Plimpton
R E S E A R C H

MeVA Third-Party Evaluation Report
December 2020

Contents

Executive Summary

Maine Virtual Academy (MeVA)'s 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 first hired Plimpton Research to conduct its third-party evaluation in 2019. That study examined whether MeVA has been implemented as intended and assessed student and family experiences and outcomes. This year, our study focuses on the performance of MeVA's Education Service Provider, K12 Inc.; provides an update on enrollment and course data; and describes the career and college readiness of MeVA's 2018 and 2019 graduates.

Assessment of K12's Performance as Education Service Provider

K12 provides the platform, curricula and materials for MeVA's classes. This is referred to as the online school, or OLS. The OLS includes assessment tools, data analysis, and dashboards. Three of MeVA's onsite staff are K12 employees, and they are responsible for many aspects of enrollment, marketing, registration, and student support. K12 also provides the technology for MeVA including all hardware and software and technical support. Administrative services K12 provides for MeVA include financial services, operations support, public affairs, compliance, family and student services, and special education support.

MeVA pays K12 through three broad categories:
1) an administrative fee of 7% and
2) a technology fee of 8% of MeVA's state and federal funding, and
3) a monthly usage fee for curriculum per course, course materials, and computers.

We compared the Educational Products and Services Agreement between MeVA and K12 with a recent summary of services included in the administrative fee. We found potential overlap in the areas of *Pupil Recruitment & Marketing* and *Enrollment Services*.

In interviews, MeVA and K12 staff and management described their working relationship as collaborative, supportive, and positive. They gave examples of K12's flexibility and responsiveness in dealing with issues and adapting to changes over time. There was agreement that K12's strongest areas are the online school and technology support services. Areas for improvement include the live class platform, accounting and financial services, and administrative reporting requirements that don't fit well in the Maine public education context.

MeVA Enrollment Data

Analysis of enrollment data from the last four academic years at MeVA shows that:
- The proportion of middle school (7th and 8th grade) students enrolled has increased steadily, from 19% in 2017 to 30% in 2020.
- The majority of MeVA students meet the criteria of "economically disadvantaged" (family income below 185% of poverty or $48,470 for a family of four). That proportion has dropped slightly from 62% in 2017 to 56% in 2020.
- About 15% of MeVA students receive special services, a fairly stable share since 2017.

Career and College Readiness

The Maine Charter School Commission recently released a Second Year Report from its study of Maine charter school graduates. The report focuses on the 2018 and 2019 graduating classes. These students completed their studies at MeVA before the school's most recent strategies and action steps were implemented.

Of the six Maine charters that have graduated students, MeVA has the highest proportion of low-income graduates. The proportions of economically disadvantaged 2018-2019 graduates range from 21% at Baxter Academy to 84% at MeVA, with an average of 57% across the six schools. The 57% charter average is well above the state public school average of 42% low-income students. The proportion of charter school graduates receiving special services is 25%, also higher than the state average of 19%. MeVA had 22% of special services students in its 2018 and 2019 graduating classes. These characteristics should be considered when interpreting school and student outcomes. For example, statewide, the on-time high school graduation rate for economically disadvantaged students is about 78%, compared with 95% among higher income peers. 74% of Maine special services students graduate in four years.

The MCSC study analyzed graduates' high school transcripts, comparing them to a comprehensive definition of the courses needed to graduate from high school "career-ready" and "college-ready." At MeVA:
- Although only 16% of 2018 and 2019 graduates met all of the Education Trust's "college-ready" transcript criteria, about one in three (32%) have enrolled in college and 68% of them have persisted to a second year of college.
- MeVA has the lowest college enrollment rate among the Maine charters, but the highest college persistence rate.
- 14% of MeVA graduates completed a "career-ready" transcript, meaning they completed three courses in the same career concentration area. The most common career concentration at MeVA was arts and communications.
- Comparing high school graduation rates in 2018 and 2019, MeVA had the lowest graduation rate of the Maine charters in 2018, but it improved the most by the next year—from 49% in 2018 to 60% in 2019.

Five MeVA graduates participated in interviews for the MCSC study. As of spring 2020, three of the MeVA interview subjects were enrolled in college, and two were working. Subjects named relationships with teachers, the career and college planning course, the flexibility of online school, and academic challenges as aspects of their experience at MeVA that helped them be well-prepared for life after high school. Several subjects wished that MeVA had offered broader career planning courses and guidance. While subjects appreciated the availability of a wider range of online courses through K12, several mentioned that it was difficult to succeed in "IST" courses that are primarily asynchronous and offer little interaction with faculty.

Recommendations

Analysis of this year's study data resulted in four recommendations:
1) Move some administrative services from K12 to MeVA responsibility. Negotiate with K12 to pare down the list of administrative services to only those that MeVA needs and uses, and request that K12 reduce the administrative fee percentage accordingly.

2) Create MeVA teacher orientation and training for new teachers in-house, to supplement the K12 introduction to online school.

3) College Readiness: Improve laboratory science options and encourage students to take high school biology, chemistry, and physics courses. Develop a MeVA-taught foreign language option for interested students.

4) Career Readiness: Advise students in developing career interests and skills starting in middle school and provide access to more Career and Technical Education (CTE) courses in high school, whether offered in-house, by K12, and/or facilitating student participation in local CTE centers and dual enrollment college courses.

I. Assessment of K12's Performance as Education Service Provider

For this evaluation, we:
- Reviewed the contract between K12 Inc. and MeVA, K12's Value Added Administrative Services List, and public documents from K12
- Interviewed five staff members: the Head of School, Program Manager of Operations, Family Academic Support Liaison, one teacher, and the K12-based Liaison to MeVA
- Attended a public forum of MeVA's Governing Board

Document Review

K12 has been the Education Service Provider (ESP) for Maine Virtual Academy since the school's inception. MeVA's agreement with K12 is co-terminant with the school's charter agreement with the Maine Charter Schools Commission. Technically, the agreement is between Maine Learning Innovations, the nonprofit corporation that operates MeVA, and K12. Exhibit A of the agreement details three main areas of curriculum and services K12 will provide:

1) Educational Products, Pupil Recruiting and Product Related Services

- Online School
- Instructional Tools and Materials
- Product Related Services: Additional Instructional Support, Pupil Recruitment, Admissions, Family Services, Program Feedback, Computers, and High School Student Services

2) Administrative Services

- Educational Program Consulting
- Personnel Assistance
- Insurance
- Facility Management
- Business Administration
- Budgeting and Financial Reporting
- Financial Management
- Maintenance of Financial and Student Records
- Student Discipline
- Annual Reports to Charter Authorizer
- Teacher Effectiveness and Training
- Charter Authorizer Policies and Charter Renewal
- Instructional Property Management
- Grants and Donations
- Additional Administrative Services

3) Technology Services (selected items from list of 27 services)

- 24-7 monitoring of online school
- Generate reports on pupil academic performance, attendance and progress
- Train school staff on technology systems
- Develop and maintain school website

- Install and maintain computer network
- Technical support for school staff and students
- Electronic security of student records
- Online enrollment, registration, and placement services
- School employee email accounts

In November, K12 provided a document detailing the administrative services it provides MeVA as part of the administrative fee. We compared the document with the contractual agreement between K12 and MeVA (the EPSA) and found possible overlaps in the areas of *pupil recruitment & marketing* and *enrollment services*. The services needing clarification from K12 are detailed in Appendix 1 of this report.

Interview Findings

We conducted five staff interviews to explore perceptions and attitudes about K12's performance as MeVA's ESP. The interviews took about 30 minutes and covered the organizations' working relationship, K12 strengths and weaknesses, and suggestions for improvement. The interview questions are provided in Appendix 2.

K12 Services

K12 provides the platform, curriculum and materials for MeVA's classes. This is referred to as the online school, or OLS. Online school comes with assessment tools, data analysis, and dashboards. Three of MeVA's onsite staff are K12 employees, and they are responsible for many aspects of enrollment, marketing, registration, and student support. K12 also provides the technology for MeVA including all hardware and software and technical support. Administrative services K12 provides for MeVA also include financial services, operations support, public affairs, compliance, family and student services, and special education support.

The Program Manager of Operations described K12's comprehensive services as follows: "The relationship has so many layers. I'd say the main things are compliance, academic support, the bulk of it is operational, a lot of data gathering and reporting. We rely heavily on K12 for information technology. There's a K12 tech support system to pull information from different data wells and data support to put together information we need in different ways. There's so much data on everything that we do. From testing to rules to academic engagement to attendance. Having access to the central K12 team that can capture, research, package and put that data together is amazing."

The Head of School spoke of K12's critical role in MeVA's technology: "K12 does the technology management. That would be very difficult to manage internally. Online tech support for students, shipping computers. The critical technology piece, including security. It's a big thing."

Financial Relationship

MeVA pays K12 through three broad categories:
1) an administrative fee of 7% and
2) a technology fee of 8% of MeVA's state and federal funding, and
3) a monthly usage fee for curriculum per course, course materials, and computers.

The Head of School summarized K12 charges to MeVA as follows: "The 8% technology and 7% management fees total about $600,000 per year. That's like overhead that rides on top. There's no itemization of any of that, it's part of your overhead. Every single course is a la carte, as is the computer hardware. That comes to about $1 million per year, for a total annual charge of about $1.6 million…Every month we dissect the monthly bill from K12. That takes at least one day a month of staff time. We do a random check of student-specific charges. We've been doing that since the beginning. We do find small errors."

Working Relationship

The K12-based Liaison to MeVA said, "We have a standing biweekly head of school touch base meeting, and a monthly school progress meeting where we look at performance data…Every month or two there's another meeting, about any compliance or other operational issues that come up. I attend Board Meetings or any special meetings, like any relevant committee meeting, or a finance meeting."

One MeVA-based K12 staff member described the working relationship as very seamless: "K12 is extremely **supportive**. I feel like I'm part of MeVA. I don't even feel like I'm a K12 employee because our work is so **collaborative**. We're all working to meet the same goal, serving students and families. And there's constant movement in defining and moving toward goals. K12 is always there to listen, brainstorm, and figure out ways to improve. We provide MeVA with 360 support; it's very well-rounded. Honestly, when anybody needs anything, there's a willingness to help on K12's side, to **go above and beyond**, find answers, meet MeVA's needs. There are a lot of **positive** aspects to the relationship... It's a really good relationship."

Another K12 staff member said, "I feel like I'm part of the MeVA staff. Because I started in a MeVA role, and because up until last spring we didn't usually work remotely, we all saw each other every day. So I know most of the other MeVA staff really well and we are used to working together… I think hopefully everyone feels as **positive** as I do about K12 and MeVA's relationship. I'm not a top-level person, so I wouldn't know all the issues. But I really like working for K12 at MeVA."

The Head of School characterized K12 favorably: "It's been very strong. One time our server went down. We were texting photos to people in Chicago. They determined that a part had failed. It needed to be hand delivered. They drove—two of them—drove from Chicago to Maine, arrived Friday night, worked into the next day. They had to do it in person. That's pretty **good service**. Several other times they've bent over backwards to keep us running." But she also described some friction within the complex relationship: "It is a source of **tension** that they don't own us, but they take credit for and promote us. Our faculty has a lot of autonomy, but they have to stay connected to the platform. If they go outside too much, their work doesn't get tracked. We have to make sure we stay connected. It's complex… I look at K12 in a balanced way. They have strengths and weaknesses. We're thrilled with how far we've come as a school. I think we'll keep getting better and better… We have **brand loyalty** to K12. They're served us well and we like the content. But it needs to be customized to a rural, needy student base."

K12's Strengths

The K12 Liaison articulated K12's strongest services as follows:

- "We have an outstanding **educational model** that works very well for students and families. During COVID it's been clear that having a tested, mature virtual school is a huge benefit. Our **online school system** is stable, and it's constantly being upgraded and adapted to meet changing needs.
- We have a great **academic support** team to help students who haven't thrived in traditional school, to help to get them back on track and moving forward.
- We have great academic tools, programs, and supports.
- As a large, national company, we offer a **strategic awareness of emerging issues** and challenges. We put resources into addressing those. We track expectations around academic performance, curriculum, student expectations, legislative challenges, school choice perceptions or barriers.
- We work with Public School Options, an organization made up of parents, and they can help with threats to school choice.
- Our government affairs team have a **lobbyist** in every state including Maine. They advocate for and provide input to the school.
- We really shine in the **academic and strategic areas**."

One staffer named **operations support** as K12's greatest strength. "The biggest piece is operations. There's a lot of support in that way. That's my role, so it's kind of a tricky question to answer. K12 is all about trying to make everything run smoothly for **students and families**. That is the heart of it, what K12 is about. I'd put that at the top."

Another staff member added, "What K12 provides is pretty amazing. Some families are not tech savvy, and they handle all that. Being able to click a button and say, 'We're sending you a computer,' and it happens overnight with no more work on MeVA's end, that's huge. The **flexibility** MeVA offers students and families is really great. Getting these kids, who are able to be at home all the time, the ability to do that is a big deal and it takes a lot. I think it would be hard for a school with such a small staff to do all that on their own. The large corporation manpower is there, but MeVA only has to pay a small fraction."

A first-year MeVA teacher spoke highly of the K12 curriculum and tools for his class: "I think it's really awesome. The biology **course shell** is extensive, and the **support** is definitely there. There are technical difficulties with users, but they're on top of it. [The Operations Manager] is great at getting right back to you, **troubleshooting** things. I haven't had too many issues. A few times I couldn't load a Powerpoint. I've had two classes where I had to figure out a workaround for something like that. There is a video feed, so the students can see me talking. I like being able to have them see me, see my slides. The pointer interface could be better. I use it a lot, but it could be more robust. The **ability of students to engage in the class** is awesome. The polling tool, the whiteboard, and screen sharing are great tools. It could be a little smoother. Bandwidth could be smoothed out. But it's usually a problem with my or students' WIFI, and those are external factors that K12 can't control. Load times could be improved. I don't know how they could make people's internet service more stable or faster."

The Head of School listed the K12 course shells, **technical support**, and **practice management** as K12 strengths. "K12 is really good at the course shells. It's up to the teacher to make the K12 course work for MeVA students. It's powerful because the grade book is tied into trackers. The **student information system** is wonderful, they're tech is pretty good to excellent. **Tech support**—we couldn't recreate that. They prevent and troubleshoot issues. Another big area is securing social work services for our students and other outside things that students need. K12 arranges and tracks

all that, then we pay for it. We decide what services to offer, but they line it all up and organize it. That saves us a tremendous amount of time...It's like K12 are **practice managers**."

She said that the **student data** K12 provides is invaluable, but one shortcoming in that area is a lack of longitudinal data. K12 provides data on NWEA test scores, student growth, and survey data from families and teachers. The Head of School summarized the most valuable K12 services for MeVA: "What we really need from them is the **technology**. The server, the computers, their course shells packed with materials teachers can choose from. The tech infrastructure would be difficult to recreate on our own. The e-mail addresses, our website, our Facebook page, they do all that."

K12's Weaknesses

The K12 Academic Liaison said, "There are always ways we can improve." In particular he listed three areas need attention:

- "We've been looking for **a more video adaptive platform**. The absolute crazy growth of Zoom showed us how far behind we were. We're now in the process of transitioning to the Newrow platform. It's taking too much time to get there and scale up. We need to be more flexible and nimbler."
- "We need to continue to find ways to **serve students behind grade level better**. A lot of upper grade students come to our partner schools because something hasn't worked…It's a real challenge. As accountability measures get stronger, like cohort grad rates, we have to really work to catch up."
- "We've invested a lot in improving our **CTE programs**. We know that not every student is college bound. We want as many of our students as possible to have a plan, and some skills to make effective choices."

One staff member described **financial services** that are not a good fit for MeVA, "An example is the audit. K12 conducts that to help the school ensure that we're meeting national and state requirements. In that audit, they did a detailed review of some areas like teacher certifications that the state of Maine already does a really good job managing for us. Maine DOE lets us know if anything needs to be updated. Other states don't remind districts or keep track, so K12 does it proactively. For us, that isn't necessary. We don't manage that at the school level, so we didn't meet the K12 standard. That's just an example of how the info they gather and how they report it could be more customized to MeVA's individual needs. We might be doing double the work to inform K12, when the state was going to verify that anyway. That step could be taken off our plate. Gathering and reporting info to both K12 and to DOE can be duplicative."

A Board member echoed this, saying, "K12 **financial reporting and management** is failed for MeVA…Financial control is essential to the school success…Basic things are delayed. It's frustrating and expensive. MeVA manages its own finances; it seems odd that K12 is involved. The K12 services on finance don't add any value. MeVA's finances don't fit well into the K12 system, and making it work in, then getting info back out is frustrating." MeVA's Treasurer added, "Three K12 employees are working in building…They do provide a service. They report to Melinda and to K12. Does this make sense? Why not have them on MeVA's payroll?"

Another staffer described dissatisfaction with the platform K12 has offered for classes: "**Blackboard** isn't the best platform. Now it's being phased out. It requires a few steps to open the sessions, and that can be a hurdle for the new families. Getting into live class sessions isn't easy. The laptops are refurbished, so sometimes they have default settings like popup blockers. Families don't know how

to disable it, and they think it's just not working. They're implementing Newrow, which functions within the browser, and I think that will be better. It will be available on phone and iPad. Not having that option has been a **complaint about Blackboard** for some families."

This person also mentioned a mismatch with some of K12's **reporting requirements**: "Some of their requirements are a little stringent. Since we're a little smaller than other K12 schools, metrics for success are sometimes a little different than what makes sense."

The Head of School said that MeVA has outgrown K12's **administrative services**, "The managed school approach where they monitor our performance was helpful in early days, but now we really don't need that...The school is becoming more self-sufficient. We have a lot more management and faculty now, and we don't need as much help. They help with accounting…Going through them slows us down and it's frustrating to do simple things. The management, the things associated with the management fee, I don't think we really need those."

She mentioned **teacher coaching** as a K12 service that has declined in quality: "Teacher coaching has changed. K12 used to offer instructional training monthly. Some coaches were really helpful and appreciated. They changed it, and no longer charge extra. Last December they switched it to a service called Talent Development. A coach watches a recorded lesson, and posts comments to the teacher's flipgrid. It hasn't been as popular with teachers here."

The Head of School said that MeVA students have not had great success with the K12-taught or "IST" courses. "**IST courses** are not a good fit for our typical students. Our experience it that they're essentially asynchronous. There is just one optional synch session each week. The material isn't that much more difficult, but most students at MeVA don't thrive with little to no class time. It's difficult because that's the only foreign language option we have available"

A first-year teacher suggested ways K12's **new teacher onboarding** could be improved: "The biggest thing was learning how to use the online school. Logistically that was the biggest challenge. Once you start using it, it's more manageable, but learning it all at once is a lot…If I had any criticism, I wish they would have given me the training sooner than the first two weeks of school. It would have been good to have more time. It felt rushed to absorb everything in two weeks. The live sessions are really really helpful, being able to ask other teachers things while using it. When you're just learning all of the features while not actually teaching, it's hard to absorb it." He added, "I think there needs to me more [training] time spent on the online school. How to use class connect, the role of the learning coach, all the stuff that explains that how MeVA and K12 work together. They should have gone into more detail and spent more time on all of that. More specifics on how to do assignments, how to use the gradebook, and other technical things within OLS. We should have done more hands-on practice. I've learned so much more from other teachers, and just from doing it by trial and error."

K12 Assessment of MeVA

MeVA's K12 Liaison spoke highly of the school's staff and management. "We are incredibly impressed with the leadership and the organization at MeVA. In the biweekly and monthly meetings, Melinda and her team are on top of everything. She is relentless in figuring out how to address and fix issues. Her leadership is extraordinary. It's one of our smaller schools, but they are able to do a lot and get high results compared to a lot of K12 schools. We try to share student performance data and get schools to use it effectively. Melinda has always dug in and done

everything possible to support students, teachers, and improve performance. She's a real leader in that regard."

One question posed by K12 staff is the robustness and involvement of the leadership team at MeVA: "Because of the size of the school, engaging more members of the leadership team in thinking strategically and talking about the data analysis might be an area to improve. Melinda is so on top of things, we don't always find out how it's impacting the rest of the Leadership Team. Is MeVA's whole leadership team up to speed? I don't know."

II. MeVA Enrollment Data

Fall Enrollment

MeVA's fall enrollment reports show that the proportion of middle school (7th and 8th grade) students enrolled has increased steadily, from 19% in 2017 to 30% in 2020.

Enrollment by Grade Level, Fall 2017 - Fall 2020

■ 7-8   ■ 9-12

Year	7-8	9-12
2017	19%	81%
2018	26%	74%
2019	27%	73%
2020	30%	70%
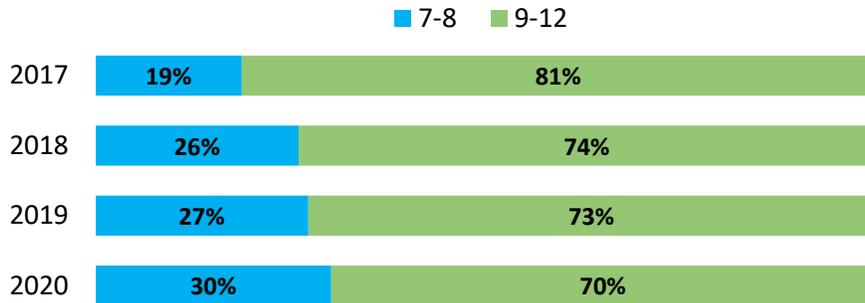
Student Characteristics

The majority of MeVA students meet the criteria of "economically disadvantaged" (family income below 185% of poverty or $48,470 for a family of four). That proportion has dropped slightly from 62% in 2017 to 56% in 2020. About 15% of MeVA students receive special education students, a fairly stable share since 2017.

Proportion Economically Disadvantaged and Special Education, Fall 2017 - Fall 2020

■ Economically Disadvantaged   ■ Special Education

Year	Economically Disadvantaged	Special Education
2017	62%	15%
2018	56%	13%
2019	55%	15%
2020	56%	16%
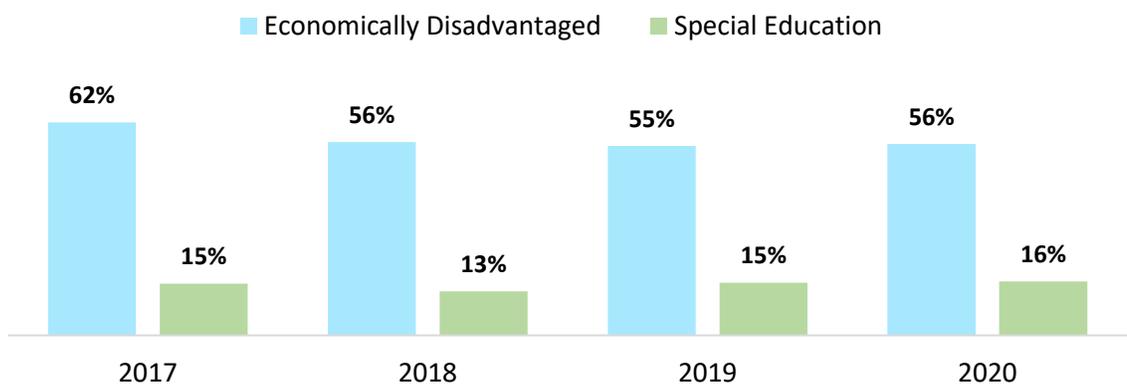
The most common special education categories among MeVA students are *specific learning disability*, *other health impairment*, *autism*, *emotional disturbance*, *multiple disabilities*, and *speech or language impairment* (see the following chart).

Special Education Students by Category

Year	Specific learning disability	Other health impairment	Autism	Emotional disturbance	Multiple disabilities	Speech or language impairment	Intellectual Disability
2020	19	16	10	8	8	5	2
2019	24	12	8	10	3	1	3
2018	19	15	5	8	2		2
2017	25	11	7	6	4	4	2
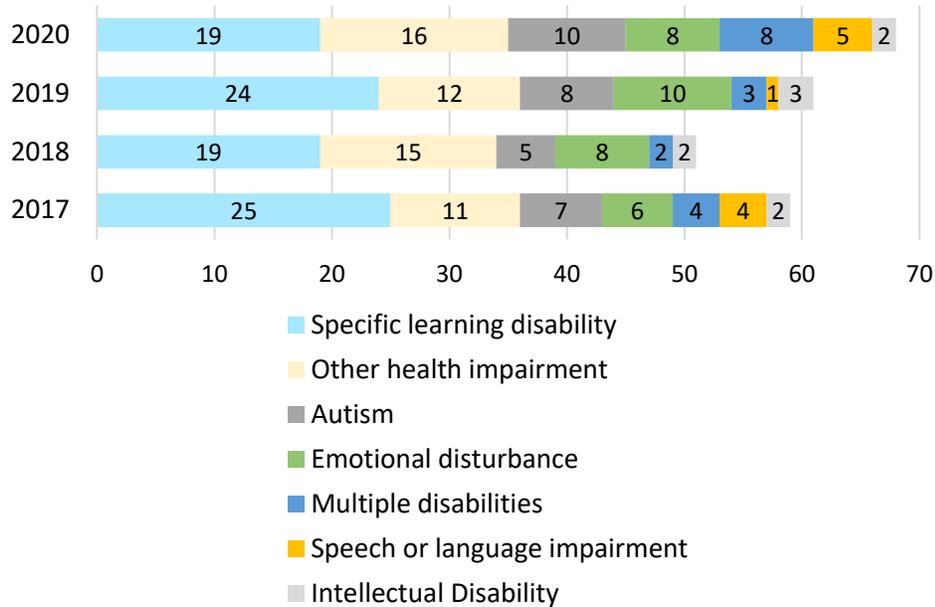
Fall 2020 Courses

The following table lists courses offered by MeVA teachers in fall 2020. English, Science, and Social Studies are the most prevalent courses, with seven each, and there are six Math courses. MeVA offers four Art courses, two Career/College Prep courses, two Physical Education courses, one Business course, and one Health course.

Subject	Grade Level	Course
Art	7-8	Intro to Drawing A
Art	9-12	Drawing I
Art		Media/Digital Arts
Art		Studio Art
Business		BUS030 Summit Personal Finance
Career/College Prep		OTH040 Reaching Your Academic Potential
Career/College Prep		OTH050 Achieving Your Career and College Goals
English	7	ENG07AE3 Summit Language Arts 7
English	8	ENG08AE3 Summit Language Arts 8
English	9	ENG108AE2 Summit English 9
English	10	ENG208AE2 Summit English 10
English		ENG030A-AVT Summit Creative Writing
English		ENG303A Summit American Literature
English		ENG403A Summit British and World Literature
Health		OTH010 Summit Skills for Health
Math	7	MTH07A Summit Math 7

Subject	Grade Level	Course
Math	8	MTH08A Summit Math 8
Math		MTH208A Summit Geometry
Math		MTH113AE2 Pre-Algebra
Math		MTH308A Summit Algebra 2
Math		MTH128A Summit Algebra 1
Phys Ed	8	OTH08A Summit Physical Education 8
Phys Ed	9-12	OTH020A Summit Physical Education
Science		SCI102AXE3 Summit Physical Science
Science		SCI07A Summit Life Science
Science		SCI203AXE3 Summit Biology
Science		SCI113AX Summit Earth Science
Science		SCI403AX Summit Physics
Science		SCI303AXE3 Summit Chemistry
Science		SCI08AE3 Summit Physical Science
Social Studies		HST040 Summit Civics
Social Studies		HST07A Summit World History I
Social Studies		HST213A Summit Geography
Social Studies		HST203A Summit Modern World Studies
Social Studies		HST08A Summit World History II
Social Studies		HST303A Summit US History
Social Studies		HST020-AVT Psychology

III.   Career and College Readiness

The Maine Charter School Commission recently released the Year Two Report from its study of Maine charter school graduates. The report focuses on the 2018 and 2019 graduating classes. Please note that these students completed their studies at MeVA before any of the school's recent strategies and action steps were implemented.

Of the six Maine charters that have graduated students, MeVA has the highest proportion of low-income graduates. The proportion of economically disadvantaged graduates ranges from 21% at Baxter Academy to 84% at MeVA, with an average of 57% across the six schools. The 57% charter average is well above the state public school average of 42% economically disadvantaged students, as shown in the following table. The proportion of charter school graduates with disabilities is 25%, higher than the state average of 19%. The proportions of graduates with disabilities range from 19% at Maine Arts Academy to 36% at Maine Academy of Natural Sciences; MeVA had 22% students with disabilities in those classes. These characteristics should be considered when interpreting school and student outcomes. For example, statewide, the on-time graduation rate for economically disadvantaged students is about 78%, compared with 95% among non-disadvantaged peers. 74% of Maine students with disabilities graduate in four years.

Maine Charter School Student Characteristics: 2018 and 2019 Graduates

School	Economically Disadvantaged	Students with Disabilities	Graduates' Average Years Enrolled
Baxter Academy	21%	30%	3.8
Harpswell Coastal Academy (HCA)	56%	32%	2.9
Maine Arts Academy (MeAA)	47%	19%	2.5
Maine Connections Academy (MCA)	57%	22%	3.0
Maine Academy of Natural Sciences (MeANS)	73%	36%	3.2
MeVA	84%	22%	2.1
6 Maine Charters ("All MCS")	57%	25%	3.1
Maine public school average	42%	19%	

Fall 2019 enrollment from Maine DOE, www.maine.gov/doe/data-reporting/reporting/warehouse/enrollment
Average years enrolled is from this study's sample transcript analysis

Maine charter schools have experienced varying amounts of student mobility, another important factor in student performance and graduation rates. 2018 and 2019 graduates were enrolled at MeVA for an average of only two years, while Baxter's graduates were enrolled for nearly all four years on average. The average length of enrollment across the six schools was 3.1 years, as shown in the table above. Our transcript analysis found that charter schools with shorter average enrollment periods, many graduates transferred in after one or more years of study at other Maine public

schools, and often entered charter school behind grade level. This is another factor that affects student achievement, graduation, and postsecondary options.

K12 Inc., MeVA's education service provider, operates virtual schools around the U.S. They have found that continuous enrollment in the same school improves student performance at all grade levels and regardless of economic status (K12 Impact Report).

High school graduation rates tend to show an inverse relationship with the proportion of economically disadvantaged students. The chart below compares the Maine charters' 2019 four-year graduation rates with the Maine average, side by side with the proportions of economically disadvantaged graduates. For the most part, higher rates of economic disadvantage are associated with lower graduation rates. All of the schools with more than 50% low-income graduates had graduation rates below 67%, while Baxter and MeAA, the schools with less than 50% low-income graduates, had graduation rates above 90%.

Inverse Relationship between Graduation Rates and % Economically Disadvantaged Graduates

■ % Economically Disadvantaged Graduates   ■ Graduation Rate

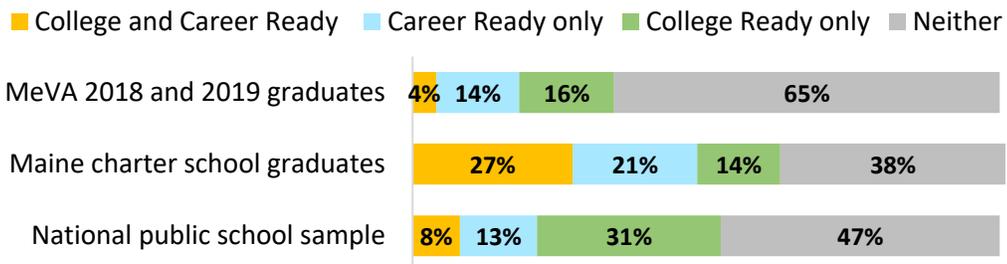| School	% Economically Disadvantaged Graduates	Graduation Rate
MCA	57%	58%
MeVA	84%	60%
HCA	56%	64%
MeANS	73%	66%
All MCS	57%	73%
All Maine public schools	42%	87%
MEAA	47%	91%
Baxter	21%	93%
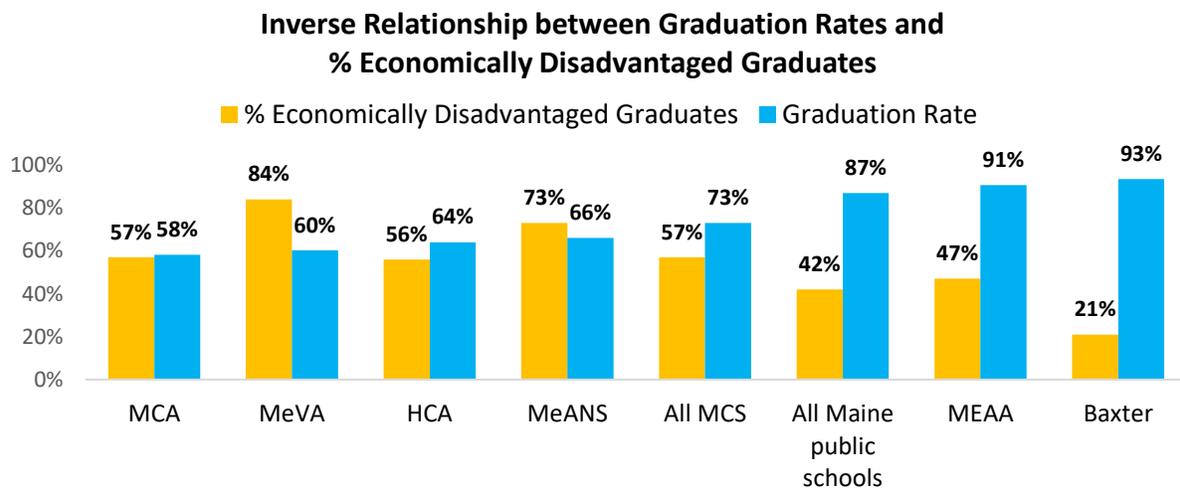
Career and College Ready Transcripts

The Education Trust characterizes a "career- and college-ready" course of study as having several elements not included in Maine state graduation requirements, as shown in the following table. They define "college-ready" as including three credits of math, science, and social studies, while Maine requires only two credits of each for graduation. Maine requires one credit in fine arts, which is not included in the Education Trust's list. Finally, the Education Trust defines "college-ready" as requiring two credits in the same foreign language, while Maine has no foreign language requirement. "Career-readiness, according to the Education Trust," means three credits of career and technical education (CTE) concentrated in the same field. Maine's statutory graduation requirements do not address CTE. The following table compares the Education Trust definition and Maine's graduation requirements.

16

High School Graduation Requirements Compared with Curriculum Definitions

Subject	Education Trust: College-Ready Curriculum		State of Maine High School Graduation Requirements	
	Credits	Specific Courses	Credits	Specific Courses
English	4		4	
Math	3	Algebra 2	2	
Science	3	Biology and Chemistry or Physics	2	1 year of laboratory study
Social Studies	3	U.S. or World History	2	American History, Government, Civics and Personal Finance
Foreign Language	2	In the same language	0	
Fine Arts	0		1	Art, Music, Forensics or Drama
Career-Ready Curriculum				
	Credits	Specific Courses		
Career and Technical Education	3	In the same field	Not addressed	

The Education Trust conducted a transcript analysis of a national sample of 2013 public high school graduates that gives us a point of comparison. Among all 2018 and 2019 Maine charter graduates, 27% completed all the features of a career- and college-ready high school course of study. 21% completed the career-ready criteria only, and 14% completed the college-ready elements only. That leaves 38% not meeting either the career- or college-ready definition offered by the Education Trust (see the following chart).

Analysis of High School Transcripts

■ College and Career Ready ■ Career Ready only ■ College Ready only ■ Neither

MeVA 2018 and 2019 graduates	4% 14% 16%	65%
Maine charter school graduates	27% 21% 14%	38%
National public school sample	8% 13% 31%	47%

16% of MeVA graduates met the "college-ready" benchmark, 14% met the "career-ready" benchmark only, and 4% had both "career- and college-ready" transcripts. Nearly two-thirds (66%) of graduates did not meet either benchmark, as shown above.

Career Readiness

The Education Trust categorizes Career and Technical Education courses into eight broad categories, shown in the table below. "Career-ready" MeVA graduates from 2018 and 2019 completed three courses in seven of the eight career areas. The most common career concentration at MeVA was arts and communications. Several MeVA graduates also completed concentrations in agriculture, business, computer science and engineering, culinary arts, health sciences, and trades.

Career Field Category	Career Concentrations
Agriculture and Natural Resources	Agriculture, Food Science, Fisheries, Forestry
Arts and Communications	Audio Studies, Design, Performing and Visual Arts
Business and Marketing	Business, Finance, Marketing, Public Relations, Sales
Computer Science and Engineering	Computer Studies, Engineering, Information Technology
Consumer and Culinary Services	Culinary Arts, Hospitality, Human Services
Health Sciences	Medical Science, Nursing, Public Health
Public Services	Criminal Justice, Education, Government, Law
Trades	Automotive, Construction, Manufacturing, Transportation

College Readiness

All MeVA graduates met the college-ready English criteria of completing four credits (also the Maine graduation standard), and 74% completed three social studies credits including U.S. or World History. The most common reasons MeVA graduates did not meet the "college-ready" standards are missing the foreign language requirement (74%) and missing the science benchmark (65%), as shown in the following table.

Subject	Education Trust: College-Ready Curriculum		MeVA 2018 & 2019 graduates meeting the benchmark
	Credits	Specific Courses	
English	4		100%
Math	3	Algebra 2	54%
Science	3	Biology and Chemistry or Physics	35%
Social Studies	3	U.S. or World History	72%
Foreign Language	2	In the same language	26%
	Career-Ready Curriculum		
	Credits	Specific Courses	
Career and Technical Education	3	In the same field	18%

Mastery

To be truly college- and or career-ready, students need to not only complete the recommended courses, but to demonstrate mastery of the material. In the context of the high school transcript, The Education Trust defines mastery as earning a cumulative GPA of 2.5 on a 4.0 scale (about a B-) or higher.

- In its study, the Education Trust found that 86% of 2013 U.S. graduates who completed a college- or career-ready curriculum also demonstrated mastery. 90% of 2018 and 2019 Maine charter school graduates achieved mastery, slightly outperforming the national average (see the following chart).
- At 72%, MeVA had the lowest rate of mastery among the Maine charter schools, meaning their GPA at graduation was lower than 2.5. Of MeVA graduates who did not meet the mastery standard, 71% had a cumulative GPA between 2.0 (a C average) and 2.5, and 29% earned a GPA lower than 2.0.
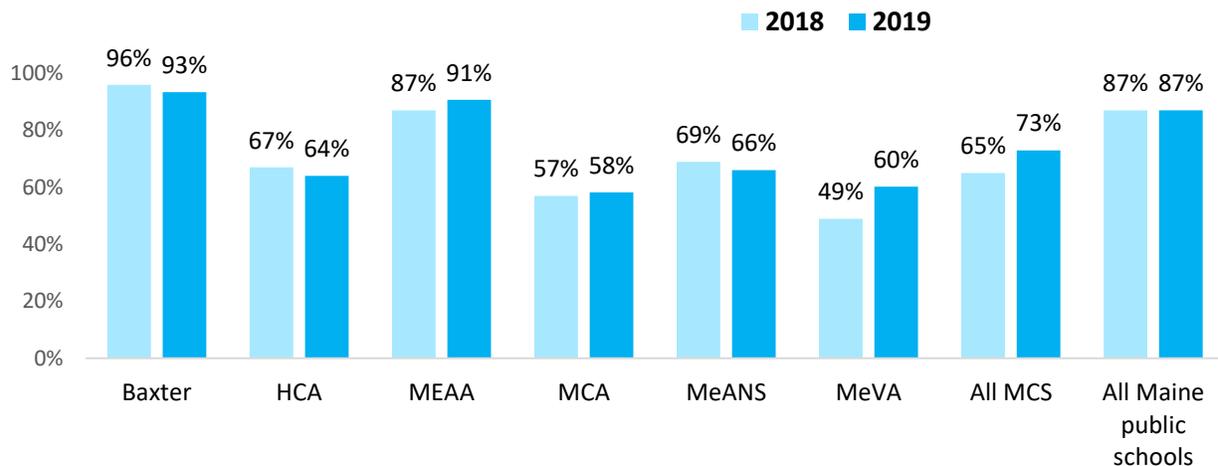
Graduate Mastery Rate by Charter School

MeVA	MCA	MEAA	Baxter	HCA	MeANS	All MCS
72%	82%	97%	100%	100%	100%	90%
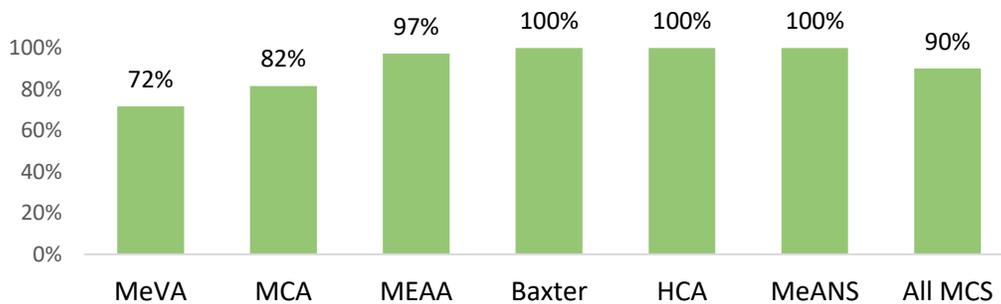
Graduation Rates

Comparing high school graduation rates in 2018 and 2019, MeVA had the lowest graduation rate of the Maine charters in 2018, but it improved the most—from 49% in 2018 to 60% in 2019 (see the following chart).

Four-Year High School Graduation Rates at Maine Charters

■ 2018 ■ 2019

School	2018	2019
Baxter	96%	93%
HCA	67%	64%
MEAA	87%	91%
MCA	57%	58%
MeANS	69%	66%
MeVA	49%	60%
All MCS	65%	73%
All Maine public schools	87%	87%

College Enrollment

The MCSC study uses the National Student Clearinghouse (NSC) to track charter graduates' college enrollment, persistence, and completion. The Clearinghouse's college enrollment database includes 99% of students enrolled in U.S. degree-granting two-year and four-year colleges and universities, and all of Maine's degree-granting postsecondary institutions participate in the service. NSC enrollment records allow for detailed analysis of enrollment gaps and transfer patterns.

Nationally, 55% of graduates from low-income high schools and 69% from higher income schools enrolled in college in Fall 2019. 62% of rural school graduates enrolled in college, compared with 67% of suburban school graduates. In Maine, just over 60% of all public high school graduates enrolled immediately in college.
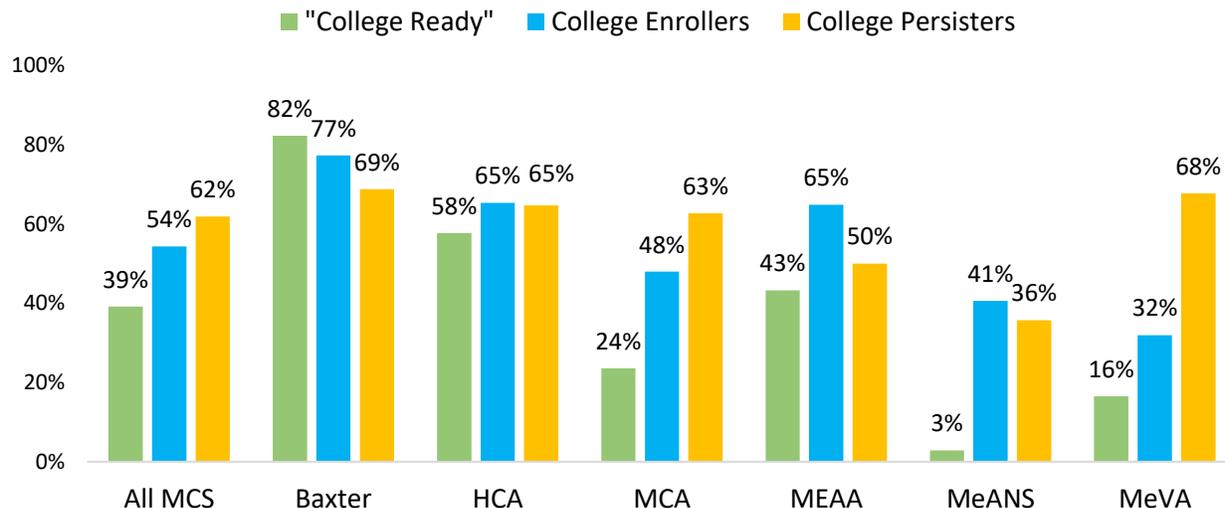
54% of 2018 and 2019 graduates from Maine charter schools (268 students) have since enrolled in college, very close to the national average and about five percentage points below the Maine average.
- 65% enrolled in a Maine college, and 35% enrolled in college in another state.
- The top colleges among Maine charter school graduates are SMCC, UMaine, USM, and UMA.

At MeVA:
- Only 16% of 2018 and 2019 graduates met all of the Education Trust's "college-ready" transcript criteria, but 32% have enrolled in college and 68% of them have persisted to a second year of college.
- MeVA has the lowest college enrollment rate among the Maine charters, but the highest college persistence rate.
- The three MeVA grads who did not persist in college attended EMCC, SNHU, and UMaine.
- Two MeVA graduates have transferred colleges. One transferred from EMCC to UMA, and one from UMF to UMFK.

College Outcomes by School

Legend: ■ "College Ready" ■ College Enrollers ■ College Persisters

School	"College Ready"	College Enrollers	College Persisters
All MCS	39%	54%	62%
Baxter	82%	77%	69%
HCA	58%	65%	65%
MCA	24%	48%	63%
MEAA	43%	65%	50%
MeANS	3%	41%	36%
MeVA	16%	32%	68%

Interview Findings

The MCSC study included interviews with 37 recent charter school graduates. The thirty-minute discussions touched on reasons for enrolling in a charter school, elements of high school that helped students prepare for success after graduation, experiences since graduation, and career goals for the future. Aspects of high school that interview subjects named as helpful in preparing for careers and college include:

- Graduating from high school. Several subjects said that they don't believe they would have earned a diploma without the option of their charter school.
- Tracking progress to graduation. Students appreciated systems that allowed them to check their progress regularly and to explore options available to meet requirements, as well as counselors or homeroom teachers who helped them navigate the requirements.
- Clearly defined learning standards. Students appreciated knowing what they needed to learn and how to demonstrate their knowledge. Students struggled when learning standards were not communicated or changed mid-course.
- Rigorous academic courses. Several students said that their most challenging academic experiences in high school were among the most valuable in preparing them for success later.
- Career and college planning courses. Students appreciated support in walking through the steps of choosing and applying for college. Many appreciated offerings that also provided guidance about non-college postsecondary options.
- Faculty and staff guidance. Many students expressed gratitude for the teachers who developed relationships with them and offered advice and encouragement as they made postsecondary plans.
- Hands-on Learning. Many charter school graduates highly valued the opportunities to engage in projects and hands-on learning in order to demonstrate mastery of academic standards.
- Work experiences. Several students spoke highly of internships during high school that helped them develop career goals, gain skills, and make valuable connections.

- Financial literacy. Many students from different charter schools named financial literacy courses as among the most valuable to them in everyday life after graduation.

Areas where some charter graduates felt less well-prepared for success in college and the workplace include:
- Changing graduation requirements and grading policies and practices. Many interview subjects enrolled in their schools' first few years of operations. This led to confusion that ranged from "a bit tricky" to "chaotic" in terms of students' ability to track their progress and ultimately meet graduation requirements.
- Lack of career-focused courses and career planning. Many students spoke of college planning courses that were helpful but said that there were fewer options for learning about career options and working toward career-ready concentrations.
- Weak academic preparation and work habit expectations. Some students felt underprepared after graduation in academic areas like math, history, and English. Others said that their high school assignments did not prepare them well for work habits and study skills needed for success in college.

MeVA Graduate Interviews

Five MeVA graduates participated in interviews for the study. Three of the MeVA interview subjects are enrolled in college, and two are working. Their reasons for choosing to enroll in MeVA included:
- "I started out homeschooled, then went to public high school. I had a rough time. I felt like the teachers didn't care. So I decided to transfer to MeVA. It was a lot better for me there."
- "Going to MeVA helped me with social anxiety and depression. They were so helpful with that. There were teachers who cared and who made sure I would get up in the morning, log in or get on Facetime, and go to class."
- "I have some learning delays in math and English, and MeVA was very helpful with that. It was the best type of school for me. MeVA is especially great for special needs kids."

Experiences at MeVA that were helpful with preparation for success after graduation include:
- "I'd say I learned more from my teachers than from my courses. The knowledge from teachers was the most valuable, much more than the course content. Some teachers emailed with us, one texted, and sometimes we Facetimed. We did get to know each other, and even in only two years the MeVA teachers helped me so much more than at my public high school."
- "Being challenged, reading books, answering questions, talking with classmates and peers…They brought the best out of me. It was a high standard, and I was up to it. I think it's a wonderful school and I would recommend it to anyone."
- "I started taking college courses through UMFK at no expense as soon as I could. Even the textbooks were sent to me for free. I got four college course credits that way. So at MeVA, for core classes we didn't have a choice. For example, I had to take British Literature because that was the English course for my year. But I had a huge choice of foreign languages I could take through K12. I took Latin. I wish I had taken Japanese now…"
- "We had an advisor who'd help us plan our schedule. Some classes at MeVA are only offered half of the year, so we had to be sure to take them then. They'd give us a report on what we still needed to graduate and when the courses were offered. We always paid attention to that, or at least before every semester."

- "They had a semester course for college and careers, and that was very helpful. It was actually that class that helped me decide what I was going to do after graduation. The class had units that helped us choose where to apply, writing essays, and doing the applications."
- "With online school, you have to manage your time well to get everything done. That skill translated well to college. The dual enrollment classes helped me get a start on college and helped with knowing the difficulty level of college classes."
- "It was actually really helpful to take an Audio Engineering class in high school. It helps me with class assignments and projects. I can make recordings sound better and edit them."
- "In the situation we're in now, with everything being done online, being in 100% online learning, I have a leg-up and I don't have to worry about it like some students are."

Areas where interview subjects did not feel well prepared for life after college include:
- "I would say at MeVA they didn't have a lot of longer-term career guidance, nothing focused on what you wanted to do for a career eventually. It was just, 'we'll help you fill out college applications.' Not so much on figuring out what you wanted to do with your life."
- "The sessions for K12-taught classes weren't great. There would be classrooms or sessions you could log on to, but you didn't have one dedicated teacher for the semester. It was rough, especially in a subject that's challenging for you."

MeVA graduates spoke about developing their career paths and how their goals have changed since graduation:
- "I was planning on going to college. The things I wanted to study changed, though. As a senior I decided on Education, and even knew I wanted to concentrate in middle school English."
- "I thought I wanted to be a Business major and do a Legal Studies minor. MeVA reinforced that. They gave me more confidence and knowledge about careers where I could apply that degree. My goals were influenced and supported by MeVA. So far, I love college and I feel very well prepared."
- "I did apply to college, I got in, but I lost my father, so I got a job instead. … I started out working at a Subway shop, to help my mother with money. While I was at work, the Program Director for Spurwink came in and we got to talking. I told her about my experience working with a boy who has autism. She interviewed me on the spot, and I got the job. I've been working there almost a year. I am a Direct Care Worker with youth…I found my dream job, and I was able to get that without any more education than a high school diploma. College is still something I want to continue in the future. My employer encourages that, and there are opportunities to move up at work if you take certain classes or programs. So I will enroll in college, and I'll be able to do that on my own thanks to the college prep class at MeVA."
- [Student diagnosed with 'failure to thrive' and a missing chromosome at birth. Interviewed with his mother]: "He's a self-employed beekeeper. He's had them since 9th or 10th grade. Since graduation, he has been beekeeping and selling honey. That's what he's always enjoyed. I'm not sure he thought about career goals or had a plan during school. It was such a big struggle every day, every year…He loves working with bees and having money. He would like to get married, and he talks about working at Home Depot."

Analysis of all the charter graduate interviews demonstrated the importance of the different school experiences offered by Maine charter schools. "Several subjects believe that they would not have finished high school without that option…Having these unique options that allow students to focus on specific interests, attend school remotely, engage in project-based learning, and pursue college and career interests while still in high school is clearly valuable." While most charter graduates are

either enrolled in college or working in career-related jobs, about one-quarter of the interview subjects "are now stalled without onramps to career-related work or college. These young people need guidance and support, but…it is unclear where that might come from." MCSC's graduate study report concludes with two main recommendations for Maine high schools: 1) Set, maintain, and communicate high standards for graduation and 2) Expand career development curriculum and expertise and the state level to support implementation throughout K-12 education.

IV. Analysis and Recommendations

In the time since our last third-party evaluation report, MeVA has implemented several promising new policies and practices to address student proficiency, academic growth, and career and college readiness. This year's study focuses first on the performance of K12, MeVA's Education Service Provider. Staff from both K12 and MeVA characterize the relationship as positive and collaborative and spoke of K12's strong performance in providing the online school, computer hardware, and tech support that are critical to operating a virtual school. Our inquiry suggested several areas, however, where the contractual agreement and funding structure could be improved to better serve the MeVA of today. There are several areas where administrative services may overlap with the services included with the online school, and financial management and compliance may be better handled in-house at MeVA.

Our analysis of enrollment data shows stability with healthy growth in the number and composition of students MeVA serves. An update of the MCSC's graduate study provides useful information on MeVA graduates' course completions, mastery of course content, and readiness for college and careers. It is encouraging that from 2018 to 2019, MeVA's high school graduation rate improved from 49% to 60%, the most improvement of any Maine charter school. But only about 30% of MeVA graduates met a comprehensive standard of career and/or college readiness. About one in three graduates in the study (32%) enrolled in college, and 68% persisted to a second year of college. Of five MeVA graduates interviewed, three were consistently enrolled in college since graduation, and two were working. While they spoke highly of MeVA's college planning course and MeVA teachers, several wished for more career guidance and a wider range of accessible course offerings.

Recommendations

1) Move some administrative services from K12 to MeVA responsibility. Steps could include:
   - Request clarification from K12 on pupil recruitment and enrollment services where there is some overlap in the online school related services and the services included in the administrative services fee, as detailed in Appendix 1.
   - Negotiate with K12 to pare down the list of administrative services to only those that MeVA needs and uses, and request that K12 reduce the administrative fee percentage accordingly.
   - Finance, accounting, audit, and compliance in particular stand out as services MeVA is best suited to conduct in-house.
   - Bring the three MeVA-based K12 staff members onto MeVA's payroll.

2) Create MeVA teacher orientation and training for new teachers in-house, to supplement the K12 introduction to online school. More hands-on practice guided by experienced teachers and observations of their classes can help new MeVA teachers get up to speed even more quickly.

3) MeVA has recently implemented promising curriculum additions like career/college planning for every high school year. Several more additions would help more MeVA graduates be fully college-ready:
   - Improve laboratory science options and encourage students to take at least two courses from among biology, chemistry, and physics.

- Develop a MeVA-taught foreign language option for interested students. One or two years of in-house foreign language might prepare interested students to succeed in K12's "IST" upper-level foreign language courses.

4) Advise students on developing career interests and skills starting in middle school. Provide access to more high school Career and Technical Education (CTE) courses, whether offered in-house, by K12, and/or facilitating student participation in local CTE centers and dual enrollment college courses.

Appendix 1
K12 Administrative Services

Outline of *MEVA: K12's Value Added Administrative Services* document
Dated November 16, 2020

Enrollment Services
      Student Lifecycle Care--Application Processing, Admissions, Enrollment and Onboarding
      Admissions Policy Implementation
      Parent Portal - Online Application Tools
      Enrollment Management
      Development of School Application and Enrollment Forms
      Enrollment Center Operations
      Reregistration
      Onboarding & Outreach
      Customer Support Phone Service

Financial Services
      Budget Development
      Financial Reporting
      Financial Management
      Record Keeping
      Consulting and Support

Marketing
      Marketing Support for Enrollment
      Brand Development & Community Tools
      Website Development, Hosting, and Maintenance
      Social Media

Special Education Services & Support
      Program Management Support
      Training
      Related Services Support
      English Learners, 504 and Title Program Support Services
      Crisis Prevention Support
      Reporting
      Site Visit/Audit
      Alternate Curriculum

School Analytics
      Consulting
      Dashboards
      Academics, Engagement, and Assessment Data Products

Site-Based Support
      Program Manager of Operations
      Registrar
      Student Support Administrator/FASL

On-Demand Consulting

Family and Student Services
    Family Services
    Student Services

Compliance Support Services
    K12 Compliance Audit
    Charter Renewal Support
    Website Compliance
    Compliance Training
    State Reporting
    Attendance and Membership Reporting

Operations Support
    Operations Support & Training
    DocuSign Support
    Staffing Support

Public Affairs
    Lobbying
    External/Media Relations

Legal Services

Academic Support
    Teacher Training
    Teacher Support
    Educational Program Consulting
    School Improvement Tools

Comparison with the K12-MeVA Contractual Agreement

We examined MeVA's contractual agreement with K12 (the EPSA) and the Value-Added Administrative Services document (VAAS) provided by K12 on November 16, 2020. We found two areas of potential overlap in the described services. We recommend asking K12 for clarification on which elements are included as part of MeVA's curriculum and materials purchase, and which are part of the administrative services fee.

Exhibit A of the Educational Products and Services Agreement
Section I. 3. of Exhibit A of MeVA's EPSA with K12 (page 21 of 27) describes Product Related Services, stating "Pupil recruitment and related services are included in the cost of the curriculum and materials in the Product Price List."

Value Added Administrative Services
The VAAS document provided by K12 on November 16 states, "We have not included services and products encompassed in the "Technology Services" fee or products available through the National

Price List." Services described in the Enrollment Services and Marketing sections, however, seem similar to items described in the EPSA.

The two main areas of overlap we noted are:

1)   Pupil Recruitment and Marketing

Item b in Exhibit A (page 21 of the EPSA) is:

Pupil Recruitment: "Additionally recruitment includes designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing and maintaining the School website."

On page 6 of the VAAS document, in the Marketing section, the second two items contain some of the same services:

Brand Development & Community Tools
- School specific logo creation and implementation
- Development of MEVA promotional materials e.g. flyers, business cards and letterhead
- MEVA school website creation and hosting
- K12 Gear Store: Families access to purchase items to show school support and help build a sense of community

Website Development, Hosting and Maintenance
- Continuously work with MEVA's point of contact (POC) on updating content
- MEVA's school website is scheduled to be updated to a new template in March 2021. Updated website will feature:
    - More balanced information for both prospects and enrolled families
    - Differentiation from other school websites through the use of unique colors and images
    - New lead form for users that allows users to enter additional comments or questions
- Updated training for Touch User Interface (UI) will be scheduled post migration to the new template (refreshed training to be conducted where needed)
- Conduct bi-monthly POC meetings for updates and exchange of ideas to facilitate fresh and up to date content

2)   Enrollment Services

Item c in Exhibit A (page 21 of the EPSA) states:

"Implementation of the Program's admissions policy and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery if required."

In the VAAS document, the first section is Enrollment Services. Many of the services described could be seen as admissions policy and student enrollment implementation: Student Lifecycle Care—Applications Processing, Admissions, Enrollment and Onboarding; Admissions Policy

Implementation; Enrollment Management; Development of School Application and Enrollment Forms; Enrollment Center Operations and Additional Enrollment Services (see excerpts below).

Enrollment Services: Excerpts from the VAAS document, pages 2-3:

Student Lifecycle Care--Application Processing, Admissions, Enrollment and Onboarding
K12's team manages MEVA's multi-step enrollment process (see page 4 for details). The K12 team works with prospective MEVA families from initial calls discussing enrollment options through all steps in the enrollment process until a student is approved. K12's Enrollment Team also manages post approval communications regarding outstanding enrollment documentation and/or reregistration support.

Admissions Policy Implementation
MEVA has specific and detailed enrollment requirements due to state policies. K12's team ensures compliance with these requirements and that the enrollment steps are followed in the required order. The K12 team and systems also ensure enrollment cap regulations are followed.

Enrollment Management
K12's Enrollment Services Manager (ESM) coordinates with K12's Marketing team to develop enrollment forecasts and monitor capacity and marketing planning. K12's ESM serves as key point of contact for K12 site-based staff and MEVA's Head of School.
Development of School Application and Enrollment Forms
K12's Enrollment Team works annually with school and regional leadership to plan for the enrollment cycle:
• Verify the documentation requirements from families
• Update enrollment forms
• Develop enrollment calendar and deadlines
• Identify new program opportunities for marketing and enrollment communications
• Integrate new or updated board policies
• Implement research conducted on legislative or state department of education policy changes

Enrollment Center Operations
K12's 23-member SWIM (South Carolina, Wisconsin, Iowa and Maine) team is based in Knoxville, TN and works with MEVA's prospective and current families to ensure a smooth and positive experience. Services include:
• Communications: Text, click to chat, and email communications with families.
• Document processing
• Resolution Specialists for escalations, McKinney Vento support, and Special Education support

Additional Enrollment Services
K12's tools and software keep the enrollment pipeline organized for families, school administration and regulators. K12's app (for mobile phones) provides a user-friendly tool for families to track their enrollment progress and interface with K12's support teams.

Appendix 2
Interview Questions

<u>MeVA Staff Interviews</u>

1. Please tell me a little bit about your role at MeVA. How long have you worked here?
2. What are your main responsibilities?
3. How often do you interact with K12?
4. What are the main services K12 provides for MeVA?
5. How successful would you say K12 is at meeting MeVA's needs?
6. What are K12's strengths or the best value services it provides?
7. How could K12 improve?
8. Is there anything you would change about MeVA's relationship with K12?
9. Is there anything else you'd like to add?

<u>K12 Liaison Interview</u>

1. Please tell me a little bit about your role at K12. How long have you worked there?
2. What are your main responsibilities?
3. How often do you interact with MeVA?
4. What are the main services K12 provides for MeVA?
5. What would you say are K12's biggest strengths and the best value services it provides?
6. How could K12 improve?
7. Does K12 provide a career and college readiness framework or support for students? [If applicable] Has this been effective?
8. Have you seen any promising practices at other schools you work with that MeVA could learn from?
9. Is there anything you would change about K12's relationship with MeVA?
10. Is there anything else you'd like to add?

Sources

K12 Inc. (2018), *K12 Impact Report. Academic Excellence Framework: Increased Student Success through Continuous School Improvement*, https://www.k12.com/content/dam/pr-learning/impact-report/Academic_Excellence_Framework_FN.pdf

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