

2023-24 Annual Monitoring Report

*Prepared for
Ecology Learning Center*

November 2024



the Ecology Learning Center

Mission

The mission of the Ecology Learning Center is to deeply root students in Maine’s ecological & cultural landscapes, foster authentic real-world learning through mentorship & craft, and cultivate compassionate and resilient leaders prepared to engage in the challenges of today & tomorrow.

Vision

Our vision is to inspire high school students from Waldo County and beyond to roll up their sleeves and engage in their local communities through service learning and apprenticeships. Guided by the unifying theme of “ecology” (the study of the relations between organisms and their environment), students will enact and embody ecological principles by making meaningful connections between school and community. We will help students develop the knowledge, skills, and commitment to work collaboratively to address important local challenges. Students will take active roles in every aspect of their education, always with the support and guidance of teachers and local experts.

Governing Board

Beth Alma, Chair	Randy Fox, Vice Chair
Chris Lewis, Treasurer	Carol McGovern, Secretary
Josh Kerksmar	Donyse Babin
Tia Poulin	

Leadership Team

Leza Packard, Head of School	Kayla Higgins, Dean of Students
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School Profile

Year Opened	2020-21
Years in Operation	4
Grades Served	9-12
Number of Sending Districts	16
Enrollment*	107*
Students on Waiting List*	6*

*On 10-1-23 (State Student Count Day)

School Year 2023-24 Demographic Table

Grade Level Enrollment		
9th Grade	26	24%
10th Grade	28	26%
11th Grade	25	23%
12th Grade	28	26%
Gender		
Female	60	56%
Male	45	42%
Not Selected	2	2%
Race/Ethnicity		
Black or African American	2	2%
Hispanic/Latino	2	2%
Native Hawaiian or Other Pacific Islander	2	2%
White	101	94%
Special Education		
Students with IEPs	26	24%
General Education Students	81	76%
Economically Disadvantaged		
Yes	34	32%
No	73	68%

EXECUTIVE SUMMARY

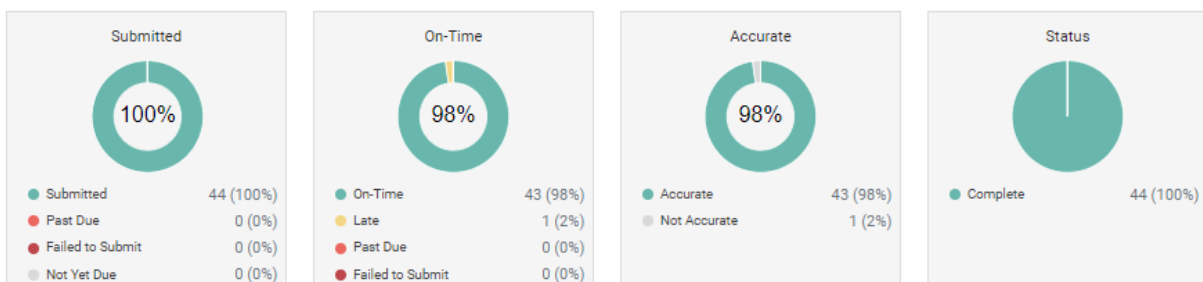
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Ecology Learning Center was on cycle to have a Site Visit at the end of the 2023-24 school year.

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> School Leader Evaluation Tool
<ul style="list-style-type: none"> Current enrollment and demographics 	<ul style="list-style-type: none"> Staff Roster
<ul style="list-style-type: none"> Current organizational chart 	<ul style="list-style-type: none"> Panorama school climate survey results
<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> School's self-assessment
<ul style="list-style-type: none"> Board member meeting attendance 	<ul style="list-style-type: none"> Previous year's monitoring report [as applicable]
<ul style="list-style-type: none"> School's strategic plan [as applicable] 	<ul style="list-style-type: none"> School's reported performance framework results
<ul style="list-style-type: none"> ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> Copies of current recruitment materials
<ul style="list-style-type: none"> Professional Development Calendar 	<ul style="list-style-type: none"> Student enrollment application

Documentation is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review through Epicenter. The table below summarizes the charter districts' report and data submission completion throughout the 2023-24 school year:



NARRATIVE

SY2023-24 marked Ecology Learning Center's (ELC) fourth year as a charter public school in Maine and this past spring they embarked on their first charter renewal process. Performance outcomes in Years 1-3, along with preliminary outcomes for Year 4 can be found in their Year 4 Performance Report which can be found [here](#).

Student Achievement

ELC continues to grow and mature as a school and constantly strives for improvement. Results from the most recent administration of the Maine Through-Year Assessment have ELC students **exceeding** expectations in reading proficiency and **meeting** expectations in math proficiency – outperforming state expectations in both areas. Because the school is small, most subgroup data is not reportable; however, a review of the results show that - in many cases - the demographic groups are performing well against their peers. The one subgroup that is large enough to be highlighted in this report - male students - are **exceeding** performance framework expectations and outperforming state expectations in both reading and math.

Annually, schools are asked to submit a self-assessment. When asked to think about whether or not ELC is an academic success, here are some of the responses:

“After graduating our first class of seniors in June 2023, we further developed and refined our academic program to offer more flexibility and choice for future seniors, and a more streamlined schedule for all students. We adopted a schedule that aligns more closely with the original vision written into our charter application: English and Math courses meet daily for 50 minutes, while Social Studies, Science, and elective courses meet twice a week for 85 minutes. The longer blocks allow for more interdisciplinary project-based learning and increased time on task since there are fewer transitions between classes. Additionally, the new schedule ensures that students are assigned to English classes by grade-level, which supports a clear curriculum progression.”

“We added Physics to our growing list of dual enrollment college courses through which students received credit from UMaine Farmington. We also offered a new humanities elective, Maine Studies, which bolstered our place-based learning mission.”

“We reworked our Work & Wellness Wednesday curriculum into a more robust, thoughtful curriculum progression for students to gain knowledge and skill in areas that better prepare them for college and careers. Last year students simply participated in community engagement tasks. This year, students completed classes in Nutrition, Exercise Science, Sex Ed, Interpersonal & Intrapersonal Communication, Organizational Skills, Financial Literacy, PSAT & SAT prep, and Public Speaking, as well as Community engagement.”

“Our outdoor programming continues to thrive. We had a record-breaking number of students participate in 3-day, 2-night fall orientation trips, and we anticipate a second year of wildly successful Spring Expeditions for Juniors and Seniors to take place May 28-31. Spring expeditions will include a 4-day, 3-night trip either backpacking in the White Mountains, canoeing the St. Croix River, or camping and doing service work at Cobscook Bay.”

“This year we implemented a new weekly schedule to allow for longer blocks, project-based learning, interdisciplinary work between departments, and more ease for students to advance to higher math levels. Feedback on the new schedule from faculty, staff, and students was overwhelmingly positive.”

ELC’s 4-year high school graduation rate is 90.63% which is exceeding expectations on the performance framework and surpassing the state’s goal of 87%.

This is the first year evaluating 5th and 6th year graduates on the Performance Framework and ELC is **exceeding** expectations in both, graduating 95.65% of 5th year students and 100% of 6th year students. By comparison, the state’s most recently reported data shows a 5-and-6-year combined graduation rate of 88.9%.

ELC uses the Accuplacer to assess post-secondary readiness, with several students choosing the SAT. The school reports that 100% of students successfully participated in at least one post-secondary activity prior to graduation and offers FAFSA support to students and families.

In SY2022-23, 49.48% of students were chronically absent. Although **not meeting expectations**, the school reduced the rate to 25.93% in SY2023-24. It is important to note that coding in the student information system *may* be contributing to a number that is higher than actual (e.g., seniors are on a liberated schedule and one senior who was taking a Biology class at the University of Maine were counted as absent from school that day). The school is encouraged to explore an approved Anytime/Anywhere Learning Plan for the upcoming school year.

School Climate and Family Engagement

Families, students, teachers, and staff are asked to participate in the annual Panorama Spring Climate survey. Results across different scales are compared to like-schools nationally and, as evidenced by the results of the most recent survey, *“students, parents, and faculty continue to describe our school climate as welcoming, supportive, and safe.”*

Survey participation rates have room for improvement, resulting in a **not meeting** expectations despite the overwhelmingly positive results. The school is encouraged to find ways to ensure that minimum participation is met.

Professional development in team-building, Nonviolent Communication, and training in “Building a Welcoming High School” by OUT Maine opened the school year, with a cohort of teachers volunteering to design strategies to improve school culture and cleanliness and students caring for the physical campus.

Organizational Sustainability

ELCs governing board grew from 5 to 8 members and is described as “a well-balanced board in terms of experience and expertise” and as “kind, caring, and hard working members who are willing to learn and grow as new challenges arise”. New members bring significant academic experience, such as decades of teaching in district public high schools and colleges/universities, and the board continues to look for new members with a variety of strong skill sets such as finance, legal, fundraising, and special education.

The board meets on a regular basis, holding 11 monthly meetings as well as several special meetings in SY2023-24. Meeting agendas and approved minutes thoroughly capture the discussions and decisions of the board, but are oftentimes posted later than expected.

Throughout the school year schools are required to submit reports and other data using the Epicenter platform. In previous years this was an area of growth for the school, but in SY2023-24 ELC submitted 98% of required submissions on time which **exceeded** expectations.

The Clifford Arts & Student Center (originally named the Unity Centre for the Performing Arts) is ELC’s vibrant new public performing arts theater, public art gallery, and art studio. “The Cliff” will host regular music and film events as well as educational workshops for students and community members. The Center - which includes a 200-seat theater, commercial kitchen, dining space, and ceramics studio was built in 2000 and gifted to the Ecology Learning Center by Unity Environmental University in collaboration with Unity Foundation.

Financial Management and Viability

Based on FY24 4th quarter financials, ELC falls in the **low** to **moderate** risk on all financial metrics with the exception of days cash on hand, which the board continues to closely review.

Transportation costs have been the highest since the school opened in 2000 and *“current challenges the board faces are how to meet the school’s financial needs, especially with the addition of the Clifford Arts & Student Center.”*

ELC engaged the services of PGM Accounting and received a clean financial audit for FY23.

School Mission and Student Persistence

In February, ELC applied for, and was granted, an increase in student enrollment from 96 students to 120 beginning in SY2024-25. As of May 17, the school had 120 students enrolled for AY25, and a waitlist of 3 students. Recruitment is primarily word of mouth, flyers posted at public places, and social media.

Student persistence and recurrent enrollment continue to be strengths for the school, **exceeding** performance framework expectations.

School Customization

For the second year in a row, ELC met its Custom Target goal, centered on week-long winter Passion Projects. *“The intended outcome was for students to explore and develop an independent interest that will prepare them for future education and employment opportunities.”*

There are discrepancies in graduation data between school self-reported data and data available from the MDOE. Accurate reporting of data should be a focus of improvement for the school.

SY2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, Reading	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. 80% of ELC high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform.	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
			Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
			Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	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. 44% of ELC high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform.	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
			Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
			Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”

			state expectation”
			Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, Reading	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender <i>*To be reported, subgroups must have at least 10 students.</i>	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
			Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
			Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
1.1d	Proficiency by subgroup, Through-Year Assessment, Math	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender <i>*To be reported, subgroups must have at least 10 students.</i>	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
			Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
			Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
1.5	High School Completion	4 year high school graduation rate (current cohort) Schools will meet annual goals*: 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90% <i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i> Maine Department of Education Graduation Rates by Year	Exceeding Expectations Exceeds 90% ELC’s reported 4-year graduation rate is 90.63%.
			Meeting Expectations Meets annual target
			Approaching Expectations Less than 5% below target
			Not Meeting Expectations 5% or more below target

1.5a	5 and 6 Year High School Completion	<p>5 and 6-year high school graduation rate</p> <p>Schools will meet annual goals*: 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	<p>Exceeding Expectations Exceeds 90%</p> <p>ELC's state-reported 5-year graduation rate is 95.65% and 6-year graduation rate is 100%</p>
			<p>Meeting Expectations Meets annual target</p>
			<p>Approaching Expectations Less than 5% below target</p>
			<p>Not Meeting Expectations 5% or more below target</p>
1.6a	Post Secondary Readiness	<p>School will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or • <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or • <u>ASVAB score</u> of 31 or higher <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>ELC uses the Accuplacer to assess College Readiness. They report that 71% of students scored a 226 or above in Math and that 77% scored a 239 or above in Reading.</p>	<p>Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math</p>
			<p>Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math</p>
			<p>Approaching Expectations 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.</p>
			<p>Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math</p>
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or • <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or • <u>ASVAB score</u> of 31 or higher <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p>	<p>ELC administers the Accuplacer to 12th grade students only. There are no subgroups with at least 10 students so outcomes are not reportable for SY2023-24.</p>
1.6c	Post Secondary Readiness: Post-Secondary	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully¹ participated in at least one post-secondary activity such as (and not limited to) college</p>	<p>Exceeding Expectations Exceeds 80%</p>

¹ Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

	Activity	course, Advanced Placement course, certificate program, career technical coursework or internship.	<p>ELC reports that 100% of students successfully participated in at least one post-secondary activity.</p> <p>Meets Expectations 70%-79.9%</p> <p>Approaching Expectations 60%-69.9%</p> <p>Not Meeting Expectations Fewer than 60%</p>
1.6d	Post-Secondary Readiness: FAFSA	<p>Schools will report annual rates and school-supported opportunities for FAFSA support.</p> <p>School supports students with FAFSA completion reporting that 86% of students/families completed a FAFSA form.</p>	<p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>Reported as Required</p>
1.7	Student Attendance	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school².</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>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.</p>	<p>Exceeding Expectations Fewer than 10%</p> <p>Meeting Expectations 10%-18%</p> <p>Approaching Expectations 17.9%-25%</p> <p>Not Meeting Expectations Greater than 25%</p> <p>ELCs state-reported chronic absenteeism rate is 25.93%.</p>
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	<p>No rating is provided for <i>Criterion 2.1: State Compliance</i>. Site visit reports that include a section for this criterion identify specific concerns the school must address.</p>
2.2	Family Engagement: Panorama School Climate Survey -Family Results	<p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, and School Fit</i></p> <p>47 families responded to the Panorama School Climate</p>	<p>Exceeding Expectations 3 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p>Meeting Expectations 2 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p>Approaching Expectations</p>

² Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		<p>Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Safety - 99th percentile • School Climate - 99th percentile • School Fit - 99th percentile 	<p>1 of the 3 required scales are 50% or higher when compared to like schools nationally</p> <p>Not Meeting Expectations 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%</p>
2.3	School Climate: Panorama School Climate Survey-Student Results	<p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p>72 students (68.6%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Rigorous Expectations - 90th percentile • School Safety - 99th percentile • School Teacher/Student Relationships - 99th percentile • School Climate - 90th percentile <p>NOTE - School is Exceeding Expectations in this category, but will Not Meet Expectations due to student participation being lower than 75%.</p>	<p>Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.4	School Climate: Panorama School Climate Survey-Teacher Results	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback & Coaching</i></p> <p>15 teachers (88.23%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Climate - 99th percentile • School Leadership - 90th percentile • Professional Learning - 80th percentile • Feedback and Coaching - 40th percentile 	<p>Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	School Climate: Panorama School Climate Survey-Staff Results	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p>	<p>Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Meeting Expectations</p>

		<p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback & Coaching</i></p> <p>5 staff (38.46%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Climate - 90th percentile • School Leadership - 90th percentile • Professional Learning - 90th percentile • Feedback and Coaching - 60th percentile <p>NOTE - School is Exceeding Expectations in this category, but will Not Meet Expectations due to student participation being lower than 75%.</p>	<p>3 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p>Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p>
			<p>Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.6	School Climate: Panorama Survey	Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	<p>Meeting Expectations School develops and implements plan</p>
			<p>Approaching Expectations School develops and partially implements the plan</p>
			<p>Not Meeting Expectations School does not develop or does not implement plan</p>

SECTION 3: ORGANIZATIONAL SUSTAINABILITY

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> • 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. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> • 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. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • 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. <p>Focus on Improvement</p> <ul style="list-style-type: none"> • The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p>
			<p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school.</p>
			<p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols.</p>

3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	Meeting Expectations 6 or more meetings
			Not Meeting Expectations 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ 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.	Meeting Expectations All minutes and agendas posted timely
			Approaching Expectations 1-2 items not posted timely
			Not Meeting Expectations 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. <i>ELC submitted 98% of required reports on time with 98% accuracy.</i>	Exceeding Expectations More than 90% of reports are submitted on time and are accurate and complete
			Meeting Expectations 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectations 70%-79.9% of reports are submitted on time and are accurate and complete
			Not Meeting Expectations Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK) <i>The ELC board had 17 training requirements in SY2023-24. Of those requirements, 14 were completed (82%).</i>	Exceeding Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc. and has completed 100% of required courses.
			Meeting Expectations 100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Not Meeting Expectations Less than 80% of required courses

³ A school year is July 1 - June 30

⁴ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			have been completed
3.6	Facility meets Local and State requirements	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 Public School Approval Requirements and Citation Chart	<p>Exceeding Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p>Meeting Expectations Certified as required and approved by the Board</p> <p>Not Meeting Expectations Not certified as required</p>
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	<p>Meeting Expectations Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.</p> <p>Approaching Expectations Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p>Not Meeting Expectations Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>

SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY

Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.

4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i> \$157,659 / \$88,944 = 1.8	<p>Lower Risk Greater than 1.5</p> <p>Moderate Risk 1.0-1.5</p> <p>High Risk Less than 1</p>
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i> \$99,225 / ((\$1,535,652-\$61,232) / 365) = 25 days	<p>Lower Risk 60 or more days</p> <p>Moderate Risk 30-60 days</p> <p>High Risk Fewer than 30 days</p>

4.1c	Enrollment Variance (Near-Term Measures)	<p>Actual enrollment is within 5% of the enrollment projected in the approved budget.</p> <p><i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i></p> <p>107 / 106 = 1.0</p>	<p>Lower Risk Actual within 2% of the projected enrollment</p>
			<p>Moderate Risk Variance is between 2 and 5%</p>
			<p>High Risk Variance is greater than 5% of the projected enrollment</p>
4.1d	Financial Obligations Default (Near-Term Measures)	<p>The school meets all debt and real estate lease obligations.</p> <p><i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i></p>	<p>Lower Risk Not in default and not delinquent</p>
			<p>Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors</p>
			<p>High Risk In default and/or delinquent</p>
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p>CYR - \$(13,439) / \$1,522,212 = -0.9% 3YR - \$111,303 / \$4,176,270 = 2.7%</p> <p>*Note - FY24 In Kind Donation is not included in Revenue</p>	<p>Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p>
			<p>Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%</p>
			<p>High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.</p>
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p>\$357,234 / \$1,752,891 = 20%</p>	<p>Lower Risk Less than 90%</p>
			<p>Moderate Risk 90 to 100%</p>
			<p>High Risk Greater than 100%</p>
4.2c	Cash Flow (Sustainability Measure)	<p>Charter District Leadership maintains a positive cumulative 2-year cash flow.</p> <p><i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p> <p>CYR Cash Flow = -42,927 PYR Cash Flow = \$69,979 2-Year Cash Flow = \$27,052</p>	<p>Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>
			<p>Moderate Risk A positive cumulative 2-year cash flow</p>
			<p>High Risk Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.</p>

4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	<p>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</p> <p><i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i></p> <p>\$85,918 / \$48,919 = 1.8</p>	<p>Lower Risk Exceeds 1.1</p>
			<p>Moderate Risk Is 1.0 to 1.1</p>
			<p>High Risk Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>School publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved.</p> <p>The 3-year annual financial plan is due on June 30th.</p>	<p>Meeting Expectations School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>
			<p>Not Meeting Expectations School has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>
<p>SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE</p>			
5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>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.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	<p>Meeting Expectations School is implementing the mission and design elements as outlined in the charter and amendments</p>
			<p>Approaching Expectations School is partially implementing the mission and design elements as outlined in the charter and amendments</p>
			<p>Not Meeting Expectations School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day⁶.</p>	<p>Exceeding Expectations More than 90%</p> <p>95% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</p>
			<p>Meeting Expectations 85%-89.9%</p>
			<p>Approaching Expectations 75%-84.9%</p>
			<p>Not Meeting Expectations</p>

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

			Fewer than 75%
5.3	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	<p>Exceeding Expectations Exceeds 90%</p> <p>99% of students completed an Intent to Re-Enroll form for SY2024-25.</p> <p>Meeting Expectations 85%-89.9%</p> <p>Approaching Expectations 75%-84.9%</p> <p>Not Meeting Expectations Fewer than 75%</p>
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Passion Projects	<p>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.</p> <p>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.</p> <p>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.</p> <p><i>ELC reports that 80% of its students earned an overall score of 80%-100% on their Passion Projects, based on a comprehensive evaluation rubric.</i></p>	<p>Exceeding Expectations With a goal of 95%, at least 65% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.</p> <p>Meeting Expectations With a goal of 95%, at least 55% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.</p> <p>Approaching Expectations With a goal of 95%, at least 55% of students will earn an overall score of 80%-100% on their week-long winter Passion Project.</p> <p>Not Meeting Expectations With a goal of 95%, lower than 45% of students earn an overall score of 80%-100% on their week-long winter Passion Project.</p>