

2023-24 Annual Monitoring Report

*Prepared for
Maine Academy of Natural Sciences*

November 2024





Mission

The Maine Academy of Natural Sciences (MeANS) is a public charter high school that inspires and engages students through project-based, student-centered instruction immersed in the natural sciences of Maine with a focus on agriculture, forestry, and the environment. MeANS challenges all students to connect with their education to grow as individuals, interact with their communities, and lead fulfilling lives.

Vision

Respect: With an emphasis on honoring differences, MeANS encourages students to be compassionate and empathetic. Faculty, staff, and students employ restorative practices for community building and conflict resolution.

Responsibility: Our individualized instruction builds confidence and empowers students to take ownership of their education. Skills such as self-advocacy and goal setting are developed alongside a commitment to helping others.

Community: MeANS connects with students and families through close relationships with advisors, teachers, and administrators. Students are expected to contribute positively to the school and are encouraged to take advantage of the larger learning context through volunteerism, internships, and college courses.

Governing Board

Erin Brown	Sally Beaulieu, Vice Chair
Mary Callan	Robert Dodge, Chair
Kim Patnode, Secretary	Greg Bazakas
Whitney King	Dianna Gram
Anna Perkins	Martha Harris
Lee Karter	

Leadership Team

Matt Newberg, Head of School	Patrick Henyan, Asst Head of School
Evan Coleman, Director of Curriculum and Instruction	Bonnie Violette, Special Education Director
Ashley Hyde, Business Manager	

School Profile

Year Opened	2012-13
Years in Operation	13
Grades Served	9-12
Number of Sending Districts	28
Enrollment*	177*
Students on Waiting List*	39*

*On 10-1-24 (State Student Count Day)

School Year 2023-24 Demographic Table

Grade Level Enrollment		
9th Grade	38	20%
10th Grade	53	27%
11th Grade	55	28%
12th Grade	48	25%
Gender		
Female	93	48%
Male	101	52%
Race/Ethnicity		
American Indian or Alaska Native	3	2%
Black or African American	2	1%
Hispanic/Latino	3	2%
Two or More Races	4	2%
White	182	93%
Special Education		
Students with IEPs	50	26%
General Education Students	144	74%
Economically Disadvantaged		
Yes	127	65%
No	67	35%

EXECUTIVE SUMMARY

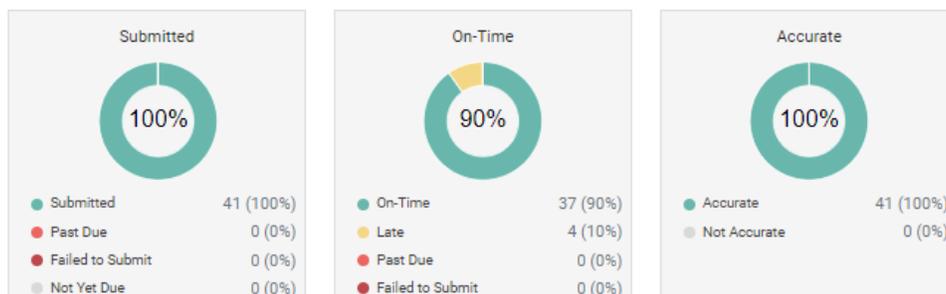
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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](#). Maine Academy of Natural Sciences was not on cycle to have a Site Visit at the end of the 2023-24 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that receive an in-person visit.

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. The table below summarizes the charter districts’ report and data submission completion throughout the 2023-24 school year:



NARRATIVE

Annually, schools are required to submit a self-assessment that assesses performance in all major components of the school's operation as measured against performance indicators and any other goals and objectives expressed in the approved contract. Schools are asked to focus on four key questions – Are we an academic success? Are we an organizational success? Are we a governance success? Are we a financial success? In response, MeANS shared that “The most recent school year was one of the most successful in the school's history. Compiling the data for our annual Performance Framework scorecards showed incredible growth as well as only a few areas where the school is not meeting expectations. Indicators that continue to create challenges are no surprise: chronic absenteeism, graduation rates, and financial sustainability.”

“Sustained support” of the Director of Curriculum and Instruction, “improved use of PD and In-services”, feedback from the Board's Academic Affairs Committee, and teacher mission alignment and commitment to student growth contribute to a trend toward increased academic rigor. Grading systems, including Habits of Work, continue to strengthen along with the overall expectations of teachers. As one of MeANS' core curricular components, Intensives are supported by grant funds in two ways – the ongoing collaboration with Rural Aspirations and the funding of programmatic expenses. Through RREV and MOLI grants, MeANS students are able to take field trips, draw guest presenters, and create “rich experiences” including overnights to Acadia National Park, the Maine Local Living Center, and Lennox Lodge Wilderness Preserve. Intensives “continue to connect our students and teachers deeply to our school's mission”.

MeANS reports “the management and operations of the school are strong, with some final difficult challenges regarding their separation from Good-Will Hinckley.” This past fall, business operations became separate for the first time and the school reports that it's “been a long process”. One challenge of note has been the separation of IT services. MeANS had to create an entirely new Google Workspace and transfer years of files including student and staff accounts. Hardware, infrastructure, security systems, and communication IT was completed on July 26th and moved MeANS closer to “full independence” from Good-Will Hinckley.

“The overall culture of MeANS is incredibly strong” and staffing retention is strong. Leadership shared that there “were no mid-year departures” and that once the year was underway “no one left their post” - a first in five years. Unfortunately - due to budget considerations - MeANS had to eliminate three positions for the 2024-25 school year (the Dean of Threshold position, an 11/12 Social Studies Teacher, and a full-time Custodian).

MeANS has identified “the need to bolster our fundraising efforts” and has a “newly invigorated” Development Committee which is led by an experienced Board member and are “optimistic” that this group of individuals will “lead to a successful year in this area”.

A highlight was the addition of the school's new Business Manager who "in less than a year's time has been able to move us to a new software system, successfully extract us from all Good Will-Hinckley accounts, and lead us through a very difficult budget process".

Student Achievement

MeANS continues to improve academically, **exceeding** state expectations in Reading and **approaching** state expectations in math. Subgroups are **exceeding** expectations in Reading and **meeting** expectations in Math - with economically disadvantaged students outperforming the state in both areas.

4, 5, and 6 year high school graduation rates continue to be low and **not meeting** expectations on the Performance Framework. MeANS reports "Graduation rates continue to be an area that reflect poorly when using the state's cohort model. Of the 58 students in our 4-year cohort, 8 never enrolled, 3 un-enrolled long before graduation, and 4 chose to remain in the Threshold program for another year." The state-reported 4-year high school graduation rate is 74%. Looking at the data without including the outliers indicated, MeANS would have a 4-year high school graduation rate of 91% (100% Campus students and 83% Threshold students) which would be exceeding expectations on the Performance Framework.

MeANS uses the Accuplacer to measure college-readiness and **exceeded** framework expectations with 85% of students meeting readiness indicators in both Reading and Math – with subgroups **meeting** expectations.

100% of MeANS students have participated in at least one post-secondary activity and the school provides FAFSA support for students and families as needed.

Chronic absenteeism continues to be a concern with the school reporting "attendance improved, but not to the degree we had hoped". MeANS has enrolled in a trial program with "Lift Up Attendance", created an attendance action committee, continued efforts in advisory, and gave incentives for outstanding attendance. Efforts moved the needle "slightly" and will continue to be an area of focus for the school.

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 MeANS is **exceeding** expectations on all scales for every stakeholder group.

MeANS reports that overall "our Panorama data was exceptional". Feedback and Coaching remained low for the second year in a row and plans are in place to discuss this topic with teachers and staff to determine what they need. Another "difficult piece of feedback gleaned from the survey is the impact students perceive

their peers are having on them”. MeANS shared that some students see fellow students as having a negative impact on their learning. In the fall, the school had a “particularly difficult group of new students” that took half the school year to assimilate to expectations. Many students “expressed frustration with the new students” and MeANS has a plan in place to help the group adjust positively to the culture at MeANS.

Organizational Sustainability

The MeANS governing board held the minimum number of meetings required to **meet** expectations on the Performance Framework and is **approaching** expectations for the timely publication of board meeting materials. Commission-required reports and other documentation is submitted on time and **exceeds** framework expectation.

Board members are required to engage in a baseline of annual training and development. For the second year in a row, MeANS board members failed to complete the required training requirements with only 4 of the 28 requirements completed. We encourage the MeANS board to prioritize training and professional development in the upcoming school year.

Leadership reports that the “governing board is going to be an area that needs focus in the 2024-25 school year”. MeANS’ board chair termed out at the end of the school year and there was not a great deal of interest amongst current members to step into the role. The two members that stepped up are both in their final year of their terms with the board and the school is in need of “committed members that want to take on leadership roles”.

Financial Management and Viability

Financial sustainability remains an area of “significant challenge” and it will be important going forward that the school hits its annual enrollment goals. If the school does not meet enrollment targets, we will require that they resubmit a budget and 3-Year Financial Plan to the Commission that accounts for the true enrollment at the school.

MeANS engaged the services of BerryDunn and received a clean financial audit for FY23.

School Mission and Student Persistence

MeANS is **exceeding** performance framework expectations for student persistence and recurrent enrollment - an improvement from just a year ago – indicating that students who enroll at MeANS are the “right fit” for the school.

Last spring, MeANS created student enrollment ambassadors who “helped with new recruitment efforts including Middle School presentations and social media campaigns”.

In summary, MeANS shares that “while our data and list of positive accomplishments are undeniable for 2023-24, the year end budget challenges cast a large shadow. Creating a sustainable staffing model that doesn’t require annual reductions is a goal for the upcoming year. MeANS is a wonderful school that provides an education unlike any other in the state. Our graduating seniors and their families deeply appreciate what our teachers and staff have done for them during their time here. We are proud of the growth we’ve made in key areas and recognize the need for further improvement as we strive to reach our potential.”

2023-24 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. 70% of MeANS 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. 33% of MeANS 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”
			Not Meeting Expectations

			≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, Reading	<p>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</p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p> <p>High School</p> <ul style="list-style-type: none"> • 57% of Male students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform (Meeting Expectations) • 87% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations) • 68% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Exceeding Expectations) 	<p>Exceeding Expectations ≥5% of state average of schools “at or above state expectation”</p> <p>Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”</p> <p>Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”</p> <p>Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”</p>
1.1d	Proficiency by subgroup, Through-Year Assessment, Math	<p>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</p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p> <p>High School</p> <ul style="list-style-type: none"> • 31% of Male students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Approaching Expectations) • 38% of Female students are “at or above state expectations” in Math compared to 44% state-wide per the Acacia platform (Approaching Expectations) • 35% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform (Exceeding Expectations) 	<p>Exceeding Expectations ≥5% of state average of schools “at or above state expectation”</p> <p>Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”</p> <p>Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”</p> <p>Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”</p>
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</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>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> <p><i>MeANS' state-reported 4-year graduation rate is 74.14%</i></p>
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>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> <p><i>MeANS' state-reported 5-year graduation rate is 67.86% and 6-year graduation rate is 65.45%</i></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>MeANS reports that 85% of students have scored 239 or above in <u>reading</u> and 226 or above in <u>math</u> on the Accuplacer.</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). <i>*To be reported, subgroups must have at least 10 students.</i></p> <p>Accuplacer Results (Subgroups)</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,</p>

		<table border="1"> <thead> <tr> <th><i>Subgroup</i></th> <th><i>% Meeting Reading/Math Goals</i></th> </tr> </thead> <tbody> <tr> <td><i>Male</i></td> <td>75%</td> </tr> <tr> <td><i>Female</i></td> <td>92%</td> </tr> <tr> <td><i>Economically Disadvantaged</i></td> <td>82%</td> </tr> </tbody> </table>	<i>Subgroup</i>	<i>% Meeting Reading/Math Goals</i>	<i>Male</i>	75%	<i>Female</i>	92%	<i>Economically Disadvantaged</i>	82%	but not both.
<i>Subgroup</i>	<i>% Meeting Reading/Math Goals</i>										
<i>Male</i>	75%										
<i>Female</i>	92%										
<i>Economically Disadvantaged</i>	82%										
			Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math								
1.6c	Post Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully ¹ 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. MeANS reports that 100% of students have successfully participated in at least one post-secondary activity.	Exceeding Expectations Exceeds 80% Meets Expectations 70%-79.9% Approaching Expectations 60%-69.9% Not Meeting Expectations Fewer than 60%								
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support. School supports students with FAFSA completion reporting that 38% students/families completed a FAFSA form.	The Commission will monitor a charter school's ability to support students with FAFSA completion. Reported as Required								
1.7	Student Attendance	<u>Chronic absenteeism</u> rate. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school ² . 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.	Exceeding Expectations Fewer than 10% Meeting Expectations 10%-18% Approaching Expectations 17.9%-25% Not Meeting Expectations Greater than 25% MeANS' state-reported chronic absenteeism rate is 40.41%								
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT											
2.1	State Compliance	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. MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)	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.								

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

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

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>80 families 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 Safety - 99th percentile • School Climate - 99th percentile • School Fit - 99th percentile 	<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 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>149 students (81.4%) 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 - 70th percentile • School Safety - 99th percentile • School Teacher/Student Relationships - 99th percentile • School Climate - 90th 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>
2.4	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>27 teachers (100%) 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 - 80th percentile • Professional Learning - 90th percentile • Feedback and Coaching - 70th 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</p>

			less than 75%
2.5	School Climate: Panorama School Climate Survey-Staff Results	<p>Results from at least 4/4 of the required scales* on the Staff 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>13 staff (81.25%) 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 - 99th percentile • School Leadership - 90th percentile • Professional Learning - 90th percentile • Feedback and Coaching - 50th 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>
2.6	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>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>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>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	<p>The Governing Board will hold a minimum of 6 meetings per school year³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).</p> <p><i>The MeANS governing board held 7 meetings during SY2023-24.</i></p>	<p>Meeting Expectations 6 or more meetings</p> <p>Not Meeting Expectations 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>Timely⁴ 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.</p> <p><i>In SY2023-24, there were 2 board meeting agendas and/or approved meeting minutes that were posted late.</i></p>	<p>Meeting Expectations All minutes and agendas posted timely</p> <p>Approaching Expectations 1-2 items not posted timely</p> <p>Not Meeting Expectations 3 or more not posted timely</p>
3.4	Reporting Accuracy and Timeliness	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p><i>90% of reports were submitted on time and were accurate 100% of the time.</i></p>	<p>Exceeding Expectations More than 90% of reports are submitted on time and are accurate and complete</p> <p>Meeting Expectations 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p>Approaching Expectations 70%-79.9% of reports are submitted on time and are accurate and complete</p> <p>Not Meeting Expectations Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	<p>Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)</p> <p><i>In SY2023-24, the MeANS board had 34 required board training requirements. Of those 34 requirements, 4 were completed (12%).</i></p>	<p>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</p> <p>Meeting Expectations</p>

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.

			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 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 <i>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</i> Public School Approval Requirements and Citation Chart	Exceeding Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meeting Expectations Certified as required and approved by the Board
			Not Meeting Expectations Not certified as required
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.	Meeting Expectations Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectations Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Not Meeting Expectations Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.

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> \$871,160 / \$552,036 = 1.6	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted	Unrestricted days cash will be at least 30 days.	Lower Risk

	Days Cash on Hand (Near-Term Measures)	<p><i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i></p> <p>$\\$210,832 / ((\\$3,147,516-151,868) / 365) = 26 \text{ days}$</p>	<p>60 or more days</p> <p>Moderate Risk 30-60 days</p> <p>High Risk Fewer than 30 days</p>
4.1c	Enrollment Variance (Near-Term Measures)	<p>Actual enrollment is within 5% of the enrollment projected in the approved budget.</p> <p><i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i></p> <p>$(194-200)/200 = -3\%$</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 and has not obtained waivers from lenders and/or lessors</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 - $\\$-259,252 / \\$2,888,264 = -0.9\%$ 3YR - $\\$-552,066 / \\$8,635,157 = -6.4\%$</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 Three-Year Total Margin is positive or zero AND the current year Total Margin $\geq -10\%$</p> <p>High Risk Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $< -10\%$</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>$\\$561,691 / \\$1,466,591 = 38\%$</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.</i> <i>Cumulative Cash Flow is the sum of current and prior year Cash</i></p>	<p>Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>

		<p><i>Flow</i></p> <p>CYR Cash Flow = \$-322,275 PYR Cash Flow = \$-41,530 2-Year Cash Flow = \$-363,805</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</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>\$149,507 / \$256,891 = 0.6</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>
SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE			
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>91% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</p>	<p>Exceeding Expectations More than 90%</p> <p>Meeting Expectations 85%-89.9%</p> <p>Approaching Expectations</p>

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

			75%-84.9%
			Not Meeting Expectations Fewer than 75%
5.3	Student Persistence - Year-to-Year	<p>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> <p>92% of students completed an Intent to Re-Enroll form for SY2024-25.</p>	<p>Exceeding Expectations Exceeds 90%</p>
			Meeting Expectations 85%-89.9%
			Approaching Expectations 75%-84.9%
			Not Meeting Expectations Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Campus: Attendance	<p>75% of students will meet their individual attendance goal.</p> <p>MeANS partially met this goal with Q2 62%, Q3 76%, Q4 64% for a total average of 67% for the year.</p>	<p>Exceeding Expectations Exceeds 85%</p>
			Meeting Expectations 75% - 84.9%
			Approaching Expectations 65% - 74.9%
			Not Meeting Expectations Fewer than 65%
6.2	Campus: Graduation	<p>85% of eligible seniors enrolled on the last day of school will graduate at the end of the year</p> <p>39 out of 42 seniors graduated, for a total of 93%. Campus graduation was 100%.</p>	<p>Exceeding Expectations Exceeds 95%</p>
			Meeting Expectations 85% - 94.9%
			Approaching Expectations 75% - 84.9%
			Not Meeting Expectations Fewer than 75%
6.3	Campus: Participation on NWEA MAP testing	<p>90% Participation on Fall and Spring MAP (local) Testing for Campus</p> <p>MeANS had 100% participation in the fall for a total of 31/31 completing the assessment and had 26/28 in the spring for a total of 93%. The average of the two is 96%.</p>	<p>Exceeding Expectations Exceeds 95%</p>
			Meeting Expectations 90% - 94.9%
			Approaching Expectations 75% - 89.9%
			Not Meeting Expectations Fewer than 75%
6.4	Threshold: Engagement Goals	<p>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:</p> <ul style="list-style-type: none"> I. Credit/Transcript Deficiencies <ul style="list-style-type: none"> A. Behind more than 10 credits (2 or more years behind) 	<p>Exceeding Expectations Exceeds 85%</p>
			Meeting Expectations 75% - 84.9%

		<ul style="list-style-type: none"> B. Behind 5 credits or more (1 year behind) C. Behind 1-5 credits D. On pace <ul style="list-style-type: none"> II. Absenteeism History <ul style="list-style-type: none"> A. Absent 50% or more of previous year's calendar days B. Chronically absent for entire year (17-87 absences) C. Chronically absent for 1-4 quarters (5-16 absences) D. Not chronically absent in any quarter in previous year III. Graduation Likelihood <ul style="list-style-type: none"> A. Will take 2 more more years extra to graduate B. Will take between one to two extra years to graduate C. Will take less than one extra year to graduate D. Will graduate within four years of entering high school IV. Familial and Community Supports <ul style="list-style-type: none"> A. Little to No Support from Family and Community B. Infrequent Support from family and Community C. Frequent Support from Family and Community D. Consistently Strong Support from Family and Community 	<p>Approaching Expectations 65% - 74.9%</p> <p><i>54/75 (72%) of students met their engagement goal by the end of the year. Additionally, 11 students partially met their goal while 10 students exceeded their goal.</i></p> <p>Not Meeting Expectations Fewer than 65%</p>
6.5	Threshold: Participation on NWEA MAP testing	<p>80% Participation on Fall and Spring MAP (local) Testing for Threshold</p> <p><i>100% of Threshold 9th graders completed the assessment both fall and spring.</i></p>	<p>Exceeding Expectations Exceeds 90%</p> <p>Meeting Expectations 80% - 89.9%</p> <p>Approaching Expectations 70% - 79.9%</p> <p>Not Meeting Expectations Fewer than 70%</p>