

# Year 4 Performance Report

*Prepared for  
Maine Connections Academy*

June 2023





### Mission

The mission of Maine Connections Academy (MCA) is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program in grades 7-12 throughout the state of Maine for students who need an alternative to the traditional classroom.

### Vision

The vision of MCA will be to reach students for whom a cutting-edge virtual approach provides the very best pathway to school success through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community to promote academic and emotional success for every learner.

### Governing Board

William Thompson, Interim Board President/Secretary	Jennifer Cummings, Board Treasurer
Ellen McBride	Jana Lapoint
Connie Ronco	

### Leadership Team

Walter Wallace, Principal	Lauren Thompson, Assistant Principal
Patricia Kiely, Special Education Director	Amy Trunnell, Chief Financial Officer

### School Profile

Year Opened	2014-15
Years in Operation	9
Grades Served	7-12
Number of Sending Districts	118
Enrollment*	466
Students on Waiting List*	93

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

## School Year 2022-23 Demographic Table

Grade Level Enrollment		
7th Grade	45	10%
8th Grade	68	15%
9th Grade	103	22%
10th Grade	98	21%
11th Grade	72	15%
12th Grade	80	17%
Gender		
Female	180	39%
Male	286	61%
Race/Ethnicity		
American Indian or Alaska Native	5	1%
Asian	5	1%
Black or African American	11	3%
Hispanic/Latino	9	2%
Two or More Races	19	4%
White	417	89%
Special Education		
Students with IEPs	92	20%
General Education Students	374	80%
Economically Disadvantaged		
Yes	190	41%
No	276	59%

## CHARTER RENEWAL PROCESS

According to §2411 Charter Term and Renewal a charter may be renewed for successive terms of 5 years, although an authorizer may grant a renewal for a term not to exceed 15 years based on the performance, demonstrated capacities and circumstances of each public charter school. An authorizer may grant renewal with specific conditions for necessary improvements to a public charter school.

No later than June 30th of a public charter school's 4th year of operation under each 5-year term of a charter contract, the authorizer shall issue a public charter school performance report. If the charter of the public charter school is expiring, the authorizer shall offer charter renewal application guidance to the school. The performance report required in this subsection must summarize the public charter school's performance record to date, based on the data required by this chapter and the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer concerning the school that may jeopardize its position in seeking renewal if not timely rectified. The school must be given the opportunity to respond to the performance report and submit any corrections or clarifications for the report. The renewal application guidance required must include or refer explicitly to the criteria and standards that will guide the authorizer's renewal decisions, which must be based on the performance framework under §2409. The renewal application guidance must, at a minimum, require and provide an opportunity for the public charter school to:

1. Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
2. Describe improvements undertaken or planned for the school; and
3. Detail the school's plans for the next charter term.

No later than September 30th of a public charter school's 5th year of operation under a term of a charter contract, or September 30th of a public charter school's final authorized year of operation under a term of a charter contract, the governing board of a public charter school seeking renewal shall submit a renewal application to the Maine Charter School Commission pursuant to any renewal application guidance offered by the Maine Charter School Commission.

The Maine Charter School Commission shall rule by resolution on a renewal application under this section no later than 45 days after the filing of the renewal application. In making charter renewal decisions, every authorizer shall:

- A. Ground its decisions in evidence of the public charter school's performance over the term of the charter in accordance with the performance framework under §2409;
- B. Ensure that data used in making renewal decisions are available to the public charter school and the public; and
- C. Provide a public report summarizing the evidence basis for each decision.

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.

If an authorizer revokes or does not renew a charter, the authorizer shall clearly state, in a resolution of its governing entity, the reasons for the revocation or nonrenewal. The authorizer shall include in the charter contract a description of the standards and processes under which the authorizer may pursue revocation of the charter contract. The processes must comply with §2410, subsection 2 and provide an opportunity for the public charter school to be heard prior to a decision on revocation.

The following public charter school performance report shall be issued no later than June 30, 2023, Maine Connections Academy's 9th year of operation under its second 5-year charter contract. The performance report summarizes Maine Connections Academy's performance record during the second charter term and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal. Maine Connections Academy will be given the opportunity to respond to this report and submit any corrections or clarifications.

## EXECUTIVE SUMMARY

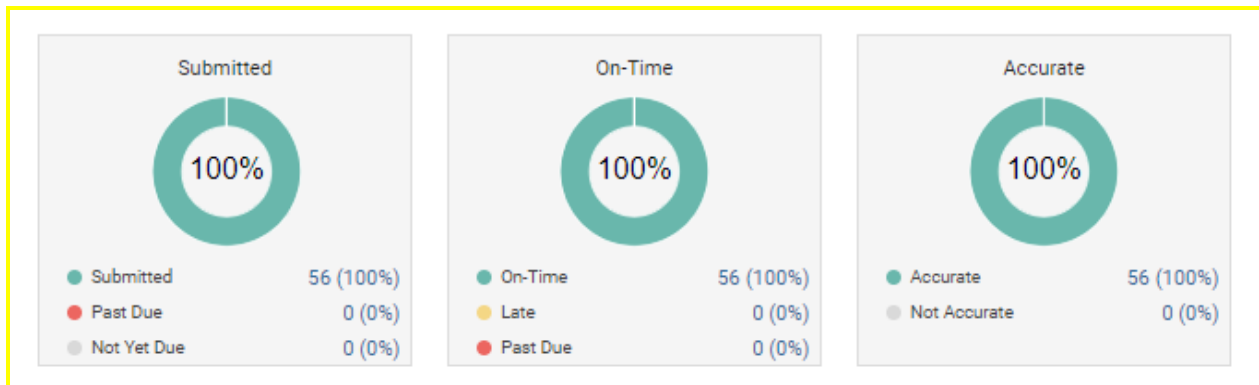
The Maine Charter School Commission is the authorizer of ten (10) charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet. The charter districts are evaluated and reported on annually as required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

District data are gathered through the Maine Department of Education, charter districts, and site visits, as applicable.

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

Document review is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review.

The graphs below summarize Maine Connections Academy's report and data submission completion throughout the 2022-23 school year as of late June 2023.



## CONSIDERATIONS FOR RENEWAL

The monitoring process and review of evidence has led to the conclusion that Maine Connections Academy provides a robust education to the students that it serves, is a strong partner, and a healthy and effective organization.

Maine Connections Academy's Performance has been strong over the last four years. They have consistently met or exceeded expectations in the following areas: proficiency on the state assessment, attendance, student enrollment, post-secondary activities, finance, and governance.

The school has periodically not met expectations in the areas of graduation rates and student growth on the NWEA.

NWEA: Because of the recent changes to the Performance Framework, there is context to share regarding the NWEA results. Applying the current NWEA Growth benchmark to the school's results over the last four years, MCA would have exceeded expectations in 5 of the 9 NWEA categories, met expectations in 3 of the 9 NWEA categories, and partially met expectations in 1 of the 9 categories. Under the recalibrated criteria, the academic growth of MCA, as measured on the NWEA, is an area of strength and not an area of concern.

Graduation Rates: Regarding graduation rates, MCA has named improving graduation rates as a goal for several years. The school reported in June 2023 that they anticipate that 88% of seniors will graduate in 4-years. This increase allows MCA to meet expectations on the Performance Framework in 2023, and demonstrates strong improvement in graduation rate data over time. MCA attributes this improvement to efforts to improve teaching and learning, which has led to increased course passing rates, which ultimately leads to a higher graduation rate as more students are

on-cohort and mastering the required standards. There is more detailed data in the report below.

Overall, MCA has consistently strong financial health. The school's financial performance measures over the last four years either met expectations or deliberately partially met expectations as part of a controlled plan to use cash for program enhancement. Over the term of the charter contract, all financial reporting has been on time and accurate. The school maintains active financial management by a skilled accountant (CPA) who uses financial resources to drive positive program and facilities improvement. MCA has been successful at increasing enrollment over time and is on pace to meet all financial performance measures in FY2023. The school had clean audits in fiscal years '22, '21, and '20 with Unmodified Opinions.

As a virtual school, MCA contracts annually with an independent third party evaluator to assess the quality of their program. In the last evaluation, the evaluator noted that *"The Maine Connections Academy continues to provide a rigorous, comprehensive academic program to students who, for various reasons, desired a remote/highly customized education setting. Contrary to public perspective, the MCA is not merely an "online school," rather, a flexible, responsive institution run by people, for people. I continue to be impressed by the feedback that I receive from stakeholders: the MCA family seems more passionate and positive about the Academy than the average school--and I've evaluated or accredited dozens spanning 25 years and four continents."*

The Maine Charter School Commission (MCSC) reviewed MCA's performance and evidence of increased student demand for seats at the school this year when MCA submitted an amendment to increase student enrollment to 500 students. After reviewing the school's data, the MCSC voted to approve the request to increase enrollment. The school has met their enrollment goal and is planning to enroll 500 students in Fall 2023.

## SCHOOL YEAR 2022-23

Evidence about Maine Connections Academy's performance collected in March and June of 2023 show a school whose performance has increased over time, culminating in a year with strong academic, attendance, graduation, financial, student enrollment, and board performance.

### March 2023 Mid-Year Report

On March 8, 2023, the Maine Charter School Commission staff completed a mid-year meeting in person and via Zoom with Billy Thompson, Maine Connections Academy Governing Board Chairperson; Walter Wallace, Head of School; Lauren Thompson, Assistant Principal; and Amy Trunnell, Chief Financial Officer. Topics covered included

academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

### Recommendations

In the 2023 Midyear report, the Commission issued no recommendations for improvement.

### Academic

Maine Connections Academy (MCA) outperformed the state average in English Language Arts on the NWEA MAP Assessment with 90.4% of the students meeting or exceeding expectations (state average for SY2021-22 was 83.8%). In Reading, MCA's NWEA MAP projected RIT growth is 41.2%, which is below the national average (45%-55%), and Partially Meets Expectations on the Performance Framework. In Language, NWEA MAP Growth's projected RIT growth is 55.4%, above the national average, and Exceeding Expectations on the Performance Framework.

MCA outperformed the state average in Math on the NWEA MAP Assessment with 92.3% of students meeting or exceeding expectations (state average for SY2021-22 was 81.3%). The percentage of students meeting school-wide projected RIT growth in math is 49.5%, meeting the national average for growth, and Meeting Expectations on the Performance Framework.

School leadership reports that they are focused on retaining students and supporting them to pass their classes successfully. The flexibility of the virtual schedule allows teachers to spend time supporting students individually and in small groups to master standards needed for class completion. The school team reports that the passing rate has increased to 92% of students passing classes. The team notes that supporting all students has been the focal point of professional development. Teams meet to discuss students and put action plans in place to support them to succeed. Professional development has been more structured this year, which has been met with positive feedback from the teaching staff. The school recently completed a professional development cycle with the Marzano Group.

The school has determined that they will administer the NWEA in the state-required/ Commission-required grades (7th and 8th) and the Accuplacer or SAT in the high school grades. MCA has administered the Accuplacer to all students in 12th grade and reports that they have already met the SY2023-24 participation rates and performance target. The students that elected to take the SAT opted out of the Accuplacer assessment.

The school team noted that their teachers are focused on increasing the academic performance of students in subgroup populations, specifically those on IEPs. Teachers use "Supervision Meetings" to discuss individual student data and to action plan. The



school has four teachers devoted to special education who meet with the Special Education Director regularly to review performance data.

### Attendance

MCA's SY2021-22 rate of chronic absenteeism was 7.9%, where they exceeded expectations on the Performance Framework. The school reports that their current rate of chronic absenteeism is 8.96%, putting them significantly below the state average. If their rate of chronic absenteeism continues until the end of the year, the school will again exceed expectations on the Performance Framework.

The school noted that students are required to be in school online each day for a minimum of five hours to be counted as present. Every live lesson is recorded and teachers require students to complete an exit ticket assignment at the end of each lesson. This allows students to make up schoolwork, if needed.

### Graduation

MCA's SY2021-22 graduation rate was 73.9%, lower than the state average of 86.3% and not meeting expectations on the Performance Framework. The school team reports that they expect 79% of seniors to graduate this year. The school notes that their graduation rates have continued to trend upwards over the last three years, and continue to be lower than their goal. The school attributes the growth in their graduation rate to several factors, including hiring a teacher to assist students who are offtrack for graduation to form a credit-recovery plan. The school notes that their graduation goal is 86%, and while they do not anticipate reaching it this year, they plan to get close. The school team reported that they hold students to a high bar for graduation expectations, requiring students to accrue more than the minimum number of credits required by the state for graduation. Additionally, MCA accepts students throughout the year at all grade levels, unlike similar high schools. Supporting students who enter the school who are undercredited in 11th and 12th grades continues to pose a challenge.

### Financial Performance

MCA is low risk in all financial criteria on the Performance Framework and maintains a strong financial position. The school has recently allocated additional resources to student support, creating new interventionist positions to support students in reading and math, a Social Worker, and positions to support students who are off-track to graduate. The school has invested in Pearson's electives courses, offering the students a vast and varied selection of optional online electives courses. The school team notes that funds are directed to positions that directly support students, and not to additional administration. The school is able to maintain an efficient administrative team because of the "extensive" administrative support from Pearson.

### Student Enrollment and Recruitment

The school's current enrollment is 457 students. MCA recently had a charter amendment approved by the Commission to increase their enrollment to 500 students

next year. The school is confident that they will enroll 500 students in SY2023-24 due to their robust waitlist.

### Facilities

Although MCA is a virtual school, they are required to maintain a facility from which teachers and administrators work. The school is currently analyzing facility needs and discussing options for facilities to pursue when their current lease ends in August 2024.

### Governing Board

The Board Chair reports that the board functions well. There are currently no open seats on the board. The Board Chair noted successes of the board including a smooth transition of presidency, strong attendance at meetings, proficiency using Boardable software, and knowledgeable and involved members. The Board Chair notes that an area of improvement is encouraging all board members to complete the required Epicenter board training.

The Board Chair noted that they work with Pearson to determine board agendas and that they receive a financial update at every meeting. Teachers periodically present at Board Meetings to help board members gain a deeper understanding of the school program. Twice yearly the board discusses school and school leadership goals. The Board Chair named the stabilization of school leadership as the essential ingredient that has led to the academic improvement at MCA over the past several years. The Board Chair hopes that the virtual nature of the school can be used as a model for other schools, especially as it relates to students taking classes with like-minded students across the country.

### June 2023 Update

On June 6, 2023, the Maine Charter School Commission staff met with Billy Thompson, Maine Connections Academy Governing Board Chairperson; Walter Wallace, Head of School; Lauren Thompson, Assistant Principal; Joy Kiely, Special Education Director; Connie Ronco, Board Member; and Amy Trunnell, Chief Financial Officer to review the MCA charter application timeline and to discuss updated data and information from the mid-year meeting.

### Attendance

MCA is reporting a 2023 chronic absenteeism rate of 12.8%, which is below the state average and exceeds expectations on the Performance Framework. MCA has consistently low chronic absenteeism and credits the success with their proactive tiered process to identify students who are at risk of low attendance, and meetings with them and their families to develop a plan. Students and families have regular check-ins with the MCA learning coach to problem-solve, hear frequent and consistent messaging about the importance of attendance.

## Graduation

At the midyear meeting, the school was hoping to reach a 4-year graduation goal of 86%. The school reported in June that they exceeded the goal and anticipate that 88% of seniors will graduate in 4-years. This increase allows MCA to meet expectations on the Performance Framework, and shows a strong improvement in graduation data over time. MCA attributes this improvement to efforts to improve teaching and learning, which has led to increased course passing rates, which ultimately leads to a higher graduation rate as more students are on-cohort and mastering the required standards.

MCA's passing rates reflect a positive trend across all grades and subject areas from 2019-20 to the first semester of 2021-22, as shown in the below table, noted from MCA approved application to increase student enrollment.

### Passing Rates at MCA

	ELA		Math	
<i>Grades</i>	<i>7-8</i>	<i>9-12</i>	<i>7-8</i>	<i>9-12</i>
MCA 2021-22	94%	86%	90%	92%
MCA 2020-21	94%	87%	88%	93%
MCA 2019-20	84%	83%	84%	85%
	Science		Social Studies	
<i>Grades</i>	<i>7-8</i>	<i>9-12</i>	<i>7-8</i>	<i>9-12</i>
MCA 2021-22	91%	90%	87%	91%
MCA 2020-21	96%	90%	90%	96%
MCA 2019-20	92%	86%	88%	86%

Over the past several years, MCA has prioritized increasing support staff in order to increase student achievement. Positions include a full time math interventionist, a full

time reading interventionist, a full time staff member who oversees all academic and behavior interventions, a Multiple Pathways staff member to support students who are off-cohort, a special education teacher, an advisory teacher to support students and families with academic planning, a social worker and a full time staff member who provides academic and behavioral support to students on an IEP. Additionally, the school decreased the number of students in each advisory to increase connections and points-of-contact with families. MCA added a new intervention program to increase engagement from reluctant learners called Lexia Power UP. Finally, the school has focused staff professional development on increasing student engagement in a virtual setting and has hosted several Marzano Group trainings and staff Book Study.

## 2023 DRAFT PERFORMANCE INDICATORS SUMMARY TABLE

Exceeded Expectation	Met Expectation	Partially Met Expectation	Did Not Meet Expectation
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DRAFT 2023 INDICATORS			SY2022-23
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*:</p> <p>2023- 86%</p> <p>2024- 87%</p> <p>2025- 87%</p> <p>2026- 88%</p> <p>2027- 88%</p> <p>2028- 89%</p> <p>2029- 89%</p> <p>2030- 90%</p>	<p style="text-align: center;">Met</p> <p style="text-align: center;">The school is reporting a graduation rate of 88%.</p>
1.6c	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 or higher in math or;</li> <li>• <a href="#">ASVAB score</a> of 31 or higher.</li> </ul>	<p style="text-align: center;">Met</p> <p style="text-align: center;">Although not required until SY 2023-2023, MCA reports they have already met the target.</p>

		<i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>	
5.2	Student Attendance	<p><a href="#">Chronic absenteeism</a> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school.<sup>1</sup></p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	Exceeded

## 2019-2022 PERFORMANCE INDICATORS SUMMARY TABLE

Exceeded Expectation	Met Expectation	Partially Met Expectation	Did Not Meet Expectation
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STUDENT ACADEMIC PROFICIENCY		SY2021-22	SY2020-21	SY2019-20
Proficiency on State Assessments in reading	The school will collect baseline data on the NWEA MAP test for ELA and will provide school-wide results as well as results at each grade level assessed.	Met	Met	
Proficiency on State Assessments in math	The school will collect baseline data on the NWEA MAP test for math and will provide school-wide results as well as results at each grade level assessed.	Met	Met	
Percentage of second or more years students achieving at least 85% of the state average for the meets and exceeds expectations	Students in their second or more years will achieve at least 90% of the state average for the meets and exceeds expectations categories on the MEA in ELA.			No Data COVID-19

<sup>1</sup> Chronically absent is defined as missing 10% or more of school days.

categories on the MEA in ELA.				
Percentage of second or more years students achieving at least 85% of the state average for the meets and exceeds expectations categories on the MEA in math.	Students in their second or more years will achieve at least 90% of the state average for the meets and exceeds expectations categories on the MEA in math.			No Data COVID-19
STUDENT ACADEMIC GROWTH		SY2021-22	SY2020-21	SY2019-20
Students will show progress in their learning through growth in their NWEA scores in ELA reading and language from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	Did Not Meet 47%	Did Not Meet 59%	Did Not Meet 61%
Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	Did Not Meet 66%	Partially Met 70%	Did Not Meet 61%
Growth on NWEA as measured by projected growth on MAP assessment: The timeline allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found	School will meet goal of eligible <sup>2</sup> students meeting their projected growth on NWEA ELA reading and language by the end of school year 2022-23  2021-22 target=70% 2020-21 target=64% 2019-20 target=59%	Did Not Meet 41%	Did Not Meet 51%	Did Not Meet 52%

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

in each charter school.				
Growth on NWEA as measured by projected growth on MAP assessment: The timeline allowed to reach these targets will vary depending upon the demographics of the students, and of subgroups of students, found in each charter school.	School will meet goal of 70% of eligible students meeting their projected growth on NWEA math by the end of the school year 2022-2023.  2021-22 target=70% 2020-21 target=66% 2019-20 target=61%	Did Not Meet  53%	Partially Met  63%	Did Not Meet  55%
<b>ACHIEVEMENT GAPS</b>		<b>SY2021-22</b>	<b>SY2020-21</b>	<b>SY2019-20</b>
Achievement gaps in proficiency between major subgroups on the Maine State Assessments.	The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met  <i>Subgroups are performing below comparison groups: the FRL subgroups met projected RIT at a lower rate in math than the comparison group, males met projected RIT at a lower rate than females in math and reading.</i>	Partially Met  <i>Subgroups are performing below comparison groups, some gaps have closed since the previous year.</i>	No Data COVID-19
Achievement gaps in growth between major subgroups on the NWEA.	The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met  <i>Subgroups are performing below comparison groups: the FRL subgroups met projected RIT at a lower rate in math than the comparison group, males met projected RIT at a lower rate than females in</i>	Partially Met  <i>Subgroups are performing below comparison groups, some gaps have closed since the previous year.</i>	Met  <i>Data show most subgroups are performing similarly to comparison groups. The percentage of students with IEPs who reached their growth target was lower in both ELA and math as compared to</i>

		math and reading.		<i>students who do not have an IEP.</i>
STUDENT ATTENDANCE		SY2021-22	SY2020-21	SY2019-20
Chronic absenteeism rate	10% or fewer students classified as chronically absent on the last day of school <sup>3</sup> .	Met 7.9%	Met 9.7%	Partially Met  11% of students were chronically absent as of March 13, 2020.
Average Daily Attendance Rate	Average daily attendance rate in grades K-8 of 93% or higher.	Exceeded 97%	Exceeded 97.3%	Met  95.93% through March 13, 2020
Average Daily Attendance Rate	Average daily attendance rate in grades 9-12 of 91% or higher.	Exceeded 96%	Exceeded 96.4%	Met  94.65% through March 13, 2020
STUDENT ENROLLMENT		SY2021-22	SY2020-21	SY2019-20
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day <sup>4</sup> .	Exceeded 98%	Exceeded 90%	Met 87%
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the next year.	Exceeded 100%	Met 88%	Exceeded 91%
POST-SECONDARY READINESS		SY2021-22	SY2020-21	SY2019-20
4 year high school graduation rate (current cohort)	87.74% 4 year high school graduation rate  2020 target=87.74%	Partially Met 73.9%	Partially Met 68.7%	Partially Met 61.5%

<sup>3</sup> Chronically absent is defined as missing 10% or more of school days.

<sup>4</sup> State Student Count Day is October 1st.



	2019 target=87.51% 2018 target=87.28%	<i>Less than 2% below target or is more than 2% below target, but has increased from previous year by at least 2%</i>	<i>Less than 2% below target or is more than 2% below target, but has increased from previous year by at least 2%</i>	<i>Less than 2% below target or is more than 2% below target, but has increased from previous year by at least 2%</i>
5 and 6 year average high school graduation rate (previous 2 years' cohorts averaged)	89.74% 5 and 6 year average high school graduation rate  2020 target=89.74% 2019 target=89.51% 2018 target=89.28%	Did Not Meet  74.4%  <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2%</i>	Did Not Meet  66.7%	Partially Met  67%  <i>Less than 2% below target or is more than 2% below target, but has increased rate from previous year by at least 2%</i>
Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each schools' eligible <sup>5</sup> students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship	Exceeded  100%	Exceeded  100%	Exceeded  100%
Success rate of students participating in post-secondary readiness opportunities	70% of the school's students who participated in at least one post-secondary activity such as (and not limited to) college course, certificate program, or internship will complete it successfully <sup>6</sup>	Exceeded  97%	Exceeded  96%	Exceeded  100%
FINANCIAL PERFORMANCE and STABILITY*		SY2021-22	SY2020-21	SY2019-20
Near Term Measures a)Current Ratio b)Unrestricted Days Cash on Hand	School evaluates its Near Term Financial Health using the Financial Performance and Stability outline provided by the Commission	Met Continue Standard Monitoring	Met Continue Standard Monitoring	Met Continue Standard Monitoring

<sup>5</sup> Students not excluded via IEP or other individual plan

<sup>6</sup> Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

Sustainability Measures a)Total Margin b)Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission	Partially Met Discuss at next monitoring meeting	Partially Met Discuss at next monitoring meeting	Met Continue Standard Monitoring
The school has an annual financial audit conducted. Audit and management letter are submitted to the Commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements; no material weaknesses, significant deficiencies or reportable instances on noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters  <i>*Summary Financial Commentary: Meets Expectation/Lower Risk - standard monitoring of reports. MCA has been executing a short-term plan of affordable deficits to enrich programming and enhance the school, as a result, Margins are negative. Significant cash on hand.</i>	Met Continue Standard Monitoring	Met Continue Standard Monitoring	Met Continue Standard Monitoring
BOARD GOVERNANCE and STEWARDSHIP		SY2021-22	SY2020-21	SY2019-20
Public Accountability: Transparent, responsive, and legally compliant Board operation	The Governing Board will hold a minimum of 6 meetings per school year <sup>7</sup>	Met  The Governing Board held 7 meetings during the school year.	Exceeded  The Governing Board held 12 meetings during the school year.	Met  The Governing Board held 9 meetings during the school year.
	Timely <sup>8</sup> publication of Board meeting agenda and minutes upon approval	Met	Met	Met
FACILITIES MANAGEMENT		SY2021-22	SY2020-21	SY2019-20
Meet Local and State	The school certifies that its facility (or facilities) meet all local and	Met	Met	Met

<sup>7</sup> A school year is July 1-June 30

<sup>8</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.

requirements	state requirements for public school facilities.			
Capital Improvement Plan	The school has a current Capital Improvement Plan approved by its governing board	Met	Met	Met
SCHOOL CULTURE AND CLIMATE		SY2021-22	SY2020-21	SY2019-20
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior	Met	Met	Met
Panorama Survey-Family Participation	40% of families will participate in the Panorama survey	Exceeded 55%	Exceeded 53%	Partially Met 39%
Panorama Survey-Student Participation	65% of eligible <sup>9</sup> students will participate in the Panorama survey	Exceeded 82%	Exceeded 83%	Did Not Meet 45.8%
Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey	Exceeded 88%	Exceeded 100%	Exceeded 88%
Panorama Survey	The school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Even though not required for the 2021-22 school year, the school developed an action plan.	Met	Met

<sup>9</sup> Students in grades 3 and up are eligible to participate in the Panorama Education surveys.