



**ANNUAL MONITORING REPORT 2018-2019**

***The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.***

**February 2020**

The Maine Charter School Commission (MCSC) Review Team of MCSC staff and consultants, MCSC liaison, and DOE staff reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

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| Commission Liaison | Laurie Pendleton |
| MCSC Consultant | Dr. Joe Mattos |
| MCSC Consultant | Joe Drago, CPA |
| MCSC Executive Director | Bob Kautz |
| MCSC Director of Program Management | Gina Post |
| DOE Special Services | Roberta Lucas |

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| School’s 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. |
| School’s 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. |

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| School Information |

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| School Name | Maine Connections Academy |
| Address | 8 Science Park Road, Floor #3, Scarborough, ME 04074 |

Governing Board

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| President | Amy Linscott |
| Treasurer | John Larouche |
| Secretary | Carol Weston |
| Board Member | Bernice Stockley |
| Board Member | Senator Amy Volk |
| Board Member | Billy Thompson |

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| Principal | Walter Wallace |
| Dean of Students | Lauren Thompson |
| Special Education Director | Patricia Kiely |

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| Year Opened | 2014 |
| Years in Operation | 5 |
| Number of Sending Districts | 112 |
| Grades Served | 7 - 12 |
| Current Enrollment | 410\* |
| Students on Waiting List | 0\* |

\*As of October 1, 2019, certified enrollment date

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| Section 1: Indicator Summary Table |

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| **Indicator** | **Exceeds** | **Meets**  | **Partially Meets** | **Does Not Meet** | **Other** |
| **Student Academic Proficiency** |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Student Academic Growth** |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  |  | **X** |  |  |
| Target 3 |  | **X** |  |  |  |
| Target 4 |  | **X** |  |  |  |
| **Achievement Gaps** |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  |  |  | **X[[1]](#footnote-2)** | Not reported |
| Target 4 |  |  |  | **X[[2]](#footnote-3)** | Not reported |
| **Student Attendance** |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  | **X** |  |  |  |
| **Student Enrollment**  |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Post-Secondary Readiness** |
| Target 1 |  |  |  | **X** |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  | **X** |  |  |  |
| Target 4 |  | **X** |  |  |  |
| **Financial Performance and Stability** |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Governance Board Performance and Stewardship** |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Facilities** |
| Target 1 |  | **X** |  |  |  |
| **School Climate** |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  |  | **X** |  |  |
| Target 3 |  | **X** |  |  |  |
| **Parent & Community Engagement** |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  |  |  | **X** |  |
| Target 3 |  |  | **X** |  |  |

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| Section 2: Demographics |

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| Section 3: Academic Proficiency |

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| **Measure** | **Target** | **Results** |  |
| Percentage of students scoring at “proficiency” or above on state assessments in English Language Arts | Percentage of students at proficiency level will increase every year by at least 2 percentage points over the previous year. | In 2018, 60% of MCA students were proficient on the state assessment in Language Arts. In 2019, 66% were proficient. | Met |
| Percentage of students scoring at “proficiency” or above on state assessments in Mathematics  | Percentage of students at proficiency level will increase every year by at least 2 percentage points over the previous year. | In 2018, 25% of MCA students were proficient on the state assessment in Math. In 2019, 29% were proficient. | Met |

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**Discussion**

MCA met both of its academic proficiency targets- ELA and math.

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| Section 4: Academic Growth |

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| **Measure** | **Target** | **Results** |  |
| Annual Growth – state assessment in ELA | Target of 2% annual growth expected for continuously enrolled students. | 89% of continuing students had at least 2% growth on the state assessment in ELA from 2018 to 2019. | Met |
| Annual Growth – state assessment in Math | Target of 2% annual growth expected for continuously enrolled students. | 42% of continuing students had at least 2% growth on the state assessment in math from 2018 to 2019. | Partially met |
| Growth on NWEA ELA (replaced LEAP) | Report percentage of students meeting projected RIT growth | 51% percent of students met projected RIT growth in ELA. | Met |
| Growth on NWEA Math (replaced LEAP) | Report percentage of students meeting projected RIT growth | 54% percent of students met projected RIT growth in math. | Met |

**Discussion**

The school met three of its 4 academic growth target and partially met one target- continuing student growth on state math assessment.

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| Section 5: Achievement Gaps |

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| **Measure** | **Target** | **Results** |  |
| Achievement gaps among subgroups in proficiency on MEA ELA | Report identified gaps | Females outperformed males by 15%. | Met |
| Achievement gaps among subgroups in proficiency on MEA math | Report identified gaps | No gap. | Met  |
| Achievement gaps among subgroups in growth on NWEA ELA | Report identified gaps | Not reported | Unknown |
| Achievement gaps among subgroups in growth on NWEA ELA | Report identified gaps | Not reported | Unknown |

**Discussion**

On the MEA an achievement gap is present in ELA, with females outperforming males by 15%. Gaps on NWEA were not reported by the school.

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| Section 6: Attendance |

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| **Measure** | **Target** | **Results** |  |
| Average Daily Attendance Rate | Average Daily Attendance Rate of 93% for grades 7 and 8 | Overall rate of 96% Grade band attendance rates not provided.  | Met |
| Average Daily Attendance Rate | Average Daily Attendance Rate of 92% for grades 9-12 | Overall rate of 96% Grade band attendance rates not provided.  | Met |
| Unexcused Absences | Report number of unexcused absences | 3,495 | Met |

**Discussion**

The school reported that the overall average daily attendance rate was 96.3%. However, the school did not report on the grade level bands set forth in the targets.

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| Section 7: Enrollment |

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| **Measure** | **Target** | **Results** |  |
| Retention rate  | Retention rate of 70% of students during the school year | 77% retention rate during the school year | Met |
| Re-enrollment Rate | 50% of students to be re-enrolled from one year to the next | 71% re-enrollment rate. | Met |

**Discussion**

The school met its enrollment target for retention rate during the school year and for re-enrollment for the next school year.

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| Section 8: Post-Secondary Readiness |

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| **Measure** | **Target** | **Results** |  |
| Graduation rate | Senior graduation rate of 90%  | 79% graduation rate | Did not meet |
| Dual Enrollment Courses | Report percentage of students participating in dual enrollment | 23% of juniors and seniors participated in dual enrollment courses. | Met |
| Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of year 1 after graduation | 30% of graduates will be enrolled in a post-secondary institution, college, trade, and apprenticeship byFebruary of year 1 after graduation. | 53%  | Met |
| Percentage of graduates not enrolled in post-secondary institutions employed full-time or enlisted in the military by February of year 1 after graduation | 10% of graduates who are not enrolled in post-secondary institutions will be employed full time or enlisted in themilitary by February of year 1 after graduation | 42%  | Met |

**Discussion**

The school did not meet its year 5 graduation rate target. The school met the target for reporting on dual enrollment -participation. The school met targets for the class of 2018’s post secondary participation in college, workforce, or military.

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| Section 9: Financial Performance and Sustainability |

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| **Measure** | **Target** | **Results** |  |
| Monthly Financial Reports | School will produce monthly financial reports, and evidence that reports are reviewed by governing board  | Monthly reports reviewed by board | Met |
| Variation between budget and actual revenue and expenditures | Plus, or minus 10% variation between budget and actual revenue and expenditures | Within 10% | Met  |

**Discussion**

The school met one of its financial indicator targets; monthly financial reports reviewed by board. The school reported that it was within 10% from actual to budgeted.

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| Section 10: Governance Board Performance and Stewardship |

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| **Measure** | **Target** | **Results** |  |
| Governance Board Meetings | Monthly | Board met monthly | Met |
| Bylaws and policies regularly reviewed  | Evidence of bylaws and policies in place and regularly reviewed | Bylaws and policies in place | Met |

**Discussion**

The school met both of its governance indicator targets; meeting monthly and having bylaws reviewed and in place.

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| Section 11: Facilities & Maintenance |

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| **Measure** | **Target** | **Results** |  |
| Adequacy of Facilities Maintenance in Support of the Program | Contract for cleaning services showing periodic janitorialServices. | Cleaning, maintenance, and records available. | Met |

**Discussion**

The school met its facilities indicator target. Recently, MCA entered into a new lease in Scarborough, Maine. The new location is larger and can accommodate the entire staff. There are now three Live Lesson rooms available to staff. Also, a science lab for teacher and student use is being installed.

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| Section 12: School Climate |

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| **Measure** | **Target** | **Results** |  |
| Reports of bullying, harassment or other abusive practices  | The school will report to MDOE as required. | Reported as required | Met |
| Percentage of surveyed parents, staff and students who express satisfaction with school’s social and academic climate  | 80% of parents, staff, and students will express satisfaction on a confidential survey regarding social and academic climate. | Parents 87%Teachers not reportedStudents not reported  | Partially met |
| Welcome Call percentage  | 100% of students will receive a welcome call. | 100% of students received a welcome call. | Met |

**Discussion**

The school met two of its three school climate indicator targets and partially met the third. It met the target for behavior reporting and the target for welcome calls to students. It did partially meet the target for satisfaction on surveys. Parents were surveyed; teachers and students were not.

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| Section 13: Parent and Community Engagement |

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| **Measure** | **Target** | **Results** |  |
| Contact between teachers and Learning coaches | Report on frequency of contact | 80% of students have their Learning Coach (LC) contacts met. | Met |
| Participation in parent-teacher conferences  | Report on the participation of parents in conferences | The school did not hold conferences. | Did not meet |
| Maintain community partnerships and develop one new one annually | Development of at least one new partnership  | Maintained established community partnerships. New partnerships not developed. | Partially met |

**Discussion**

The school met one indicator target and partially met one indicator target. It met the target for learning coach contacts. It partially met the target for community partnerships. The school did not hold parent-teacher conferences.

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| Section 14: Evidence of Mission and Vision Implementation |

*(See Page 2 for School’s Mission and Vision)*

In 2018-19 MCA increased field trip offerings and conducted three academic summits at Ft. Williams, Augusta Civic Center and University of Maine at Presque Isle.

MCA’s professional learning calendar for 2018-19 consisted of tiered offerings to the new and seasoned teacher. The offerings aligned with best practices in teaching and online education and communicated clear expectations and follow up activities.

The school’s Professional Learning Communities (PLCs) are built around accountability for all (students and teachers). For example, the year-long work of the school wide PLC was student engagement resulting in students developing real depth of knowledge and skills. Each PLC focused on one goal that tied into the school improvement plan, which supports student learning and performance.

MCA provides students with a range of courses, including G/T, Honors and AP, Foundational, and many electives including foreign language, and CTE courses. Many supplemental programs are available for students who need additional support, as are resources for all students such as Khan Academy, EBSCO, and Grolier online. The school also offers dual-enrollment courses through the University of Maine at Fort Kent.

Clubs and Activities, National Honor Society, field trips, Academic Summits and other extracurricular opportunities encourage students to socialize with one another and engage in their communities.

The school’s counseling team supported student interests beyond MCA by assisting with internships, SAT prep, college planning activities as well as helping 8th graders prepare for high school and offering weekly guidance sessions for all students.

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| Section 15: Commendations and Considerations |

**Commendations**

* Maine Connections Academy’s governing board has had little turnover and continues to have founding members on the board.
* MCA’s board members have varied backgrounds and skill sets.

**Considerations**

* MCA, now in its 6th year of operation, has had 4 principals. The frequent turnover in administration has led to difficulties in maintaining momentum and data collection and reporting. The board would benefit from evaluating how it can retain administrators.
* In order for the school to meet its charter contract obligations, it should consider developing a plan for ongoing contract review and a format for collecting all the required data for annual reporting.
1. **-2 School unable to provide data** [↑](#footnote-ref-2)
2. [↑](#footnote-ref-3)