

Maine Charter School Commission



**ANNUAL MONITORING REPORT 2019-2020**

**January 2021**

*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.*

MeAA Annual Monitoring Report – Approved 1/12/21

## January 2021

On September 23, 24 and 25, 2020, the Maine Charter School Commission Review Team completed Zoom meetings with Maine Arts Academy teachers/staff, students, parents, and members of the school's leadership and Governing Board. The Review Team also reviewed data provided by the school. Information gathered from documents and interviews was used to determine the extent to which the school has met its contracted performance targets. This report addresses the school's performance relative to the performance framework.

In March of 2020, due to the COVID-19 virus, the school year was abruptly interrupted by the need for schools to close their facilities and continue the remainder of the school year via remote instruction. The Maine Charter School Commission realizes that these months were stressful and difficult for students, teachers, and families, and that the learning and assessments completed during this time were likely affected by the situation. The Maine Charter School Commission will take circumstances into consideration when reviewing data and making high-stakes decisions.

Commission Liaison to the School	John Bird
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
Commission Consultant	Joe Drago, CPA
Commission Consultant	Dr. Joe Mattos
MDOE Special Services	Leora Byras

School's Mission	Nurturing the next generation of leaders to become invaluable citizens at the heart of Maine's cultural, economic, and social well-being.
School's Vision	Providing a rigorous career and college preparatory curriculum and well-rounded arts education to enrich the lives of our students.

## Section 1: School Information

School Name	Maine Arts Academy (MeAA)
Address	11 Goldenrod Lane, Sidney, ME 04330

### Governing Board

Board President	Janna Townsend
Board Vice President	Sherry Gilbert
Board Secretary	Andrew Landry
Board Member	Timothy Rector
Board Member	Linda Warner
Board Member	James Gemmel
Board Member	Dick Durost

### Administrative Team

Head of School	Heather King
Assistance Head of School	Rachel Roberge
Special Education Administrator	Tina Spencer

Year Opened	2016
Years in Operation	5
Number of Sending Districts*	<i>Pending</i>
Grades Served	9 – 12
Enrollment*	<i>Pending</i>
Students on Waiting List*	<i>Pending</i>

*\*As of October 1, 2020, certified enrollment date*

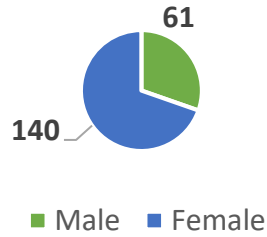
## Section 2: Indicator Summary Table

Indicator	Exceeds	Meets	Partially Meets	Does Not Meet	Other
<b>Student Academic Proficiency (See Page 6)</b>					
Target 1					*
Target 2					*
<b>Student Academic Growth (See Page 6)</b>					
Target 1					*
Target 2					*
Target 3					*
Target 4					*
<b>Achievement Gaps (See Page 7)</b>					
Target 1					*
Target 2					*
<b>Student Attendance (See Page 7)</b>					
Target 1				X	
Target 2			X		
<b>Student Enrollment (See Page 8)</b>					
Target 1		X			
Target 2	X				
<b>Post-Secondary Readiness (See Page 8)</b>					
Target 1		Waiting on DOE			
Target 2		Waiting on DOE			
Target 3			X		
Target 4		X			
<b>Financial Performance and Stability (See Page 9)</b>					
Target 1		pending			
Target 2		financial			
Target 3		audit			
<b>Governance Board Performance and Stewardship (See Page 9)</b>					
Target 1	X				
Target 2		X			
<b>Adequacy of Facilities Management (See Page 10)</b>					
Target 1		X			
Target 2		X			
<b>School Social and Academic Climate (See Page 10)</b>					
Target 1		X			
Target 2					*
Target 3					*
Target 4					*
Target 5		X			

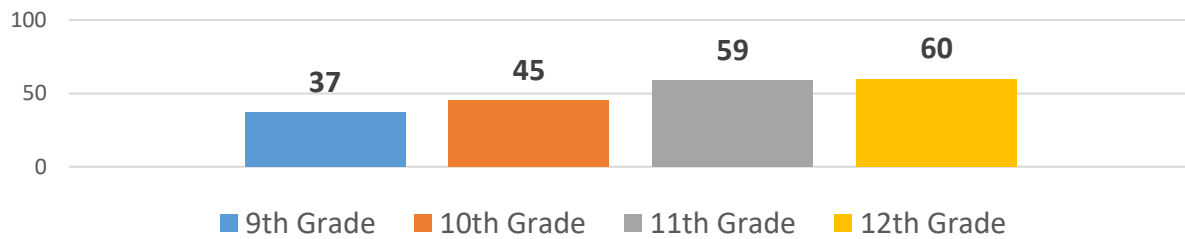
\*Due to COVID-19 and school facility closures, many assessments and evaluations were not given.

### Section 3: Demographics 2019-2020

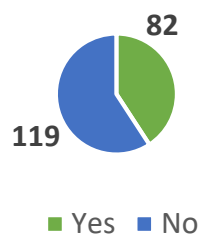
#### Gender Breakdown



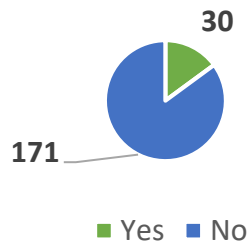
#### Grade Breakdown



#### Economically Disadvantaged



#### Special Education



## Section 4: Student Academic Proficiency

Measure	Target	Results	
Proficiency on State Assessments in Reading	Report Results	Due to the COVID-19 pandemic, the Maine Department of Education applied for, and received, waivers that eliminate state assessment requirements for this year.	NA
Proficiency on State Assessments in Math	Report Results		NA

## Section 5: Student Academic Growth

Measure	Target	Results	
Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	Due to the COVID-19 pandemic, spring assessments were cancelled. Due to this cancellation, no growth data are available to report.	NA
Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.		NA
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible students meeting their projected growth on NWEA ELA reading and language by the end of the school year 2021–2022.		NA
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible students will meet their projected growth on NWEA math by the end of the school year 2021-2022.		NA

## Section 6: Achievement Gaps

*Subgroups must have at least ten students to be reportable. Subgroups may not be combined to create a super-subgroup.*

Measure	Target	Results	
Achievement gaps in proficiency between major subgroups on the Maine state assessment	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Due to the COVID-19 pandemic, the Maine Department of Education applied for, and received, waivers that eliminate state assessment requirements for this year.	NA
Achievement gaps in growth between major subgroups on the NWEA	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Due to the COVID-19 pandemic, the spring NWEA test window was cancelled. Due to this cancellation, no growth data are available to report.	NA

## Section 7: Student Attendance

Measure	Target	Results	
Chronic absenteeism	Schools will have 10% or fewer students classified as chronically absent on the last day of school. (Through March 13, 2020)	49.04% of students were chronically absent as of March 13, 2020.	Did Not Meet
Average Daily Attendance	Schools will have an average daily attendance rate in grades 9–12 of 91% or higher. (Through March 13, 2020)	The average daily attendance rate through March 13, 2020 was 87.45%.	Partially Met

The Chronic Absenteeism rate certified with the Maine Department of Education for SY '19 - '20 was 49.04%. However, the school's Student Information System reported 7.69% Chronically Absent. Both the school and the MCSC communicated with the Maine Department of Education (MDOE) regarding the discrepancy, which was unable to be resolved, due to the school having certified the data in the MDOE system. The school will work with the MDOE during SY '20 – '21 to ensure that inaccurate data are not certified by the school and that data are correct before being finalized.

## Section 8: Student Enrollment

Measure	Target	Results	
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on state student count day <sup>1</sup>	88% of eligible students enrolled on the last day of school were the same students who were enrolled on state student count day.	Met
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the next school year.	96% of eligible students enrolled on the last day of school completed an Intent to reenroll form for the next school year	Exceeded

## Section 9: Post-Secondary Readiness

Measure	Target	Result	
4-year high school graduation rate (current cohort, ACGR)	Schools will meet MDOE annual goal. 2020- 87.74%	XX% 4-year graduation rate	*Awaiting DOE Release of Data
5 and 6-year average high school graduation rate (previous 2 years' cohorts averaged)	Schools will meet MDOE annual goal. 2020- 89.74%	XX% 5 and 6-year graduation rate	*Awaiting DOE Release of Data
Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of the school's eligible students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship.	At the end of their graduating year, 63% of the school's eligible students participated in at least one post-secondary.	Partially Met
Success rate of students participating in post-secondary readiness opportunities	70% of the school's students who participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship will complete it successfully.	70% of the school's students who participated in at least one post-secondary activity completed it successfully.	Met

<sup>1</sup> State student count day of October 1 was extended to late November.

*\*Once data are released by the DOE and received by the Maine Charter School Commission, an addendum updating Post-Secondary Readiness (Targets 1 and 2) will be issued.*



## Section 10: Financial Performance and Stability

Measure	Target	Results	
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Near-Term Financial Health was reviewed by the Commission using the Financial Performance and Stability outline.	Pending Financial Audit
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	The Financial Sustainability was reviewed by the Commission using the Financial Performance and Stability outline.	Pending Financial Audit
The school has an annual financial audit conducted. audit and management letter are submitted to the commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor’s report on financial statements or in the auditor’s report on internal control over financial reporting and on compliance and other matters.	Review by Commission showed no concerns.	Pending Financial Audit

*\*Once the FY20 financial audit is received and reviewed by the Maine Charter School Commission, an addendum updating Financial Performance and Sustainability will be issued.*

## Section 11: Governance Board Performance and Stewardship

Measure	Target	Results	
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year.	The Governing Board held 11 meetings during the school year.	Exceeded
Public Accountability: Transparent, responsive, and legally compliant Board operation.	Timely publication of Board meeting agendas and minutes upon approval.	Board meeting agendas and minutes were timely published.	Met

## Section 12: Adequacy of Facilities Management

Measure	Target	Results	
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	The school certified that its facility (or facilities) meet all local and state requirements for public school facilities.	Met
Capital Improvement Plan	The school has a current capital improvement plan approved by its governing board.	The school has a current capital improvement plan approved by its governing board.	Met

## Section 13: School Social and Academic Climate

Measure	Target	Results	
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	The school reported incidents of behavior as required by Maine DOE.	Met
Panorama Survey- Family Participation	40% of families will participate in the Panorama survey.	Due to the COVID-19 pandemic, Panorama Surveys were not administered during the 2019-20 school year.	NA
Panorama Survey- Student Participation	65% of eligible students will Participate in the Panorama survey.		NA
Panorama Survey- Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.		NA
Panorama Survey	Annually, the school will review its spring Panorama Education results and develop an action plan for the following school year to address areas for continued improvement. Plan and outcome will be submitted to the Commission in September.	The school reviewed its Panorama Education survey results and developed an action plan to address areas for continued improvement and submitted the plan to the Commission in September 2019 as required.	Met

## Section 14: Site Visit Report

### Maine Charter School Commission

#### Monitoring Site Visit Report

REPORT DATE:	September 25, 2020
SCHOOL NAME:	Maine Arts Academy (MEAA)
ADDRESS:	11 Goldenrod Lane, Sidney, Maine 04330
GRADES SERVED:	Grades 9 – 12
ENROLLMENT:	199 ( <i>school reported as of 9-9-20</i> )
YEAR OPENED:	2016

#### Monitoring Site Visit Purpose

The primary purpose of site visits is to inform authorizer decisions, both imminent, such as assessing a school's readiness to open, and longitudinal, when a visit is undertaken mid-term as part of routine monitoring.

The purpose of monitoring visits is to gauge the overall progress a school is making toward the goals outlined in its charter. In most cases, the authorizer will already possess some quantitative data about that progress – test scores, attendance rates, and other annual outcomes, so a monitoring visit can help explain the context behind that data and explore the school's fidelity to its approved program.

Site visits are a mechanism for collecting additional evidence regarding a school's performance against the expectations memorialized in its contract and contribute to the body of data authorizers utilize to ultimately make renewal recommendations. They also provide staff with the opportunity to review and analyze documentation that may be better understood on-site, such as factors impacting attendance, or rates of academic growth across subgroups. Site visits can also provide a basis for authorizer judgment or intervention where there is limited state assessment data yet available.

#### Monitoring Site Visit Process

Monitoring Site Visits are based on both the criteria set forth in the school's performance framework and the school's alignment with its mission. The categories in the performance framework are student achievement, academic and support programs, school climate and family engagement, school leadership, governance, and finance. Note: Classroom observations and school walk-throughs were not conducted due to social-distancing during COVID-19.

The following individuals participated in the monitoring site visits (via Zoom):

- Bob Kautz, Executive Director
- Gina Post, Director of Program Management
- John Bird, MCSC Commission Member/School Liaison
- Dr. Joseph Mattos, MCSC Consultant
- Joseph Drago, CPA, MCSC Finance Consultant
- Leora Byras, MDOE, Special Services
- Amy Allen, Support Coordinator, Maine Charter School Commission

The monitoring site visits were conducted virtually by Zoom on September 23rd (Board and Administration), September 24th (Parents), and on September 25th (Teachers/Staff and Students).

Team members used the Site Visit Manual to plan for and conduct the visit. Prior to the site visit, team members reviewed documents and other information related to the school's mission and performance framework.

Key documents and other information reviewed by the team prior to and at the time of visiting included:

- Renewal Application
- Year 4 Performance Report
- School calendar
- Current enrollment and demographics
- Staff roster
- Current organizational chart
- Board meeting minutes
- Board member meeting attendance
- School's strategic plan [AS APPLICABLE]
- Current Education Service Provider contract [AS APPLICABLE]
- Professional Development calendar and agendas [AS APPLICABLE]
- Staff evaluation tool
- Administrator evaluation tool used by governing board
- Panorama school climate survey results
- School's self-assessment
- Previous year's monitoring report [AS APPLICABLE]
- School's performance framework
- Copies of current recruitment materials
- Student enrollment application

Meetings were held with school leadership and governance via video conferencing. A standard set of questions, as per MCSC manual, as well as school specific questions were discussed during the visit.

Group interviews held by the team included:

- MeAA Leadership Team:
  - Heather King, Head of School
  - Rachel Roberge, Assistant Head of School
- MeAA Governing Board:
  - Janna Townsend, President
  - Sherri Gilbert, Board Member
  - Timothy Rector, Board Member
  - Linda Warner, Board Member
  - Jim Gemmell, Board Member
- Teachers and Staff: 20
- Students: Approximately 35 students [Grades 9-12]
- Parents/Families: 3 [Grades 9, 11 and 12]

## Monitoring Site Visit Findings

### A. Mission Alignment

- MEAA has submitted an amendment to revise its Mission and Vision. The Board's reason for this revision is to more succinctly state MEAA's purpose. The Board believes the present mission and vision are wordy and unclear.
- Specific to MEAA's current mission, MEAA students display their artistic talents throughout Central Maine communities via plays, band and chorus performances, art shows, etc.

### B. Student Achievement

- Due to the COVID -19 Pandemic, MEA and NWEA assessment were not administered, subsequently there were no proficiency or growth data available for '19-'20.
- MEAA's Year 4 Performance Report showed that MEAA students had "met" the standard for Academic Proficiency during the prior two years ('17-'18 and '18-'19), and "met" the standard for Student Academic Growth in '18-'19.
- MEAA's Year 4 Performance Report also disclosed that MEAA had "met" the standard for Post-Secondary Readiness over the past 4 years.
- MEAA has added resources for improving student learning which have included providing in-class Title I support, adding a part-time math teacher, and refining their Response to Intervention program. However, no data were presented demonstrating what impact these resources had on student learning.

### C. School Climate and Family Engagement

- Student Focus Group
  - Students report that their teachers expect them to be respectful, kind, responsible, and to participate in class.
  - Students report that teachers want them to do their best.
  - Students report strong and positive student-teacher relationships.
  - Students report that teachers are helpful with schoolwork as well as personal issues.
  - Students report that their teachers understand different learning styles.
  - Students report that their teachers understand and appreciate them in a holistic way.
  - Students report that teachers are good listeners and willing to help when they ask for it.
  - Students report feeling safe and comfortable at the school and that this contributed to a better overall learning experience as compared to previous schools they had attended.
  - Students report little to no bullying and that student behavior is not monitored just by teachers, but by students too.
  - Students report a sense of community/family at the school.
  - Students report that if there are issues, they are resolved with conversations.
  - Students report feeling prepared for their future.
  - When asked if they could change anything to improve the school, students reported wanting sex education, a library, and sports teams or clubs.

- Parent Focus Group
  - Parents report being happy with MeAA in terms of academics and social supports.
  - Parents report having received communication from the school through multiple methods.
  - Parents report feeling their students are safe and respected at school.
  - Parents appreciate the fact that students feel comfortable being themselves.
  
- Teacher and Staff Focus Group
  - Teachers report not receiving formal evaluations and that a tool is in the process of being adopted for use during school year 2020-'21.
  - Teachers had varying levels of understanding and comfort with a standards-based curriculum.
  - Teachers report feeling supported by the Special Education Department.
  - Teachers report collaborating to teach academic subjects through the arts.
  - When asked if they could change anything to improve the school, teachers and staff report wanting more storage and appropriate teaching space, support with standards and standards-based instruction, and more time to collaborate amongst themselves.
  - Staff expressed a concern as to whether administration would have the time to complete the teacher evaluation program.

#### D. School Leadership

- MEAA has added to its school administrative structure the position of Assistant Head of School. The primary responsibility of this position is to assist the Head of School with instructional leadership, curriculum development, school budget, and other management duties and functions.
- The primary focus of discussions with school leadership centered on the *Considerations for Charter Renewal*, which were included in the *Year 4 Performance Report* but not addressed in MEAA's Application for Renewal. These areas included:
  - *A Standards-Based System for Curriculum, Instruction, Assessment, and Reporting* – School administration stated that they have moved to a standards-based model, which is essentially what they were doing except for the reporting component. The school reported work had been done during the past school year to map standards to all courses, with "power standards" being identified. The Review Team requested copies of the ELA and Math curriculum and power standards.
  - *Teacher Supervision and Evaluation* – MEAA teachers and administration worked together to revise the current teacher evaluation. The proposed new model uses a limited number of teaching standards (based on Marzano's Teaching Standards). It also includes specific processes, protocols, and schedules for conducting both informal classroom "walkthroughs" and formal written evaluations.
  - *Staff Turnover* – Several staff members left during the '19-'20 school year. School administration believes the reason for these resignations was related to the change in administration. Exit interviews were not conducted with

individuals who left in '19-'20. The school reported having an exit interview plan in place moving forward.

- *Student Attendance and Chronic Absenteeism* – Student attendance and chronic absenteeism have been a concern over the past several years, with MEAA not meeting the *Student Attendance* standard listed in the Performance Framework in '16-'17, '17-'18, and '18-'19. However, MEAA did manage to reduce the Chronic Absenteeism percentage each year for the past 4 years. For the '19-'20 school year, MEAA and MDOE are reporting a different percentage for Chronic Absenteeism. MEAA reports 14% and MDOE reports 49.04%. MDOE will be providing training regarding reporting chronic absenteeism information. MEAA staff will attend this training.

#### E. Governance

- The Board is pleased with its new Head of School and Finance Director, who it believes have the knowledge and skills to perform the job responsibilities in a credible manner.
- Like discussions with school leadership, the focus of conversations was based on the *Considerations for Charter Renewal*, which were included in the *Year 4 Performance Report*, but not addressed in MEAA's Application for Renewal. These areas included:
  - *Employee Turnover* – Concerns were expressed regarding the turnover in staff in '19-'20. MEAA's Self-Assessment stated that "challenges arose with administration and the finance office which influenced a small amount of staff to leave." Reasons provided to explain this turnover were the performances of the past Head of School and Director of School Finance. Exit interviews were not conducted with the individuals who resigned. To follow up on the identified issues the school hired a forensic accountant, lawyer, and human resources consultant to investigate further on behalf of the board.
  - *Procedures for Handling Complaints* – The Board reported that a protocol is now included in the MEAA's handbook that explains the process for filing a complaint, which starts at the school level. Board members stated that they do not have anyone on staff to handle HR functions, but contracts with an individual (outside of MEAA) to handle HR issues that reach the Board level. The current protocol and language in the handbook do not mention reporting complaints to the Maine Charter School Commission, which is a requirement per the charter contract. The school reported language would be added to the handbook that includes notifying the MCSC as part of the complaint process.
  - *In the Weeds* – There was discussion regarding Board members micro-managing or getting involved in aspects of the day to day operation at MEAA. It has been observed, that when necessary, the Board provides guidance and oversight. Board members were reminded that their Board policies (BBA Board Powers and Responsibilities, BBAA – Board Member Authority and Responsibilities, BCA – Board Members Code of Ethics) limit their authority and actions solely to Board related issues.
  - *Mentoring School Leadership* – The Board has identified a mentor to provide support and guidance for MEAA's Head of School. The Board chairperson explained that selection of this mentor was not conducted as a formal process with a Request for Proposals (RFP), but informally considered options that the Head of School agreed with.

- It was noted that MEAA's Minimum Contractual Enrollment per its charter contract is 216 and that current enrollment information shows an enrollment of 195 students in NEO.

#### F. Finance

- In dealing with past finance issues and problems, the Board stated that it needs to be better informed regarding its understanding and oversight of the MEAA budget (revenues, expenses, funding sources, reports, etc.).
- The Board reported it is pleased with the work of the new Finance Director, who is providing Board members with more detailed and understandable finance information in a timely manner.
- Board members expressed concern that MEAA had been sent a letter stating that the Board was in violation of its charter by applying for a Payroll Protection Program (PPP) loan. The MCSC Executive Director explained to the Board the reasons this letter had been sent to all Charter Schools who had applied for these PPP monies.
- Recommendations made to the Board regarding MEAA finances and process included:
  - Looking aggressively for other sources of fund (grants, charitable contributions, etc.) to fill holes in budget.
  - Needing to establish a formal agenda for Finance Committee meetings, whereby good protocols and policies are in place.
  - Consider creating "reserve accounts" with excess funds for capital improvements, special education, etc.
  - Encouraging Board members who do not have a good understanding of MEAA finances to meet one on one with the Director of Finance.
    - MEAA will revise its projected budget to include the Year 3 award of a \$220,000 federal grant. The school reported these funds will be used to purchase a van, musical instruments and a greenhouse.
- Recommend a standardized and clearer Finance Committee agenda and report for the board.
- Continue to regularly review/renegotiate ESP contract regarding pricing, delivery, and elements that might be better handled by the school and consider stopping services that are seldom used/low value.
- Start a Facilities Committee – consider ad hoc memberships from the broader engineering and architect community.
- Review the important Charter Contract sections as a Board meeting activity.
- Initiate, prepare and update long range planning that includes facilities.
- Annual depreciation expense is significant and as such monthly financial statements, annual budgets and plans need to reflect depreciation.
- Avoid adding debt – work on an annual fund, a capital campaign, a scholarship fund, a professional development fund, etc.
- Beware of deficit spending – have a plan for what you will do live within your funding.
- Consider designating a porting of net assets for capital improvements/repairs, special education, etc.



## Section 15: Mission and Vision Implementation Evidence and Results

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

Maine Arts Academy programming aligns with its mission and vision with its emphasis on multifaceted, leveled courses in visual art, theater, voice, photography, film, dance, and numerous instrumental courses including band, strings, guitar, piano, and percussion.

Academic teachers build their units, lesson plans, assessments and activities around the Maine Learning Results and the Common Core State Standards. Art classes use the National Arts Standards to create their curriculums. Students write and produce their own work at MEAA. Maine Arts Academy offers a full range of secondary courses including introductory and honors levels in nearly all subject areas. Students are encouraged to take dual enrollment college courses during their junior and senior years. The arts course selections are offered five days per week with the Tuesday/Thursday classes purposely offering extended instructional time for more advanced and in-depth coursework. Students write, produce, and perform their own works.

Maine Arts Academy students provide the community with evening performances such as Ten-Minute Play Festival, student directed and produced One Acts, and recitals. Students show visual and three-dimensional art in venues in restaurants and businesses throughout the Waterville, Hallowell, and Augusta area. The school's chamber singers have performed for residents at Woodlands Senior Living in Waterville. Recently, MEAA visual art students created and shared a virtual show highlighting mental health.

In the 2019-2020 school year, Maine Arts Academy provided access to post-secondary readiness activities. Students in 11th and 12th grade were able to participate in a college fair hosted by Maine Arts Academy. 20 colleges were represented with information tables. Students also participated in a college audition workshop in October 2019. A trainer from New York City worked with performing arts students. Some students participated in the Colby College Jan-Plan on the college campus. Theater students participated in college readiness auditioning and participated in a unit on assessing college theater programs. Some students visited Colby College and participated in science lab experiments. Students also participated in a water sample experiment with Colby College, helping them get familiar with the Colby College Campus. Colby College students also visited Maine Arts Academy. Anyone interested in the dance program was able to attend a session with the Dance Director at Colby. A small group of students also visited Dean College in Massachusetts.

In 2020, MEAA amended its Mission and Vision statements. The Board wanted to state MEAA's purpose more succinctly. The Board believed the previous mission and vision statements were wordy and unclear. The Board also adopted a tag line.

## Section 16: Commendations and Considerations

### Commendations

- The school has exceeded its target for recurrent enrollment while meeting its annual retention target.
- Students report that they have a safe and healthy school climate.
- Students report that their teachers show that they care about them, expect them to do their best, and that they are helpful with their schoolwork and personal issues.
- Parents report their satisfaction with school communication, the safe and respectful school environment and that the students feel comfortable being themselves.
- There is evidence of the strong integration of the arts and academics.

### Considerations

- The school needs to complete the implementation of a standards-based instructional program required by its charter contract and provide the professional development to assist the teachers with this.
- Increase the use of the NWEA resources to achieve the expectations of growth for each student.
- Consider student requests for a library, a complete sex education program, and a sports program.
- The school must fully implement the newly adopted teacher evaluation program.
- Continue the work to reduce the occasion of staff and administrative turnover and create a cohesive unit.
- Develop and implement an appropriate complaint policy.
- The Board should seek training on school finances and the responsibilities and actions of a well-functioning board.
- Ensure that inaccurate data are not certified by the school and that data are correct before being finalized.