

2023-24 Annual Monitoring Report

*Prepared for
Maine Connections Academy*

November 2024





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.

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.

Governing Board

Billy Thompson, President/Secretary	Jennifer Cummings, Treasurer
Ellen McBride	Connie Ronco
Jana Lapoint	

Leadership Team

Walter Wallace, School Leader	Lauren Thompson, Principal
Joy Kiely, SPED Director	Amy Trunnell, Chief Financial Officer

School Profile

Year Opened	2014-15
Years in Operation	11
Grades Served	7-12
Number of Sending Districts	113
Enrollment*	501* (not certified)
Students on Waiting List*	263*

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

School Year 2023-24 Demographic Table

Grade Level Enrollment		
7th Grade	49	10%
8th Grade	78	15%
9th Grade	72	14%
10th Grade	87	17%
11th Grade	107	21%
12th Grade	117	23%
Gender		
Male	205	40%
Female	305	60%
Race/Ethnicity		
Asian	1	<1%
Black or African American	2	<1%
Hispanic/Latino	18	3%
Two or More Races	25	5%
White	464	91%
Special Education		
Students with IEPs	106	21%
General Education Students	404	79%
Economically Disadvantaged		
Yes	206	40%
No	304	60%

EXECUTIVE SUMMARY

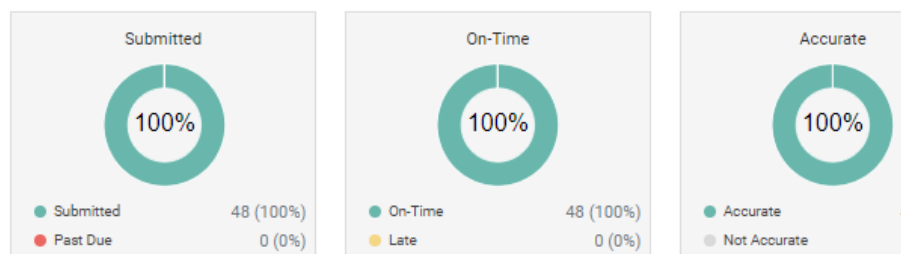
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 Connections Academy 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:

• School Calendar	• School Leader Evaluation Tool
• Current enrollment and demographics	• Staff Roster
• Current organizational chart	• Panorama school climate survey results
• Board Meeting Minutes	• School's self-assessment
• Board member meeting attendance	• Previous year's monitoring report [as applicable]
• School's strategic plan [as applicable]	• School's reported performance framework results
• ESP Contract and/or other important MOUs	• Copies of current recruitment materials
• Professional Development Calendar	• Student enrollment application

Documentation 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 districts' report and data submission completion throughout the 2023-24 school year:



NARRATIVE

Maine Connections Academy (MCA) is Maine's first full-time, virtual public charter school offering a rigorous academic program to students in grades 7-12. MCA was founded during the 2014-15 school year and graduated its tenth 12th grade class in June 2024. The school has an enrollment of 500 students - 30% middle school students and 70% high school students - attracting students from Kittery to Fort Kent with a variety of unique talents, strengths, and needs.

The MCA governing board, leadership, students, parents, staff, and teachers work collaboratively to ensure that all students experience a positive, caring, and personalized learning environment through which they can maximize their potential and meet the highest performance standards.

MCA implements a uniquely individualized learning program for each student in a way that most districts cannot offer in the traditional educational model and combines the best in virtual education with "real connections" among students, families, teachers, and the community to promote academic and emotional success for every learner.

By providing opportunities for students to attain their educational goals, MCA helps to increase the number of students in Maine who have a "strong academic foundation and a love of learning". MCA serves students who desire a personalized, flexible education - even for a brief period - due to academic or non-academic needs with various needs including:

- Students who are in rural communities and lack access to traditional public school options;
- Students who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social issues who may particularly benefit from personalized instruction;
- Students pursuing artistic or athletic careers or career development opportunities that require a flexible schedule;
- Students who are homebound due to illness, physical or social/emotional disability;
- Students with special learning needs; and
- Students with family livelihood responsibilities. The students attend to tasks - e.g., harvest and work in the fishing industry - while attending a school with a flexible education plan.

MCA supports students throughout the state, including those living in rural geographies, by hosting field trips and family events in their areas and offers students anywhere in the state hundreds of courses, dozens of clubs and activities, and access to resources that will help prepare them for the global economy they will be living and working in as adults. The personalized approach at MCA helps Maine students develop critical skills, including critical thinking, problem solving, and collaborating with people in their community and across the globe.

The program of instruction for students in grades 7 and 8 is “individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success”. The “high-quality” curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to print resources, the curriculum features technology-based content from leading providers. MCA continues with the best practices of LiveLesson sessions which provide for “real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing, allowing teachers and students to interact with one another in real time in a virtual classroom”. Students “sharpen” their language arts, math, and critical thinking skills through a blend of online and offline work and “deepen their understanding” of history and science through “exciting electives”. They can join clubs that “enrich them in innovative ways”. Some examples are an esports team, the cooking club, and publishing art. Advanced students can earn high school credits early.

The online high school program is “fine-tuned to launch each student into a successful future”. MCA is committed to helping all students prepare for bright futures after high school. MCA provides a “balanced, challenging high school experience focused on students pursuing paths that lead to success” whether via college or immediate career choice. They offer credit recovery in addition to dual enrollment through the University of Maine and Maine Community College systems and can elect to participate in local Career and Technical Education programs. Each student's “personalized path” is monitored along the way by the student, parents/guardians, teachers, and school counselor. The high school program includes “substantial teacher-directed instruction” through synchronous and asynchronous e-learning tools. The high school curriculum integrates digital and/or print versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, novels, and practice work.

MCA graduates have been accepted at over 50 colleges and universities across the country.

MCA and the governing board do not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation and **has had no reports of bullying, harassment, or intimidation.**

Student attendance is monitored and addressed weekly. The school has increased monitoring, oversight, and meetings to address attendance concerns.

Teachers are often in the community for field trips, state assessments, information sessions, and other school events. Field trips are focused on college and career readiness for secondary students via trips to local universities and colleges, local businesses, and college and career fairs. MCA provides school-based clubs that meet face-to-face and virtually. In addition, through Connections Academy, students are offered access to more than 30 academic clubs and activities through which they can explore interests beyond the classroom, develop leadership skills,

and make friends within their school and with students from other Connections Academy schools.

Family involvement is key to MCA's program. Families are encouraged to participate in back-to-school, on-going, and end-of-the-year events and activities such as picnics and academic summits and educational field trips offered throughout the year. These activities and events are organized through stipended engagement positions. In addition to their own personal login and password to Pearson Online Classroom and access to up-to-the-minute data on their child's education, parents have multiple opportunities to shape the overall school experience. They can volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities among MCA families who live nearby. Parents are asked for input through face-to-face meetings with school staff and are always welcome to visit the local office to connect with staff.

The National Honor Society coordinates community service projects, such as raising money via bottle drives that are donated to charities such as the Ronald McDonald house.

MCA leases permanent space for administrative and teaching staff and is the main teaching/learning center where administrative and teaching staff work. The teaching/learning center includes at least one conference room which is used for IEP conferences and other special education-related activities. It hosts parent-teacher conferences and an annual open house. The school sets up in-person, proctored locations for state testing throughout the state based on geographic location of the student population.

The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood are special orientation sessions and state standardized testing. MCA provides transportation for required activities and state testing when a student does not have transportation necessary to go to the proctored location.

MCA staff refers families who qualify for free or reduced-price meals to local social service agencies for food assistance upon request.

Pearson Virtual Schools (d/b/a Connections Academy) is a "critical partner in achieving the school's mission, with strong oversight by the Governing Board, to empower children with knowledge, skills, and character traits to be successful in their education through an engaging, personalized learning experience at the full-time virtual school". Connections Academy facilitated strategic planning for the MCA governing board in 2023 to update its long-term strategic plan. Connections will help review the strategic plan in the fall of 2024.

Student Achievement

MCA requested, and was granted, a waiver from the Commission to not administer the NWEA MAP. Academic assessment results show that MCA students are proficient in both reading and math, but not meeting growth targets.

The Maine Through Year assessment measures student academic proficiency and MCA students are **exceeding** expectations in reading - with all grade levels outperforming their peers. MCA students are **approaching** framework expectations in math.

Subgroup performance in reading is one of the school's strengths. In all grade levels, subgroups are **exceeding** expectations, the exception being female students who are **meeting**. Overall, subgroups are **approaching** math expectations with male students and economically disadvantaged students **meeting** expectations. High school students with an IEP are exceeding expectations and outperforming their peers by over 10%.

MCA students are **not meeting** growth targets in reading or math and subgroup performance is low. The Commission will require the school to administer the NWEA MAP assessment beginning in the Fall of 2024 as growth data gleaned from the Maine Through-Year Assessment appears unreliable.

4-year high school graduation continues to be a strength with nearly 92% of seniors receiving their high school diploma. This **exceeds** expectations on the framework and the Maine Department of Education's annual goal of 87%. This is the first year that the Commission has measured 5-and-6-year high school completion and MCA is **exceeding** expectations with nearly 91% of 5th year students receiving a diploma. 74% of 6th year students completed their high school education.

MCA uses the Accuplacer to assess college readiness and reports that 86% of its students have met the college readiness indicators in both reading and math - **exceeding** expectations on the framework. Overall, results show that subgroups are college ready - **meeting** framework expectations. Results for female students and students with a 504 Plan are **exceeding** performance expectations.

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

Chronic absenteeism continues to be a strength for the school, consistently **meeting** performance framework expectations.

School Climate and Family Engagement

Maine's public charter schools are required to administer the Panorama School Climate survey annually to parents/families, students, teachers, and staff. Results from the surveys are compared to like-schools nationally and MCA consistently **exceeds** expectations in all categories, across all stakeholder groups – this year being no exception. 100% of MCA staff and teachers participate, and participation rates for families and students meet or exceed the Commission's requirements.

MCA shares the survey results with the entire faculty and sets annual goals for continued improvement.

Organizational Sustainability

The MCA governing board is made up of 5 members who “maintain a commitment to excellence in curriculum, instruction, accountability and communication”. Board members are parents, educators, and business and community leaders who are committed to providing an innovative virtual charter school for students in Maine.

The board meets on a regular basis, holding 10 monthly meetings in SY2023-24. Meeting agendas and approved minutes thoroughly capture the discussions and decisions and most are posted within the timeframe expected.

Throughout the school year, schools are required to submit reports and other data using the Epicenter platform and MCA staff ensure that all reports are posted on time.

Board members are required to engage in a baseline of annual training and development. MCA board members failed to complete the required training requirements with only 10 of the 14 (or 71%) completed. We encourage the MCA board to prioritize training and professional development in the upcoming school year.

Financial Management and Viability

MCA **exceeds** financial expectations and earns a clean audit year after year. MCA excels at grant management, staying up to date with application, performance reports, and invoicing.

School Mission and Student Persistence

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

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.	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
		Grade 7 72% of MCA 7th graders are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Meeting Expectations)	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
		Grade 8 71% of MCA 8th graders are “at or above state expectations” in Reading compared to 64% state-wide per the Acacia platform (Exceeding Expectations)	Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		High School 78% of MCA high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform (Exceeding Expectations)	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.	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
		Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	
		Grade 7 26% of MCA 7th graders are “at or above state expectations” in Math compared to 38% state-wide per the Acacia platform. (Approaching Expectations)	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
		Grade 8 22% of MCA 8th graders are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform. (Not Meeting Expectations)	Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		High School 35% of MCA high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Approaching Expectations)	Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, Reading	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”

		<p>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>Grade 7</p> <ul style="list-style-type: none"> • 77% of Male students are “at or above state expectations” in Reading compared to 63% state-wide per the Acacia platform (Exceeding Expectations) • 68% of Female students are “at or above state expectations” in Reading compared to 72% state-wide per the Acacia platform (Meeting Expectations) • 64% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform (Exceeding Expectations) • 40% of Students with IEPs are “at or above state expectations” in Reading compared to 33% state-wide per the Acacia platform (Exceeding Expectations) 	<p>Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”</p>
		<p>Grade 8</p> <ul style="list-style-type: none"> • 67% of Male students are “at or above state expectations” in Reading compared to 58% state-wide per the Acacia platform (Exceeding Expectations) • 74% of Female students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform (Exceeding Expectations) • 56% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 51% state-wide per the Acacia platform (Exceeding Expectations) • 50% of Students with IEPs are “at or above state expectations” in Reading compared to 31% state-wide per the Acacia platform (Meeting Expectations) 	<p>Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”</p>
		<p>High School</p> <ul style="list-style-type: none"> • 77% of Male students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform (Exceeding Expectations) • 80% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations) • 75% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Exceeding Expectations) • 46% of Students with IEPs are “at or above state expectations” in Reading compared to 31% state-wide per the Acacia platform (Exceeding Expectations) 	<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	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	<p>Exceeding Expectations ≥5% of state average of schools “at or above state expectation”</p>

		include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender *To be reported, subgroups must have at least 10 students .	
		Grade 7 <ul style="list-style-type: none"> 36% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform (Meeting Expectations) 20% of Female students are “at or above state expectations” in Math compared to 35% state-wide per the Acacia platform (Approaching Expectations) 27% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 24% state-wide per the Acacia platform (Meeting Expectations) 20% of Students with IEPs are “at or above state expectations” in Math compared to 45% state-wide per the Acacia platform (Not Meeting Expectations) 	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
		Grade 8 <ul style="list-style-type: none"> 27% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform (Approaching Expectations) 19% of Female students are “at or above state expectations” in Math compared to 37% state-wide per the Acacia platform (Not Meeting Expectations) 10% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 25% state-wide per the Acacia platform (Approaching Expectations) 0% of Students with IEPs are “at or above state expectations” in Math compared to 10% state-wide per the Acacia platform (Approaching Expectations) 	Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		High School <ul style="list-style-type: none"> 41% of Male students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Meeting Expectations) 29% of Female students are “at or above state expectations” in Math compared to 44% state-wide per the Acacia platform (Approaching Expectations) 28% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform (Meeting Expectations) 23% of Students with IEPs are “at or above state expectations” in Math compared to 11% state-wide per the Acacia platform (Exceeding Expectations) 	Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible¹ students meeting their projected growth on NWEA MAP reading. Participation under 85% may result in an investigation from MCSC to determine potential interventions.</p> <p>Outcomes are based on Maine Through Year Assessment Data.</p>	Exceeding Expectations Exceeds 55%
		Grade 7 MCA reports that 18% of eligible students are meeting their projected growth in Reading. (Not Meeting Expectations)	Meeting Expectations Between 45%-54.9%

¹ Eligible is defined as having both a fall and spring score.

			Approaching Expectations Between 35%-44.9%
		Grade 8 <i>MCA reports that 33% of eligible students are meeting their projected growth in Reading. (Not Meeting Expectations)</i>	Not Meeting Expectations Below 35%
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i> <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i>	Data Not Available; the Maine Through Year Assessment does not assess language.
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i> Outcomes are based on Maine Through Year Assessment Data.	Exceeding Expectations Exceeds 55%
			Meeting Expectations Between 45%-54.9%
		Grade 7 <i>MCA reports that 16% of eligible students are meeting their projected growth in Math. (Not Meeting Expectations)</i>	Approaching Expectations Between 35%-44.9%
		Grade 8 <i>MCA reports that 32% of eligible students are meeting their projected growth in Reading. (Not Meeting Expectations)</i>	Not Meeting Expectations Below 35%
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading . <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i> <i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i> Outcomes are based on Maine Through Year Assessment Data.	Exceeding Expectations Exceeds 55%
		Grade 7 <i>School-reported subgroup data is as follows:</i>	Meeting Expectations Between 45%-54.9%

		<ul style="list-style-type: none"> Students with IEPs - 18% (Not Meeting Expectations) Male - 29% (Not Meeting Expectations) Female 14% (Not Meeting Expectations) Economically Disadvantaged 27% (Not Meeting Expectations) 	Approaching Expectations Between 35%-44.9%
		<p>Grade 8 School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> Students with IEPs - 20% (Not Meeting Expectations) Male - 23% (Not Meeting Expectations) Female 40% (Approaching Expectations) Economically Disadvantaged 33% (Not Meeting Expectations) 	Not Meeting Expectations Below 35%
1.4b	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <u>language</u>.</p> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*To be reported, subgroups must have at least 10 students or 5% of the student population.</p>	Data Not Available; the Maine Through Year Assessment does not assess language.
1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <u>math</u>.</p> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p>*To be reported, subgroups must have at least 10 students or 5% of the student population.</p> <p>Outcomes are based on Maine Through Year Assessment Data</p>	Exceeding Expectations Exceeds 55%
		<p>Grade 7 School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> Students with IEPs - 18% (Not Meeting Expectations) Male - 29% (Not Meeting Expectations) Female 7% (Not Meeting Expectations) Economically Disadvantaged 9% (Not Meeting Expectations) 	Meeting Expectations Between 45%-54.9%
		<p>Grade 8 School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> Students with IEPs - 20% (Not Meeting Expectations) Male - 33% (Not Meeting Expectations) Female 26% (Not Meeting Expectations) Economically Disadvantaged 23% (Not Meeting Expectations) 	Approaching Expectations Between 35%-44.49%
			Not Meeting Expectations Below 35%

1.5	4 Year High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:</p> <p>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>MCA's state-reported 4-year graduation rate is 91.27%.</p> <p>Meeting Expectations Meets annual target</p> <p>Approaching Expectations Less than 5% below target</p> <p>Not Meeting Expectations 5% or more below target</p>
1.5a.	5 and 6-Year High School Completion	<p>5 year high school graduation rate</p> <p>Schools will meet annual goals*:</p> <p>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>MCA's state-reported 5-year graduation rate is 90.57% (exceeding expectations) and 6-year graduation rate is 74.16% (not meeting expectations).</p>	<p>Exceeding Expectations Exceeds 90%</p> <p>MCA's state-reported 5-year graduation rate is 90.57%.</p> <p>Meeting Expectations Meets annual target</p> <p>Approaching Expectations Less than 5% below target</p> <p>Not Meeting Expectations 5% or more below target</p>
1.6a	Post Secondary Readiness	<p>School will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or • <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or • <u>ASVAB score</u> of 31 or higher <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>MCA reports that 86% of students have scored 239 or above in reading and 87% of students have scored 226 or above in math 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	Student subgroups* will meet goal of 75%-85% students meeting one of the following by the end of 12th grade: <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	Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math																		
		The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). *To be reported, subgroups must have <u>at least 10 students</u> .	Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math																		
		Accuplacer Results (Subgroups) <table><tr><td></td><td>Reading</td><td>Math</td></tr><tr><td>Students with an IEP</td><td>74%</td><td>78%</td></tr><tr><td>Male</td><td>78%</td><td>75%</td></tr><tr><td>Female</td><td>90%</td><td>91%</td></tr><tr><td>Economically Disadvantaged</td><td>73%</td><td>80%</td></tr><tr><td>Students with a 504</td><td>95%</td><td>86%</td></tr></table>		Reading	Math	Students with an IEP	74%	78%	Male	78%	75%	Female	90%	91%	Economically Disadvantaged	73%	80%	Students with a 504	95%	86%	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.
			Reading	Math																	
Students with an IEP	74%	78%																			
Male	78%	75%																			
Female	90%	91%																			
Economically Disadvantaged	73%	80%																			
Students with a 504	95%	86%																			
		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 ² 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.	Exceeding Expectations Exceeds 80%																		
		MCA reports that 100% of students have successfully participated in at least one post-secondary activity.	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 33% of 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 ³ . Chronic absenteeism rates will be reported at both the campus and district levels. Pre-K rates are not part of MDOE's chronic absenteeism	Exceeding Expectations Fewer than 10%																		
			Meeting Expectations 10%-18% MCA's state-reported chronic absenteeism rate is 11.03%.																		

² Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

³ Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.	Approaching Expectations 17.9%-25%
			Not Meeting Expectations Greater than 25%
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	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.
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>171 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 - 90th 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>371 students (77.3%) 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 - 80th percentile • School Safety - 99th percentile • School Teacher/Student Relationships - 99th percentile • School Climate - 99th 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	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).	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like

	Survey-Teacher Results	<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 - 99th percentile • Professional Learning - 99th percentile • Feedback and Coaching - 99th percentile 	<p>Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	School Climate: Panorama School Climate Survey -Staff Results	<p>Results from at least 4/4 of the required scales* on the 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>9 staff (100%) 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 - 99th percentile • Professional Learning - 99th percentile • Feedback and Coaching - 99th 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	<p>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>	<p>Meeting Expectations School develops and implements plan</p> <p>Approaching Expectations School develops and partially implements the plan</p> <p>Not Meeting Expectations School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p>
			<p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school.</p>
			<p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols.</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>The Governing Board will hold a minimum of 6 meetings per school year⁴ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).</p> <p><i>The MCA governing board held 10 board 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>Timely⁵ 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>During SY2023-24 the MCA governing board posted 1 agenda and/or approved meeting minutes 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>100% 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</p>

⁴ A school year is July 1 - June 30

⁵ 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.

			70%-79.9% of reports are submitted on time and are accurate and complete
			Not Meeting Expectations Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK) <i>In SY2023-24, the MCA board had 17 required board training requirements. Of those 17 requirements, 11 were completed (65%).</i>	Exceeding Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc. and has completed 100% of required courses
			Meeting Expectations 100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Not Meeting Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart	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> \$1,700,362 / \$764,308 = 2.2	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i> \$1,387,162 / ((\$5,989,413-44077) / 365) = 85 days	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i> (510-500) / 500 = +2%	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent and has not obtained waivers from lenders and/or lessors
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i> CYR - \$-131,377 / \$5,858,336 = -2.2% 3YR - \$-129,559 / \$16,677,909 = -0.8%	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Three-Year Total Margin is positive or zero AND the

			current year Total Margin \geq -10%
			High Risk Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $<$ -10%
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 90%. <i>Total Liabilities divided by Total Assets</i> $\\$764,308 / \\$1,719,448 = 44\%$	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash.</i> <i>Cumulative Cash Flow is the sum of current and prior year Cash Flow</i> CYR Cash Flow = \$-33,133 PYR Cash Flow = \$142,436 2-Year Cash Flow = \$109,303	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive cumulative 2-year cash flow
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i> $\\$46,161 / \\$133,161 = 0.4$	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	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. The 3-year annual financial plan is due on June 30th.	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.
			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.
SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE			
5.1	Mission and Key Design Implementation	1.The school demonstrates its approved mission. 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. 3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.	Meeting Expectations School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectations School is partially implementing the mission and design elements

		<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>	as outlined in the charter and amendments
			Not Meeting Expectations School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁶ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁷ . 88% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.	Exceeding Expectations More than 90%
			Meeting Expectations 85%-89.9%
			Approaching Expectations 75%-84.9%
			Not Meeting Expectations Fewer than 75%
5.3	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY. 84% of students completed an Intent to Re-Enroll form for SY2024-25.	Exceeding Expectations Exceeds 90%
			Meeting Expectations 85%-89.9%
			Approaching Expectations 75%-84.9%
			Not Meeting Expectations Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Participation in extracurricular activities	At least 80% of students will participate in 1 or more school sponsored field trip, activity day, special event, or club. MCA expanded social opportunities and increased student participation with 84% of students participating in a social activity, up from 70% in SY2022-23.	Exceeding Expectations Exceeds 85%
			Meeting Expectations 75% - 84.9%
			Approaching Expectations 65% - 74.9%
			Not Meeting Expectations Fewer than 65%

⁶ Student resident in the state of Maine

⁷ Student Count Day is October 1