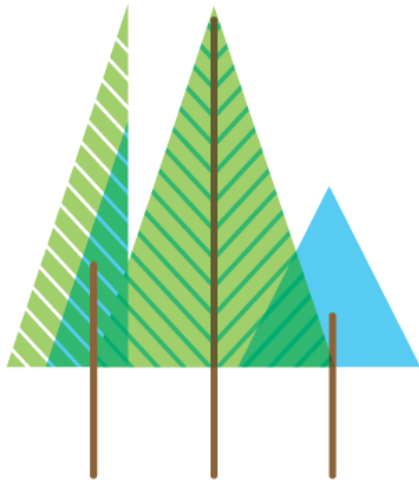


Maine Charter School Commission



MAINE
VIRTUAL ACADEMY

ANNUAL MONITORING REPORT 2017-2018

MeVA Annual Monitoring Report Approved 12-4-18

September 2018

On June 4th and June 19th announced on-site visits were made to Maine Virtual Academy. The Maine Charter School Commission (MCSC) Review Team of 2 members was accompanied by the MCSC Executive Director, and MCSC Director of Program Management. The visiting team held interviews with school leadership, and the school’s Governing Board. They also reviewed data provided by the school. Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Dr. J. Michael Wilhelm
Commission	Laurie Pendleton
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post

School’s Mission	<i>Maine Virtual Academy’s (MeVA) mission is to develop each student’s full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student’s needs.</i>
School’s Vision	<i>MeVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MeVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.</i>

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

2018-2019 School Information

School Name	Maine Virtual Academy
Address	Ballard Center, 6 East Chestnut Street, Augusta, ME 04330

Governing Board

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

Chief Executive Officer	Dr. Melinda Browne
Manager of School Programs and Operations	Fadia Afaneh
Special Education Director	Dr. Melinda Browne

Year Opened	2015
Years in Operation	3
Number of Sending Districts	105
Grades Served	7 - 12
Current Enrollment	390*
Students on Waiting List	202*

*As of October 1, 2017 certified enrollment count.

Section 1: Overview

Maine Virtual Academy (MeVA) brings learning alive for students with a personalized program of engaging courses, caring teachers, and a vibrant school community.

- Individualized Learning Plans target each student’s strengths and weaknesses.
- Maine-certified teachers guide progress and tailor teaching to student needs.
- Rigorous, highly interactive curriculum enriches and inspires.
- An Instructional Service Team teaches classes in IT.
- Dedicated school support system helps students grow academically and personally.
- Field trips, open house gatherings, social events, and clubs help students connect.

MeVA is a tuition-free public school that uses the K12 curriculum. Lessons are delivered through a platform called the Online School, as well as through more traditional methods. Materials like books, CDs, and even science lab supplies are delivered right to your doorstep. As a public charter school authorized by the Maine Charter School Commission, MeVA is part of the public school system and is available tuition free. The K12 curriculum is provided free of charge, as well as a loaner computer system, printer, and Internet stipend for families who qualify.

The MeVA 7-8 program serves students in grades 7-8 who reside within the state of Maine.

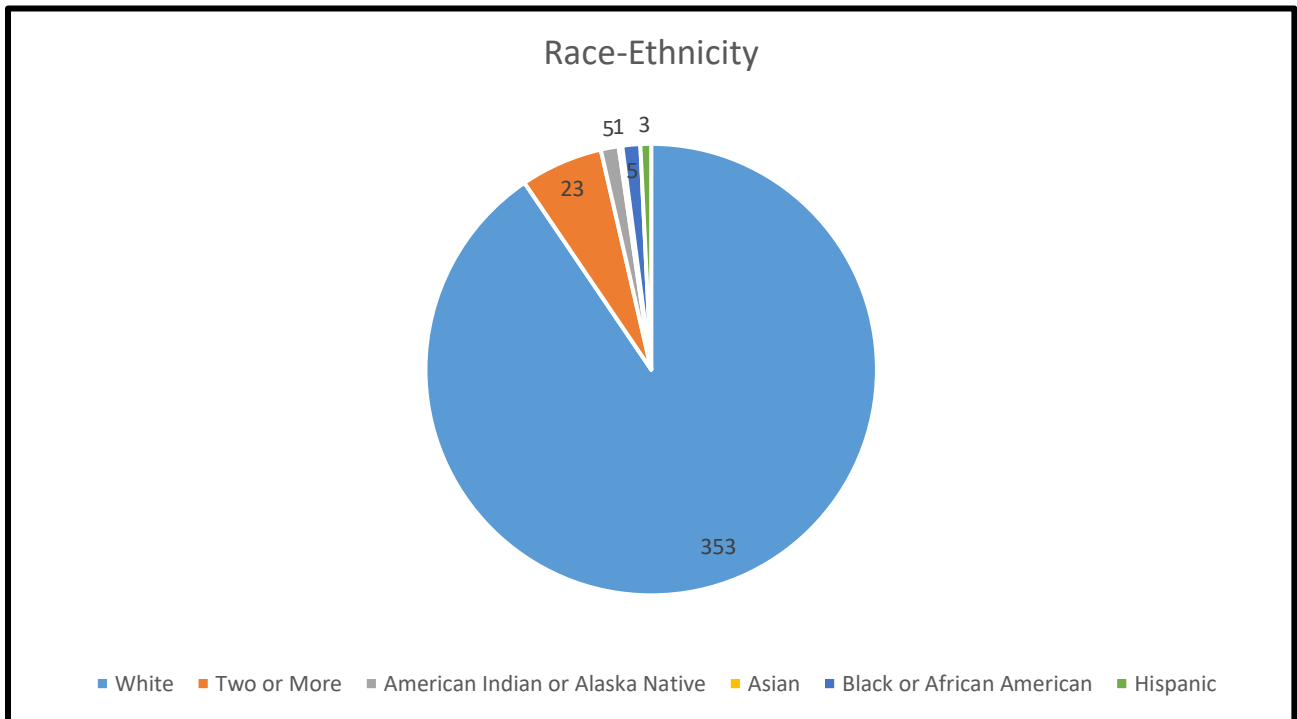
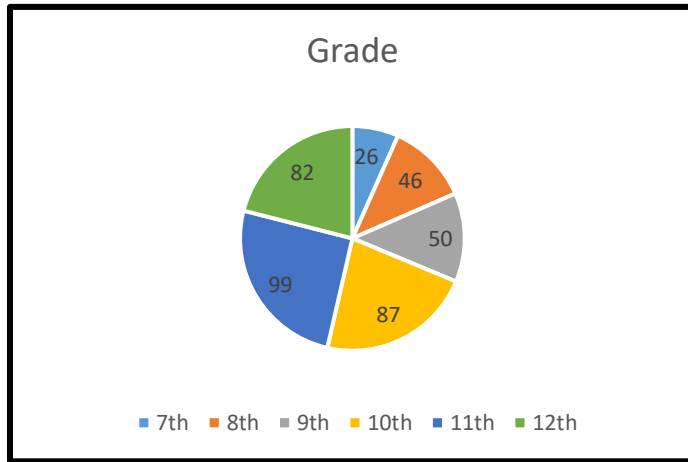
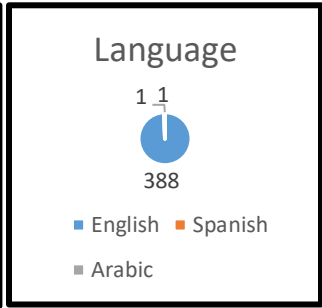
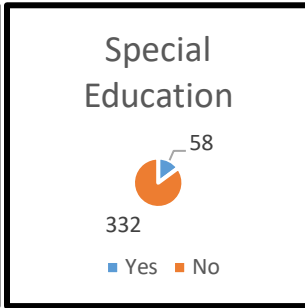
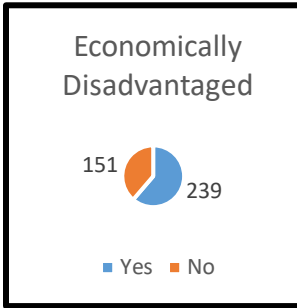
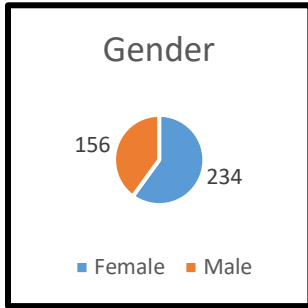
The K12 online high school environment blends the best features of the company’s K-8 learning environment – the elegant and research-driven design, the compelling interactivity, the ease of use of both online and offline content – with key features designed to make the high school experience successful, given the far more complex high school world of content, skills, and time management.

The course catalog offers more than 150 core, elective, and Advanced Placement (AP) courses. Math, English, science, and history courses are offered in multiple versions to meet the needs of diverse learners with diverse goals. Up to four levels of World Languages are offered as well. Students can chart their own course, choosing from among the four levels of courses to match their aptitude and goals.

Section 2: Indicator Summary Table

Indicator	Meets Contract Agreement	Partially Meets	Does Not Meet
Student Academic Proficiency		X	
Student Academic Growth		X	
Achievement Gaps in Proficiency and Growth Between Major Student Subgroups		X	
Student Attendance			X
Enrollment	X		
Post-Secondary Readiness		X	
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

Section 3: Demographics



Section 4: Academics

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

Discussion

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%.

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		Did not meet

	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%	
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

Discussion

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%

Achievement Gaps in Proficiency and Growth Between Major Student Subgroups

Measure	Target	Results	Met/Did Not Meet/Partially met
<p>Gaps in proficiency between major student subgroups on Maine State Assessment in reading</p>	<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>	<p>Did Not Meet</p>
<p>Gaps in proficiency between major student subgroups on Maine State Assessment in math</p>	<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>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>Partially Met</p>

	Minority Status Grade 7 & 8 (Minorities) – 17% Grade 7 & 8 (White) – 15% Grade 11 (Minorities) – 10% Grade 11 (White) – 30%	Minority Status Grade 7 & 8 (Minorities) – 13% Grade 7 & 8 (White) – 18% Grade 11 (Minorities) – 20% Grade 11 (White) – 7%	
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Discussion

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.

Section 5: Attendance and Enrollment

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

Discussion

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.

Enrollment

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

Discussion

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.

Section 6: Post-Secondary Readiness

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 Postsecondary schools – 37% Continuing Education -76% Entering Work – 22% Enlisting in Military – 2%	Accepted to Postsecondary schools – 40% Continuing Education -80% Entering Work – 15% Enlisting in Military – 5%	Met

Discussion

Students in MEVA's graduating class planned to attend post-secondary school, enter the work force, and enlist in the military. The June 2018 graduating class 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.

Section 7: Finances

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

Discussion

Maine Virtual Academy 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.

Section 8: Governance Board Performance and Stewardship

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 a 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 website.	Met

Discussion

The school's governing board met on a monthly basis. Meeting agendas and minutes were posted to the school's website.

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

Section 9: School Climate

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 Commission sponsored surveys Students – 74% Parents – 74% Teachers – 92%	Participation rates: Students – 76% Parents – 87% Teachers – 94% Staff – 100%	Met

Discussion

MEVA met all of 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.

Section 10: Parent and Community Engagement

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

Discussion

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.

Section 11: Administration

MEVA is led by a Director/Principal who also serves as the school's special education director. The director has been with the school since mid-way through the school's first year.

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

Additionally, MEVA is focusing on addressing teachers' experience with the virtual learning platform and courses. MEVA is working to increase teacher satisfaction and opportunities for professional growth. The director conducts evaluations of the faculty and provides feedback according to the school's Performance Evaluation and Professional Growth (PEPG) Plan.

Section 12: Evidence of Mission and Vision Implementation

(See Page 2 for School's Mission and Vision)

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.

Section 13: Commendations and Concerns

Commendations

- 50% decrease in student unenrollment during the school year from previous school year
- Dedication to increasing student attendance and engagement

Concerns

- Chronic absenteeism
- Student retention