

MAINE VIRTUAL ACADEMY

Maine Virtual Academy
6 East Chestnut Street, Suite 230
Augusta, ME 04330

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT
June 2019

Table of Contents

Charter Renewal Process

School Information

Demographic Information

Performance Framework

Academic Performance

Attendance and Reenrollment

Post-Secondary Readiness

Governance and Operations

Fiscal Performance

Adequacy of Facilities, Maintenance in Support of Program

Parent and Community Support, Student Involvement

School Climate

Effective Leadership

Instructional Quality

Compliance with Terms of Charter Contract and Laws

Commendations, Recommendations, and Considerations for Charter Renewal

Appendix A – Maine Virtual Academy’s Self-Assessment

Appendix B – Maine Virtual Academy’s Performance Indicators

Appendix C – Maine Virtual Academy’s End of Year Reports

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 particular 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 30th, 2019, Maine Virtual Academy's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Maine Virtual Academy's performance record to date 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 if not timely rectified. Maine Virtual Academy will be given the opportunity to respond to this report and submit any corrections or clarifications.

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School Information

School Name	Maine Virtual Academy
Address	6 East Chestnut Street, Suite 230, Augusta, ME 04330

Governing Board

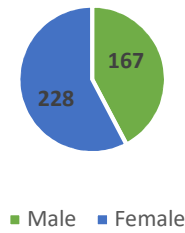
Board President	Amy E. Carlisle
Board Secretary	S. Peter Mills
Board Treasurer	Edward S. LeBlanc
Board Member	Donna Madore

Principal	Dr. Melinda Browne
Manager of School Programs and Operations	Fadia Afaneh
Special Education Director	Dr. Melinda Browne

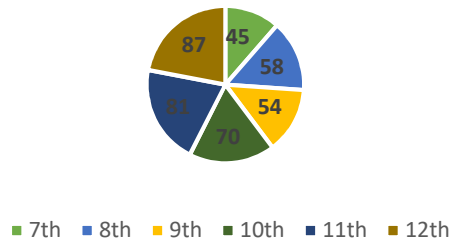
Year Opened	2015-16 School Year
Years in Operation	4
Number of Sending Districts	110
Grades Served	7 through 12
Current Enrollment	395 (As of October 1, 2018 Certified Enrollment Date)
Students on Waiting List	210 (As of October 2018)

Demographic Information

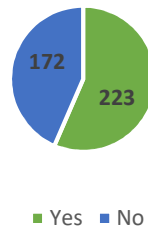
Gender Breakdown



Grade Breakdown



Economically Disadvantaged



Special Education



Performance Framework													
Indicator	2019				2018			2017			2016		
	Exceeds	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency	MEA results not yet available					X			X			X	
Student Academic Growth		X				X			X			X	
Achievement Gaps in proficiency and growth between major student subgroups		X				X						X	
Student Attendance			X				X		X				X
Recurrent Enrollment from Year to Year	X	X						X			X		
Post-Secondary Readiness	X					X		X				X	
Governance Board Performance and Stewardship		X			X			X			X		
Financial Performance and Sustainability	X				X			X			X		
Adequacy of Facilities Maintenance in Support of Program		X						X			X		
Parent and Community Engagement					X					X		X	
School Social and Academic Climate	X	X			X				X			X	

Academic Performance

	2015-16	2016-17	2017-18	2018-19
Academic Proficiency	Partially met	Partially met	Partially met	Not yet available
Academic Growth	Partially met	Partially met	Partially met	Meets on measures with available data
Achievement Gaps	Partially met	Partially met	Partially met	Met

Student Academic Proficiency:

Year 1, 2015-16

Targets:

State Assessments

- Percent of grade 7 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 7 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 8 students scoring proficient on the Science portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 11 students scoring proficient on the Science portion of the Maine State Assessment will meet or exceed the state average.

School Selected Assessments

- Year 1: Establish baseline using NWEA Reading Assessment for each grade level 7-12.
- Year 1: Establish baseline using NWEA Math Assessment for each grade level 7-12.
- Year 1: Establish baseline for the percent of course enrollments in which students meet the standards for that course. Meeting standard will be defined as mastering 80% or more of the course objectives and will be reported using the OLS system.

Performance:

In its first year, MeVA reported MEA scores for establishing a baseline in this area.

MEA - ELA

	7 th grade	8 th grade	11 th grade
Percent Proficient	60%	46%	55%

MEA - Math

	7 th grade	8 th grade	11 th grade
Percent Proficient	23%	16%	21%

In its first year, MeVA reported NWEA scores for establishing a baseline in this area.

Performance of student in each grade 7-12 scoring in the average to above average RIT band in reading on the NWEA. (Based on Spring 16 scores.)	
7 th grade	92%
8 th grade	80%
9 th grade	71%
10 th grade	90%
11 th grade	86%
12 th grade	not tested

Percent of students in each grade 7-12 scoring in the average to above average RIT band in math on the NWEA. (Based on Spring 16 scores.)	
7 th grade	50%
8 th grade	60%
9 th grade	52%
10 th grade	83%
11 th grade	64%
12 th grade	not tested

MeVA’s NEWA testing showed that its students appeared to be stronger in reading than math. The grade level average for percent of students scoring in the average to above average RIT band in reading was 83.8%, compared to 61.8% for math.

MeVA’s completion rate for the spring NWEA administration was 60%. 130 Students completed both the math and reading sections.

Year 2, 2016-17

Targets: Refer to year one targets on page 8.

Performance:

MeVA partially met its Student Academic Proficiency targets.

MeVA’s academic proficiency targets were for the percent of grade 7, 8 and 11 students scoring proficient on each subject area of the Maine State Assessment to meet or exceed the state average (math and ELA 7, 8, 11 and science 8 and 11). MeVA met the target in 2 of 8 areas. See table on page 10.

	% at or above state average	State Average	Difference	Target met?
ELA				
Grade 7	36%	54%	-18%	no
Grade 8	59%	52%	+7%	yes
Grade 11	53%	59%	-6%	no
Math				
Grade 7	16%	41%	-25%	no
Grade 8	9%	35%	-26%	no
Grade 11	22%	35%	-13%	no
Science				
Grade 8	78%	69%	+9%	yes
Grade 11	38%	47%	-9%	no

MeVA used this data to establish a baseline using NWEA Math and Reading Assessment data from years one and two for each grade level 7-12. Data are provided in the tables below.

Percent of students in each grade 7-12 scoring in the average to above average RIT band in reading on the NWEA. (Based on Spring 16 scores.)	
7 th grade	92%
8 th grade	80%
9 th grade	71%
10 th grade	90%
11 th grade	86%
12 th grade	not tested

Percent of students in each grade 7-12 scoring in the average to above average RIT band in math on the NWEA. (Based on Spring 16 scores.)	
7 th grade	50%
8 th grade	60%
9 th grade	52%
10 th grade	83%
11 th grade	64%
12 th grade	not tested

MeVA measured the percent of course enrollments in which students meet the standards for that course. Meeting standard is defined as mastering 80% or more of the course objectives. The school-wide Passing Rate for the first semester was 78%, and for the second semester it was 91%.

Year 3, 2017-18

Targets:

Student Academic Proficiency

Measure	Target	Results	Met/Did Not Meet/Partially Met
ELA portion of the Maine State Assessment	46% of grade 7 students will score proficient on the ELA portion of the MEA	33%	Did not meet
ELA portion of the Maine State Assessment	49% of grade 8 students will score proficient on the ELA portion of the MEA	42%	Did not meet
ELA portion of the Maine State Assessment	59% of grade 11 students will score proficient on the ELA portion of the MEA	46%	Did not meet
Math portion of the Maine State Assessment	23% of grade 7 students will score proficient on the math portion of the MEA	19%	Did not meet
Math portion of the Maine State Assessment	14% of grade 8 students will score proficient on the math portion of the MEA	16%	Met
Math portion of the Maine State Assessment	28% of grade 11 students will score proficient on the math portion of the MEA	8%	Did not meet
Science portion of the Maine State Assessment	69% of grade 8 students will score proficient on the science portion of the MEA	50%	Did not meet
Science portion of the Maine State Assessment	45% of grade 11 students will score proficient on the science portion of the MEA	31%	Did not meet

Performance:

Maine Virtual Academy met its target in one of the 8 areas. The target for 7th grade math was met. MeVA missed its targets by an average of 13%.

Year 4, 2018-19

Targets:

Measure	Target	Results
ELA portion of the Maine State Assessment	36% of grade 7 students will score proficient on the ELA portion of the MEA	Not yet available
ELA portion of the Maine State Assessment	43% of grade 8 students will score proficient on the ELA portion of the MEA	Not yet available
ELA portion of the Maine State Assessment	49% of grade 11 students will score proficient on the ELA portion of the MEA	Not yet available
Math portion of the Maine State Assessment	20% of grade 7 students will score proficient on the math portion of the MEA	Not yet available
Math portion of the Maine State Assessment	19% of grade 8 students will score proficient on the math portion of the MEA	Not yet available
Math portion of the Maine State Assessment	10% of grade 11 students will score proficient on the math portion of the MEA	Not yet available

Performance:

MEA results are not yet available

Student Academic Growth:

Year 1, 2015-16

Targets:

State Assessments

- Year 1: Establish baseline. Percent of same cohort students who reach proficiency from 7th grade to 8th grade in ELA.
- Year 1: Establish baseline. Percent of same cohort students who reach proficiency from 7th grade to 8th grade in math.
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state reading assessment from one year to the next for each grade level tested.
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state math assessment from year to the next for each grade level tested.
- Year 1: Establish baseline. Percent of successive cohort of students who reach proficiency on the state science assessment from year to the next for each grade level tested.

School Selected Assessments

- Percent of students who meet their individual growth targets with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the end point on a yearly basis. Yearly target: 80% of students will meet their individual growth targets in Reading.
- Percent of students who meet their individual growth targets with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the end point on a yearly basis. Yearly target: 80% of students will meet their individual growth targets in Math.
- 100% of students will have an ILP (Individual Learning Plan) within 9 weeks of enrollment.
- 80% of students will meet the benchmarks established on their ILP's.

Performance:

In its first year, MeVA collected baseline data for MEA scores.

MeVA students took the fall NWEA to set their baseline for the school year. The NWEA projects each student's growth between the fall and the spring. Students complete the Spring NWEA as a summative assessment for the school year. The NWEA program calculates its growth scores based on the difference between each student's projected growth and his/her actual growth. 30% of MeVA's students took both the fall and spring tests, providing only a sample of data. A summary of MeVA's school-wide results is below:

Grade	Percent of students meeting projected growth – READING	Percent of students meeting projected growth- MATH
7	29%	29%
8	60%	0%
9	57%	10%
10	50%	45%
11	NWEA projection not provided for grade 11	

In reading, students achieved high percentile scores on the Fall 2015 test. Their growth scores from Fall 2015 to Spring 2016 were modest at 49%.

In math, it appeared that MeVA's students were not as strong in math as reading. Their growth scores from Fall 2015 to Spring 2016 averaged 21%.

49% of students met the growth target in reading and 24% of students met the target in math. MeVA did not meet the target of 80% of students meeting growth as measured by the NWEA in either subject area. MeVA has identified math as an area of need and planned to use two new programs with hopes that these tools would result in significant improvements.

MeVA did not collect data on the percent of students who had an ILP written within nine weeks of their enrollment date. MeVA did not meet the target for 100% of students having an ILP within nine weeks of their enrollment date.

MeVA did not include individual bench marks in students' ILPs. MeVA did not meet the target for 80% of students meeting the benchmarks established on their ILPs.

Year 2, 2016-17

Targets: Refer to year one targets on page 12.

Performance:

MeVA partially met its academic growth targets.

Targets for student academic growth on the state assessment were determine based on the two years of baseline data the school collected.

75% of students met their individual growth targets in reading, and 63% of students met their individual growth targets in math. The target of 85% was not met for reading or math.

Grade	Percent of students meeting projected growth – READING	Percent of students meeting projected growth - MATH
7	72%	50%
8	61%	52%
9	78%	69%
10	90%	82%
11	NWEA projection not provided for grade 11	

97% of students met the benchmarks established on their ILPs, exceeding the 80% target.

Year 3, 2017-18

Targets:

Student Academic Growth

Measure	Target	Results	Met/Did Not Meet/Partially Met
NWEA Reading	Percent of students who meet their individual growth targets +/- 0.5 Conditional Growth Index, with the fall administration of the Reading NWEA establishing the baseline, and the spring administration establishing the end point on a yearly basis Grade 7 – 80% Grade 8 – 69% Grade 9 – 80% Grade 10 – 80%	Grade 7 – 32% Grade 8 – 60% Grade 9 – 75% Grade 10 – 77%	Did not meet
NWEA Math	Percent of students who meet their individual growth targets +/- 0.5 Conditional Growth Index, with the fall administration of the Math NWEA establishing the baseline, and the spring administration establishing the end point on a yearly basis Grade 7 – 60% Grade 8 – 60% Grade 9 – 75% Grade 10 – 80%	Grade 7 – 25% Grade 8 – 57% Grade 9 – 84% Grade 10 – 71%	Partially Met

Performance:

On the NWEA reading assessment the percent of students who met their individual growth targets +/- 0.5 Conditional Growth Index, with the fall administration of the Reading NWEA establishing the baseline, and the spring administration did not meet the targets. Targets for grades eight through ten were based on the previous year’s same cohort scores. Grade 7 targets were based on historical data from previous cohorts.

	Targets	Results	Difference
Grade 7	80%	32%	-48%
Grade 8	69%	60%	-9%
Grade 9	80%	75%	-5%
Grade 10	80%	77%	-3%

On the NWEA math assessment the percent of students who met their individual growth targets +/- 0.5 Conditional Growth Index, with the fall administration of the Reading NWEA establishing the baseline, and the spring administration partially met the targets. Targets for grades eight through ten were based on the previous year’s same cohort scores. Grade 7 targets were based on historical data from previous cohorts.

	Targets	Results	Difference
Grade 7	60%	25%	-35%
Grade 8	60%	57%	-3%
Grade 9	75%	84%	+9%
Grade 10	80%	71%	-9%

Year 4, 2018-19

Targets:

Measure	Target	Results
MDOE Growth on MEA	School’s aggregate score as measured by Maine DOE will be at least 100	Results not yet available
Growth on NWEA as measured by projected growth	70% of eligible students will meet their projected growth on NWEA ELA reading and language.	77.7% - meets expectation
Growth on NWEA as measured by projected growth	70% of eligible students will meet their projected growth on NWEA math	79.9 - meets expectation

Performance:

State Test results are not yet available. Results will be reported when scores are released.

MEVA met the target of 70% of eligible students meeting projected growth on the Spring NWEA with 77.7% of all eligible students meeting their projected reading growth and 79.9% meeting projected math

growth. MEVA stated that to increase student growth in the 2018-19 school year it followed its targeted instruction plan, which utilized building instructional maps, pacing/leveling standards and objectives, obtaining evidence of mastery, setting clear attendance expectations, and facilitating frequent communications with students and families.

Achievement Gaps in proficiency and growth between major student subgroups:

Year 1, 2015-16

Target:

- Year 1: Establish baseline. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in reading.
- Year 1: Establish baseline. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in math.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades 7-12 in reading.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades 7-12 in math.
- Year 1: Establish baseline. Percent of students in identified subgroups meeting their Individual Growth Targets on their ILP's.

Performance:

MeVA met the targets of setting benchmarks using NWEA data for subgroups including special education students, students with a 504 plan, black or African American, and American Indian or Alaskan Native. Due to small sample size data are not reportable for maintaining student confidentiality; however, data were submitted to the Commission and the review team will consider all available information.

MeVA did not include individual growth targets in students' ILPs for the 2015-16 school year and did not meet the target of establishing a baseline for the percent of students in subgroups meeting their Individual Growth Targets outlined in their ILP's.

41 students took the SAT, for a completion of 66%. MeVA's average score for Evidence-Based Reading and Writing was 500. MeVA's average score for Math was 439.

Year 2, 2016-17

Targets: Refer to year one targets above.

Performance:

In year two baseline data continued to be collected. Targets were then established for year three.

MeVA met the target to gather baseline data.

Year 3, 2017-18

Targets:

Achievement Gaps in Proficiency and Growth Between Major Student Subgroups

Measure	Target	Results	Met/Did Not Meet/Partially Met
Gaps in proficiency between major student subgroups on Maine State Assessment in reading	<p>Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in reading</p> <p>Sex Grade 7 & 8 (Female) – 58% Grade 7 & 8 (Male) – 37% Grade 11 (Female) – 65% Grade 11 (Male) – 54%</p> <p>Special Education Status Grade 7 & 8 (SE) – 10% Grade 7 & 8 (Non-SE) – 62% Grade 11 (SE) – 46% Grade 11 (Non-SE) – 61%</p> <p>Minority Status Grade 7 & 8 (Minorities) – 50% Grade 7 & 8 (White) – 57% Grade 11 (Minorities) – 67% Grade 11 (White) – 58%</p>	<p>Sex Grade 7 & 8 (Female) – 46% Grade 7 & 8 (Male) – 30% Grade 11 (Female) – 56% Grade 11 (Male) – 23%</p> <p>Special Education Status Grade 7 & 8 (SE) – 0% Grade 7 & 8 (Non-SE) – 45% Grade 11 (SE) – 14% Grade 11 (Non-SE) – 50%</p> <p>Minority Status Grade 7 & 8 (Minorities) – 38% Grade 7 & 8 (White) – 38% Grade 11 (Minorities) – 40% Grade 11 (White) – 46%</p>	Did Not Meet
Gaps in proficiency between major student subgroups on Maine State Assessment in math	<p>Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in math</p> <p>Sex Grade 7 & 8 (Female) – 39% Grade 7 & 8 (Male) – 38% Grade 11 (Female) – 33% Grade 11 (Male) – 44%</p> <p>Special Education Status: Grade 7 & 8 (SE) – 10% Grade 7 & 8 (Non-SE) – 17% Grade 11 (SE) – 25% Grade 11 (Non-SE) – 28%</p> <p>Minority Status Grade 7 & 8 (Minorities) – 17% Grade 7 & 8 (White) – 15% Grade 11 (Minorities) – 10% Grade 11 (White) – 30%</p>	<p>Sex Grade 7 & 8 (Female) – 18% Grade 7 & 8 (Male) – 16% Grade 11 (Female) – 7% Grade 11 (Male) – 11%</p> <p>Special Education Status: Grade 7 & 8 (SE) – 0% Grade 7 & 8 (Non-SE) – 20% Grade 11 (SE) – 0% Grade 11 (Non-SE) – 10%</p> <p>Minority Status Grade 7 & 8 (Minorities) – 13% Grade 7 & 8 (White) – 18% Grade 11 (Minorities) – 20% Grade 11 (White) – 7%</p>	Partially Met

Performance:

Maine Virtual’s subgroup gap targets were not met in reading and were partially met in math. The achievement of subgroups mirrored overall achievement, in that the school set ambitious academic targets that were difficult to achieve in only one academic year.

Year 4, 2018-19

Gender Subgroups

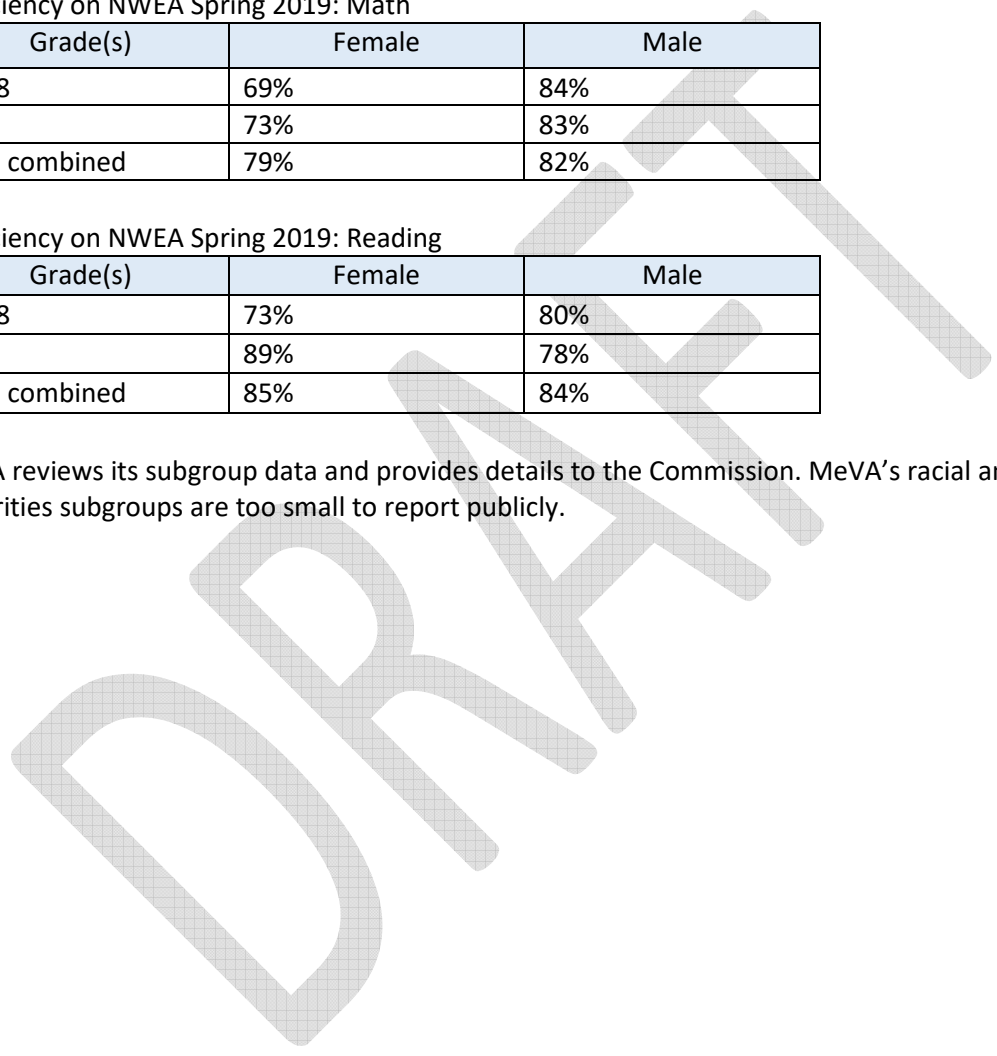
Proficiency on NWEA Spring 2019: Math

Grade(s)	Female	Male
7 & 8	69%	84%
11	73%	83%
7-11 combined	79%	82%

Proficiency on NWEA Spring 2019: Reading

Grade(s)	Female	Male
7 & 8	73%	80%
11	89%	78%
7-11 combined	85%	84%

MeVA reviews its subgroup data and provides details to the Commission. MeVA’s racial and ethnic minorities subgroups are too small to report publicly.



Attendance and Reenrollment

	2015-16	2016-17	2017-18	2018-19
Attendance	Does not meet	Partially meets	Does not meet	Partially meets
Enrollment/Reenrollment	Meets	Meets	Meets	Meets/exceeds

Year 1, 2015-16

Targets:

- The average attendance rate as reported in the MEDMS data system for MeVA will be at or above the state average.
- Year 1: Establish baseline. Percent of students enrolled on state “count day” who are still enrolled on the last day of school.
- Year 1: Establish baseline. Percent of students enrolled on the last day of school indicating intent to return the following school year.

Performance:

The average attendance rate for MeVA students grade 7-8 was 91%. The average attendance rate for MeVA students in grades 9-12 was 84%. The school average was 85.6%. The state average for grades k-8 was 95% and 93% for 9-12. The combined state average was 94%. MeVA did not meet the target of being at or above the state averages for attendance.

The percent of students enrolled on state “count day” who were still enrolled on the last day of school was 66%. MeVA met the target of establishing a baseline for the percent of students enrolled on state “count day” who are still enrolled on the last day of school.

The percent of students enrolled on the last day of school who indicated intent to return the following school year was 83%. MeVA met the target of establishing a baseline for the percent of student re-enrollment.

Year 2, 2016-17

Targets: Refer to year one targets above.

Performance:

MeVA partially met the targets for enrollment and attendance.

The average attendance rate for MeVA students was 87%. The state average is 93%. MeVA did not meet the target of being at or above the state averages for attendance.

The percent of students enrolled on state “count day” who were still enrolled on the last day of school was 73%. The school will use this baseline data to establish targets.

The percent of students enrolled on the last day of school who indicated intent to return the following school year was 90%. The school will use this baseline data to establish targets.

Year 3, 2017-18**Targets:**Student Attendance

Measure	Target	Results	Met/Did Not Meet/Partially Met
Average Daily Attendance Rate	The average attendance rate will be at or above 89%.	87.9%	Did not meet

Enrollment

Measure	Target	Results	Met/Did Not Meet/Partially Met
Maintaining student enrollment throughout the year	75% of students enrolled on state "count day" will be enrolled on the last day of school	80% retention during the school year	Met
Student re-enrollment from one year to the next	90% of students enrolled on the last day of school will indicate an intent to return the following school year	91% reenrollment	Met

Performance:

Maine Virtual Academy's average daily attendance rate was 87.9%, about 1.1% shy of meeting its target. The school has plans to increase student engagement and improve student attendance in 2018-19.

The Maine Virtual Academy met its targets in enrollment. 80% of students who were enrolled on state "count day" were still enrolled on the last day of school. 91% of students who were enrolled on the last day of school indicated an intent to return the following year.

Year 4, 2018-19**Targets:**

Measure	Target	Results
Student Attendance	Schools will have 10% or fewer students classified as chronically absent on the last day of school.	11.83% - partially meets expectation
Student Enrollment	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.	86% - meets expectation
Student Enrollment	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.	90% - exceeds expectation

Performance:

MEVA partially met the 10% or lower chronically absent target at 11.29%. MEVA attributes its significant drop in chronic absenteeism to the employment of a full-time attendance coordinator.

MEVA met the 85% target for student enrollment at 86% and exceeded the 85% expectation for reenrollment at 90%.

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Post-Secondary Readiness

	2015-16	2016-17	2017-18	2018-19
Post-Secondary Readiness	Partially meets	Meets	Partially meets	Exceeds on measures with available data

Year 1, 2015-16

Targets:

- Year 1: Establish baseline. Target based on the Adjusted Cohort Graduation Rate¹.
- Year 1: Establish baseline. Percent of students accepted to post-secondary schools.

Performance:

In year one MeVA gathered graduation data. In its first year it did not have a 4-year ACGR.

MeVA did not collect data on the percent of students accepted to post-secondary schools. The school did not meet the target of establishing baseline.

Year 2, 2016-17

Targets:

- Adjusted Cohort Graduation Rate.
- Percentage of students accepted to post-secondary schools.

Performance:

MeVA met the targets for Post-Secondary Readiness.

Graduation Rate

- Of the juniors enrolled on October 1, 2015, 30% graduated in June 2017.
- Of the seniors enrolled on October 1, 2016, 70% graduated in June 2017.
- Of the seniors enrolled in June of the 2016-17 school year 90% graduated that month.
- MeVA expects a few students to complete their remaining credits during the summer and graduate in August, for a graduation rate of seniors enrolled in June of the 2016-17 school who graduated to 98%.

31% of students were accepted to post-secondary schools.

Out of 60 students:

- 70% planned to continue education after high school;

¹ The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrates to another country, or dies during that same period.

- 16% planned to enter the world of work
- 1% planned to enlist (or already enlisted) in the US Military;
- 13% planned to return to MeVA to recover credits needed for a diploma.

Year 3, 2017-18

Targets:

Post-Secondary Readiness

Measure	Target	Results	Met/Did Not Meet/Partially Met
Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)	62% ACGR	48.98	Did not meet
Post-Secondary plans	Accepted to Post-Secondary schools – 37% Continuing Education – 76% Entering Work – 22% Enlisting in Military – 2%	Accepted to Post-Secondary schools – 40% Continuing Education – 80% Entering Work – 15% Enlisting in Military – 5%	Met

Performance:

Students in MeVA’s 2018 graduating class planned to attend post-secondary school, enter the work force, and enlist in the military. Graduates planned to attend colleges and universities across the country, including: Eckerd College, Hartwick College, Ithaca College, Pace University, Quinnipiac University, University of Plymouth and campuses across the University of Maine system. Two graduates joined the U.S. Air Force, another joined the U.S. Army. Several students planned to pursue career technical programs that include butcher training, cosmetology and veterinary technician preparation.

Year 4, 2018-19

Targets:

Measure	Target	Results
4-year high school graduation rate (current cohort)	School will meet Maine DOE annual goals: 2018-87.285%	Graduation rates not yet available
5 and 6-year average high school graduation rate (previous 2 years' cohorts averaged)	School will meet Maine DOE annual goals: 2018-89.28%	Graduation rates not yet available
Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each schools' 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.	81%- Exceeds expectation
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, Advanced Placement course, certificate program, or internship will complete it successfully.	100% -exceeds expectation

Performance:

Graduation rates are not yet certified. Data will be reviewed upon receipt.

MeVA exceeded the expectations for both participation and success in post-secondary readiness.

Governance and Operations

	2015-16	2016-17	2017-18	2018-19
Governance	Meets	Meets	Meets	Meets

Year 1, 2015-16

Targets:

- Board will meet one time per month at a minimum.
- Evidence of required bylaws and policies are in place and regularly reviewed as indicated in minutes.
- 100% of Governing Board agendas and minutes are made available to the public.
- Bylaws and policies in application regularly reviewed.

Performance:

During the 2015-16 school year the MeVA Governing Board was composed of five members of diverse skills and experiences.

The Governing Board met monthly. All board meetings were posted on the school's website and were open to the public. The Board regularly reviewed its policies. Agendas were posted, and minutes kept and, after approval, were shared on the school's website.

Year 2, 2016-17

Targets: Refer to year one targets above.

Performance:

MeVA met the targets for Governance.

The Governing Board met monthly. All board meetings were posted on the school's website and were open to the public. The Board regularly reviewed its policies. Agendas were posted, and minutes kept and, after approval, were shared on the school's website. The governing board worked to provide visionary leadership and executive oversight. The Head of School kept the board informed by providing it with weekly updates.

Year 3, 2017-18

Targets:

Governance Board Performance and Stewardship

Measure	Target	Results	Met/Did Not Meet/Partially Met
Public accountability-Transparent, responsive, and legally compliant Board operation	Board will meet one time per month at minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes.	Board met monthly, bylaws in place.	Met
	100% of Governing Board agendas and minutes are made available to the public.	Meeting agendas and minutes were posted to the website.	Met

Performance:

MeVA met both of its governance targets. The school's governing board met monthly. Meeting agendas and minutes were posted to the school's website.

MeVA's governing board members have experience in education, business, and law.

Year 4, 2018-19

Targets:

Measure	Target	Results
Public Accountability: Transparent, responsive, and legally compliant Board operation	The Governing Board will hold a minimum of 6 meetings per school year.	Exceeds expectation – board met monthly (12 times)
Public Accountability: Transparent, responsive, and legally compliant Board operation	Timely publication of Board meeting agenda and minutes upon approval.	Meets expectation – all agendas and minutes posted timely
Mission, vision, and contract	The school implements all essential and innovative features of its program as defined by its application and its current charter contract.	Meets expectation- the school is implementing all features

Performance:

MeVA has a governing board of four long term members with diverse backgrounds. Board member attendance is strong and public meetings are held monthly.

Fiscal Performance

	2015-16	2016-17	2017-18	2018-19
Fiscal Performance	Meets	Meets	Meets	Exceeds

Year 1, 2015-16

Targets:

- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

MeVA implemented financial management practices with monthly reporting at governing board meetings. MeVA's CFO ensured charges from the ESP were accurate and reflective of the services being received. MeVA has an annual financial audit.

Year 2, 2016-17

Targets: refer to year one targets above.

Performance:

MeVA implemented financial management practices with monthly reporting at governing board meetings. MeVA had an annual financial audit.

Year 3, 2017-18

Targets:

Financial Performance and Sustainability

Measure	Target	Results	Met/Did Not Meet/Partially Met
Quarterly Financials	School reports quarterly financials	Reported quarterly	Met
Annual Audit	School provides copy of annual external financial audit to MDOE	Audit completed and provided to MDOE	Met

Performance:

Maine Virtual Academy met both of its financial targets. It reported its financials to the Maine Charter School Commission quarterly. An external financial audit was completed for FY18 and was submitted to the Maine Department of Education and the Maine Charter School Commission.

Year 4, 2018-19**Targets:**

Measure	Target	Results
Current Ratio	Current Ratio will be greater than or equal to 1.1	Exceeds expectation- 4.7 as of March 2019
Unrestricted Days Cash on Hand	Unrestricted Days Cash will be at least 30 days.	Exceeds expectation- over 300 days
Enrollment Variance	Actual enrollment will be at least 95% of enrollment projected in the approved budget.	Exceeds expectation- 100%
Financial Obligations Default	The school will meet all debt and real estate lease obligations.	Meets expectation
Total Margin	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.	Exceeds expectation – all years positive
Debt to asset ratio	The debt to asset ratio will be less than 0.9.	Exceeds expectation- .19
Cash Flow	Schools will maintain a positive cumulative 2-year cash flow and a positive cash flow in 1 out of the 2 years.	Exceeds expectation – all positive
Financial Obligations Coverage	Schools will be able to pay current debt principal and interest and lease payments from the current year surplus.	NA – no debt

Performance:

MeVA exceeds the expectation in all possible areas and met the expectation on one measure that does not have an exceeds category. MeVA has an annual financial audit completed by an outside party and submits the audit to the Maine DOE and MCSC as required.

Adequacy of Facilities Maintenance in Support of Program

	2015-16	2016-17	2017-18	2018-19
Facilities	Meets	Meets	Meets	Meets

Year 1, 2015-16

Targets:

- Facility will meet all applicable state expectations for public schools.
- School will provide record of costs and student utilization if applicable.

Performance:

During the 2015-16 school year Maine Virtual Academy's office suite was fully utilized by the entire faculty. The owner of the property provided a weekly cleaning service. The school's maintenance log-book was up to date. State Fire Marshall, Boiler and HVAC compliance inspections were current. MeVA met the target of having its facility meet all applicable state inspections for public schools.

MeVA did not have any costs for student transportation during the 2015-16 school year.

Year 2, 2016-17

Targets: Refer to year one targets above.

Performance:

MeVA's facility meets all applicable state expectations for public schools and met both targets for facilities.

Year 3, 2017-18

Targets: Refer to year one targets above.

Performance:

MeVA's facility meets all applicable state expectations for public schools and met both targets for facilities.

Year 4, 2018-19

Targets:

Measure	Target	Results
Meet local and state requirements	The school certifies that its facility meets all local and state requirements for public school facilities.	Meets expectations
Capital improvement plan	The school has a current capital improvement plan approved by its board	Meets expectations

Performance:

MeVA met both of its facilities targets. MeVA's facility meets all local and state requirements. The governing board has an approved capital improvement plan which includes expanding the facility to include an additional 5000 sq.ft.

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Parent and Community Support, Student Involvement

	2015-16	2016-17	2017-18	2018-19
Parent & Community Engagement	Partially meets	Did not meet	Meets	NA*

Year 1, 2015-16

Targets:

- 100% of staff, students, and families will utilize k-mail communication and documentation system.
- School Improvement Team and the Parent Advisory Committee meetings will have parent participation. In Year 1 a baseline of the number of parents participating will be collected.
- 100% of families will meet with teachers for Individualized Learning Plans (ILPs) at a minimum of once a year.
- 100% of Learning Coaches will log into the Online School (OLS) at a minimum of once a week.

Performance:

During the 2015–16 school year the k-mail communication and documentation system was utilized by 100% of the school community. MeVA met the target for 100% use of k-mail.

MeVA did not have a School Improvement Team or Parent Advisory Committee during the 2015-16 school year. MeVA did not meet the target of collecting a baseline of the number of parent participation.

Data for the percent of families who attended ILP meetings was not collected during the 2015-16 school year.

Data for the percent of Learning Coaches who logged into the Online School at least once per week was not collected during the 2015-16 school year.

Year 2, 2016-17

Not available

Year 3, 2017-18

Targets:

Parent and Community Engagement

Measure	Target	Results	Met/Did Not Meet/Partially Met
Percentage of learning-coaches logging students' weekly learning time	2018 – set baseline	Data gathered	Met

Performance:

The percentage of learning-coaches logging students' weekly learning time for the 2017-18 school year was 90%. This established the baseline for target setting for future years.

Year 4, 2018-19

*Not included in this section in 2019 performance framework – measured in survey

School Climate

	2015-16	2016-17	2017-18	2018-19
School Climate	Partially meets	Partially meets	Meets	Meets/exceeds

Year 1, 2015-16

Targets:

- School will report the number of behavioral incidents using the state and federal reporting requirements and in Year 1: will establish baseline.
- School will gather and respond to family, student, and staff perceptions of the quality of the school's social and academic climate. Percent of participation in state student climate surveys will be 85%.
- Year 1: will establish baseline of percent of students who participate in at least one school sponsored or outside activity.

Performance:

MeVA did not have any reportable behavior incidents during the 2015-16 school year. MeVA met the target of establishing a baseline in this area.

MeVA met the target of gathering and responding to family, student, and staff perceptions of the quality of the school's social and academic climate.

MeVA participated in the Panorama Surveys in Spring 2016. Based on the results of the surveys, MeVA created an Action Plan for seven different areas identified for improvement.

MeVA offered Field trips throughout the state during the 2015-16 school year. The school did not collect data on student participation in school sponsored or outside activities. MeVA did not meet the target of establishing a baseline of the percent of students who participated in at least one school sponsored or outside activity.

Year 2, 2016-17

Targets: Refer to year one targets above.

Performance:

MeVA partially met its targets for School Climate.

MeVA did not have any reportable behavior incidents during the 2016-17 school year.

MeVA offered Field trips throughout the state during the 2016-17 school year. Approximately 50% of MeVA students participated in at least one school sponsored activity.

MeVA met the target of gathering and responding to family, student, and staff perceptions of the quality of the school's social and academic climate. MeVA participated in Panorama Education Surveys for a second year in 2017. Families, students, and staff/teachers provided feedback for MeVA.

Year 3, 2017-18**Targets:**School Social and Academic Climate

Measure	Target	Results	Met/Did Not Meet/Partially Met
Instances of bullying, harassment, or other abusive practices	School will report the number of behavioral incidents using the state and federal reporting requirements	Reporting guidelines followed. MDOE Reporting complete	Met
Instances of bullying, harassment, or other abusive practices	2 or fewer reportable incidents	0 incidents	Met
Confidential survey of parents, staff, and students	Participation on surveys: Students – 74% Parents – 74% Teachers – 92%	Participation rates: Students – 76% Parents – 87% Teachers – 94% Staff – 100%	Met

Performance:

MeVA met all its social and academic climate targets. The school completed its incident report as required by MDOE. No incidents were reportable during the 2017-18 school year.

The school participated in the Commission-sponsored Panorama Education school climate surveys and met all participation targets.

Year 4, 2018-19**Targets:**

Measure	Target	Results
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Meets expectation
Panorama Survey – Family Participation	40% of families will participate in the panorama survey	Exceeds expectation – 83%
Panorama Survey – Student Participation	65% of students will participate in the panorama survey	Exceeds expectation- 80%
Panorama – Teacher/staff participation	70% of teachers/staff will participate in the panorama survey	Exceeds expectation – 100%

Performance:

MeVA met one target and exceeded the target on 3 measures of school climate. The school submits quarterly behavior reports to Maine DOE as required. MeVA had strong participation in the Panorama Surveys, exceeding the participation target with all groups. The school analyzes the survey results to adjust programming as appropriate.

Effective Leadership

Year 1, 2015-16

During the 2015-16 school year MeVA had a mid-year transition in school leadership. A new Head of School started in February and immediately began working to familiarize herself with charter school laws and MeVA's charter contract.

Year 2, 2016-17

During the 2016-17 school year MeVA was under the leadership of its retuning Head of School. The Head of School continued to serve as the school's Special Education Director. The CFO also continued to work with MeVA in year two. The K12 Operations Manager was replaced with a new Manager of School Programs and Operations, also a K12 position.

Year 3, 2017-18

MeVA continued to be led by the same Director/Principal who also served as the school's special education director.

The director worked with the faculty to improve its parent involvement by increasing awareness of the importance of learning coach responsibilities. The school reported working to further engage parents and learning coaches.

Additionally, MeVA focused on addressing teachers' experience with the virtual learning platform and courses. MeVA worked to increase teacher satisfaction and opportunities for professional growth. The director conducted evaluations of the faculty and provided feedback according to the school's Performance Evaluation and Professional Growth (PEPG) Plan.

Year 4, 2018-19

In year four MeVA's head of school returned as leader and special education director. MeVA's head of school describes MeVA's leadership team as a dynamic group of aspiring professionals who routinely go above and beyond when helping the school achieve its goals. She reports the team is tackling important projects such as developing graduation plans (GradPlans), the RTI process, Life Program, NWEA Growth, and Student "Grit". MeVA is encouraging the team's success by providing leadership training through graduate-level courses, high-level conferences and opportunities to lead their colleagues.

Instructional Quality

The MeVA PEPG plan provides direction for developing all teachers throughout the school year, by providing them with informal and formal observations, peer observations and professional development on targeted instruction and student-centered practices. The PEPG plan syncs with the school’s instructional coaching program that offers teachers additional suggestions, observations and goals specific to virtual education. As a result, MeVA teachers receive feedback from their mentors, coaches and colleagues, as well as assistance with obtaining state certification in their content areas.

Evidence of Mission and Vision Implementation

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 need alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student’s needs.

Vision
MeVA will be leading 21 st 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 21 st 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 post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

MeVA serves students and their families who need the flexibility that virtual education affords. This flexibility may be necessary for a variety of reasons including providing time for talent development, accommodating internship schedules and other experiential learning opportunities.

MeVA is striving to improve its academic outcomes, to provide differentiated courses and lessons for diverse learners, and to create opportunities for students to collaborate by offering each other academic feedback within our virtual classrooms. MeVA is working to prepare its students for higher education and careers by facilitating/developing 21st century skills such as critical thinking, problem solving, and self-direction.

Compliance with Terms of Charter Contract and Laws

Maine Virtual Academy is in compliance with the charter contract and all applicable laws.

Commendations, Concerns, and Considerations for Charter Renewal

Commendations:

- Dramatic decrease in rate of chronic absenteeism as defined by Maine DOE
- Development of leadership team at the school
- Acquisition of additional teaching/office space

Areas for consideration:

- While the board appears engaged and active, it is a small board (four long term members)