

**Exhibit B**  
**Performance Measures**  
**Maine Virtual Academy**

Indicator and Measure	Target	Documentation to be Provided By School
<p><b>Student Academic Proficiency: State Assessments</b> <i>Measure 1: Proficiency on State Assessments in reading.</i></p>	<ol style="list-style-type: none"> <li>1. Percent of grade 7 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.</li> <li>2. Percent of grade 8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.</li> <li>3. Percent of grade 11 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.</li> </ol>	<p>Percent of students at each grade level scoring proficient on the ELA portion of the Maine State Assessment (SBAC) on a yearly basis.</p>
<p><b>Student Academic Proficiency: State Assessments</b> <i>Measure 2: Proficiency on State Assessments in math.</i></p>	<ol style="list-style-type: none"> <li>1. Percent of grade 7 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.</li> <li>2. Percent of grade 8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.</li> <li>3. Percent of grade 11 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.</li> </ol>	<p>Percent of students at each grade level scoring proficient on the math portion of the Maine State Assessment (SBAC) on a yearly basis.</p>
<p><b>Student Academic Proficiency: State Assessments</b> <i>Measure 3: Proficiency on State Assessments in Science.</i></p>	<ol style="list-style-type: none"> <li>1. Percent of grade 8 students scoring proficient on the Science portion of the Maine State Assessment will meet or exceed the state average.</li> <li>2. Percent of grade 11 students scoring proficient on the Science portion of the Maine State Assessment will meet or exceed the state average.</li> </ol>	<p>Percent of students at each grade level scoring proficient on the Science portion of the Maine State Assessment on a yearly basis.</p>
<p><b>Student Academic Proficiency: School Selected Assessments</b> <i>Measure 1: Proficiency on school selected standardized test in reading. (NWEA)</i></p>	<p>Year 1: Establish baseline using NWEA Reading Assessment for each grade level 7-12. Years 2-5: At the end of year one, the school and the Commission will establish targets for the remainder of the contract.</p>	<p>Percent of students in each grade 7-12 scoring in the average to above average RIT band in reading on the NWEA.</p>
<p><b>Student Academic Proficiency: School Selected Assessments</b> <i>Measure 2: Proficiency on school selected standardized test in math. (NWEA)</i></p>	<p>Year 1: Establish baseline using NWEA Math Assessment for each grade level 7-12. Years 2-5: At the end of year one, the school and the Commission will establish targets for the remainder of the contract.</p>	<p>Percent of students in each grade 7-12 scoring in the average to above average RIT band in math on the NWEA</p>
<p><b>Student Academic Proficiency: School Selected Assessments</b> <i>Measure 3: Proficiency on school designed assessment program measuring Maine Learning Results. (OLS)</i></p>	<p>Year One: Establish baseline for the percent of course enrollments in which students meet the standards for that course. Meeting standard will be defined as mastering 80% or more of the course objectives and will be reported using the OLS system. Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of course enrollments in which students are meeting standards disaggregated by grade and course. For example, if the school enrolls 200 students and each student enrolls in 5 courses, the total course enrollment would equal 1000 courses. The school will track the %</p>

		of course enrollments in which students reach mastery.
<p><b>Student Academic Growth: State Assessments</b></p> <p>Measure 1: Same cohort growth on State Assessment in ELA</p>	<p>Percent of same cohort students who reach proficiency from 7<sup>th</sup> grade to 8<sup>th</sup> grade in ELA.</p> <p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before.</p> <p>The school may also want to report the percentage of students who are continuously enrolled.</p>
<p><b>Student Academic Growth: State Assessments</b></p> <p>Measure 2: Same cohort growth on State Assessment in math</p>	<p>Percent of same cohort students who reach proficiency from 7<sup>th</sup> grade to 8<sup>th</sup> grade in math.</p> <p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before.</p> <p>(I.e. comparing 2015 7<sup>th</sup> graders to 2016 8<sup>th</sup> graders.)</p> <p>The school may also want to report the percentage of students who are continuously enrolled.</p>
<p><b>Student Academic Growth: State Assessments</b></p> <p>Measure 3: Successive cohort growth on State Assessment in ELA</p>	<p>Percent of successive cohort of students who reach proficiency on the state reading assessment from one year to the next for each grade level tested. (7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup>)</p> <p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before.</p> <p>(I.e. comparing 2015 7<sup>th</sup> graders to 2016 8<sup>th</sup> graders.)</p>
<p><b>Student Academic Growth: State Assessments</b></p> <p>Measure 4: Successive cohort growth on State Assessment in math</p>	<p>Percent of successive cohort of students who reach proficiency on the state math from one year to the next for each grade level tested. (7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup>)</p> <p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency of that grade level the year before.</p> <p>(I.e. comparing 2015 7<sup>th</sup> graders to 2016 8<sup>th</sup> graders.)</p>
<p><b>Student Academic Growth: State Assessments</b></p> <p>Measure 4: Successive cohort growth on State Assessment in science.</p>	<p>Percent of successive cohort of students who reach proficiency on the state science assessment from year to the next for each grade level tested. (8<sup>th</sup> and 11<sup>th</sup>)</p> <p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before.</p> <p>(I.E. Comparing 2015 8<sup>th</sup> grade to 2016 8<sup>th</sup> grade.)</p>
<p><b>Student Academic Growth: School Selected Assessments</b></p> <p>Measure 1: Growth on Reading NWEA</p>	<p>Percent of students who meet their individual growth targets with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the end point on a yearly basis.</p> <p>Yearly Target: 80% of students will meet their individual growth targets in reading</p>	<p>Percent of students who meet their goal for NWEA growth in Reading, using NWEA targets.</p>
<p><b>Student Academic Growth</b></p>	<p>Percent of students who meet their individual growth targets with the fall</p>	<p>Percent of students who meet their</p>

<i>Measure 2: Growth on Math NWEA</i>	administration of the Math NWEA establishing the baseline and the spring administration establishing the end point on a yearly basis. <i>Yearly Target: 80% of students will meet their individual growth targets in Math enrollment.</i>	goal for NWEA growth in Math, using NWEA targets.
<b>Student Academic Growth: School Selected Assessments</b> <i>Measure 3: Meeting Individual Growth Targets on ILP. (OLS)</i>	<i>Yearly Target One: 100% of students will have an ILP within 9 weeks of enrollment.</i> <i>Yearly Target Two: 80% of students will meet the benchmarks established on their ILP's.</i>	The percent of students who have an ILP written within 9 weeks of their enrollment date. The percent of students who meet the benchmarks established on their ILP's.
<b>Achievement Gaps</b> <i>Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</i>	Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in reading. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in math. <i>Year 1: Establish baseline</i> <i>Years 2-5: Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</i>	Report of overall proficiency of students belonging to each subgroup in the school in reading and math. The school may consider putting all grade levels together if the numbers in each subgroup are <b>smaller</b> fewer than 10.
<b>Achievement Gaps</b> <i>Measure 2: Gaps in proficiency and growth between major student subgroups on NWEA.</i>	Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades 7-12 in reading. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades 7-12 in math. <i>Year 1: Establish baseline</i> <i>Years 2-5: Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</i>	Percent of students in subgroups meeting their individual goals on the NWEA in reading and math.
<b>Achievement Gaps</b> <i>Measure 3: Gaps in proficiency and growth between major student subgroups meeting Individual Growth Targets on their ILP's.</i>	Percent of students in identified subgroups meeting their Individual Growth Targets on their ILP's <i>Year 1: Establish baseline</i> <i>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</i>	Percent of students in subgroups meeting their Individual Growth Targets outlined in their ILP's.
<b>Student Attendance</b> <i>Measure 1: Average Daily Attendance Rate</i>	<i>Yearly Target: The Average attendance rate as reported in the MEDMS data system for MEVA will be at or above the state average.</i>	ADA for each grade level on a yearly basis.
<b>Student Enrollment</b> <i>Measure 1: Maintaining student enrollment throughout the year. (I.e. measuring "churn")</i>	Percent of students enrolled on state "count day" who are still enrolled on last day of school. <i>Year 1: Establish baseline.</i> <i>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</i>	Report on percent of students enrolled on state "count day" who are still enrolled on last day of school.
<b>Student Enrollment</b> <i>Measure 2: Student re-enrollment</i>	Percent of students enrolled on last day of school indicating an intent to return the following school year.	Percent of student re-enrollment.

<i>from one year to the next</i>	<p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	
<p><b>Post Secondary Readiness</b></p> <p><i>Measure 1: Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)</i></p>	<p>Target based on the ACGR.</p> <p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Baseline data will be collected and graduation rates will be set for years 2-5 based on 4, 5, and 6 year cohorts.</p>
<p><b>Post Secondary Readiness</b></p> <p><i>Measure 2: Enrollment in post-secondary institutions.</i></p>	<p>Percent of students accepted to post-secondary schools.</p> <p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	
<p><b>Financial Performance and Sustainability</b></p> <p><i>Measure 1: Budget versus actual revenue and expenditures</i></p>	<p>Yearly Goal One: When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.</p>	<p>Quarterly financial reports must be made available to the authorizer.</p> <p>Annual financial audit by a qualified, certified public accountant or public accountant certified by the board of accountancy must be submitted to the Maine State charter School Committee.</p>
<p><b>Governance Board Performance &amp; Stewardship</b></p> <p><i>Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations</i></p>	<p>Yearly Goal One: Board will meet one time per month at a minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes.</p> <p>Yearly Goal Two: 100% of Governing Board agendas and minutes are made available to the public.</p>	<p>Agendas and minutes may be posted on the school's website and/or posted at the school in a public place.</p>
<p><b>Adequacy of Facilities Maintenance in Support of Program</b></p> <p><i>Measure 1: Facility meets State standards</i></p>	<p>Yearly Goal: Facility will meet all applicable state expectations for public schools.</p>	<p>Annual review of maintenance and lease agreement for facility</p> <p>Observation during authorizer visits</p> <p>Facility records, policies, and procedures available on request.</p>
<p><b>Transportation &amp; Food Service</b></p> <p><i>Measure 1: Record of costs and student utilization</i></p>	<p>Yearly Goal: School will provide record of costs and student utilization if applicable.</p>	
<p><b>School Social and Academic Climate</b></p> <p><i>Measure 1: Instances of bullying, harassment, or other abusive practices.</i></p>	<p>Yearly Goal: School will report the number of behavioral incidents using the state and federal reporting requirements.</p> <p>Year 1: Establish baseline.</p> <p>Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	
<p><b>School Social and Academic</b></p>	<p>School will gather and respond to family, student, and staff perceptions of the</p>	

<p><b>Climate</b> Measure 2: Confidential survey of parents, staff, and students.</p>	<p>quality of the school's social and academic climate. Yearly Goal One: Percent of participation in state student climate surveys <b>will be 85%.</b> Yearly Goal Two: Improvement on school created climate survey. Year 1: Baseline climate data will be collected. Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	
<p><b>School Social and Academic Climate</b> Measure 4 3: Student participation in activities.</p>	<p>Percent of students who participate in at least one school sponsored or outside activity. Year 1: Establish baseline Years 2-5: At the end of year one, the school and Commission will establish targets for the remainder of the contract.</p>	
<p><b>Parent and Community Engagement</b> Measure 2 1: Parent Communication</p>	<p>Yearly Goal: 100% of staff, students, and families will utilize the kmail communication and documentation system.</p>	
<p><b>Parent and Community Engagement</b> Measure 4 2: Parent participation in the operation of the school</p>	<p>Yearly Goal: 100% of School Improvement Team and the Parent Advisory Committee meetings will have parent participation. Year 1: Baseline of the number of parents participating will be collected. Years 2-5: At the end of year one, the school and Commission will establish targets to increase parent participation for the remainder of the contract.</p>	
<p><b>Parent and Community Engagement</b> Measure 4 3: Parent participation in their children's education</p>	<p>Yearly Goal One: 100% of families will meet with teachers for Individualized Learning Plans (ILP's) at a minimum of once a year. Yearly Goal Two: 100% of Learning Coaches will log into the Online School (OLS) at a minimum of once a week.</p>	<p>Percent of families who attend ILP meetings. Percent of Learning Coaches who log into the Online School at least once a week.</p>