

Annual Monitoring Report SY2024-25

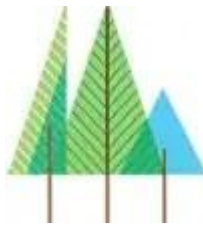


November 2025

Maine Virtual Academy

Board President: Donna Pelletier

Head of School: Dr. Melinda Browne



NARRATIVE

Maine Virtual Academy, located in Augusta, is in its eleventh year of operation and serves 475 students from 182 cities and towns throughout Maine.

24.42% of MeVA students have an IEP and 48.63% of families are economically disadvantaged - both higher than the statewide average.

High-level takeaways from SY2024-25:

Strengths:

- Academic Growth (Math and Reading, including subgroups)
- Graduation Rates
- College Readiness
- Graduation
- Student Attendance
- School Culture and Climate
- A strong, active, and engaged governing board who meet regularly

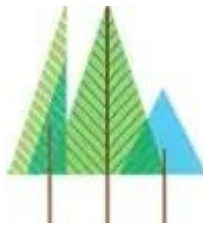
Areas of Focus:

- Reading and Math Proficiency

Student Achievement

Maine Virtual Academy administers the Maine Through Year Assessment to assess reading and math proficiency of students in Grade 7, Grade 8, and Grade 10. This state-required assessment is given two times per year – once in the fall and again in the spring and, although MeVA is a virtual school, students are required to take the assessment in person.

Results on the reading assessment did not meet framework expectations this year and administration attributes this to students having greater academic deficits when enrolling at the school. A large percentage of new students have IEPs and are oftentimes several grade levels behind when enrolling at MeVA. Additional help is available to students and the school “strongly encourages” summer programming. Reading growth; however, as measured by the NWEA MAP Assessment shows that MeVA students are meeting their projected growth, an improvement over last years’ results.



Math results have improved from a year ago, with MeVA students approaching framework expectations. Math growth remains strong, exceeding framework expectations for several years in a row.

Subgroup performance - particularly students with IEPs and those that are economically disadvantaged - remains strong.

The school uses the Accuplacer to measure college-readiness and continues to exceed framework expectations with over 90% of students meeting the college-readiness indicator in both math and reading. It is important to note that all subgroups, with the exception of students with IEPs, are exceeding framework expectations.

Chronic absenteeism continues to be a strength for the school; exceeding framework expectations year after year. The statewide average for chronic absenteeism is 23.4%; MeVA boasts a chronic absenteeism rate of 6.95%.

For the fourth year in a row, MeVAs 4-year graduation rate is 100%! 5 and 6-year graduation rates are also consistently strong - often 100%, consistently exceeding the state average and the annual goals defined by the Maine Department of Education.

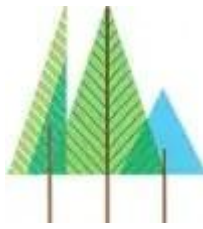
100% of MeVA seniors successfully participate in at least one post-secondary activity, and the school supports students and families with completion of the FAFSA as needed.

School Climate and Family Engagement

The Maine Charter School Commission requires that schools administer the Panorama school climate surveys annually. Year after year, the results show that school climate and culture across all stakeholder groups is very strong.

Organizational Sustainability

MeVA consistently submits required documents to the Commission on time and accurately. The board is active - and growing - meeting regularly throughout the school year. The MeVA board uses results from the Panorama survey to set its goals for the upcoming school year and conducts a board self-evaluation annually. Board members completed all of their required board trainings - exceeding framework expectations.



The Commission requires the “timely posting of board meeting agendas and approved meeting minutes” and MeVA fulfills this obligation without fail.

Financial Management and Viability

Based on FY25 4th quarter financials, Maine Virtual Academy is low risk in all financial criteria on the Performance Framework and maintains a strong financial position. MeVA excels at grant management, staying up to date with application, performance reports, and invoicing. The school engaged the services of Wipfli, LLP and received a clean audit for FY24.

School Mission and Student Persistence

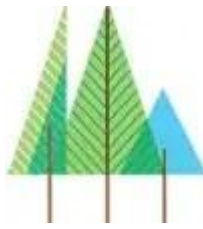
Student persistence remains strong. 93% of students persisted through SY2024-25, while 94% of students completed an intent to re-enroll form for next year.

PERFORMANCE FRAMEWORK OUTCOMES

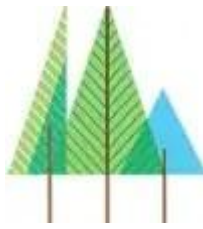
Exceeding	Meeting	Approaching	Not Meeting
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Student Achievement

Proficiency	
<p>Maine Through Year Assessment (ELA)</p> <ul style="list-style-type: none"> Grade 7 (Not Meeting) - 43% of MeVA 7th grade students are “at or above state expectations” compared to 68% statewide per the Acacia platform Grade 8 (Not Meeting) - 42% of MeVA 8th grade students are “at or above state expectations” compared to 60% statewide per the Acacia platform Grade 10 (Approaching) - 52% of MeVA high school students are “at or above state expectations” compared to 59% statewide per the Acacia platform 	<p>Not Meeting</p> <p><-15% of state average of schools “at or above state expectations”</p>
<p>Maine Through Year Assessment (Math)</p> <ul style="list-style-type: none"> Grade 7 (Approaching) - 26% of MeVA 7th grade students are “at or above state expectations” compared to 39% statewide per the Acacia platform 	<p>Approaching</p>



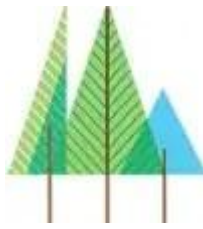
<ul style="list-style-type: none"> Grade 8 (Not Meeting) - 13% of MeVA 8th grade students are “at or above state expectations” compared to 41% statewide per the Acacia platform Grade 10 (Approaching) - 37% of MeVA high school students are “at or above state expectations” compared to 49% statewide per the Acacia platform 	<p>Between \geq-15% and $<$-5% of state average of schools “at or above state expectations”</p>
<p>Maine Through Year Assessment – Subgroups (ELA)</p> <ul style="list-style-type: none"> Students with IEPs (Meeting) Male (Not Meeting) Female (Approaching) Economically Disadvantaged (Meeting) 	<p>Approaching</p> <p>Between \geq-15% and $<$-5% of state average of schools “at or above state expectations”</p>
<p>Maine Through Year Assessment – Subgroups (Math)</p> <ul style="list-style-type: none"> Students with IEPs (Meeting) Male (Approaching) Female (Approaching) Economically Disadvantaged (Approaching) 	<p>Approaching</p> <p>Between \geq-15% and $<$-5% of state average of schools “at or above state expectations”</p>
Growth	
<p>NWEA MAP Assessment (Reading)</p>	Meeting - 47%
<p>NWEA MAP Assessment (Language Usage)</p>	Approaching - 35%
<p>NWEA MAP Assessment (Math)</p>	Exceeding - 57%
<p>NWEA MAP Assessment – Subgroups (Reading)</p> <ul style="list-style-type: none"> Students with IEPs (Approaching) Economically Disadvantaged (Exceeding) Female (Approaching) Male (Exceeding) 	<p>Meeting</p> <p>Between 45%-54.9%</p>
<p>NWEA MAP Assessment – Subgroups (Language Usage)</p> <ul style="list-style-type: none"> Students with IEPs (Approaching) Economically Disadvantaged (Meeting) Female (Approaching) Male (Not Meeting) 	<p>Approaching</p> <p>Between 35%-44.9%</p>
<p>NWEA MAP Assessment – Subgroups (Math)</p> <ul style="list-style-type: none"> Students with IEPs (Meeting) Economically Disadvantaged (Exceeding) Female (Exceeding) Male (Exceeding) 	<p>Exceeding</p> <p>Exceeds 55%</p>



Graduation	
4-Year Graduation Rate - <i>School reports 100%</i>	Exceeding
5-Year Graduation Rate - <i>School reports 100%</i>	Exceeding
6-Year Graduation Rate - <i>School reports 100%</i>	Exceeding
Post-Secondary Readiness	
Accuplacer - <i>91% of students are meeting the college readiness indicator of 239 or above in Reading; 90% of students are meeting the college readiness indicator of 226 or above in Math</i>	Exceeding
Accuplacer - Subgroups <ul style="list-style-type: none"> ● Students with IEPs (Approaching) ● Economically Disadvantaged (Exceeding) ● Students with a 504 Plan (Exceeding) ● Male (Exceeding) ● Female (Exceeding) 	Exceeding
Post-Secondary Activity Participation - <i>School reports 100%</i>	Exceeding
FAFSA Support - <i>School provided support to 26 families/students</i>	Reported as Required
Other	
Student Attendance/Chronic Absenteeism	6.95% - School Reported

School Climate and Family Engagement

Panorama School Climate Survey – Family Results <ul style="list-style-type: none"> ● School Climate - 99th Percentile ● Safety - 99th Percentile ● School Fit - 90th Percentile 	Exceeding 3 of the 3 required scales are 50% or higher when compared to like schools nationally
Panorama School Climate Survey – Student Results <ul style="list-style-type: none"> ● School Climate - 99th Percentile ● Safety - 99th Percentile ● Rigorous Expectations - 40th Percentile ● Teacher/Student Relationships - 90th Percentile 	Meeting 3 of the 4 required scales are 50% or higher when compared to like schools nationally
Panorama School Climate Survey – Teacher Results <ul style="list-style-type: none"> ● School Climate - 80th Percentile ● Leadership - 70th Percentile 	Exceeding



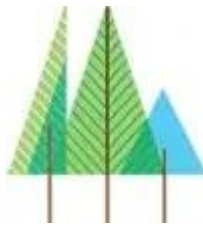
<ul style="list-style-type: none"> Professional Learning - 90th Percentile Feedback and Coaching - 90th Percentile 	4 of the 4 required scales are 50% or higher when compared to like schools nationally
Panorama School Climate Survey – Staff Results <ul style="list-style-type: none"> School Climate - 90th Percentile Leadership - 99th Percentile Professional Learning - 99th Percentile Feedback and Coaching - 99th Percentile 	Exceeding 4 of the 4 required scales are 50% or higher when compared to like schools nationally
Panorama Survey Action Plan - <i>School developed + implemented plan</i>	Meeting

Organizational Sustainability

Governing Board Effectiveness	Low Risk
Board Meetings Held in Accordance with Bylaws and FOAA	Meeting - 11 Meetings Held
Timely Publication of Board Meeting Agendas and Approved Minutes	0 Agendas/0 Minutes
Reporting Accuracy and Timeliness - <i>100% on time; 100% accurate</i>	Exceeding
Board Training - <i>9 requirements;9 completed + annual board retreat</i>	Exceeding
Facility Meets Local and State Requirements	Meeting

Financial Management and Viability*

Near Term Measures	
Current Ratio	Low Risk
Unrestricted Days Cash on Hand - <i>235 Days Cash on Hand</i>	Low Risk
Enrollment Variance	Low Risk
Debt Default - <i>None</i>	Low Risk
Sustainability Measures	
Total 3-Year Margin	Low Risk
Debt to Asset Ratio	Low Risk
2-Year Cash Flow	Low Risk
Financial Obligations	Low Risk
Other	
Financial Planning and Budgeting - <i>School submitted 3-Year Plan</i>	Meeting



**Based on FY25 QTR4 financials*

School Mission and Student Persistence

Mission and Key Design Implementation	Meeting
Student Persistence: School Year - 443 of 475 students (93.3%)	Exceeding
Student Persistence: Year-to-Year - 302 of 321 students (94.1%)	Exceeding

School Customization

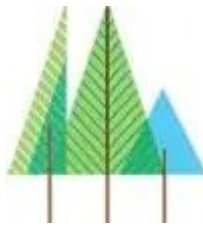
Student Median Conditional Growth Percentile on the NWEA MAP Growth School Profile Report (grades 7-11)

Term	Math	Reading	Language
Fall to Spring	65th Percentile	53rd Percentile	50th Percentile
Fall to Winter	58th Percentile	51st Percentile	54th Percentile
Winter to Spring	59th Percentile	51st Percentile	54th Percentile

SCHOOL WRITTEN ANNUAL SELF-ASSESSMENT

Maine Virtual Academy (MeVA) appreciates the Maine Charter School Commission (MCSC) for renewing our charter contract, allowing us to continue realizing our mission and vision. We believe that MeVA is a success, academically, operationally, and financially. Major points from the self-assessment are:

- MeVAs schoolwide (grades 7-11) growth (NWEA MAP) in mathematics, reading, and language usage throughout the year is a strength of the school.
- MeVAs subgroups performed well with respect to the proficiency of state-peers on the Maine Through Year (MTY).
- MeVAs four, five, and six-year graduation rates and Accuplacer results are strengths of our school.
- MeVA continues to show excellent operational and financial performance, bolstered by our governing board involvement and K12 (Stride) support.
- MeVA lives by continuous, data-driven improvement.



Academics

The SY-2024/2025 gave MeVA the opportunity to refine our academic programming, with a view towards virtually engaging students and realizing consistently strong outcomes. Our custom performance measure that focuses on students' growth throughout the school year illustrates the effectiveness of our efforts. MeVA serves students who need alternatives to traditional district offerings. Our identification rate is higher than the state average overall and is not distributed evenly across all grade levels. Since middle school grade levels are smaller, the impact of MeVAs neediest students is disproportionately greater. However, MeVAs subgroup results provide evidence that we are maintaining an inclusive learning environment.

We have improved our school by accomplishing board-approved, standards-aligned curriculum maps for core courses in grades 7-12, providing a structure for teachers to level learning targets in accordance with students' needs. We have established a strong Multi-Tiered System of Supports (MTSS) that offers students targeted instruction and tracks their performance. We are addressing MeVA students' proficiency needs by bolstering our rigorous assessment calendar with i-Readu math and reading.

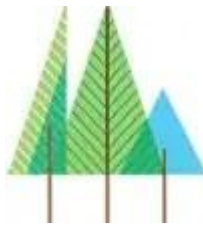
MeVAs four, five, and six-year graduation rates remain high. We offered interdisciplinary project-based learning, informed by their interests, to consolidate their credit-recovery needs. Graduating students met/exceeded college-ready benchmarks on the Accuplacer math and reading.

Organizational

MeVA is a well-run organization that excels at maintaining compliance with the Maine Department of Education (MDOE) and MCSC requirements. Our team works tirelessly to stay on top of our reporting calendar. The MeVA environment is supportive and communicative. Our stakeholders report strong satisfaction on the Panorama School Climate Survey. Nevertheless, MeVA is always analyzing data to better understand the challenges of our students and their families. "Customer" service is our highest priority, which is clear in MeVAs excellent student persistence results.

Governance

The MeVA governing board commits to having twelve meetings during the calendar year. Agendas and minutes are posted in advance of expectations and readily available for public view. The board is actively involved in the school, as shown by their support of our curriculum mapping project. The board recommends annual head of school goals that promote school improvement. The board sets goals for



themselves and regularly reviews their progress. The board has met their training goal for SY-2024/2025.

Financial

MeVA is fortunate to have a Certified Public Accountant (CPA) serving as our business manager and CFO. MeVA has a Human Resources Manager/Accounts Payable professional who enables payroll and benefits, and who upholds our internal controls with respect to daily financial operations. MeVA generates prompt financial reporting to the MDOE and MCSC. The annual financial audit is completed on time and shows a “clean” status.

Educational Service Providers (ESP)

MeVA is pleased with our ESP, K12 (Stride), who continue to support student recruitment and enrollment, and delivery of faculty IT. MeVA's enrollment has grown each year as we approach our maximum of four-hundred ninety-five (495) students. MeVA is confident that we will have a full school on October 1st, 2025.