

# Maine Charter School Commission



## ANNUAL MONITORING REPORT 2019-2020

January 2021

*The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.*

## January 2021

On August 10, 2020, The Maine Charter School Commission (MCSC) Review Team of MCSC staff and consultants, MCSC liaison, and DOE staff completed a virtual “site visit” with school administration and school governing board members. Documents and reports submitted by the school were reviewed by the team prior to the meeting. These documents provided by the school are available from the MCSC office. Information gathered from these documents and other reports were used to determine the extent to which the school has met its contracted performance targets.

In March of 2020, due to the COVID-19 virus, the school year was abruptly interrupted by the need for schools to close their facilities and continue the remainder of the school year via remote instruction. The Maine Charter School Commission realizes that these months were stressful and difficult for students, teachers, and families, and that the learning and assessments completed during this time were likely affected by the situation. The Maine Charter School Commission will take circumstances into consideration when reviewing data and making high-stakes decisions.

Commission Liaison to the School	Nichi Farnham
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
MCSC Consultant	Dr. Joe Mattos
MCSC Consultant	Joe Drago, CPA
DOE Special Services	Roberta Lucas

School’s Mission	The mission of Maine Connections Academy (MCA) is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program in grades 7-12 throughout the state of Maine for students who need an alternative to the traditional classroom.
School’s Vision	The vision of MCA will be to reach students for whom a cutting-edge virtual approach provides the very best pathway to school success through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community to promote academic and emotional success for every learner.

## Section 1: School Information

School Name	Maine Connections Academy
Address	8 Science Park Road, Floor #3, Scarborough, ME 04074

### Governing Board

Board President	Amy Linscott
Board Treasurer	John Larouche
Board Secretary	Bernice Stockley
Board Member	Senator Amy Volk
Board Member	Billy Thompson

### Administrative Team

Principal	Walter Wallace
Dean of Students	Lauren Thompson
Special Education Director	Patricia Kiely

Year Opened	2014
Years in Operation	7
Number of Sending Districts*	<i>Pending</i>
Grades Served	7 - 12
Current Enrollment*	<i>Pending</i>
Students on Waiting List*	180

*\*As of October 1, 2020, certified enrollment date*

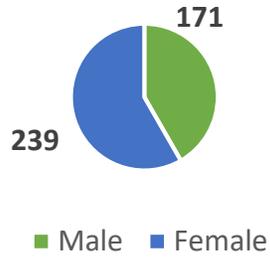
## Section 2: Indicator Summary Table

Indicator	Exceeded	Met	Partially Met	Does Not Meet	Other
<b>Student Academic Proficiency (Page 6)</b>					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
<b>Student Academic Growth (Page 6)</b>					
Target 1				X	
Target 2				X	
Target 3				X	
Target 4				X	
<b>Achievement Gaps (Page 7)</b>					
Target 1					*
Target 2		X			
<b>Student Attendance (Page 8)</b>					
Target 1			X		
Target 2		X			
Target 3		X			
<b>Student Enrollment (Page 8)</b>					
Target 1		X			
Target 2	X				
<b>Post-Secondary Readiness (Page 9)</b>					
Target 1		Waiting on DOE			
Target 2		Waiting on DOE			
Target 3	X				
Target 4	X				
<b>Financial Performance and Stability (Page 9)</b>					
Target 1		X			
Target 2		X			
Target 3		X			
<b>Governance Board Performance and Stewardship (Page 10)</b>					
Target 1		X			
Target 2		X			
<b>Adequacy of Facilities Management (Page 10)</b>					
Target 1		X			
Target 2		X			
<b>School Social and Academic Climate (Page 11)</b>					
Target 1		X			
Target 2			X		
Target 3				X	
Target 4	X				
Target 5		X			

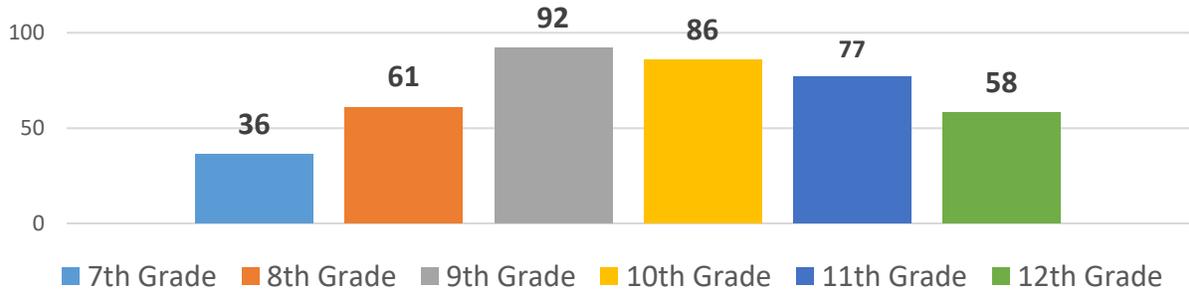
\* Due to COVID-19 and school facility closures, many assessments and evaluations were not given

### Section 3: Demographics 2019-2020

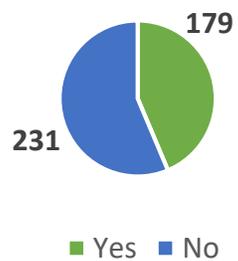
#### Gender Breakdown



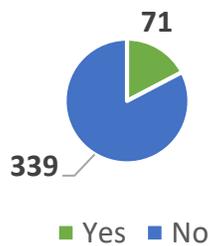
#### Grade Breakdown



#### Economically Disadvantaged



#### Special Education



## Section 4: Student Academic Proficiency

Measure	Target	Results	
Percentage of first year students achieving at least 85% of the state average for the meets and exceeds expectations categories on the MEA in ELA.	First year students will achieve at least 85% of the state average for the meets and exceeds expectations categories on the MEA in ELA.	Due to the COVID-19 pandemic, the Maine Department of Education applied for, and received, waivers that eliminate state assessment requirements for this year.	NA
Percentage of first year students achieving at least 85% of the state average for the meets and exceeds expectations categories on the MEA in math.	First year students will achieve at least 85% of the state average for the meets and exceeds expectations categories on the MEA in math.		NA
Percentage of second or more years students achieving at least 85% of the state average for the meets and exceeds expectations categories on the MEA in ELA.	Students in their second or more years will achieve at least 90% of the state average for the meets and exceeds expectations categories on the MEA in ELA.		NA
Percentage of second or more years students achieving at least 85% of the state average for the meets and exceeds expectations categories on the MEA in math.	Students in their second or more years will achieve at least 90% of the state average for the meets and exceeds expectations categories on the MEA in math.		NA

## Section 5: Student Academic Growth

Measure	Target	Results	
Students will show progress in their learning through growth in their NWEA scores in ELA reading and language from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	61% of students showed progress in their learning through growth in their NWEA RIT scores from fall to spring.	Did Not Meet
Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	61% of students showed progress in their learning through growth in their NWEA RIT scores from fall to spring.	Did Not Meet

Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible <sup>1</sup> students meeting their projected growth on NWEA ELA reading and language by the end of the school year 2022–2023. 2019-20 target = 59%	52% of eligible students met their projected growth on NWEA ELA reading and language.	Did Not Meet
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible students will meet their projected growth on NWEA math by the end of the school year 2022-2023. 2019-20 target = 61%	55% of eligible students met their projected growth on NWEA math.	Did Not Meet

**Section 6: Achievement Gaps**

*Subgroups must have at least ten students to be reportable. Subgroups may not be combined to create a super-subgroup.*

Measure	Target	Results	
Achievement gaps in proficiency between major subgroups on the Maine state assessment	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Due to the COVID-19 pandemic, the Maine Department of Education applied for, and received, waivers that eliminate state assessment requirements for this year.	NA
Achievement gaps in growth between major subgroups on the NWEA	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Data show most subgroups are performing similarly to comparison groups. The percentage of students with IEPs who reached their projected growth target was lower in both ELA and math as compared to students who do not have an IEP.	Met

<sup>1</sup> Eligible is defined as having both a fall and spring score for students in grades k-10

## Section 7: Student Attendance

Measure	Target	Results	
Chronic absenteeism	Schools will have 10% or fewer students classified as chronically absent on the last day of school. (Through March 13, 2020)	11% of students were chronically absent as of March 13, 2020.	Partially Met
Average Daily Attendance	Schools will have an average daily attendance rate in grades pre-k – 8 of 93% or higher. (Through March 13, 2020)	The average daily attendance rate through March 13, 2020 was 95.93%.	Met
Average Daily Attendance	Schools will have an average daily attendance rate in grades 9–12 of 91% or higher. (Through March 13, 2020)	The average daily attendance rate through March 13, 2020 was 94.65%.	Met

Because of COVID-19, the Maine Department of Education collected attendance data through March 16<sup>th</sup>, 2020, not the end of the school year. Maine Connections Academy, being a virtual school, was able to continue mostly uninterrupted through the end of the school year and reported that at the end of the school year only 9.6% of students were chronically absent.

## Section 8: Student Enrollment

Measure	Target	Results	
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on state student count day <sup>2</sup>	87% of eligible students enrolled on the last day of school were the same students who were enrolled on state student count day.	Met
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the next school year.	91% of eligible students enrolled on the last day of school completed an Intent to reenroll form for the next school year	Exceeded Expectation

<sup>2</sup> State student count day is October 1.

## Section 9: Post-Secondary Readiness

Measure	Target	Results	
4-year high school graduation rate (current cohort)	Schools will meet MDOE annual goal: 2020 –87.74%	XX% 4-year graduation rate	*Awaiting DOE Release of Data
5 and 6-year average high school graduation rate (previous 2 years’ cohorts averaged)	Schools will meet MDOE annual goal: 2020 – 89.74%	XX% 5 and 6-year graduation rate	*Awaiting DOE Release of Data
Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each schools’ eligible <sup>3</sup> students will have participated in at least one post-secondary activity such as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, or internship.	100% of students in their graduating year participated in post-secondary readiness opportunities.	Exceeded
Success rate of students participating in post-secondary readiness opportunities	70% of the school’s students <u>who participated in at least one post-secondary activity</u> such as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, or internship will complete it successfully <sup>4</sup> .	100% of students participating in post-secondary readiness opportunities were successful.	Exceeded

While the overall 4-year graduation rate was 61%, the school reported that of students who began their high school career at MCA in grade 9, the 4-year grade rate was 71%.

*\*Once data are released by the DOE and received by the Maine Charter School Commission, an addendum updating Post-Secondary Readiness (Targets 1 and 2) will be issued.*

## Section 10: Financial Performance and Stability

Measure	Target	Results	
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Near-Term Financial Health reviewed by Commission	Met
Sustainability Measures a) Total Margin	School evaluates its Financial Sustainability using the Financial Performance and	Financial Sustainability	Met

<sup>3</sup> Students not excluded via IEP or other individual plan

<sup>4</sup> Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success.

b) Debt to asset ratio	Stability outline provided by the Commission.	reviewed by Commission	
The school has an annual financial audit conducted. Audit and management letter are submitted to the commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.	Audit has no material findings or misstatements	Met

### Section 11: Governance Board Performance and Stewardship

Measure	Target	Results	
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year <sup>5</sup> .	The Governing Board held 9 meetings during the school year.	Met
Public Accountability: Transparent, responsive, and legally compliant Board operation.	Timely <sup>6</sup> publication of Board meeting agenda and minutes upon approval.	Board meeting agendas and minutes were timely published.	Met

### Section 12: Adequacy of Facilities Management

Measure	Target	Results	
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	The school certified that its facility (or facilities) meet all local and state requirements for public school facilities.	Met
Capital Improvement Plan	The school has a current capital improvement plan	The school has a current capital improvement	Met

<sup>5</sup> A school year is July 1 – June 30

<sup>6</sup> Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.

	approved by its governing board.	plan approved by its governing board.	
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### Section 13: School Social and Academic Climate

Measure	Target	Results	
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	The school reported incidents of behavior as required by Maine DOE.	Met
Panorama Survey-Family Participation	40% of families will participate in the Panorama survey.	39% of families participated in the Panorama survey.	Partially Met
Panorama Survey-Student Participation	65% of eligible students will participate in the Panorama survey. <sup>7</sup>	45.8% of eligible students participated in the Panorama survey.	Did Not Meet
Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	88% of teachers/staff participated in the Panorama survey.	Exceeded
Panorama Survey	Annually, the school will review its spring Panorama Education results and develop an action plan for the following school year to address areas for continued improvement. Plan and outcome will be submitted to the Commission in September.	The school reviewed its Panorama Education survey results and developed an action plan to address areas for continued improvement and submitted the plan to the Commission in September 2019 as required.	Met

### Section 14: Site Visit Report

#### Monitoring Site Visit Report

SITE VISIT DATE	August 10, 2020 (via Video Conference)
SCHOOL NAME:	Maine Connections Academy (MCA)
ADDRESS:	8 Science Park Road, Scarborough, Maine 04074
GRADES SERVED:	Grades 7 - 12
ENROLLMENT:	410 (Oct. 1, 2019)
YEAR OPENED:	2014

<sup>7</sup> Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

### Monitoring Site Visit Purpose

The primary purpose of site visits is to inform authorizer decisions, both imminent, such as assessing a school's readiness to open, and longitudinal, when a visit is undertaken mid-term as part of routine monitoring.

The purpose of monitoring visits is to gauge the overall progress a school is making toward the goals outlined in its charter. In most cases, the authorizer will already possess some quantitative data about that progress – test scores, attendance rates, and other annual outcomes, so a monitoring visit can help explain the context behind that data and explore the school's fidelity to its approved program.

Site visits are a mechanism for collecting additional evidence regarding a school's performance against the expectations memorialized in its contract and contribute to the body of data authorizers utilize to ultimately make renewal recommendations. They also provide staff with the opportunity to review and analyze documentation that may be better understood on-site, such as factors impacting attendance, or rates of academic growth across subgroups. Site visits can also provide a basis for authorizer judgment or intervention where there is limited state assessment data yet available.

### Monitoring Site Visit Process

Monitoring Site Visits are based on both the criteria set forth in the school's performance framework and the school's alignment with its mission. The categories in the performance framework are student achievement, academic and support programs, school climate and family engagement, school leadership, governance, and finance.

The following individuals participated in the August 10, 2020, monitoring visit:

- Bob Kautz, Executive Director, Maine Charter School Commission
- Gina Post, Director of Program Management, Maine School Charter Commission
- Joe Drago, Consultant, Maine Charter School Commission
- Dr. Roberta Lucas, MDOE, Special Services
- Amy Allen, Support Coordinator, Maine Charter School Commission
- Dr. Joseph Mattos, Consultant, Maine Charter School Commission

The monitoring site visit was conducted via a video conference. Team members used the MCSC Monitoring Site Visit Manual to plan and conduct the visit. Prior to the site visit, team members reviewed documents and other information related to the school's mission and performance framework.

Key documents and other information reviewed by the team prior to and at the time of visiting included:

- School calendar
- Current enrollment and demographics
- Staff roster
- Current organizational chart
- Board meeting minutes
- Board member meeting attendance
- School's strategic plan [AS APPLICABLE]
- Current Education Service Provider contract [AS APPLICABLE]
- Professional Development calendar and agendas [AS APPLICABLE]

- Staff evaluation tool
- Administrator evaluation tool used by governing board
- Panorama school climate survey results
- School's self-assessment
- Previous year's monitoring report [AS APPLICABLE]
- School's performance framework
- Copies of current recruitment materials
- Student enrollment application

Meetings were held with school leadership and governance via video conferencing. A standard set of questions, as per MCSC manual, as well as school specific questions were discussed during the visit.

Group interviews held by the team included:

- Maine Connections Academy Leadership Team
  - Walter Wallace, Head of School
  - Joy Kiely, Special Education Coordinator
  - Lauren Thompson, Dean of Students
  - Amy Trunnell, Finance Officer
- Maine Connections Academy Governing Board:
  - Amy Linscott, Board Chairperson
  - Bernice Stockley, Board Member

## Monitoring Site Visit Findings

### A. Mission Alignment

- School Leadership and Board members were aligned in their understanding of Maine Connections Academy's Mission and how their efforts were focused on achieving specific mission outcomes. Specifically, they believed MCA provided students with "individualized and personalized" instruction, while utilizing an exceptional virtual learning platform. MCA leaders also stated their mission and work are focused on "exceeding the highest performance standards". A few areas of concern which MCA is addressing include chronic absenteeism, students' performance in math, and graduation rates.

### B. Student Achievement

- Although MEA testing was suspended in the spring of 2020, MCA did provide some information on student performance.
  - MCA graduation rate has increased from 58% to 61% but is still below the state's graduation rate of 88%.
  - The Chronic Absenteeism rate for '19-'20 school year is expected to be 10-11%, which is significantly lower than previous year of 37%.
  - Although no specific NWEA data was provided, the Head of School stated that students were meeting growth targets in all areas. February NWEA data showed that students ELA scores were higher, but student Math scores were significantly lower.
  - An ongoing area of concern is the status of students who arrive at MCA "credit deficient" and how to provide them with support in accelerating learning and keeping them on track for graduation. Efforts are being made in tracking these students' performance and in targeting specific support for them.

### C. Academic Support Programs

- Several programs and resources have been put in place to support student learning. These include:
  - The creation of an Attendance Coordinator position whose responsibilities are to work with students and the families for increasing students' daily attendance.
  - Two RTI instructors (ELA and Math Interventionists) work with teachers and students to identify and address areas of low student performance.
  - A Teacher Advisory program which provides students with a daily check-in with a teacher who works with them on their individual needs. Supplemental RTI instruction and support is provided in the classroom.
  - The MCA school schedule has established specific blocks of time for interventions and support.
  - The Maine Department of Education Office of Special Services audits every district on a 4-year rotation to ensure that public schools are providing a Free Appropriate Education to children with disabilities and appropriate programming based on each child's individualized need. MCA's audit four years ago revealed minimal concerns with only seven findings that needed to be addressed. MCA's special education director was able to close these findings within the allotted time frame. Since the last audit, the special education director has reached out to the Office of Special Services which questions specific programming for a specific student or for ongoing professional development offered by the department of Special Services. The Review Team Special Services representative reports that the special education director has a strong commitment to the work at MCA and to the students with an IEP who attend MCA. Given the results of the last audit there are no concerns that MCA will not fare as well as it has in the last audit.

### D. School Climate and Family Engagement

- The Panorama Survey was administered in '19 -'20 school year. Highlights of MCA's results are as follows:
  - MCA had extremely high ratings (99<sup>th</sup> % national percentile (NP)) in "School Safety" and "School Climate" as rated by Students and Family.
  - Students also had very favorable ratings in "Rigorous Expectations" (80% NP) and "Student-Teacher Relationships" (99% NP).
  - High favorable ratings were given by teachers in the areas of "Staff-Family Relationships" (90% NP) and in "Feedback and Coaching" (75% NP).
  - Favorable ratings for "Grit" by students was 35% NP and 30% NP for Families
  - The area of "Family Engagement" as rated by Families was only 10% NP.

### E. School Leadership

- The Head of School (HOS) shared with the Team specific challenges he had faced at MCA during his first year, as well as insights he had gained from his first year as Head of School. He believes in an inclusive work environment, one which gives teachers voice in decision making, which will hopefully grow trust at MCA. He also stated that trust in his leadership will hopefully grow as people get to know him and as he demonstrates his integrity e.g. doing what he says he is going to do.
- The HOS explained that he has spent a significant amount of time trying to support teachers in the classroom with needed resources and feedback. Both Lauren and Joy work with him to meet with teachers on a bi-weekly basis to coach, communicate and

support teachers. Mid-year evaluations were completed with targeted follow-up feedback.

- In addition to regular meetings with teachers, teachers are provided with ongoing trainings and professional development, which are provided during eight days at the beginning of the school year, as well as on every Wednesday throughout the school year. NWEA training for teachers has been a focus for instructional improvement.
- The Head of School was formally evaluated during the '19 -'20 school year by the MCA Board and with input from the Pearson Program Director assigned to MCA. As part of this evaluation process, a survey was completed by teachers, families and students in order to provide helpful information about the performance of the HOS and in setting goals for his improvement. There was some confusion in understanding who was directing the HOS evaluation process (MCA Board or Pearson) and what specific criteria was used for the evaluation. Following the visit MCA was asked to provide some information that would clarify in more specific detail MCA's evaluation process for its HOS. Follow-up information confirmed that the process used to evaluate the Head of School was directed by the MCA Board using criteria and processes previously established by the MCA Board. Additional performance evaluation info was solicited from Pearson's Partner School Leadership Lead and that the HOS completed a self-evaluation
- During conversations with the MCA Leadership Team, the MCA Team described the system for delivering aligned curriculum, instruction and assessment, and for determining if students are meeting standards for graduation. The system that was described was more of a "Standards-Referenced System" than a "Standards-Based System, which is required by the Maine Charter Commission. Again, following the visit a request for further clarification about the type of system being used to document that students have achieved proficiency in meeting state and local standards. Follow-up information confirmed that MCA courses were based on Maine Learning Result standards, and that a passing grade is earned by students meeting or exceeding a percentage of the standards. This system reflects a standards-referenced system for curriculum, instruction and assessment.

#### F. Governance

- MCA Board members seemed pleased with the head of school's performance as HOS. Specifically, they praised his work to promote "professional collaboration" with staff, his efforts to promote using NWEA data to improve student performance, and his efforts to communicate information to MCA staff and Board members in a timely and regular manner. Board members also stated that the HOS is "very open about sharing information and being available to answer questions."
- The MCA Board is comprised of five members. They believe the current Board is comprised of individuals with diverse backgrounds and experience, which help them in making informed decisions. However, they did state that they should probably increase the number of Board members, especially with individuals who have educational backgrounds and knowledge of CTE programs.
- In respect to strategic planning, Amy explained that the MCA Board did some strategic planning 3-4 years ago. In Late August/September 2019, the Board met again for a strategic planning session. The Board reviews the strategic planning document during Board meetings. No specific areas of MCA's strategic plan were discussed. Amy stated that MCA will post the Strategic Plan on the school's website if requested.

## G. Finance

- Several topics related to MCA finances were discussed with MCA’s Leadership Team and Board members. These topics included:
  - Process for creating MCA budget - Ensuring that school leaders have appropriate input in the budgeting process in order to meet school, staff, and students’ needs.
  - Conflict of Interest Policy – Ensuring that all Board members have signed off on this policy.
  - Ensuring that internal control processes and safeguards are in place.
  - Current contract terms between MCA and Pearson for school services.
  - Contracted services that might be handled by the school directly.
  - Impact on MCA budget if state subsidy was reduced by 10% in FY 21.
- Based on the discussion, MCSC team members recommended the following:
  - Importance of continuing to regularly review/renegotiate Pearson contract regarding pricing and service delivery, and services that might be better delivered by MCA. Consider stopping services that are seldom used/low value.
  - Develop and refine MCA operational metrics with financial elements such as per student expense and students per teacher to inform MCA about how resources are being spent. Consider metrics around program and staff support spending and performance trends. Set and track goals/limits on overhead.
  - Consider board allocations of a portion of Net Assets to ensure that MCA can cover unforeseen expenses and still afford the cash flow impact of growth.

## Section 15: Mission and Vision Implementation Evidence and Results

*(See Page 2 for School’s Mission and Vision)*

MCA reported that its “mission and vision can be boiled down to individual instruction and care.” The school has established an advisory model that it tries to improve each year. The school believes this advisory model can help students and families feel connected to their school, and is an excellent way to make sure students are achieving and are well. The school provides small group instruction and individual student lessons and meetings to personalize education.

The school also reported that its “vision that students can learn in a virtual environment was proven this year when all students were involved with some sort of remote learning.” The school’s leader said in an end of year report, “although with some new challenges, were much better equipped to continue learning during the remote learning months” of the COVID-19 pandemic.

## Section 16: Commendations and Considerations

### Commendations

- School leadership and Governing Board are aligned in their understanding of the school’s mission and mission outcomes.
- MCA had positive ratings in the results of the Panorama Survey of students. Families and staff, especially in areas such as school climate, student-teacher relationships, rigorous expectations, staff family relationships, and feedback and coaching. Stronger participation will yield more reliable results.

- MCA has added several programs and resources to support improved student learning and student attendance.
- The school received a Third-Party Evaluation that was based upon surveys and interviews with staff, students, parents, and governing board. The report was very positive. The governing board will benefit from reviewing this and using it to affirm and improve the school's programs and results.

#### Considerations

- In the [Plimpton Graduate Study report](#), there are several areas for improvement that are referenced. These include career readiness, graduation rates, college readiness, support and guidance after graduation and mastery of the curricular areas as measured by proficiency. MCA should include these in its improvement initiatives.
- The MCSC requires that the school have a standards-based learning program. MCA needs to begin the transition from a standards-referenced system for curriculum, instruction and assessment to that which is standards-based.
- MCA should continue its efforts to improve its 4-year and 5 and 6-year graduation rates.
- The governing board has expressed an interest in expanding its numbers with individuals who have an educational background and CTE programs, this would be valuable to the school.
- The governing board is encouraged to continue a regular review of its contract with its ESP to determine the value of services and their delivery.
- Because the school did not provide data related to closing achievement gaps among subgroups, an Intervention will be issued to the school along with this report.