

# 2022-23 Annual Monitoring Report

*Prepared for  
Maine Virtual Academy*

November 2023





### 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 postsecondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

### Governing Board

Donna Pelletier, President	Nicholas Gannon, Treasurer
Stacey Blanchard, Secretary	Susan Walters
Tina Meserve	

### Leadership Team

Melinda Browne, Head of School	Donald Fournier, Academic Administrator
Lena Vitagliano, SPED Administrator	Stephanie Emery, Program Manager of Operations

### School Profile

Year Opened	2015-16
Years in Operation	8
Grades Served	7-12
Number of Sending Districts	113
Enrollment*	438
Students on Waiting List*	57

\*On 10-1-22 (State Student Count Day)

## School Year 2022-23 Demographic Table

Grade Level Enrollment		
7th Grade	31	7%
8th Grade	56	13%
9th Grade	55	12.5%
10th Grade	85	19.5%
11th Grade	113	26%
12th Grade	98	22%
Gender		
Female	237	54%
Male	201	46%
Race/Ethnicity		
American Indian or Alaska Native	6	1.5%
Asian	2	.5%
Hispanic/Latino	32	7%
Two or More Races	22	5%
White	376	86%
Special Education		
Students with IEPs	112	26%
General Education Students	326	74%
Economically Disadvantaged		
Yes	231	53%
No	207	47%

## 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.

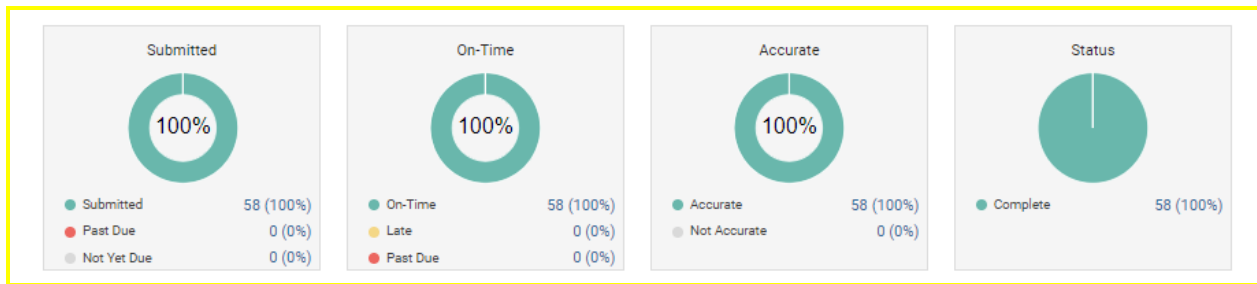
The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Maine Virtual Academy was on cycle to have a Site Visit at the end of the 2022-23 school year.

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"><li>• School Calendar</li></ul>	<ul style="list-style-type: none"><li>• School Leader Evaluation Tool</li></ul>
<ul style="list-style-type: none"><li>• Current enrollment and demographics</li></ul>	<ul style="list-style-type: none"><li>• Staff Roster</li></ul>
<ul style="list-style-type: none"><li>• Current organizational chart</li></ul>	<ul style="list-style-type: none"><li>• Panorama school climate survey results</li></ul>
<ul style="list-style-type: none"><li>• Board Meeting Minutes</li></ul>	<ul style="list-style-type: none"><li>• School's self-assessment</li></ul>
<ul style="list-style-type: none"><li>• Board member meeting attendance</li></ul>	<ul style="list-style-type: none"><li>• Previous year's monitoring report [as applicable]</li></ul>
<ul style="list-style-type: none"><li>• School's strategic plan [as applicable]</li></ul>	<ul style="list-style-type: none"><li>• School's reported performance framework results</li></ul>
<ul style="list-style-type: none"><li>• ESP Contract and/or other important MOUs</li></ul>	<ul style="list-style-type: none"><li>• Copies of current recruitment materials</li></ul>
<ul style="list-style-type: none"><li>• Professional Development Calendar</li></ul>	<ul style="list-style-type: none"><li>• Student enrollment application</li></ul>

Document 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 2022-23 school year:



## 2022-23 NARRATIVE

In school year 2022-23, Maine Virtual Academy was successful in the following areas of the Performance Framework:

- Academics/NWEA MAP Growth: Students **met expectations** for projected growth in reading and **exceeded expectations** in math and language. All subgroups but one (male, reading) met or exceeded expectations;
- High School Completion: With 100% of students graduating in 4 years, MEVA's graduation rate **exceeded expectations** on the Performance Framework and surpassed the state's annual target for 2023;
- Academics/Postsecondary: Accuplacer results will not be included on the Annual Report until SY2023-24. However, MEVA already has 87% (reading) and 90% (math) meeting the goal, including strong results from all subgroups;
- Postsecondary Activities: 100% of students at MEVA participate in at least one postsecondary opportunity;
- Teacher/Staff, Family and Student Satisfaction: The school is **exceeding expectations** as measured by the Panorama survey with all stakeholder groups;
- Governing Board Meetings: The school has held the required numbers of meetings and posted agendas and minutes in a timely fashion;
- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Attendance: The school reports a chronic absenteeism rate of 3.42%, **exceeding expectations** on the Performance Framework;
- Student Persistence: The school is exceeding expectations in the number of students that remain at the school throughout the year, and in the number of students that plan to return next year;

- Customized Framework: The school is **meeting** the goal that the median student conditional growth percentile on the NWEA is in the 50th or higher for each grade level.

The school provided context to support the areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Academics: “MEVA keeps a rigorous assessment calendar each school year that supplies current and longitudinal student achievement and growth data. Our ongoing analysis finds that students who stay enrolled make steady gains over time. MEVA is addressing students’ learning losses, due to pandemic-related disruptions, and expanding our academic support. Examples of universal interventions include on-demand, daily tutoring in any academic subject, and robust summer programming. The MEVA faculty get to know our students on a personal basis and from the standpoint of their academic gaps/needs. Teaching teams work closely together to review assessment data to inform targeted instruction and course (curriculum) maps. In addition to daily co-teaching team meetings, we keep the cadence of weekly department meetings and schoolwide faculty (process improvement) meetings, to share valuable information and to collaborate on projects and initiatives. MEVA encourages our faculty’s dedication and retention by hearing all voices.
- Professional Development: “We decide professional development at MEVA by reviewing needs, determined through structured conversations with faculty members. Our weekly process improvement meetings supply a venue for teacher presentations on relevant topics such as promoting literacy and running active, grade-level, advisory groups.”
- Educational Services: “MEVA continues to contract with K12/Stride for faculty IT, and student enrollment services, which cost approximately eleven percent of our revenues, a small expense with respect to our overall operations. K12/Stride’s ongoing support meets our needs.”

MEVA has demonstrated areas that require growth on the Performance Framework in the following areas:

- Board Professional Development: School Board Members did not participate in the minimum required online training modules.

## PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
----------------------	-----------------	------------------------	--------------------------

In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

***An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.***

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, <b>ELA</b>	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.	This indicator will not be rated in SY22-23.  Ratings will be developed after the baseline is established.  <b>Percentage of Students Assessed:</b>  <b>Percentage of students “at state expectation”:</b>  <b>Percentage of students “above state expectations”:</b>
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	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.	This indicator will not be rated in SY22-23.  Ratings will be developed after the baseline is established  <b>Percentage of Students Assessed:</b>  <b>Percentage of students “at state expectation”:</b>  <b>Percentage of students “above state expectations”:</b>

1.3a	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible<sup>1</sup> students meeting their projected growth on NWEA MAP <b>reading</b>.</p> <p><i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><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></p> <p><b>School reported 47% of students met the projected growth in reading.</b></p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3b	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><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></p> <p><b>School reported 57% of students met the projected growth in language.</b></p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3c	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p><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></p> <p><b>School reported 65% of students met the projected growth in language.</b></p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.4a	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 <b>reading</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><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></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p><b>School reported the following subgroup performance: Students on IEPs: 47%</b></p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%

<sup>1</sup> Eligible is defined as having both a fall and spring score.



		<p><b>Students on 504s: 45%</b>  <b>F+R Lunch: 46%</b>  <b>Sex/Gender: Male: 36%; Female: 55%</b></p>	<p><b>Does Not Meet Expectation</b>  Below 35%</p>
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 <b>language</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><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></p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>School reported the following subgroup performance:</b>  <b>Students on IEPS: 47%</b>  <b>Students on 504s: 50%</b>  <b>F+R Lunch: 59%</b>  <b>Sex/Gender: Male: 64%; Female: 52%</b></p>	<p><b>Exceeds Expectation</b>  Exceeds 55%</p>
			<p><b>Meets Expectation</b>  Between 45%-54.9%</p>
			<p><b>Approaching Expectation</b>  Between 35%-44.49%</p>
			<p><b>Does Not Meet Expectation</b>  Below 35%</p>
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 <b>math</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><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></p> <p><i>*To be reported, subgroups must have <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>School reported the following subgroup performance:</b>  <b>Students on IEPS: 63%</b>  <b>Students on 504s: 64%</b>  <b>F+R Lunch: 63%</b>  <b>Sex/Gender: Male: 70%; Female: 62%</b></p>	<p><b>Exceeds Expectation</b>  Exceeds 55%</p>
			<p><b>Meets Expectation</b>  Between 45%-54.9%</p>
			<p><b>Approaching Expectation</b>  Between 35%-44.49%</p>
			<p><b>Does Not Meet Expectation</b>  Below 35%</p>
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:  <b>2023-86%</b>  2024-87%  2025-87%  2026-88%  2027-88%  2028-89%  2029-89%  2030-90%</p> <p><i>*The <a href="#">state of Maine goal is 90% graduation rate</a> by the end of 2030.</i></p>	<p><b>Exceeds Expectation</b>  Exceeds 90%</p>
			<p><b>Meets Expectation</b>  Meets annual target</p>
			<p><b>Approaching Expectation</b>  Less than 5% below target</p>

		<a href="#">Maine Department of Education Graduation Rates by Year</a> <b>School reports that 100% of students graduated in 4 years.</b>	<b>Does Not Meet Expectation</b> 5% or more below target
1.6a	Post Secondary Readiness	<p><u>Beginning in SY 2023-2024</u>, 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"> <li>• <a href="#">Accuplacer</a> The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or;</li> <li>• <a href="#">SAT scores</a> of ERBW 530 or higher and 520 in math or;</li> <li>• <a href="#">ASVAB</a> score of 31 or higher</li> </ul> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><b>School reported the following Accuplacer results:</b>  <b>Reading: 87%</b>  <b>Math: 90%</b></p>	In SY 2022-2023, schools will report the data, but will not be rated.
1.6b	Post Secondary Readiness/ Achievement Gaps	<p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <p><b>In SY 2022-2023, schools will report the data, but will not be rated.</b></p> <p><b>School reported the following Accuplacer results for subgroups:</b></p> <p><b>IEP:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading: 72%</b></li> <li>• <b>Math: 72%</b></li> </ul> <p><b>504:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading: 92%</b></li> <li>• <b>Math: 92%</b></li> </ul> <p><b>F+R Lunch:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading: 87%</b></li> <li>• <b>Math: 93%</b></li> </ul> <p><b>Sex/Gender:</b></p> <ul style="list-style-type: none"> <li>• <b>Male:</b> <ul style="list-style-type: none"> <li>○ <b>Reading: 87%</b></li> <li>○ <b>Math: 93%</b></li> </ul> </li> <li>• <b>Female:</b> <ul style="list-style-type: none"> <li>○ <b>Reading: 88%</b></li> <li>○ <b>Math: 88%</b></li> </ul> </li> </ul>	In SY 2022-2023, schools will report the data, but will not be rated.
1.6c	Post Secondary Readiness: Post-Secondary Activity	At the end of their graduating year, 70%-80% of each schools' students will have successfully <sup>2</sup> participated in at least one post-secondary activity such as <u>(and not limited to)</u> college course, Advanced Placement course, certificate program, career technical coursework or internship.	<b>Exceeds Expectation</b> Exceeds 80%  <b>School reported that 100% of students participate in at least one postsecondary opportunity.</b>
			<b>Meets Expectation</b> 70%-79.9%

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

			<b>Approaching Expectation</b> 60%-69.9%
			<b>Does Not Meet Expectation</b> Fewer than 60%
1.6d	Post-Secondary Readiness: <a href="#">FAFSA</a>	Schools will report annual rates and school-supported opportunities for FAFSA support.	The Commission will monitor a charter school's ability to support students with FAFSA completion.  <b>School reported that 36 families completed FAFSA.</b>

**SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

2.1	State Compliance	The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.  <a href="#">MRSA 20-A</a> <a href="#">Title 20-A, Chapter 112: Public Charter District Leaderships</a> <a href="#">Individuals with Disabilities Education Act</a> (IDEA)	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.
2.2	Family Engagement: <a href="#">Panorama School Climate Survey</a> -Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."  <i>*Required Scales: School Climate, Safety, and School Fit</i>  <b>MeVA's family participation was 63%. Results on the required scales are as follows:</b> <ul style="list-style-type: none"> <li><b>School Climate - In the 99th percentile nationally compared to like schools</b></li> <li><b>School Safety - In the 99th percentile nationally compared to like schools</b></li> <li><b>School Fit - In the 70th percentile nationally compared to like schools</b></li> </ul>	<b>Exceeds Expectation</b> All 3 of the 3 required scales in the above average range for like schools
			<b>Meets Expectation</b> All 3 of the 3 required scales in the average range for like schools
			<b>Approaching Expectation</b> 2 of the 3 required scales in the average range for like schools
			<b>Does Not Meet Expectation</b> 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%
2.3	School Climate: <a href="#">Panorama School Climate Survey</a> -Student Results	Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard."  <i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i>  <b>MeVA's student participation rate was 78%. Results on the required scales are as follows:</b> <ul style="list-style-type: none"> <li><b>School Climate - In the 99th percentile nationally compared to like schools</b></li> </ul> <b>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</b>	<b>Exceeds Expectation</b> All 4 of the 4 required scales in the above average range for like schools
			<b>Meets Expectation</b> All 4 of the 4 required scales in the average range for like schools
			<b>Approaching Expectation</b> At least 3 of the 4 required scales in the average range for like schools
			<b>Does Not Meet Expectation</b> Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%

2.4	School Climate: <a href="#">Panorama School Climate Survey-Teacher/Staff Results</a>	<p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p><b>MeVA’s teacher/staff participation rate was 100%. Results on the required scales are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - In the 99th percentile nationally compared to like schools</b></li> <li>• <b>School Leadership - In the 99th percentile nationally compared to like schools</b></li> <li>• <b>Professional Learning - In the 91st percentile nationally compared to like schools</b></li> <li>• <b>Feedback and Coaching - In the 99th percentile nationally compared to like schools</b></li> </ul>	<p><b>Exceeds Expectation</b> All 4 of the 4 required scales in the above average range for like schools</p>
			<p><b>Meets Expectation</b> All 4 of the 4 required scales in the average range for like schools</p>
			<p><b>Approaching Expectation</b> At least 3 of the 4 required scales in the average range for like schools</p>
			<p><b>Does Not Meet Expectation</b> Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	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><b>Meets Expectation</b> School develops and implements plan</p>
			<p><b>Approaching Expectation</b> School develops and partially implements the plan</p>
			<p><b>Does Not Meet Expectation</b> 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"> <li>• 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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p>
			<p><b>Moderate Risk:</b> 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>

		cycles of the authorizer.	<b>High Risk:</b> 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.
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year <sup>3</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act ( <a href="#">FOAA</a> ).	<b>Meets Expectation</b> 6 or more meetings
			<b>Does Not Meet Expectation</b> 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely <sup>4</sup> 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.	<b>Meets Expectation</b> All minutes and agendas posted timely
			<b>Approaching Expectation</b> 1-2 items not posted timely
			<b>Does Not Meet Expectation</b> 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete.  <b>100% of required reports/documents were submitted on time with 100% accuracy</b>	<b>Exceeds Expectation</b> More than 90% of reports are submitted on time and are accurate and complete
			<b>Meets Expectation</b> 80%-89.9% of reports are submitted on time and are accurate and complete
			<b>Approaching Expectation</b> 70%-79.9% of reports are submitted on time and are accurate and complete
			<b>Does Not Meet Expectation</b> 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. ( <a href="#">LINK</a> )	<b>Exceeds Expectations</b> 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.
			<b>Meets Expectations</b> 100% of required courses have been taken and evidence is

<sup>3</sup> A school year is July 1 - June 30

<sup>4</sup> 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.

			provided
			<b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided
			<b>Does Not Meet Expectations</b> 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 <a href="#">Public School Approval Requirements and Citation Chart</a>	<b>Exceeds Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED
			<b>Meets Expectations</b> Certified as required and approved by the Board
			<b>Does Not Meet Expectations</b> 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.	<b>Meets Expectation</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			<b>Approaching Expectation</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			<b>Does Not Meet Expectation</b> Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
<b>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)</b>			
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>	<b>Lower Risk</b> Greater than 1.5
			<b>Moderate Risk</b> 1.0-1.5
			<b>High Risk</b> 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>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days

			<b>High Risk</b> 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>	<b>Lower Risk</b> Actual within 2% of the projected enrollment
			<b>Moderate Risk</b> Variance is between 2 and 5%
			<b>High Risk</b> 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>	<b>Lower Risk</b> Not in default and not delinquent
			<b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors
			<b>High Risk</b> In default and/or delinquent
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>	<b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			<b>Moderate Risk</b> Aggregated Two-Year Total Margin is at least 1.5%
			<b>High Risk</b> Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9.  <i>Total Liabilities divided by Total Assets</i>	<b>Lower Risk</b> Less than 90%
			<b>Moderate Risk</b> 90 to 100%
			<b>High Risk</b> 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. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	<b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			<b>Moderate Risk</b> A positive cumulative 2-year cash flow
			<b>High Risk</b> Does not have a positive

			cumulative 2-year cash flow and had negative cash flow in the most recent year.
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>	<b>Lower Risk</b> Exceeds 1.1
			<b>Moderate Risk</b> Is 1.0 to 1.1
			<b>High Risk</b> Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership 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 August 31st.	<b>Meets Expectation</b> Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			<b>Does Not Meet Expectations</b> Charter District Leadership 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: FAITHFULNESS TO THE CHARTER AND THE LAW**

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.  <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>	<b>Meets Expectation</b> School is implementing the mission and design elements as outlined in the charter and amendments
			<b>Approaching Expectation</b> School is partially implementing the mission and design elements as outlined in the charter and amendments
			<b>Does Not Meet Expectation</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Attendance	<u>Chronic absenteeism</u> rate  Schools will have 10%-18% or fewer students classified as chronically absent <sup>5</sup> on the last day of school.  Chronic absenteeism rates will be reported at both the campus and district levels.  Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.	<b>Exceeds Expectation</b> Fewer than 10%  <b>School reported that 3.42% of students are chronically absent.</b>
			<b>Meets Expectation</b> 10%-18%
			<b>Approaching Expectation</b> 17.9%-25%

<sup>5</sup> Chronically absent is defined as missing 10% or more of school days.



			<b>Does Not Meet Expectation</b> Greater than 25%
5.3	Student Persistence - School Year	Persistence throughout the school year  85% or more of eligible <sup>6</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day <sup>7</sup> .	<b>Exceeds Expectation</b> More than 90%  <i>School reported that 96% of students persist through the school year.</i>
			<b>Meets Expectation</b> 85%-89.9%
			<b>Approaching Expectation</b> 75%-84.9%
			<b>Does Not Meet Expectation</b> Fewer than 75%
5.4	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.	<b>Exceeds Expectation</b> Exceeds 90%  <i>School reported that 97% of students persist from year to year.</i>
			<b>Meets Expectation</b> 85%-89.9%
			<b>Approaching Expectation</b> 75%-84.9%
			<b>Does Not Meet Expectation</b> Fewer than 75%
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
6.1	Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report	Separate goals for each grade level (7,8,9,10, and 11), a total of fifteen indicators/goals: The student median conditional growth percentile is the fiftieth (50th) or higher, as of the spring NWEA math, reading, and language usage, for each eligible grade level.  <b>Math:</b> <ul style="list-style-type: none"> <li>● 7th: Exceeding</li> <li>● 8th: Exceeding</li> <li>● 9th: Meeting</li> <li>● 10th: Approaching</li> <li>● 11th: Exceeding</li> <li>● <b>TOTAL: Meeting</b></li> </ul> <b>Reading::</b> <ul style="list-style-type: none"> <li>● 7th: Approaching</li> <li>● 8th: Approaching</li> <li>● 9th: Approaching</li> <li>● 10th: Meeting</li> <li>● 11th: Meeting</li> <li>● <b>TOTAL: Meeting</b></li> </ul> <b>Language :</b> <ul style="list-style-type: none"> <li>● 7th: Meeting</li> </ul>	<b>Exceeds Expectation</b> Exceeds 66%ile
			<b>Meets Expectation</b> 50th-65th%ile
			<b>Approaching Expectation</b> 35th-49%ile
			<b>Does Not Meet Expectation</b> Lower than 34%ile

<sup>6</sup> Student resident in the state of Maine

<sup>7</sup> Student Count Day is October 1

		<ul style="list-style-type: none"> <li>• 8th: Meeting</li> <li>• 9th: Meeting</li> <li>• 10th: Exceeding</li> <li>• 11th: Meeting</li> <li>• <b>TOTAL: Meeting</b></li> </ul>	
--	--	---	--

***Below is a report that was written after staff visited with Maine Virtual Academy in March of SY2022-23. This visit was a chance to gauge the school's progress relative to the Performance Framework. This was a snapshot in time and is not reflected in the final year-end outcomes above.***

**MID-YEAR MEETING REPORT**

**2022-23 Mid-Year Meeting  
Maine Virtual Academy**

March 27, 2023

On March 1, 2023, the Maine Charter School Commission staff completed a mid-year meeting via Zoom with Donna Pelletier, the Maine Virtual Academy Governing Board Chairperson; Stacey Blanchard, a Board Member and MEVA Parent; Melinda Browne, Head of School; Christina O’Grady, Curriculum Coordinator; and Don Fournier, Academic Administrator. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

**Recommendations**

- None at this time.

**Academic**

Maine Virtual Academy (MEVA) outperformed the state average in English Language Arts on the NWEA MAP Assessment (Spring 2021-2022), with 84.9% of the students meeting or exceeding expectations (state average for SY2021-22 according to the ESSA Dashboard was 83.8%). 44% of students in grades 7 and 8 met or exceeded projected growth from the Fall 2022 NWEA MAP Assessment to the Winter 2023 administration in reading and 54.6% in language for these same grade levels, placing MEVA within the range of meeting the national growth average. In Mathematics, MEVA outperformed the state average with 86.9% of students meeting or exceeding the state expectations (state average in math for the SY2021-22, according to the ESSA Dashboard, was 81.3%). 61.9% of students in grades 7 and 8 met or exceeded projected growth from the Fall 2022 NWEA MAP Assessment to the Winter 2023 administration, which is within the range of the national average.

School leadership presented information that supports the school's assertion that they are a high-performing charter school - academically, operationally, and financially. The school prioritizes data analysis and strong testing participation is important to the culture of the school. The school leadership presented longitudinal evidence to show that students that stay at MEVA are showing strong academic growth. In reading, the trendlines for all students who have been at MEVA 2-5 years are showing an upward trend. In math, the trendlines for all students who have been at MEVA 1-5 years are showing an upward trend and the longer a student is at MEVA the steeper the trendline, which indicates accelerated growth as students continue at the school. In language, the students who have been at MEVA for 4-5 years are showing the highest level of growth.

The students at MEVA reported a positive experience taking the Accuplacer assessment this year. Overall, MEVA is meeting this new performance measure in both reading and math. MEVA is meeting the subgroup comparison measures, except for the disparity between special education (SE) and non-SE students. The MEVA SE team is focused on closing the gap by offering individual and small group remediation during Specially Designed Instruction (SDI) sessions.

The school leadership named two main areas of success and concern. The successes include the school accomplishing its mission and vision and students meeting academic targets. A challenge includes maintaining the 95% testing participation rate as the state transitions back to in-person state testing. The school is mobilizing its faculty and resources to meet the challenge.

The teachers at MEVA design their own curriculum using the Chalk Platform. They report that great strides have been made in their curriculum mapping goal. Specifically, MEVA has completed 100% of the core content areas maps, maps for all of the Art courses, and some additional elective courses totalling 44 (73%) completed maps. The remaining 16 (27%) maps to be completed are for elective courses. These maps will add a more robust picture of all of the course offerings at MEVA.

The completed maps allow for vertical and horizontal alignment as well as identifying any gaps or redundancies within the curriculum.

## **Attendance**

MEVA continues to have exceptionally low rates of chronic absenteeism. In SY 2021-22 the school's rate of chronic absenteeism was 3.5%, far below the state average. Currently, the school is reporting a chronic absenteeism rate of 4.86%. If the school maintains a similar rate until the end of the year, they will exceed expectations in this category.

## **Graduation**

MEVA has recently demonstrated strong improvement and performance in high school graduation rates. In SY 2021-22, the school data was suppressed by the state, but the state certified a rate to school exceeding 90%. This year, the school is on-track for 100% of seniors to graduate.

MEVA credits their strong graduation rate to:

- Summer programming
- Extended school year for students on IEPs
- Asynchronous credit recovery courses during school year
- Targeted meetings with students and families
- Daily Helpdesk at the high school (daily from 2pm-4pm); on demand help in any subject; and
- A new Middle School Study Hub.

## **Financial Performance**

MEVA maintains a strong financial standing and currently has the lowest risk financial metrics in the charter school portfolio.

MEVA reported the Quarter 2 FY 2023 financial summary by Jennifer Hight, CPA: “The new financial processes put into place in FY 2023 are running smoothly and effectively. We approved our FY 2022 990 at the Board Meeting in January. At the end of Quarter 2 for FY 2023 we show Revenue in Excess of Expenditures for the six months ending 12/31/22 of \$443,362. Salaries and benefits remain our largest expense. At this time, we are fully staffed and do not expect a change in personnel as we continue into the 2022-2023 school year.”

MEVA reports that they are making progress on the Financial Plan and Budget Performance Target. They have hosted two planning and budgeting workshops. A third workshop is scheduled for 3/2/23 and aims to have the FY24 budget and 3-year financial plan ready for board approval at the May 16th meeting.

## **Student Enrollment and Recruitment**

Current enrollment is 406 students. 97% of students enrolled on Oct. 1 are still enrolled. The school credits the Improvement to the faculty’s rapid reporting and outreach efforts, including a form that is completed and discussed at weekly meetings and immediate school outreach to families to offer support.

For the first time in the school’s history they may need to run an enrollment lottery this year. The school plans to enroll up to their enrollment cap (390 + 10%). The school leadership reports that they are happy with the school’s

current size and aim to maintain a low teacher to student ratio.

### **Facilities**

MEVA continues to rent space at the Ballard Center in Augusta. MEVA has a facilities plan, which is reviewed annually or as needed.

### **Governing Board**

The school leadership and board report that the board of six members meets monthly and reviews finances, performance data and policies. The board has a strategic plan that prioritizes achieving the school's performance measures by providing access, instruction, remediation, postsecondary transition and service. The skill set on the board is diverse and the board sets annual goals based on a needs assessment.