

2023-24 Annual Monitoring Report

*Prepared for
Maine Virtual Academy*

November 2024





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. MeVA's rigorous curriculum is **aligned** to the eight Maine content areas, the **Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards**.

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	Susan Walters, Treasurer
Stacey Blanchard, Secretary	Cherieann Harrison
Tina Meserve	

Leadership Team

Melinda Browne, Head of School	Donald Fournier, Academic Administrator
Lena Vitagliano, SPED Administrator	Stephanie Emery, Director of Operations
Christina O'Grady, Curriculum Coordinator	

School Profile

Year Opened	2015-16
Years in Operation	9
Grades Served	7-12
Number of Sending Districts	118
Enrollment*	475* (not certified)
Students on Waiting List*	127

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

School Year 2023-24 Demographic Table

Grade Level Enrollment		
7th Grade	26	6%
8th Grade	67	15%
9th Grade	76	17%
10th Grade	76	17%
11th Grade	109	25%
12th Grade	88	20%
Gender		
Female	194	44%
Male	248	56%
Race/Ethnicity		
American Indian or Alaska Native	4	1%
Asian	1	<1%
Black or African American	3	<1%
Hispanic/Latino	30	7%
Two or More Races	24	5%
White	380	86%
Special Education		
Students with IEPs	113	26%
General Education Students	329	74%
Economically Disadvantaged		
Yes	239	54%
No	203	46%

EXECUTIVE SUMMARY

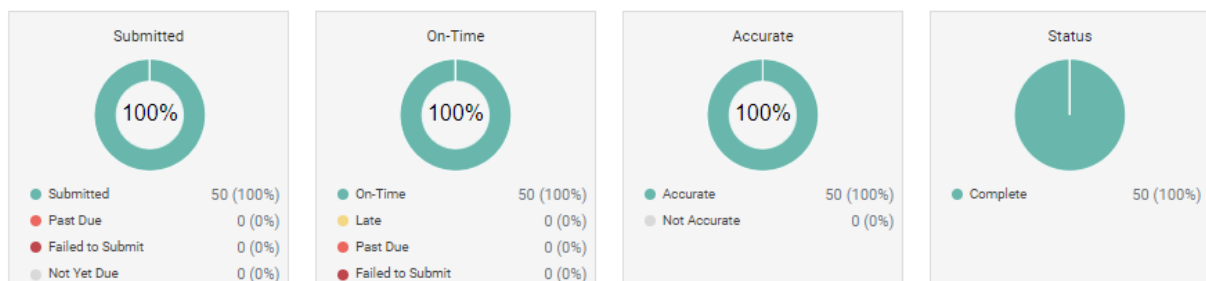
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 2023-24 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"> School Calendar 	<ul style="list-style-type: none"> School Leader Evaluation Tool
<ul style="list-style-type: none"> Current enrollment and demographics 	<ul style="list-style-type: none"> Staff Roster
<ul style="list-style-type: none"> Current organizational chart 	<ul style="list-style-type: none"> Panorama school climate survey results
<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> School's self-assessment
<ul style="list-style-type: none"> Board member meeting attendance 	<ul style="list-style-type: none"> Previous year's monitoring report [as applicable]
<ul style="list-style-type: none"> School's strategic plan [as applicable] 	<ul style="list-style-type: none"> School's reported performance framework results
<ul style="list-style-type: none"> ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> Copies of current recruitment materials
<ul style="list-style-type: none"> Professional Development Calendar 	<ul style="list-style-type: none"> Student enrollment application

Documentation 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

SY2023-24 marked Maine Virtual Academy's (MeVA) ninth year as a charter public school in Maine and this past spring they embarked on their second charter renewal process. Performance outcomes in Years 1-3 of the current charter contract, along with preliminary outcomes for Year 4 of the current charter contract can be found in their Year 4 Performance Report which can be found [here](#).

The following has been taken from MeVA's annual self-assessment:

"During the past four years, MeVA has developed teams and platforms that make our school sustainable and successful in the long term. MeVA realizes that we typically serve a disadvantaged, at-risk, population that enroll with unique needs. We receive students at the earliest as seventh graders, who arrive from a wide variety of Maine public districts and homeschool, at contrasting readiness levels."

"Our amazing 'customer' service inspires parents/Learning Coaches to step up for projects, which are exemplified by their participation in our ingenuities, including school-based and state assessments, the Panorama School Climate Survey, and the annual re-registration process. Our students and their families consistently recommend MeVA to their friends and relatives."

"The experience of MeVA students and their families is bolstered by faculty teamwork and partnerships that realize successful outcomes, project by project, throughout each school year. In that respect, MeVA is built to last, and adds significant value to the Maine educational landscape, by providing high-quality virtual instruction and alternatives. MeVA is always working to improve our programming, analyzing our data to address the needs of underserved and marginalized students."

In summary, "MeVAs performance in all major components of the school's operation, as measured against performance indicators and other goals and objectives expressed in our approved contract, is characterized by maturity and thoroughness. Over the past nine years, MeVA has transformed from a small startup organization to an established institution that highly prioritizes the experience of our stakeholders. Our prevailing trend is enthusiastically serving our students and their families, along with meeting our responsibilities and outcome expectations."

Student Achievement

MeVA's academic team includes academic and special education administrators, a curriculum coordinator, classroom teachers, and support teachers who focus on students' academic growth and achievement, employing evidence-based practices and progress monitoring. The team participates in thirty-three, data-informed, weekly Process Improvement Meetings during the academic year. These meetings are a chance to share goals, data/results, and to present professional practice topics as needed.

The state of Maine requires that students be assessed for proficiency in both reading and math two times per year - once in the fall and again in the spring. MeVA enrolls students from all over the state of Maine who have chosen a virtual environment for a reason - often for significant anxiety or mobility issues. The MDOE requires that virtual school students take the state assessments in person. Twice a year, MeVA staff travel all over the state to facilitate state testing. This requires a significant amount of coordination from the school and requires parents/families to transport student(s) to a testing site (often libraries and community centers).

Despite the logistical challenges of coordinating in person testing, MeVA had 97% of its students in grades 7, 8 and high school participate. Students are **meeting** expectations in Reading, but **not meeting** expectations in Math. Math results are significantly lower than statewide results, and MeVA has taken concrete steps to improve.

In most cases, subgroups are **meeting** or **exceeding** expectations in Reading. Of particular note, are Economically Disadvantaged students who are not only **exceeding** expectations in grades 7, 8, and high school but are outperforming their peers statewide.

Notwithstanding the school-wide Math proficiency results, all subgroups in grades 7, 8, and high school are **approaching** expectations on the performance framework. MeVA uses the NWEA MAP Assessment to measure growth for students in grades 7-11 and is **exceeding** expectations with 58% of students meeting projected growth in SY2023-24. Subgroups are also **exceeding** expectations.

MeVA outperforms the state average in high school completion. For the 3rd year in a row, MeVA has **exceeded** expectations for 4-Year High School completion with 100% of students graduating in both SY2022-23 and SY2023-24. Schools are evaluated on 5-and-6-year high school completion and MeVA is **exceeding** expectations with a 5-year high school completion rate of 100% and a 6-year high school completion rate of 96.94%.

The school uses the Accuplacer to assess for post-secondary readiness and have shared stories of students' excitement when they realize that they are college ready. 86% of MeVA students have Accuplacer scores that are **exceeding** expectations. If all subgroups were reported separately, all would be **exceeding** expectations except for one who is **meeting** expectations.

MeVA reports that 100% of students have successfully participated in at least one post-secondary activity prior to graduation. They also provide support to families as needed with completing the FAFSA.

Ensuring that students are "doing school" in a virtual environment takes effort and MeVA has a family support team in place consisting of two guidance counselors, an attendance-technology support liaison, and three secretaries. Statewide chronic

absenteeism rates continue to be high across the state of Maine, but MeVA has certified rates under 10% for the past four years – **exceeding** expectations for the last three. When asked how they continuously keep their absenteeism number low, MeVA leadership shares that “Communication with our families is a daily effort, all day long. We typically host fifty to sixty team meetings each week. MeVAs family outreach is a huge strength.”

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 these surveys are compared to like-schools nationally and MeVA consistently **exceeds** expectations in all categories, across all stakeholder groups – this year being no exception. 100% of MeVA staff and teachers participate, and participation rates for families and students meet or exceed the Commission’s requirements.

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

Organizational Sustainability

All required state and Commission reporting is done accurately and on time, without exception.

Per MeVA’s self-assessment, “The MeVA governing board prioritizes well-informed governance through regularly maintained policies and handbooks, and strategic plan. The five member board hosts monthly meetings, consistently posting agendas and minutes in advance of deadlines. MeVA’s governing board minutes exemplify the seriousness of their work. The MeVA governing board conducts a self-evaluation and sets annual goals.”

Financial Management and Viability

MeVAs financial team is “exceptionally qualified” and includes a business manager who is a full-time CP, and an HR Manager/Accounts Payable Clerk who supports the school.

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

School Mission and Student Persistence

MeVA is conducting its mission and vision by focusing on building students’ academic achievement and growth, postsecondary readiness, and twenty-first century thinking skills – such as creativity, flexibility, communication, and collaboration. MeVA uses advanced technology, but consistently prioritizes directly serving people over obtaining products. As a result, MeVA delivers personalized virtual education experiences to their students and their families, building constructive relationships that promote learning within its statewide catchment area.

Student persistence has continually improved over the years, with MeVA reporting that 97% of students persisted through SY2023-24 - **exceeding** performance framework expectations.

Recurrent enrollment also remains strong with 94% of students completing an intent to re-enroll form - **exceeding** performance framework expectations.

SY2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
------------------------	----------------------	--------------------------	--------------------------

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 <i>65% of MeVA 7th graders are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Meeting Expectations)</i>	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
		Grade 8 <i>67% of MeVA 8th graders are “at or above state expectations” in Reading compared to 64% state-wide per the Acacia platform (Meeting Expectations)</i>	Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		High School <i>58% of MeVA high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform (Meeting Expectations)</i>	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. 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 <i>26% of MeVA 7th graders are “at or above state expectations” in Math compared to 38% state-wide per the Acacia platform. (Approaching Expectations)</i>	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”

		Grade 8 21% of MeVA 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 26% of MeVA high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Not Meeting 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 include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender <i>*To be reported, subgroups must have at least 10 students.</i>	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
		Grade 7 <ul style="list-style-type: none"> 60% of Male students are “at or above state expectations” in Reading compared to 63% state-wide per the Acacia platform (Meeting Expectations) 75% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform (Exceeding 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"> 77% of Male students are “at or above state expectations” in Reading compared to 58% state-wide per the Acacia platform (Exceeding Expectations) 61% of Female students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform (Approaching Expectations) 59% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 51% state-wide per the Acacia platform (Exceeding Expectations) 34% of Students with IEPs are “at or above state expectations” in Reading compared to 31% state-wide per the Acacia platform (Meeting 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"> 54% of Male students are “at or above state expectations” in Reading compared to 55% state-wide per the Acacia platform (Meeting Expectations) 60% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Approaching Expectations) 58% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Exceeding Expectations) 24% of Students with IEPs are “at or above state expectations” in Reading compared to 31% 	Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”

		state-wide per the Acacia platform (Approaching Expectations)	
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 include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender <i>*To be reported, subgroups must have at least 10 students.</i>	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
		Grade 7 <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) 16% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 24% 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 <ul style="list-style-type: none"> 18% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform (Not Meeting Expectations) 23% of Female students are “at or above state expectations” in Math compared to 37% state-wide per the Acacia platform (Approaching Expectations) 18% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 25% state-wide per the Acacia platform (Approaching Expectations) 7% of Students with IEPs are “at or above state expectations” in Math compared to 10% state-wide per the Acacia platform (Meeting 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"> 36% of Male students are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform (Approaching Expectations) 18% of Female students are “at or above state expectations” in Math compared to 44% state-wide per the Acacia platform (Not Meeting Expectations) 26% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 28% state-wide per the Acacia platform (Meeting Expectations) 12% of Students with IEPs are “at or above state expectations” in Math compared to 11% state-wide per the Acacia platform (Meeting 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	School will meet the goal of 45%-55% of eligible ¹ students meeting their projected growth on NWEA MAP reading . <i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i> MeVA reports that 40% of eligible students are meeting their projected growth in Reading.	Exceeding Expectations Exceeds 55%
			Meeting Expectations Between 45%-54.9%
			Approaching Expectations Between 35%-44.9%

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

			Not Meeting Expectations Below 35%
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <u>language</u>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p>MeVA reports that 54% of eligible students are meeting their projected growth in Language.</p>	Exceeding Expectations Exceeds 55%
			Meeting Expectations Between 45%-54.9%
			Approaching Expectations Between 35%-44.9%
			Not Meeting Expectations Below 35%
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <u>math</u>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p> <p>MeVA reports that 58% of eligible students are meeting their projected growth in Math.</p>	Exceeding Expectations Exceeds 55%
			Meeting Expectations Between 45%-54.9%
			Approaching Expectations Between 35%-44.9%
			Not Meeting Expectations 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 <u>reading</u>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p> <p>School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> • Students with IEPs - 36% (Approaching Expectations) • Male - 32% (Not Meeting Expectations) • Female 46% (Meeting Expectations) • Economically Disadvantaged 43% (Approaching Expectations) • Students with a 504 Plan - 44% (Approaching Expectations) 	Exceeding Expectations Exceeds 55%
			Meeting Expectations Between 45%-54.9%
			Approaching Expectations Between 35%-44.9%
			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><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p> <p>School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> • Students with IEPs - 45% (Meeting Expectations) • Male - 48% (Meeting Expectations) • Female 58% (Exceeding Expectations) • Economically Disadvantaged 54% (Meeting Expectations) 	Exceeding Expectations Exceeds 55%
			Meeting Expectations Between 45%-54.9%
			Approaching Expectations Between 35%-44.49%

		<ul style="list-style-type: none"> Expectations) Students with a 504 Plan - 47% (Meeting Expectations) 	Not Meeting Expectations Below 35%
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 math.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p> <p>School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> Students with IEPs - 41% (Approaching Expectations) Male - 50% (Meeting Expectations) Female 64% (Exceeding Expectations) Economically Disadvantaged 55% (Exceeding Expectations) Students with a 504 Plan - 56% (Exceeding Expectations) 	Exceeding Expectations Exceeds 55%
			Meeting Expectations Between 45%-54.9%
			Approaching Expectations Between 35%-44.49%
			Not Meeting Expectations Below 35%
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*: 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The <u>state of Maine goal is 90% graduation rate</u> by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	Exceeding Expectations Exceeds 90%
			MeVAs state-reported 4-year graduation rate is 100%.
			Meeting Expectations Meets annual target
			Approaching Expectations Less than 5% below target
1.5a	5 and 6 Year High School Completion	<p>5 and 6-year high school graduation rate</p> <p>Schools will meet annual goals*: 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The <u>state of Maine goal is 90% graduation rate</u> by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p>	Exceeding Expectations Exceeds 90%
			MeVAs state-reported 5-year graduation rate is 100% and 6-year graduation rate is 96.94%
			Meeting Expectations Meets annual target
			Approaching Expectations Less than 5% below target
1.5a	5 and 6 Year High School Completion		Not Meeting Expectations 5% or more below target

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>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p>MeVA reports that 86% of students have scored 239 or above in <u>reading</u> and 226 or above in <u>math</u> on the Accuplacer.</p>	Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math																		
			Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math																		
			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.																		
			Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math																		
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p> <p>Accuplacer Results (Subgroups)</p> <table><tr><td></td><td>Reading</td><td>Math</td></tr><tr><td>Students with an IEP</td><td>79%</td><td>71%</td></tr><tr><td>Male</td><td>90%</td><td>92%</td></tr><tr><td>Female</td><td>84%</td><td>86%</td></tr><tr><td>Economically Disadvantaged</td><td>81%</td><td>91%</td></tr><tr><td>Students with a 504</td><td>88%</td><td>88%</td></tr></table>		Reading	Math	Students with an IEP	79%	71%	Male	90%	92%	Female	84%	86%	Economically Disadvantaged	81%	91%	Students with a 504	88%	88%	Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math
				Reading	Math																
			Students with an IEP	79%	71%																
			Male	90%	92%																
Female	84%	86%																			
Economically Disadvantaged	81%	91%																			
Students with a 504	88%	88%																			
Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math																					
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.																					
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	<p>At the end of their graduating year, 70%-80% of each schools' students will have successfully² 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.</p> <p>MeVA reports that 100% of students have successfully participated in at least one post-secondary activity.</p>	Exceeding Expectations Exceeds 80%																		
			Meets Expectations 70%-79.9%																		
			Approaching Expectations 60%-69.9%																		

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

			Not Meeting Expectations Fewer than 60%
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support. <i>School supports students with FAFSA completion reporting that 30 students/families completed a FAFSA form.</i>	The Commission will monitor a charter school's ability to support students with FAFSA completion. <i>Reported as Required</i>
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 calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.	Exceeding Expectations Fewer than 10% <i>MeVAs state-reported chronic absenteeism rate is 4.08%.</i>
			Meeting Expectations 10%-18%
			Approaching Expectations 17.9%-25%
			Not Meeting Expectations Greater than 25%
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. MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (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: Panorama School Climate Survey -Family Results	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). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations". <i>*Required Scales - School Climate, Safety, and School Fit</i> <i>201 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</i> <ul style="list-style-type: none">• <i>School Safety - 99th percentile</i>• <i>School Climate - 99th percentile</i>• <i>School Fit - 80th percentile</i>	Exceeding Expectations 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			Meeting Expectations 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			Approaching Expectations 1 of the 3 required scales are 50% or higher when compared to like schools nationally
			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%
2.3	School Climate: Panorama School Climate Survey -Student	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).	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally

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

	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, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p>329 students (78%) 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 Teacher/Student Relationships - 99th percentile • School Rigorous Expectations - 50th 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>
2.4	School Climate: Panorama School Climate Survey -Teacher Results	<p>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).</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>48 teachers (100%) 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"> • Professional Learning - 99th percentile • School Climate - 70th percentile • School Leadership - 70th percentile • Feedback and Coaching - 90th 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>
2.5	School Climate: Panorama School Climate Survey -Staff Results	<p>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).</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>13 staff (100%) 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 Leadership - 99th percentile • Feedback and Coaching - 90th percentile • Professional Learning - 99th percentile • School Climate - 90th 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	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.	Meeting Expectations School develops and implements plan
			Approaching Expectations School develops and partially implements the plan
			Not Meeting Expectations School does not develop or does not implement plan

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. 	Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.
			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.
			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.
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 MeVA governing board held 11 board meetings during SY2023-24.</i></p>	Meeting Expectations 6 or more meetings
			Not Meeting Expectations 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant	Timely ⁵ 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.	Meeting Expectations All minutes and agendas posted timely
			Approaching Expectations

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.

	Board operations		1-2 items not posted timely
			Not Meeting Expectations 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. 100% of reports were submitted on time and were accurate 100% of the time.	Exceeding Expectations More than 90% of reports are submitted on time and are accurate and complete
			Meeting Expectations 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectations 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) In SY2023-24, the MeVA board had 10 required board training requirements. Of those 10 requirements, 8 were completed (80%).	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	Meeting Expectations Facility provides a campus

		working for all students, faculty, and staff.	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> \$3,720,597 / \$462,823 = 8.0	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> \$2,904,651 / ((\$5,318,580) / 365) = 199 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> 442 / 438 = 1.0	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 - \$642,616 / \$5,961,196 = 10.8% 3YR - \$1,353,102 / \$16,297,753 = 8.3%	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> \$1,065,335 / \$4,485,032 = 24%	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. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i> CYR Cash Flow = \$251,160 PYR Cash Flow = \$344,486 2-Year Cash Flow = \$595,646	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> \$788,672 / \$146,057 = 5.4	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. <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>	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 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 . 97% 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. 94% 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 Student resident in the state of Maine

⁷ Student Count Day is October 1

6.1	Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report (Math)	<p>The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA math for each eligible grade level (grades 7-11).</p> <p>School reports the following results:</p> <ul style="list-style-type: none"> • Grade 7 - 50th percentile (Meeting) • Grade 8 - 63rd percentile (Meeting) • Grade 9 - 67th percentile (Exceeding) • Grade 10 - 52nd percentile (Meeting) • Grade 11 - 46th percentile (Approaching) • OVERALL - 56th percentile (Meeting) 	Exceeds Expectation Exceeds 66%ile
			Meets Expectation 50th-65th%ile
			Approaching Expectation 35th-49%ile
			Does Not Meet Expectation Lower than 34%ile
	Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report (Reading)	<p>The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA reading for each eligible grade level (grades 7-11).</p> <p>School reports the following results:</p> <ul style="list-style-type: none"> • Grade 7 - 36th percentile (Approaching) • Grade 8 - 37th percentile (Approaching) • Grade 9 - 50th percentile (Meeting) • Grade 10 - 49th percentile (Approaching) • Grade 11 - 50th percentile (Meeting) • OVERALL - 47th percentile (Approaching) 	Exceeds Expectation Exceeds 66%ile
			Meets Expectation 50th-65th%ile
			Approaching Expectation 35th-49%ile
			Does Not Meet Expectation Lower than 34%ile
	Student Median Conditional Growth Percentile on the MAP Student Growth Summary Report (Language)	<p>The student median conditional growth percentile is the fiftieth (50th) or higher as of the spring NWEA language for each eligible grade level (grades 7-11).</p> <p>School reports the following results:</p> <ul style="list-style-type: none"> • Grade 7 - 48th percentile (Approaching) • Grade 8 - 52nd percentile (Meeting) • Grade 9 - 60th percentile (Meeting) • Grade 10 - 63rd percentile (Meeting) • Grade 11 - 57th percentile (Meeting) • OVERALL - 57th percentile (Meeting) 	Exceeds Expectation Exceeds 66%ile
			Meets Expectation 50th-65th%ile
			Approaching Expectation 35th-49%ile
			Does Not Meet Expectation Lower than 34%ile