

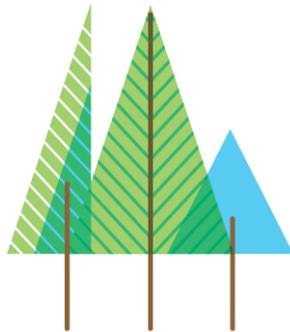


VISION

MAINE CHARTER SCHOOL
COMMISSION

All of Maine's children will have access to a vibrant ecosystem of diverse schools so that all of them can become happy, healthy and thriving citizens

ANNUAL MONITORING REPORT 2021-22 November 2022



MAINE
VIRTUAL ACADEMY

6 East Chestnut Street, Suite 230, Augusta, ME 04330

MISSION

Maine Virtual Academy's (MeVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.

VISION

MeVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MeVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

GOVERNING BOARD

Donna Pelletier, Board President
Peter Mills, Board Secretary
Nicholas Gannon, Treasurer

Amy Carlisle
Tina Meserve
Stacey Blanchard

LEADERSHIP TEAM

Dr. Melinda Browne, CEO/Head of School
Stephanie Emery, Program Manager of Operations
Jillian Dearborn, HR/Business Manager

Donald Fournier, Academic Administrator
Christina O'Grady, Curriculum Coordinator
Lena Vitagliano, Special Education Administrator

SCHOOL PROFILE

School Year Opened	Years in Operation	Grades served
2015-16	8	7 – 12
Number of Sending Districts*	Current Enrollment*	Students on Waiting List*
*(as of October 2022, Certified Student Enrollment Date)	*(as of October 2022, Certified Student Enrollment Date)	57 (as of October 2022, Certified Student Enrollment Date)

School Year 2021 – 2022 Demographic Table

Grade Level Enrollment		
7	38	8.7%
8	44	10.1%
9	67	15.3%
10	94	21.5%
11	98	22.4%
12	96	22%
Gender		
Female	231	52.9%
Male	206	47.1%
Race/Ethnicity		
White	380	87%
American Indian/Alaska Native	6	1.4%
Black or African American	4	0.9%
Latino/Hispanic	24	5.5%
Two or more races	21	4.8%
Asian/Pacific Islander	2	0.4%
Special Education		
Students with IEPs	75	17.2%
General education students	362	82.8%
Economically Disadvantaged		
Yes	238	54.5%
No	199	45.5%

Executive Summary

The Maine Charter School Commission is the Authorizer of 10 charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet. The charter districts are evaluated and reported on annually as required by law.

District data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

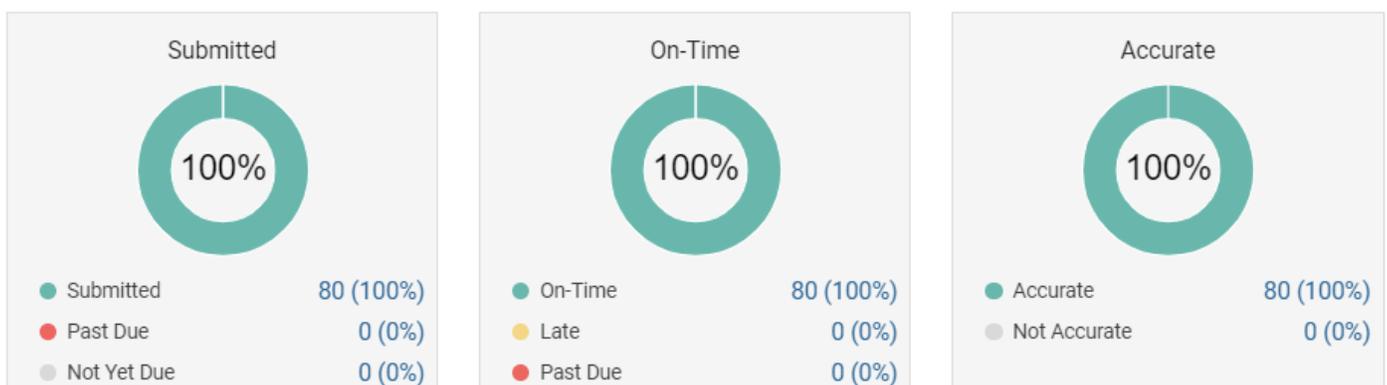
The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [here](#). Maine Virtual Academy was not on cycle to have a Site Visit at the end of the 2021-22 school year. Charter districts that are scheduled for "Document Review Only" are required to submit the same documentation as schools that will 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:

- 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

In 2021-2022, Maine Virtual Academy continued to have success with student attendance, student enrollment throughout the school year, student re-enrollment from one year to the next, and student participation in post-secondary readiness activities.

As mentioned above, document review 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 district's report and data submission completion throughout the 2021-2022 school year.



As a result of the 2020-2021 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH

- Given the impact of the pandemic on academic growth, Maine Virtual Academy should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.

Exceeded Expectation	Met Expectation	Partially Met Expectation	Did Not Meet Expectation
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PERFORMANCE INDICATOR SUMMARY TABLE		
INDICATOR	DETAILS	PERFORMANCE
Academic Proficiency		
Proficiency on state assessment in reading	The school will collect baseline data on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed.	Met Expectation <i>Reported as required</i>
Proficiency on state assessment in math	The school will collect baseline data on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed.	Met Expectation <i>Reported as required</i>
Academic Growth		
ELA MAP Growth	Students will show growth on ELA MAP RIT scores from fall to spring of each school year	Did Not Meet Expectation 49%
Math MAP Growth	Students will show growth on Math MAP RIT scores from fall to spring of each school year	Did Not Meet Expectation 65%
Growth on MAP ¹ ELA assessment	70% of eligible ² students meet projected growth on MAP ELA reading.	Partially Met Expectation 42%
Growth on MAP Math assessment	70% of eligible ³ students meet projected growth on MAP math.	Partially Met Expectation 57%
Growth on MAP ⁴ ELA assessment	70% of eligible ⁵ students meet projected growth on MAP ELA language.	Partially Met Expectation 49%
Achievement Gaps		
Achievement gaps in proficiency between major subgroups on the Maine State Assessments.	School provides evidence of closing identified achievement gaps on major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met Expectation <i>Some subgroups are not performing similarly to comparison groups: students with a 504 plan met projected RIT at a rate lower than the comparison group in both ELA and math.</i>

¹ MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

² Eligible is defined as having both a fall and spring score for students in grades K-11.

³ Eligible is defined as having both a fall and spring score for students in grades K-10.

* Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a "super-subgroup."

⁴ MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

⁵ Eligible is defined as having both a fall and spring score for students in grades K-11.

Achievement gaps in growth between major subgroups on MAP	School provides evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met Expectation <i>Some subgroups are not performing similarly to comparison groups: students with a 504 plan met projected RIT at a rate lower than the comparison group in both ELA and math</i>
Student Attendance		
Chronic absenteeism rate	10% or fewer students classified as chronically absent on the last day of school ⁶	Pending MDOE
Average Daily Attendance Rate	Average daily attendance rate in grades PreK-8 of 93% or higher	Exceeded Expectation 97%
Average Daily Attendance Rate	Average daily attendance rate in grades 9-12 of 91% or higher	Exceeded Expectation 96%
Student Enrollment		
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 ⁷ .	Exceeded Expectation 90%
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the <u>last day</u> of school will have completed an Intent to Reenroll form for the next year.	Exceeded Expectation 90%
Post-Secondary Readiness		
4-year high school graduation rate (current cohort)	Meet Maine DOE annual goals: 2020 – 87.74%	Pending MDOE
5 and 6-year average high school graduation rate (previous 2 years' cohorts averaged)	Meet Maine DOE annual goals: 2020 – 89.74%	Pending MDOE
Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each school's eligible ⁸ students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship.	Exceeded Expectation 100%
Success rate of students participating in post-secondary readiness	70% of the school's students <u>who participated in at least one post-secondary activity</u> such as (and not limited to) college course, Advanced Placement course, certification program, or internship will complete it successfully ⁹ .	Exceeded Expectation 100%
Financial Performance and Stability		
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.	Pending Audit
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	Pending Audit

⁶ Chronically absent is defined as missing 10% or more of school days.

⁷ State Student Count Day is October 1.

⁸ Students not excluded via IEP or other individual plan

⁹ Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success.

The school has an annual financial audit conducted. Audit and management letters 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.	Pending Audit
Board Governance and Stewardship		
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year ¹⁰ .	Exceeded Expectation 12 meetings Held
	Timely ¹¹ publication of Board meeting agenda and minutes upon approval.	Met Expectation <i>All minutes and agendas posted timely</i>
Facilities Management		
Meet Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities.	Met Expectation <i>Certified as required</i>
Capital Improvement Plan	The school has a current Capital Improvement Plan approved by its governing board.	Met Expectation <i>Current Capital Improvement Plan approved by board</i>
School culture and climate		
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Met Expectation <i>Reported as required</i>
Panorama Survey-Family Participation	40% of families will participate in the Panorama survey.	Met Expectation 41%
Panorama Survey-Student Participation	65% of eligible students will participate in the Panorama survey ¹² .	Met Expectation 70%
Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	Exceeded Expectation 100%
Panorama Survey	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Even though not required for the 2021-22 school year, the school developed an action plan.

Reports will be updated once pending data is received.

¹⁰ A school year is July 1 – June 30

¹¹ Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.

¹² Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

Site Visit Report

Maine Virtual Academy was not on cycle for a site visit at the end of the 2021-22 school year; therefore, no report was generated.



MISSION

The mission of the Maine Charter School Commission is to authorize, monitor and develop unique public charter schools that provide a dynamic, superlative education for every student