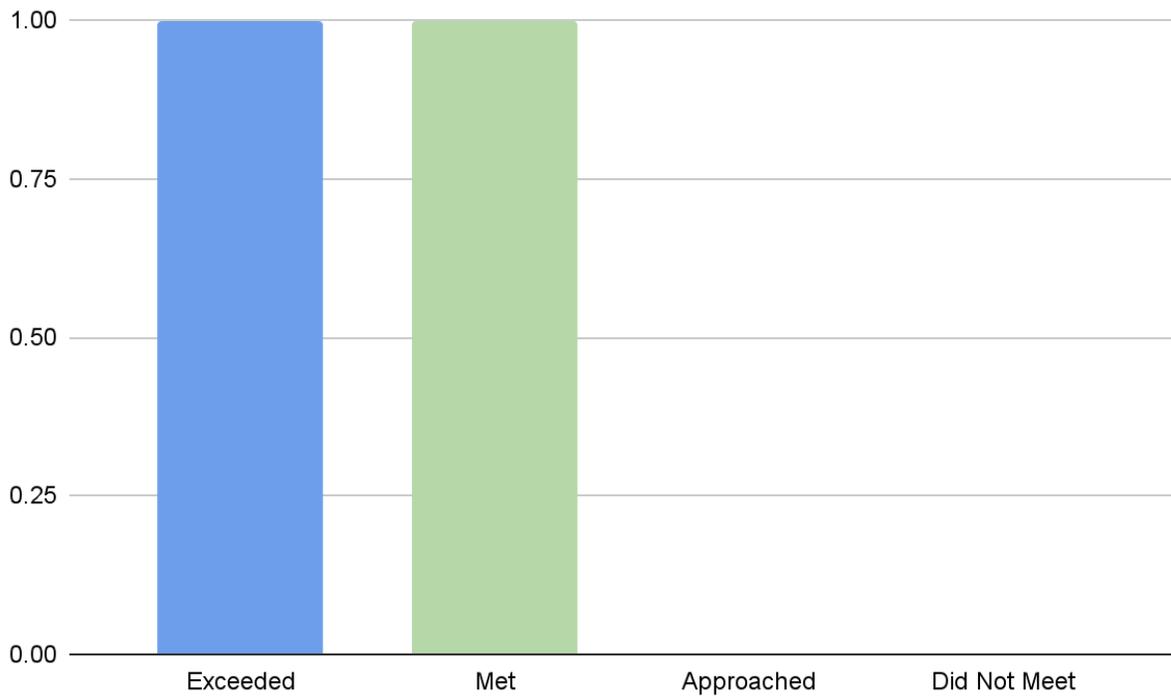


### 1.4c Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th

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

**Outcomes:**

<b>Exceeded Expectation</b> Exceeds 55% <b>MeVA</b>	<b>Met Expectation</b> Between 45%-54.9% <b>CRCS</b>	<b>Approached Expectation</b> Between 35%-44.9%	<b>Did Not Meet Expectation</b> Below 35%
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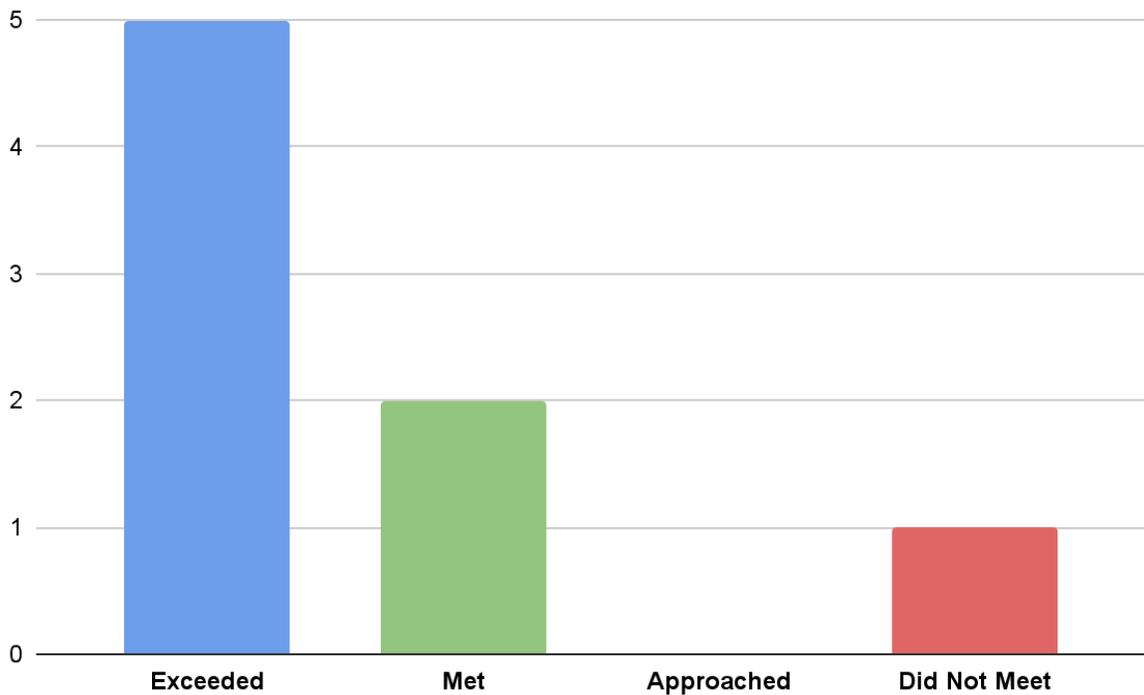


## 1.5 High School Completion

**Target:** 4-year high school graduation rate (current cohort). Schools will meet annual 2023 goal of 86%

**Outcomes:**

<b>Exceeded Expectation</b> Exceeds 90%  <b>BA, CRCS, ELC, MeAA, MeVA</b>	<b>Met Expectation</b> Met annual target (86%)  <b>MCA, MeANS</b>	<b>Approached Expectation</b> Less than 5% below target	<b>Did Not Meet Expectation</b> 5% or more below target  <b>HCA</b>
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## 1.6a Post-Secondary Readiness

**Target:** Beginning in SY2023-2024, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:

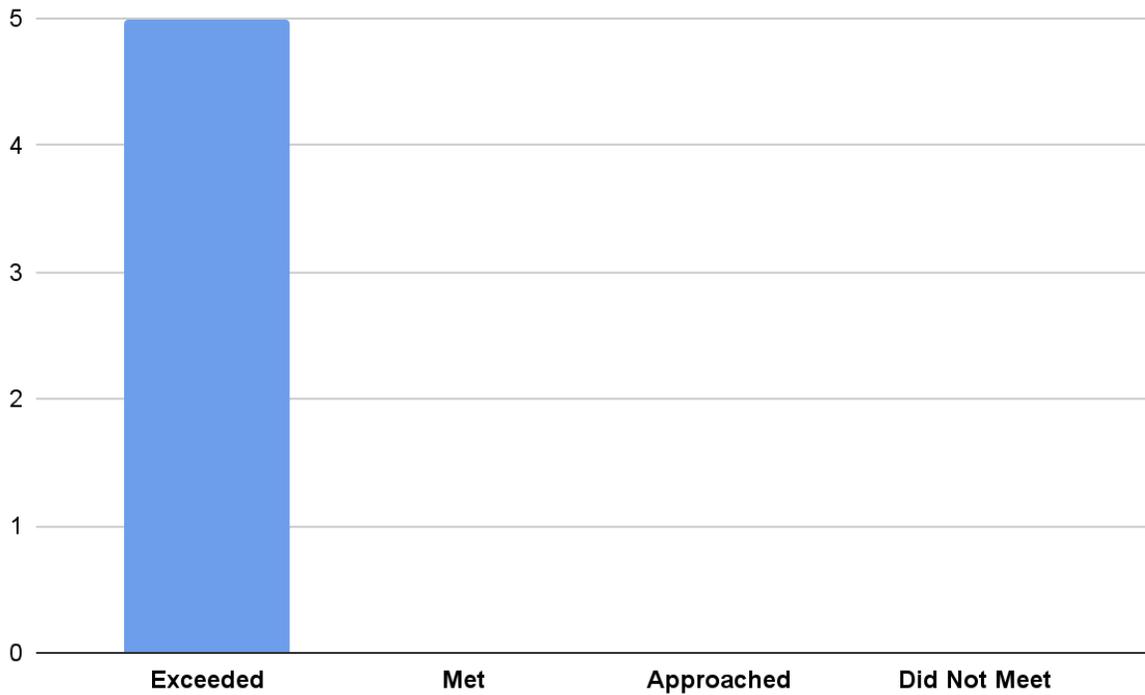
- Accuplacer - The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;
- SAT scores of ERBW 530 or higher and 520 or higher in math or;
- ASVAB score of 31 or higher.

### 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:**

<b>Exceeded Expectation</b> Exceeds 80%  <b>Baxter, CRCS, ELC, HCA, MeANS, MeAA, MCA, MeVA</b>	<b>Met Expectation</b> 70%-79.9%	<b>Approached Expectation</b> 60%-69.9%	<b>Did Not Meet Expectation</b> Fewer than 60%
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## 1.6d Post-Secondary Readiness: FAFSA

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

Baxter Academy for Technology and Science	64 forms completed
Community Regional Charter School	16 forms completed
Ecology Learning Center	16 forms completed
Harpswell Coastal Academy	6 forms completed
Maine Academy of Natural Sciences	13 forms completed
Maine Arts Academy	34 forms completed
Maine Connections Academy	37 forms completed
Maine Virtual Academy	36 forms completed

## 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.*

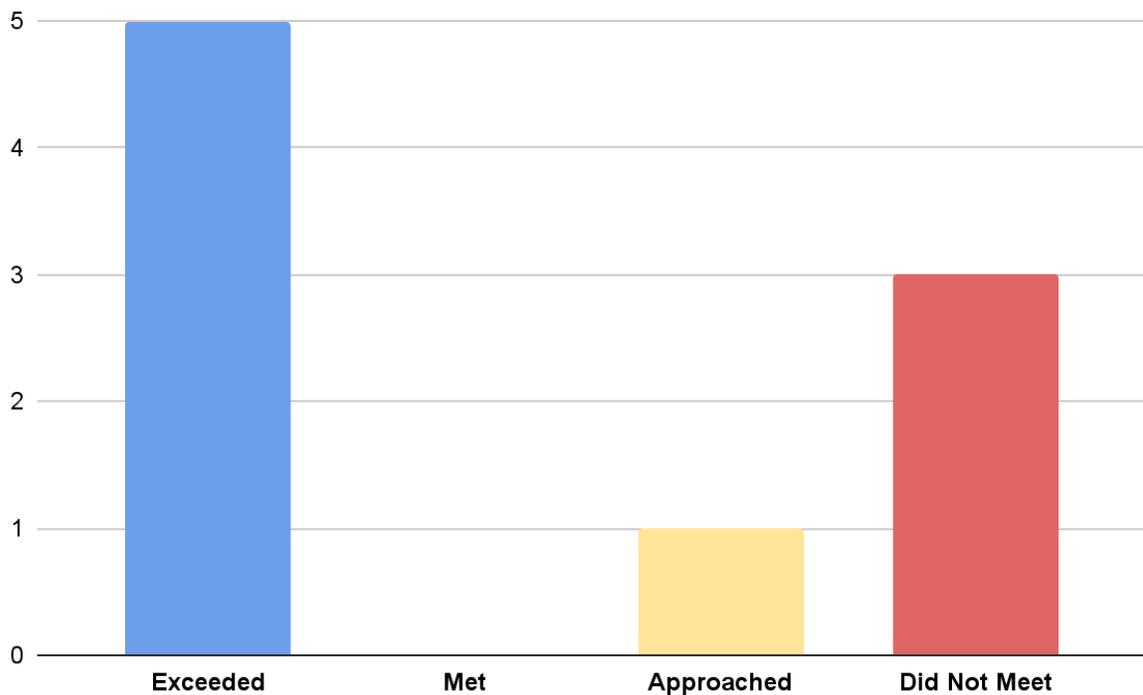
All schools operate in compliance with the terms of their charter and applicable federal state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.

## 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 within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet” standard.

### Outcomes:

<p><b>Exceeded Expectation</b> All 3 of the 3 required scales in the above average range for like schools</p> <p><b>FSAS, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Met Expectation</b> All 3 of the 3 required scales in the average range for like schools</p>	<p><b>Approached Expectation</b> 2 of the 3 required scales in the average range for like schools</p> <p><b>Baxter</b></p>	<p><b>Did Not Meet Expectation</b> 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p> <p><b>ACADIA, CRCS, ELC</b></p>
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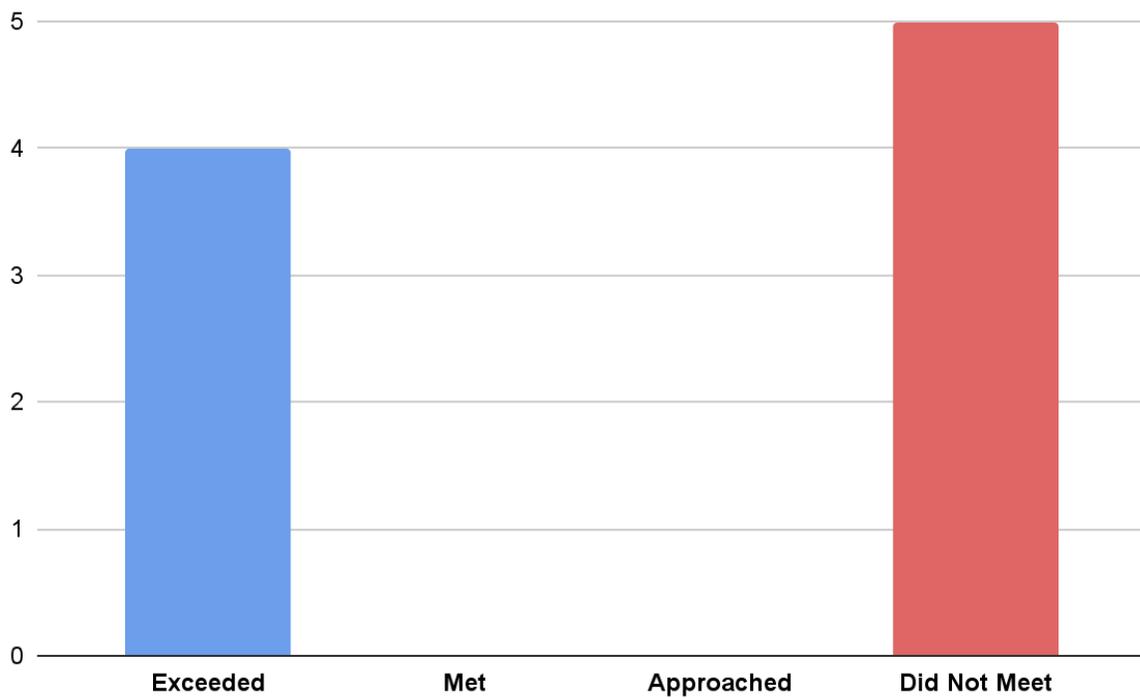
**NOTE** - ACADIA Academy, Community Regional Charter School, and Ecology Learning Center “Did Not Meet” in this category due to participation rates being below 35%. Results; however, were **exceeding** the national averages for like schools.

## 2.3 Student Engagement: School Climate Survey: Panorama School Climate Survey - Student Results

**Target:** Results from 4/4 of the required scales\* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, 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.”

### Outcomes:

<p><b>Exceeded Expectation</b> All 4 of the 4 required scales in the above average range for like schools</p> <p><b>ELC, MeANS, MCA, MeVA</b></p>	<p><b>Met Expectation</b> All 4 of the 4 required scales in the average range for like schools</p>	<p><b>Approached Expectation</b> At least 3 of the 4 required scales in the average range for like schools</p>	<p><b>Did Not Meet Expectation</b> Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p> <p><b>ACADIA, Baxter, CRCS, FSAS, MeAA</b></p>
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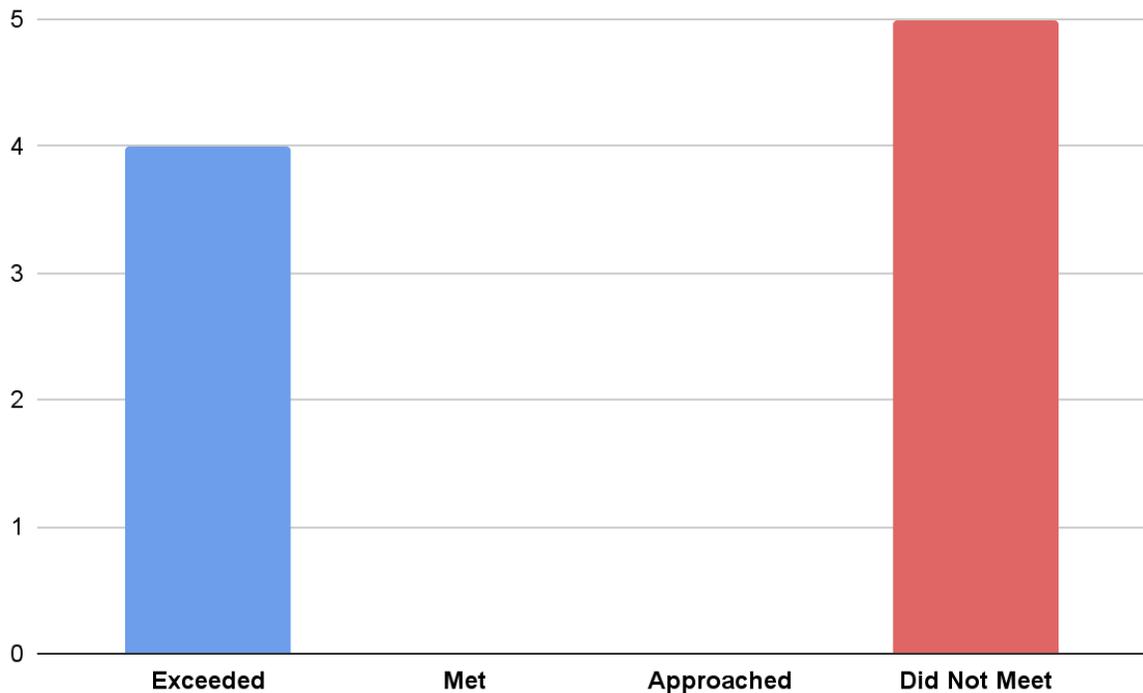


## 2.4 Teacher/Staff Engagement: School Climate Survey: Panorama School Climate Survey - Teacher/Staff Results

**Target:** Results from at least 4/4 of the required scales\* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”

### Outcomes:

<p><b>Exceeded Expectation</b> All 4 of the 4 required scales in the above average range for like schools</p> <p><b>CRCS, MeAA, MCA, MeVA</b></p>	<p><b>Met Expectation</b> All 4 of the 4 required scales in the average range for like schools</p>	<p><b>Approached Expectation</b> At least 3 of the 4 required scales in the average range for like schools.</p>	<p><b>Did Not Meet Expectation</b> Fewer than 3 of the 4 required scales in the average range for like schools or participation is less than 75%</p> <p><b>ACADIA, Baxter, ELC, FSAS, MeANS</b></p>
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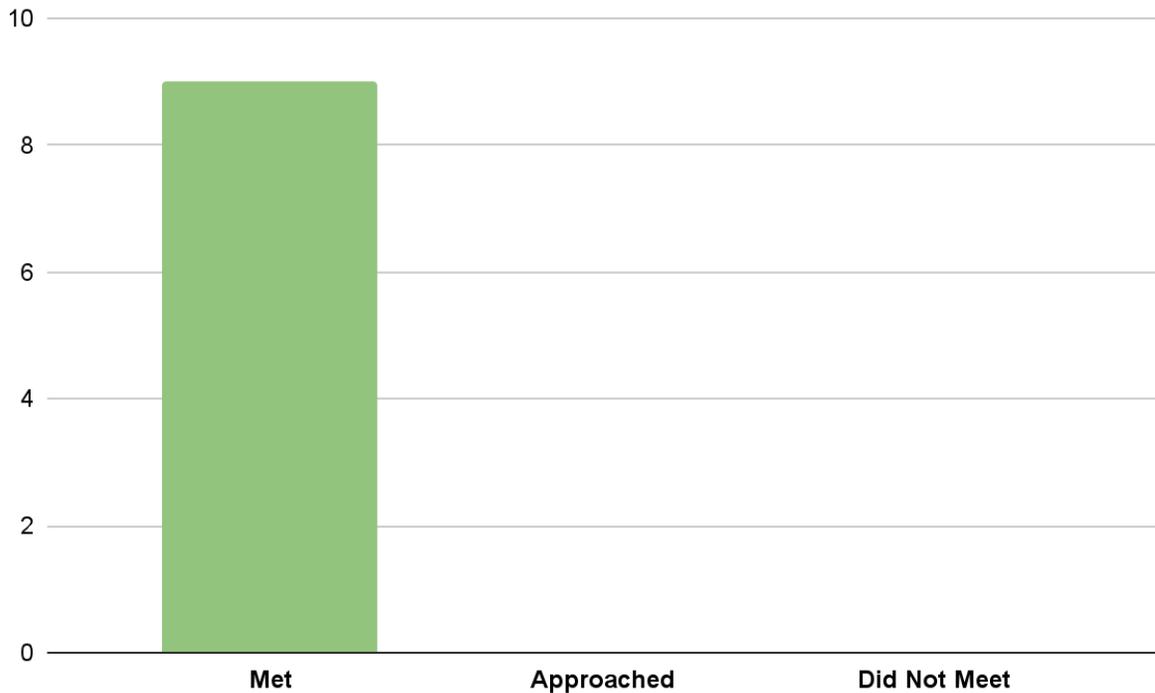
**NOTE** - ACADIA Academy, Baxter Academy for Technology and Science, and Ecology Learning Center “Did Not Meet” in this category due to participation rates being below 75%. Results; however, overwhelmingly **exceeded** national averages for like schools.

## 2.5 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:

<p><b>Met Expectation</b> School develops and implements a plan</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Approached Expectation</b> School develops and partially implements plan</p>	<p><b>Does Not Meet Expectation</b> School does not develop or does not implement plan</p>
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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

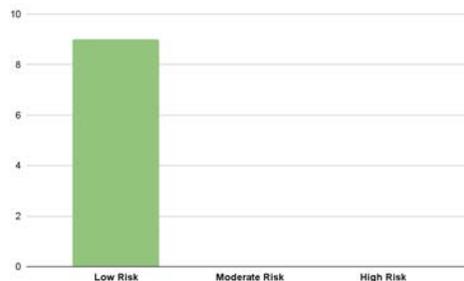
- The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee’s meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.

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:**

<p><b>Low Risk</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p><b>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Moderate Risk</b> Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school.</p>	<p><b>High Risk</b> Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols.</p>
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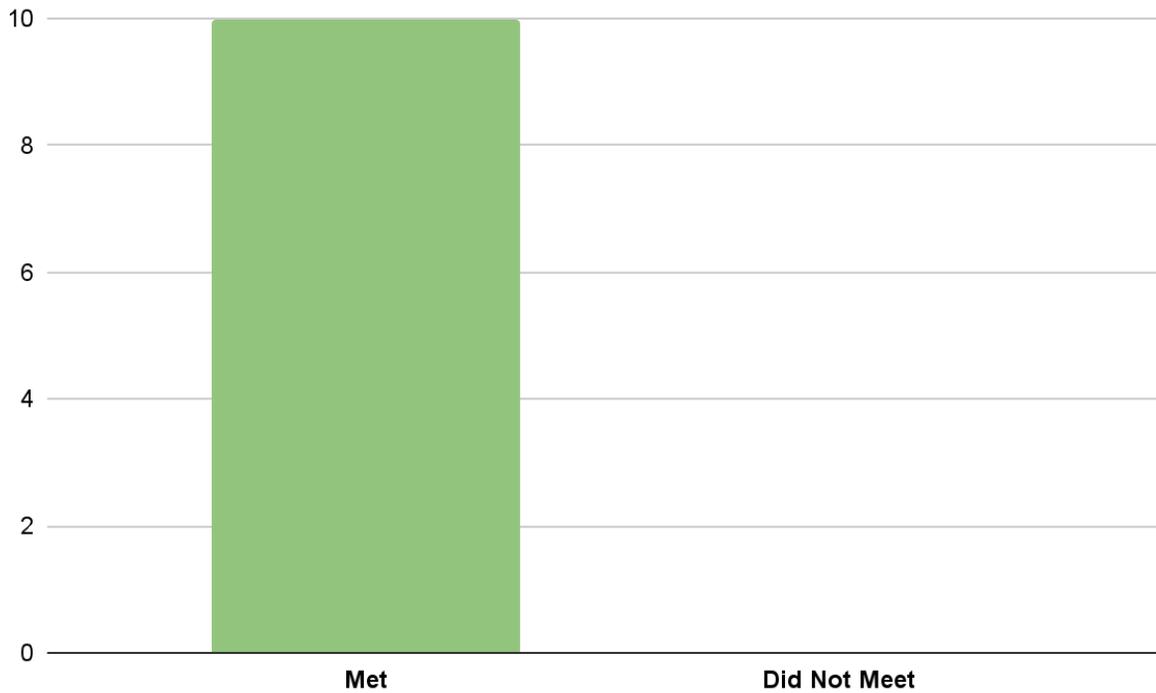


### 3.2 Public Accountability: Transparent, responsive, and legally compliant Board operations

**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:**

<b>Met Expectation</b> 6 or more meetings  <b>ACADIA, Baxter, CRCS, ELC, FSAS, HCA, MeANS, MeAA, MCA, MeVA</b>	<b>Did Not Meet Expectation</b> 5 or fewer meetings
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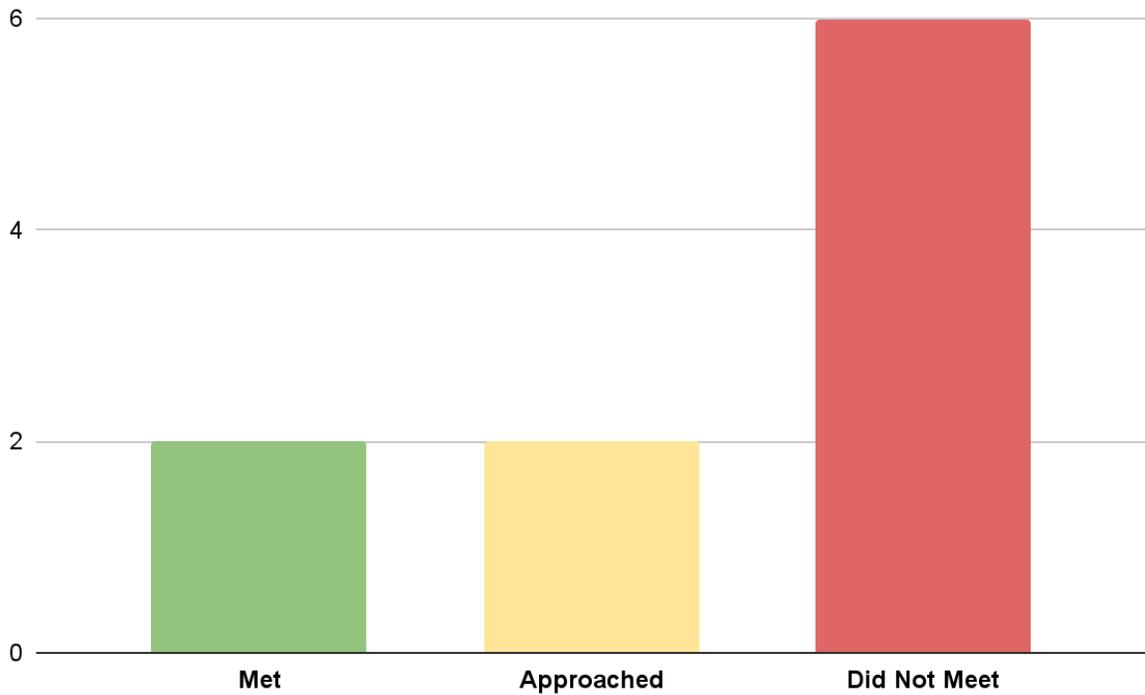


### 3.3 Public Accountability: Transparent, responsive, and legally compliant Board operations

**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.*

**Outcomes:**

<b>Met Expectation</b> All minutes and agendas posted timely  <b>MCA, MeVA</b>	<b>Approached Expectation</b> 1-2 items not posted timely  <b>CRCS, MeAA</b>	<b>Did Not Meet Expectation</b> 3 or more not posted timely  <b>ACADIA, Baxter, ELC, FSAS, HCA, MeANS</b>
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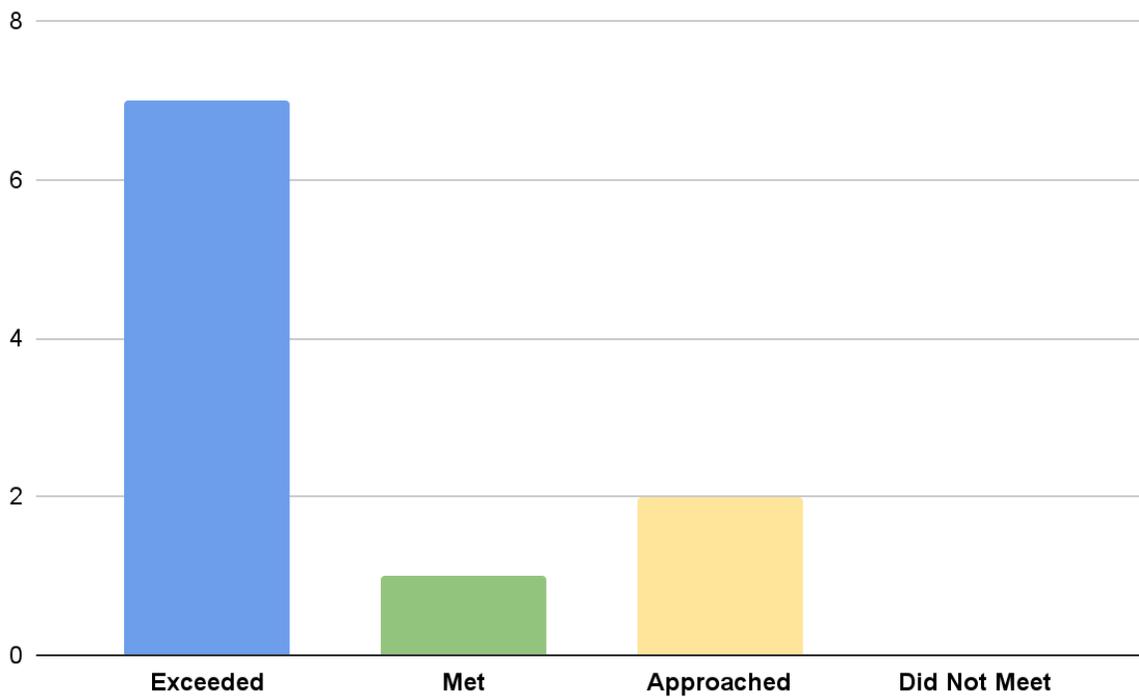


### 3.4 Reporting Accuracy and Timeliness

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

**Outcomes:**

<p><b>Exceeded Expectation</b> More than 90% of reports are submitted on time and are accurate and complete</p> <p><b>ACADIA, Baxter, CRCS, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Met Expectation</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p><b>HCA</b></p>	<p><b>Approached Expectation</b> 70%-79.9% of reports are submitted on time and are accurate and complete</p> <p><b>ELC, FSAS</b></p>	<p><b>Did Not Meet Expectation</b> Fewer than 70% of reports are submitted on time and are accurate and complete</p>
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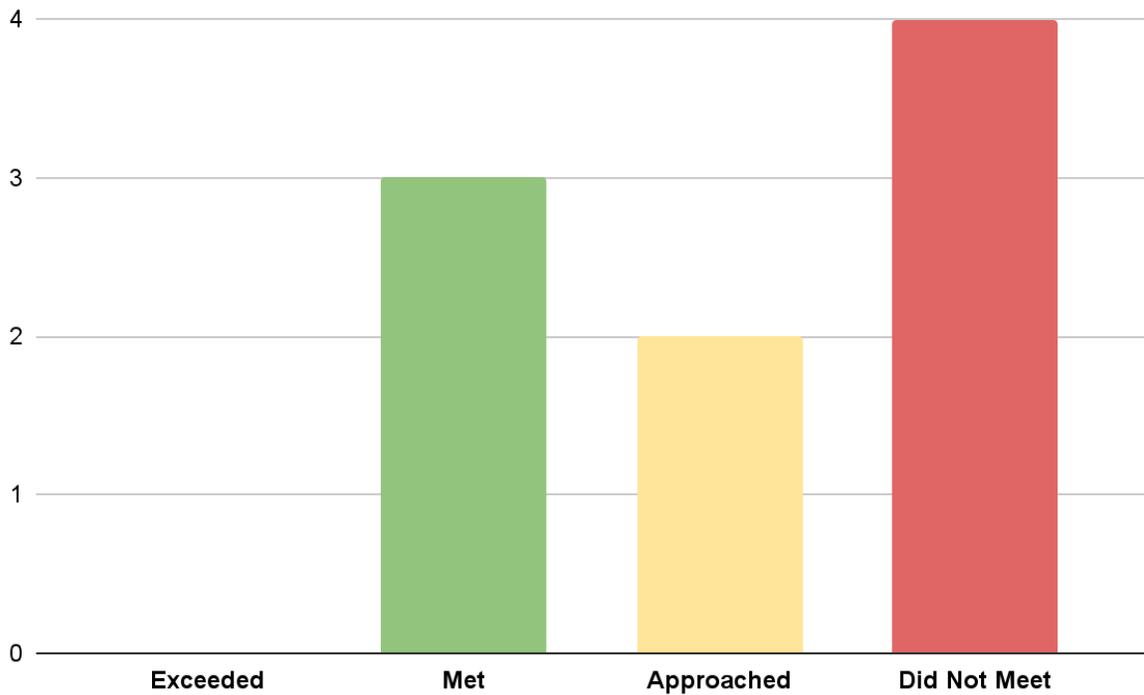


### 3.5 Board Training

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

**Outcomes:**

<p><b>Exceeded Expectation</b> Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.</p>	<p><b>Met Expectation</b> 100% of required courses have been taken and evidence is provided</p> <p><b>Baxter, CRCS, MeAA</b></p>	<p><b>Approached Expectation</b> 80%-99.9% of required courses are taken and evidence is provided</p> <p><b>ACADIA, MCA</b></p>	<p><b>Did Not Meet Expectation</b> Less than 80% of required courses have been completed</p> <p><b>ELC, FSAS, MeANS, MeVA</b></p>
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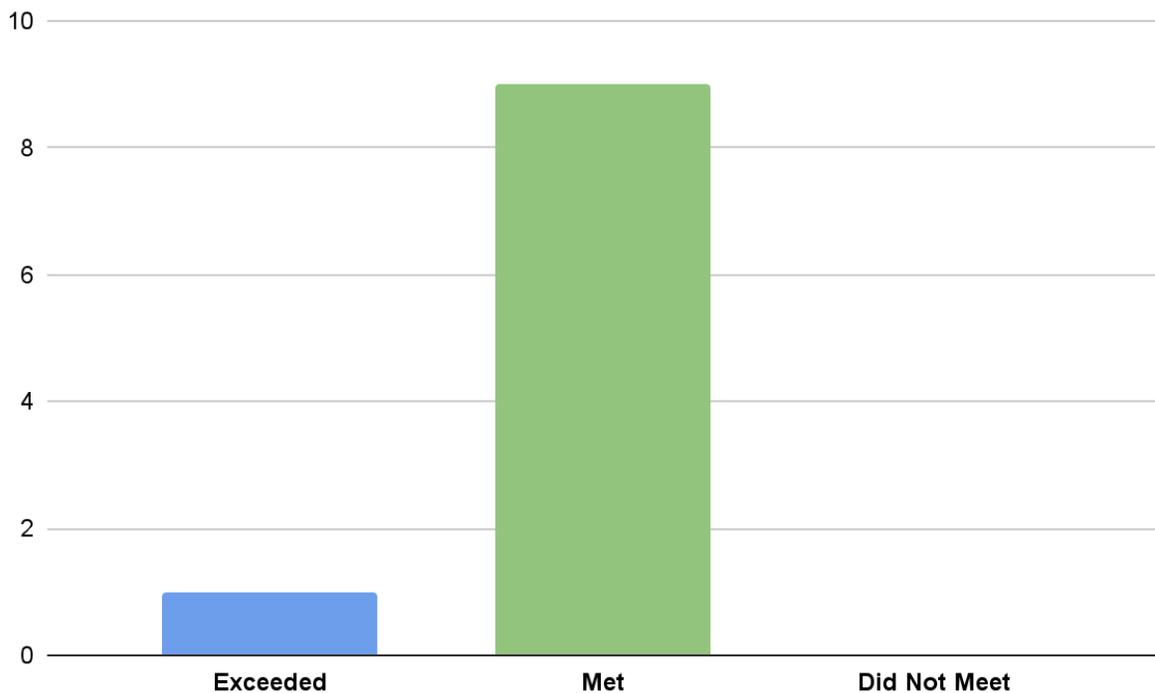


### 3.6 Facility meets Local and State requirements

**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:**

<p><b>Exceeded Expectation</b>          Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p><b>Baxter</b></p>	<p><b>Met Expectation</b>          Certified as required and approved by the Board</p> <p><b>ACADIA, CRCS, ELC, FSAS, HCA, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Did Not Meet Expectation</b>          Not certified as required</p>
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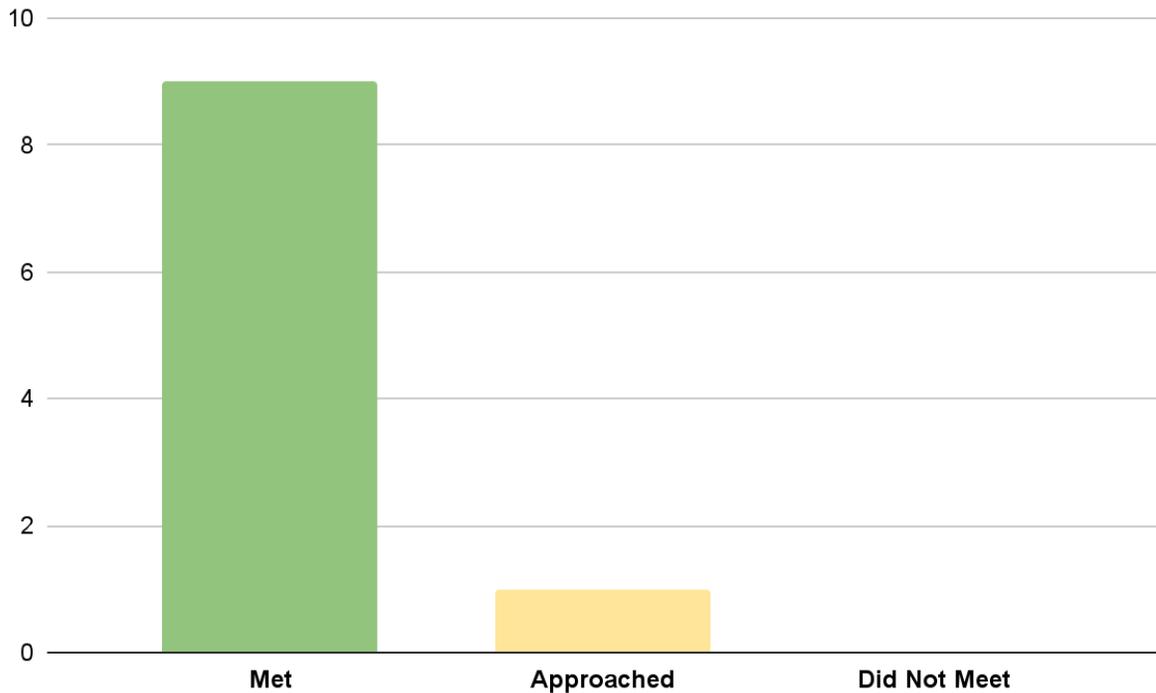


### 3.7 Facility supports Programming

**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><b>Meets Expectation</b>          Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p><b>ACADIA, Baxter, CRCS, FSAS, HCA, MeANS, MeAA, MCA, MeVA</b></p>	<p><b>Approached Expectation</b>          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><b>ELC</b></p>	<p><b>Did Not Meet Expectation</b>          Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
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## **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?**

Financial outcomes for Section 4 are based on findings/results from completed FY23 financial audits. Because those audits aren't due until December 30, 2023 data for this section is not yet available. The criteria for this section is as follows:

- 4.1a Current Ratio (Near-Term Measures) - Current ratio is greater than or equal to 1.1
- 4.1b Unrestricted Days Cash on Hand (Near-Term Measures) - Unrestricted days cash will be at least 30 days.
- 4.1c Enrollment Variance (Near-Term Measures) - Actual enrollment is within 10% of the enrollment projected in the approved budget.
- 4.1d Financial Obligations Default (Near-Term Measures) - The school meets all debt and real estate lease obligations.
- 4.2a Total Margin (Sustainability Measures) - The school's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.
- 4.2b Debt to asset ratio (Sustainability Measures) - The debt to asset ratio will be less than 0.9.
- 4.2c Cash Flow (Sustainability Measures) - Charter District Leadership maintains a positive cumulative 2-year cash flow.
- 4.2d Financial Obligations Coverage Ratio (Sustainability Measure) - Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.
- 4.3 Financial Planning and Budgeting - Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.

*Results will be available once the FY23 Financial Audits are received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.*

## SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

**Mission and Key Design Elements:** The school is faithful to its mission, implements the key design elements outlined in its charter.

**Access:** The school ensures access for all students eligible to attend the school. Student enrollment and persistence is a leading indicator of school health.

### 5.1 Mission and Key Design Implementation

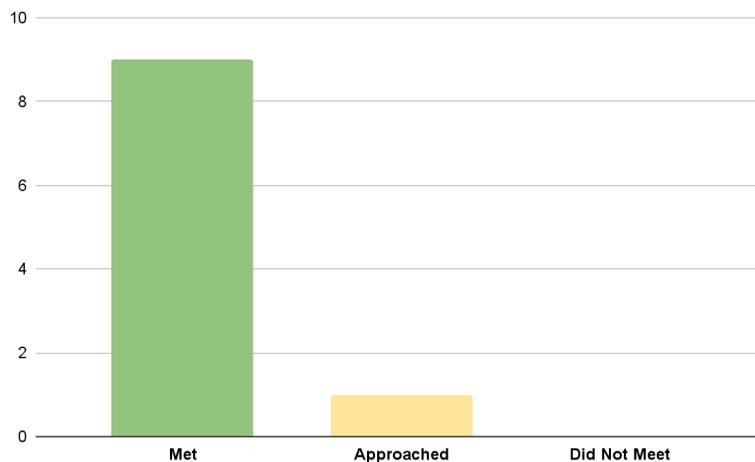
#### Target:

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:

<b>Meets Expectation</b> Facility provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.  <b>ACADIA, Baxter, CRCS, ELC, FSAS, MeANS, MeAA, MCA, MeVA</b>	<b>Approached Expectation</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.  <b>HCA</b>	<b>Did Not Meet Expectation</b> Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
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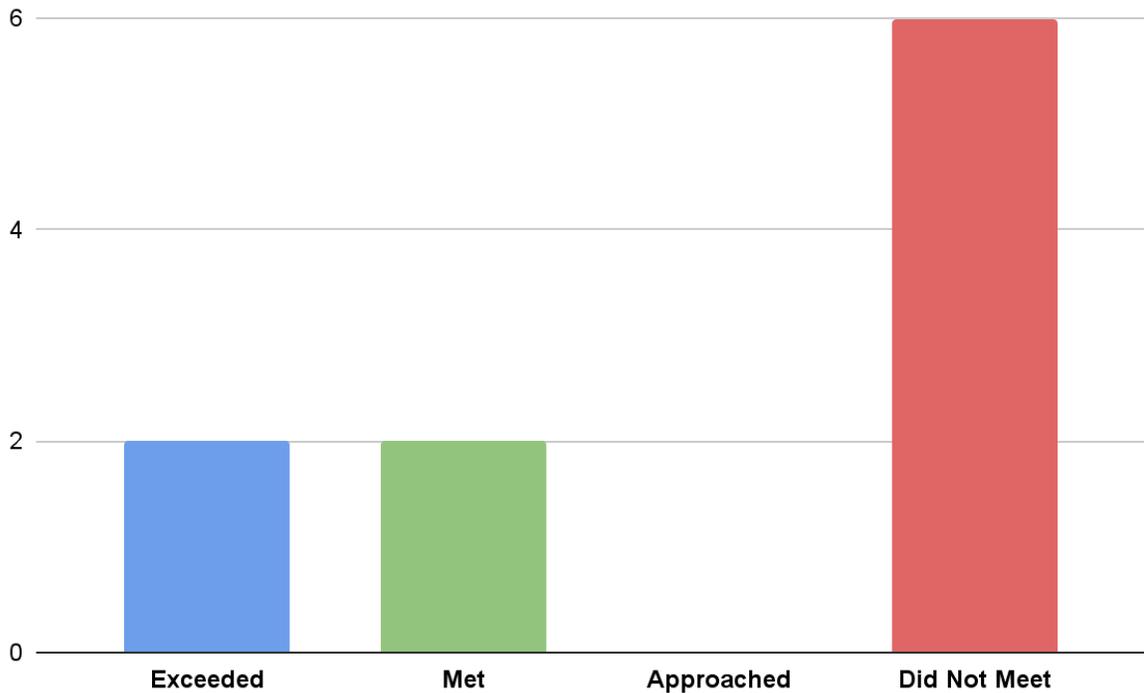


## 5.2 Student Attendance - Chronic Absenteeism Rate

**Target:** 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 Pre-K chronic absenteeism rates, though this target outcome will not be rated.

### Outcomes:

<b>Exceeded Expectation</b> Fewer than 10%  <b>ACADIA, MeVA</b>	<b>Met Expectation</b> 10%-18%  <b>MeAA, MCA</b>	<b>Approached Expectation</b> 17.9%-25%	<b>Did Not Meet Expectation</b> Greater than 25%  <b>Baxter, CRCS, ELC, FSAS, HCA, MeANS</b>
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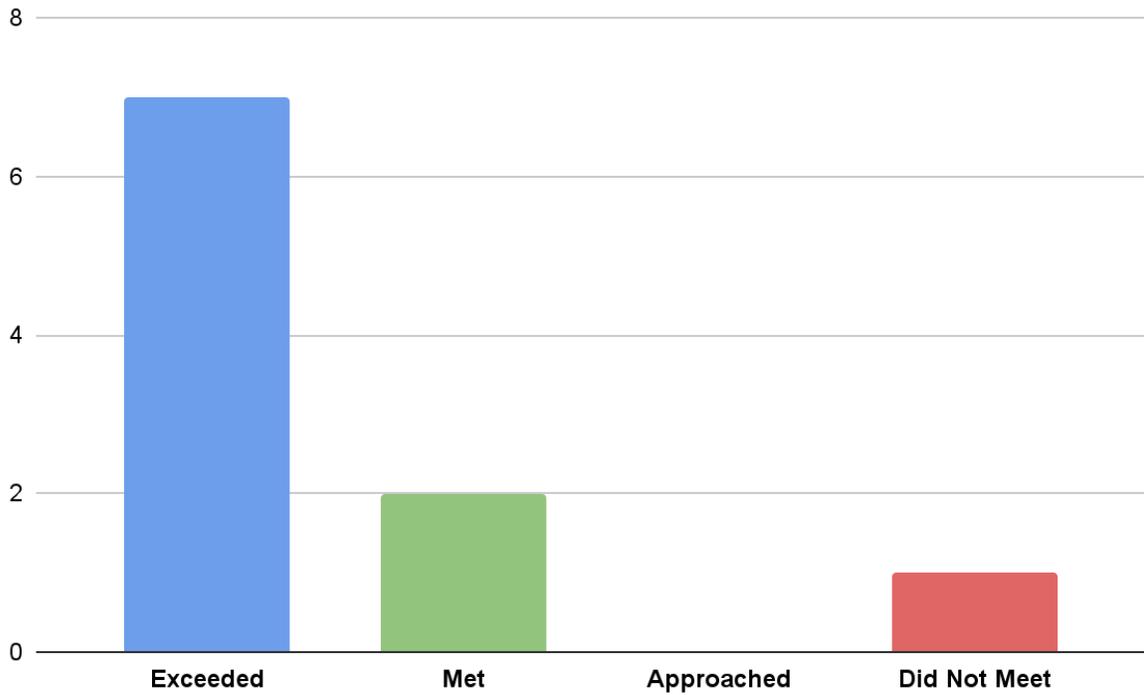


### 5.3 Student Persistence - School Year

**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:**

<b>Exceeded Expectation</b> Exceeds 90%  <b>ACADIA, Baxter, ELC, FSAS, MeAA, MCA, MeVA</b>	<b>Met Expectation</b> 85%-89.9%  <b>CRCS, MeANS</b>	<b>Approached Expectation</b> 75%-84.9%	<b>Did Not Meet Expectation</b> Fewer than 75%  <b>HCA</b>
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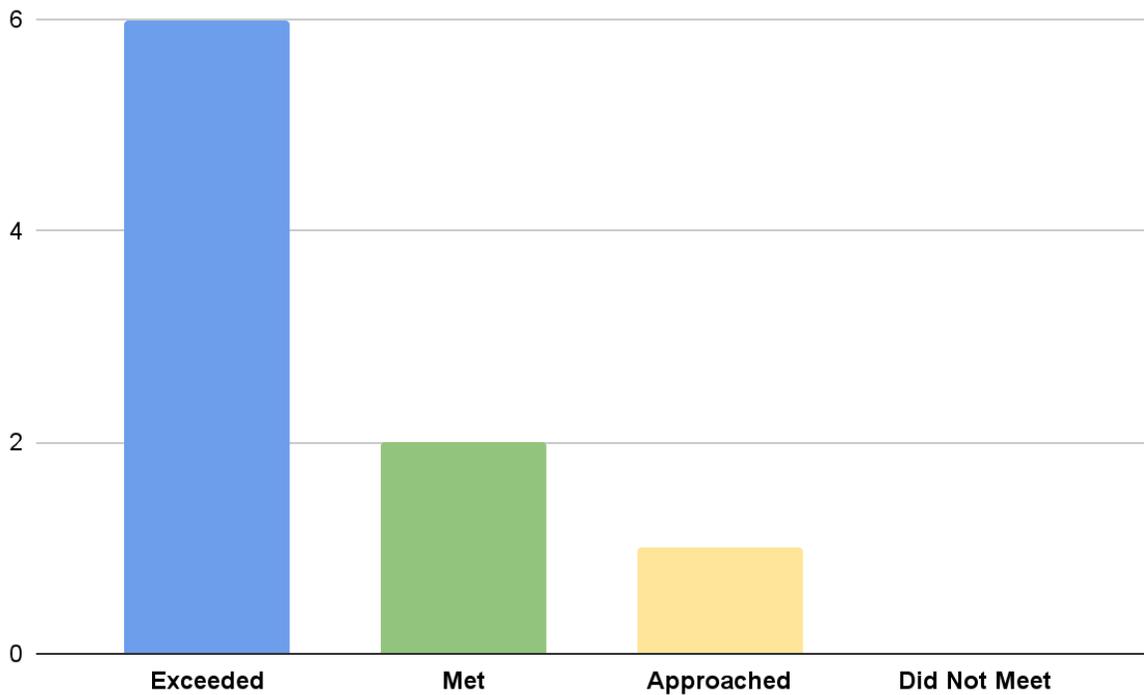


## 5.4 Student Persistence Year-to-Year

**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:

<b>Exceeded Expectation</b> Exceeds 90%  <b>ACADIA, Baxter, CRCS, ELC, MeAA, MeVA</b>	<b>Met Expectation</b> 85%-89.9%  <b>FSAS, MCA</b>	<b>Approached Expectation</b> 75%-84.9%  <b>MeANS</b>	<b>Did Not Meet Expectation</b> Fewer than 75%
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## SECTION 6: SCHOOL CUSTOMIZATION

### **ACADIA Academy**

1. Mission and Vision: By the end of the school year 85%-95% of students will have successfully completed 3 out of 3 experiential learning projects (Eagle Soar Projects).

**Exceeded Expectation:** Exceeds 95%

2. Student Academic Growth-NWEA MAP Growth: Students in grades K,1 and 2 will meet goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP reading.

**Outcome not available at this time**

3. Student Academic Growth-NWEA MAP Growth: Students in grades K, 1 and 2 will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP math.

**Outcome not available at this time**

### **Baxter Academy for Technology and Science**

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

**Exceeded Expectation:** 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.

**Outcome not available at this time**

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

**Exceeded Expectation:** 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).

**Exceeded Expectation:** 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.

**Exceeded Expectation:** Exceeds 70%

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.

**Exceeded Expectation:** Exceeds 70%

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.

**Exceeded Expectation:** Exceeds 70%

### **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.

**Exceeded Expectation:** 100% of classroom structures and plans are documented that operationalize the classroom standards. In SY23-24, 100% of classrooms use the structures and plans in operations.

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.

**Exceeded Expectation:** Exceeds state average in both PSAT 10 and SAT 11, or in either PSAT 10 or SAT 11

3. 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.

**Met Expectation:** In SY23-24, 100% of staff will be clear on the program & resources that our school community embraces.

### ***Maine Academy of Natural Sciences***

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

**Exceeded Expectation:** Exceeds 85%

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

**Exceeded Expectation:** Exceeds 95%

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

**Exceeded Expectation:** 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

**Met Expectation:** 75%-84.9%

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

**Exceeded Expectation:** 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.

**Exceeded Expectation:** Exceeds 95%

### **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.

**Approached Expectation:** 65%-74.9%

### **Maine Virtual Academy**

1. Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report - Separate goals for each grade level (7,8,9,10, and 11), a total of fifteen indicators/goals: The student median conditional growth percentile is the fiftieth (50th) or higher, as of the spring NWEA math, reading,, and language usage, for each eligible grade level.

#### **Math:**

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

#### **Reading:**

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

#### **Language:**

- 7th: Meeting
- 8th: Meeting
- 9th: Meeting
- 10th: Exceeding
- 11th: Meeting
- **TOTAL: Meeting**

**Met Expectation:** 50th-65th%ile

For school specific performance tables, use the links below to navigate to the school's individual SY2022-23 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](#)
- [Harpswell Coastal Academy](#)
- [Maine Academy of Natural Sciences](#)
- [Maine Arts Academy](#)
- [Maine Connections Academy](#)
- [Maine Virtual Academy](#)

## Narrative

### *Progress toward the strategic vision*

The **Vision** of the Maine Charter School Commission is that all of Maine's children will have access to a vibrant ecosystem of diverse schools so that all of them can become happy, healthy and thriving citizens. The **Mission** is to authorize, monitor and develop unique public charter schools that provide a dynamic, superlative education for every student. The work is carried out with the following **Values** in mind:

- **Students at the center** - Be aggressively urgent in pursuit of more effective schools
- **Collective impact** - Compassionally coordinate, collaborate and build trust to multiply the impact in the ecosystem
- **Develop the people** - Design and implement tools, systems and cultures that grow the capacity of the people doing the work so they are prepared for greatness
- **Transparency for the sake of continuous improvement** - Leverage available data and find new forms of measurement to cultivate truth in decision making and promote integrity in our processes and reporting.

The **Strategic Priorities** represent the focus of our daily work. From how we organize our time to how we build agendas for meetings, the strategic priorities allow us to boost the signal and reduce the noise. They provide us with an opportunity to make thoughtful decisions about what is important, what isn't, and the rationale that shaped our thinking.

**Strategic Priority #1: Increase student achievement and social-emotional well-being.** This priority will be driven by the following actions:

- Cultivate a culture of data-driven decision making at all charter schools and at the Commission. In doing so, we shift our culture away from leaving learning to chance to one in which we deeply understand how our inputs alter the outcomes.
- Develop school leaders through professional learning, networking, and collective problem solving to maximize efforts toward achieving missions. The Charter Commission has the ability to connect our school leaders in a meaningful way so that they can solve shared problems in collaborative ways. We can also use our national reach to connect school leaders to development opportunities that can support their schools' missions. This supports school leaders in taking healthy risks and creating innovations that are supported by their peers.
- Refine expectations through thoughtful revision and implementation of the Performance Framework that includes multiple measures of authentic achievement, revealing the superpowers of our students and orienting priorities around educational practices that matter most.

- Clarify the roles and relationships between operators and the Charter Commission so that we share expectations about how the Charter Commission holds charter schools accountable for performance.

**Strategic Priority #2: Create the conditions for sustained excellence.** This priority will be driven by the following actions:

- Serve as a model, high-performing governing board with procedures for evaluating its own performance and the ability to improve.
- Work alongside policymakers to support policies and practices that increase school quality and choice regardless of the type of school.
- Seek opportunities to build coalitions around shared goals.
- Coordinate common efforts to increase equity, innovation, and capacity building with our partners at the Maine Department of Education.

**Strategic Priority #3: Develop effective governing boards.** This priority will be driven by the following actions:

- Define expectations for interactions between governing boards and the Charter Commission and initiate quarterly board president meetings with the Executive Director with an emphasis on financial planning, assessments of school leader performance and board performance reflection.
- Develop and deliver a robust board training curriculum that includes annual board training, new board member orientation, and board president training in coordination with national experts and partners.
- Create and distribute exemplar, externally vetted documents and policies, including agenda templates, calendars, etc.
- Develop resources and tools that support board member recruitment, selection and retention.

**Strategic Priority #4: Foster collaborative innovation.** This priority will be driven by the following actions:

- Build a list of state and national partners that can support innovative school practices and connect charter schools with experts to facilitate implementation.
- Investigate funding sources that support educational innovation in rural settings including rural schools grants through the USDOE and other rural schools programs and foundations.
- Deepen collaboration with organizations that share similar visions to launch initiatives that support innovative teaching and learning practices.
- Design thoughtful ways to enhance the capacity of teachers to deliver effective instruction to their students, improving student achievement and well-being.
- Spread best practices through monthly leader meetings with charter school leaders and begin quarterly meetings with board chairs.

**Strategic Priority #5: Engage and activate stakeholders.** This priority will be driven by the following actions:

- Engage, inspire and activate our communities through vibrant storytelling in multiple media and on myriad platforms that reveals the power and promise of charter schools.
- Execute thoughtful and truthful reporting of charter school performance at a regular cadence so that our community can be aware of the progress charter schools are making.
- Set the table for parents to promote the value of a charter school education and empower them to speak on behalf of their schools.
- Support full enrollment at charter schools by better understanding the market conditions, demand, and available seats.
- Position charter schools as great places to work by branding for high-achieving, creative educators.

### ***Status of the portfolio***

During SY2022-23, there were ten (10) public charter schools operating in the state of Maine. As previously reported, the Commission voted in October 2022 to not renew Harpswell Coastal Academy's charter contract. The school closed on June 30, 2023.

In the spring of 2023, Commission staff began the renewal process with Maine Connections Academy. Visits with the governing board and school administration were followed by the issuance of a Year 4 Performance Report. The school submitted its renewal application over the summer. In the beginning of SY2023-24, Commission staff held focus group visits with the school's students, families, staff, administration and governing board. A public hearing followed and the Commission voted to renew MCA's charter contract for an additional five (5) years beginning 7/1/24 and ending 6/30/29.

Maine Virtual Academy and the Ecology Learning Center are currently in the fourth year of their charter contracts and we look forward to the renewal process beginning this year.

### ***Services to support excellent performance***

#### ***Panorama***

Panorama's vision is that "Panorama helps schools and districts transform their approach to education, so that every student thrives in school, every student benefits from an excellent education, and every student graduates prepared with

the knowledge, skills, and mindsets they need to thrive in the modern, ever-changing world. Through our work to improve education, we help create a world where every child has equitable access to opportunities in school and in society more broadly.” The Maine Charter School Commission began its partnership with Panorama Education in 2016 and survey participation rates for students, families, teachers, and staff are measured as part of the Commission’s Performance Framework.

### **NWEA**

NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. The Maine Charter School Commission began its partnership with NWEA in the fall of 2019 with the expectation that schools would administer the assessments in the fall, winter, and spring of each year. Both academic proficiency and growth are measured as part of the Commission’s Performance Framework.

### **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 2021-22 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, operational, and financial targets. 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. During the 2021-22 school year, the renewal application went online for the first time and a project was initiated to convert the Performance Framework into Epicenter’s online Scorecard component, which will make reporting more streamlined 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 lottery, which can be complicated when using a paper process. 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.

### **Website Enhancement**

During the 2021-22 school year, the Commission engaged the services of InforME (Information Resource of Maine) – the Internet gateway for businesses and citizens to interact with the government electronically. Work has begun on a major overhaul of the Commission’s current website that will include graphics, easier navigation, charter school profiles, a section on charter school governing board development, and other enhancements that we are anxious to unveil in the coming months.

### **ACCUPLACER**

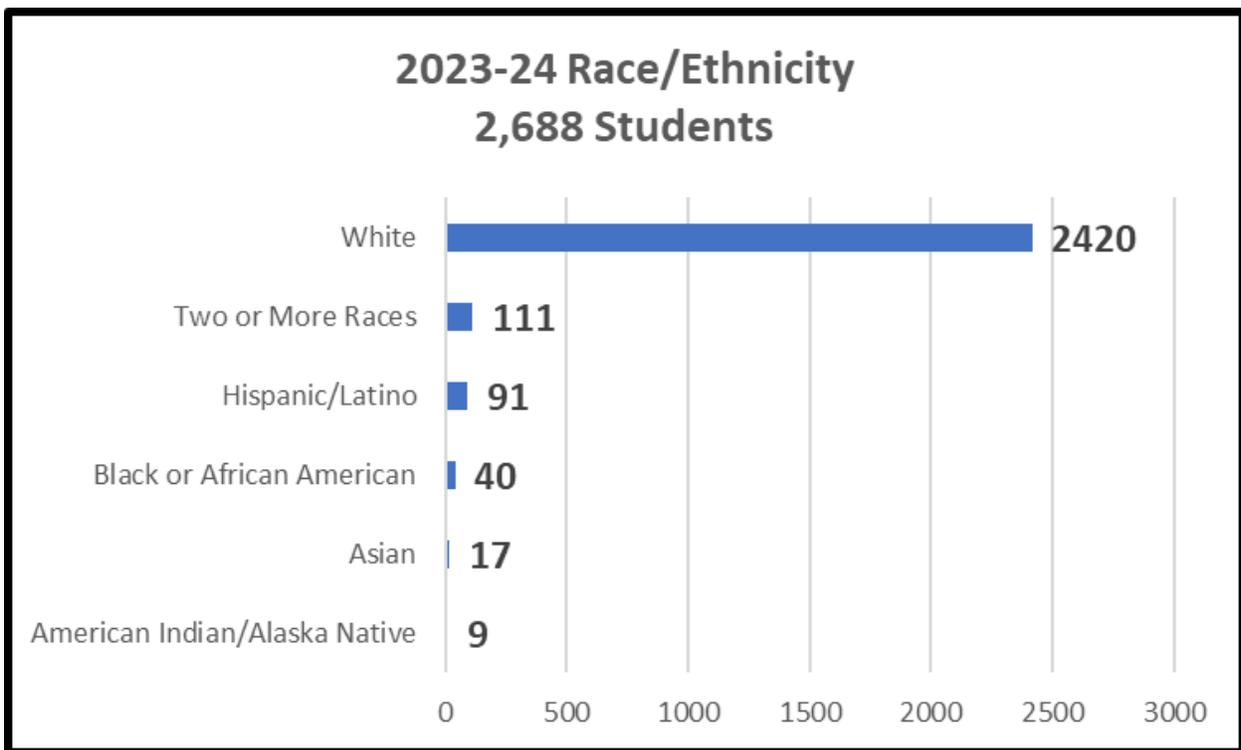
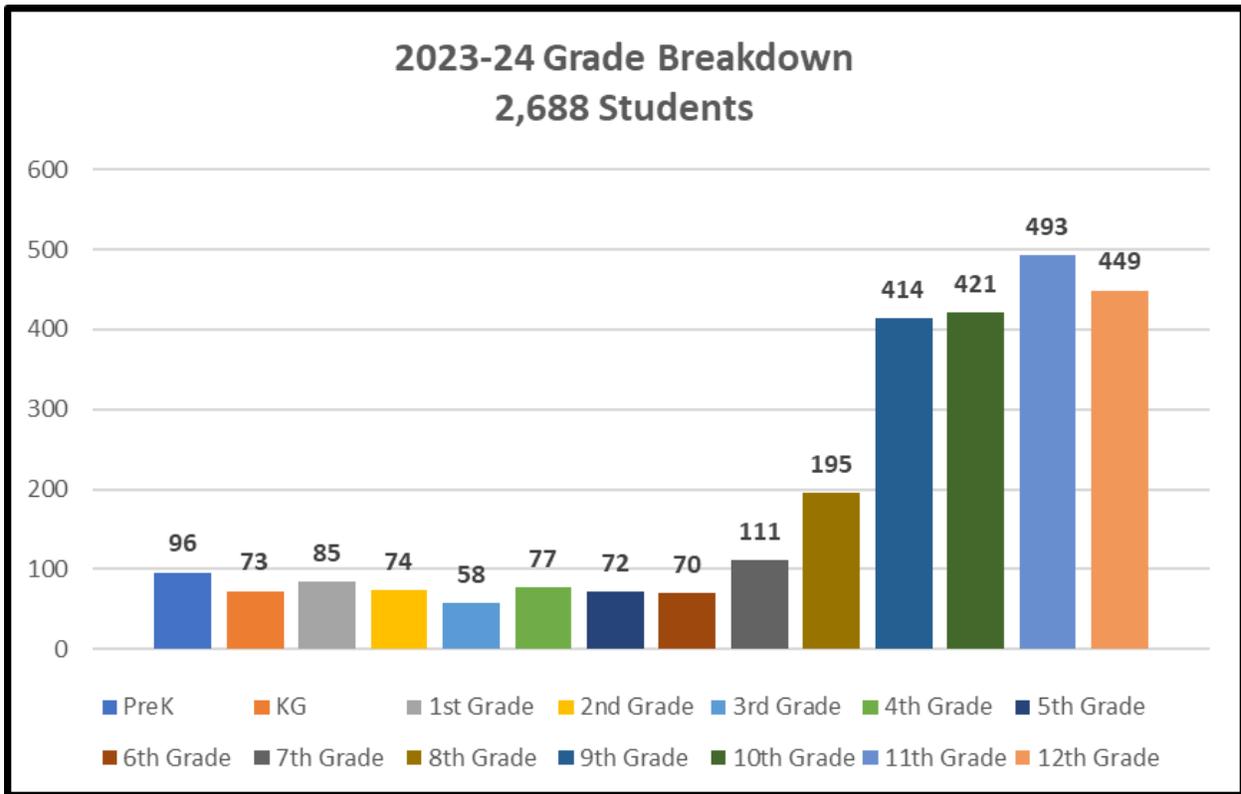
*ACCUPLACER is a powerful tool that helps colleges assess student readiness for introductory credit-bearing courses and make reliable placement decisions. Charter high schools are required to administer the Accuplacer, SAT or ASVAB to each student before graduation.*

### **Financial performance**

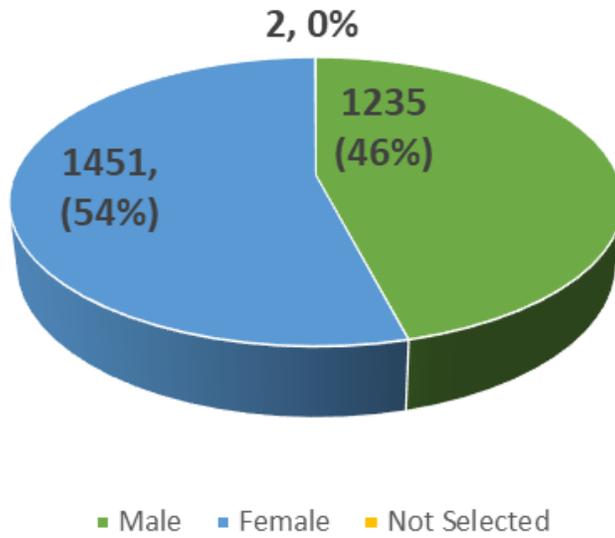
State law allows the Charter School Commission to draw up to 3% of the annual per-pupil allocation received by each public charter school under its authorization. In FY23, the Commission remained at the 2.35% allocation.

Based on the FY23 ED279s, the Commission’s revenue was \$757,149.85 of which \$666,788.72 was spent on monitoring performance and supporting the success of Maine’s public charter schools. The balance was carried over to FY24.

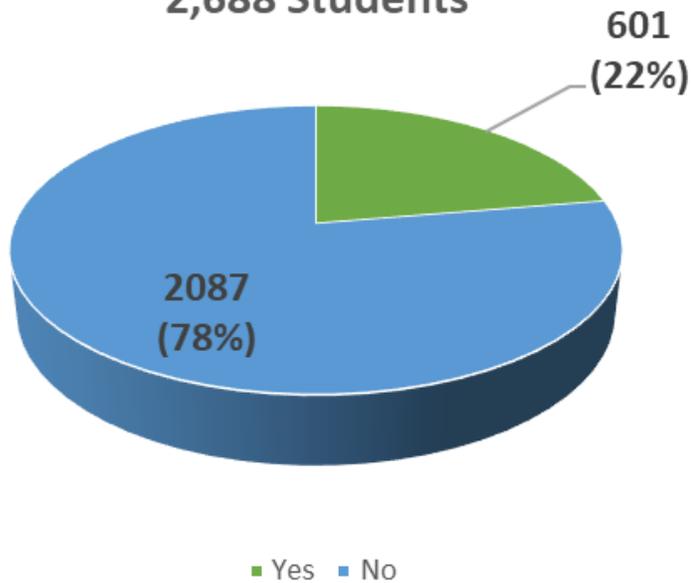
**Demographics (SY2023-24)\***

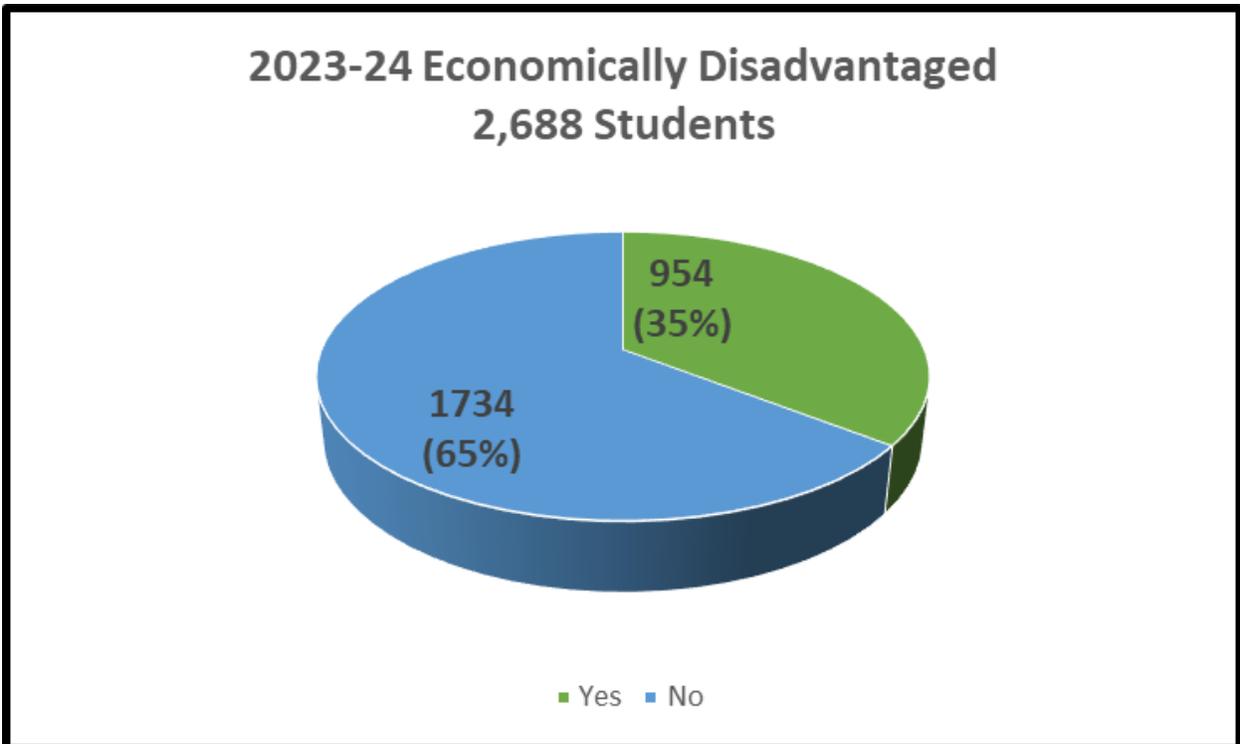
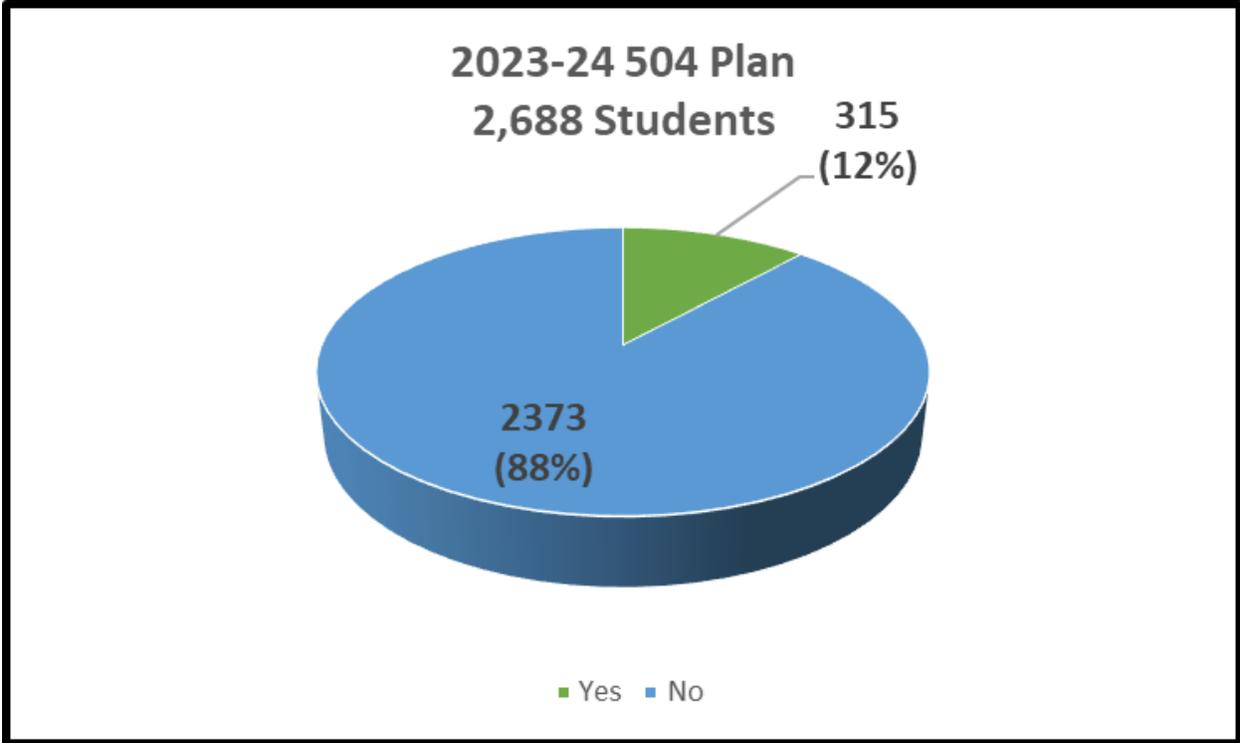


### 2023-24 Gender Breakdown 2,688 Students



### 2023-24 Special Education 2,688 Students





***\*Not all data have been certified***