

2022-23 Annual Monitoring Report

*Prepared for
Maine Arts Academy*

November 2023





Mission

Nurturing the next generation of leaders to become invaluable citizens at the heart of Maine’s cultural, economic, and social well-being.

Vision

Providing a rigorous career and college preparatory curriculum and well-rounded arts education to enrich the lives of our students.

Governing Board

| | |
|---------------------------|--------------------------|
| Sherry Gilbert, President | Andrew Landry, Treasurer |
| Linda Warner, Secretary | Timothy Rector |
| Janna Townsend | Andrew Carlton |

Leadership Team

| | |
|------------------------------------|-----------------------------|
| Heather King, Head of School | Rachel Merrill, Principal |
| Jasen Richardson, Dean of Students | Tina Spencer, SPED Director |

School Profile

| | |
|-----------------------------|---------|
| Year Opened | 2016-17 |
| Years in Operation | 7 |
| Grades Served | 9-12 |
| Number of Sending Districts | 31 |
| Enrollment* | 225 |
| Students on Waiting List* | 0 |

*On 10-1-22 (State Student Count Day)

School Year 2022-23 Demographic Table

| Grade Level Enrollment | | |
|----------------------------------|-----|-----|
| 9th Grade | 51 | 23% |
| 10th Grade | 74 | 33% |
| 11th Grade | 58 | 26% |
| 12th Grade | 42 | 19% |
| Gender | | |
| Female | 177 | 79% |
| Male | 48 | 21% |
| Race/Ethnicity | | |
| American Indian or Alaska Native | 3 | 1% |
| Asian | 1 | <1% |
| Black or African American | 1 | <1% |
| Hispanic/Latino | 9 | 4% |
| Two or More Races | 6 | 3% |
| White | 205 | 91% |
| Special Education | | |
| Students with IEPs | 30 | 13% |
| General Education Students | 195 | 87% |
| Economically Disadvantaged | | |
| Yes | 52 | 23% |
| No | 173 | 77% |

EXECUTIVE SUMMARY

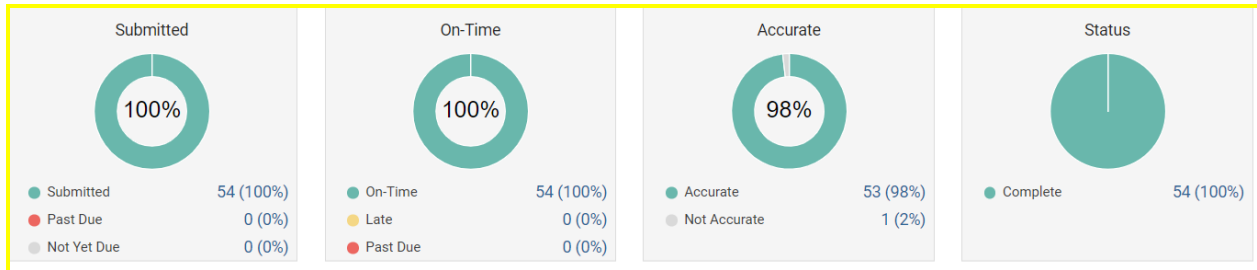
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually as required by state statute. Data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [HERE](#). Maine Arts Academy was not on cycle to have a Site Visit at the end of the 2022-23 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that receive an in-person visit.

Key documents and other information reviewed to determine progress on the charter district’s performance framework and alignment with its mission are as follows:

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|--|---|
| <ul style="list-style-type: none"> • School Calendar | <ul style="list-style-type: none"> • School Leader Evaluation Tool |
| <ul style="list-style-type: none"> • Current enrollment and demographics | <ul style="list-style-type: none"> • Staff Roster |
| <ul style="list-style-type: none"> • Current organizational chart | <ul style="list-style-type: none"> • Panorama school climate survey results |
| <ul style="list-style-type: none"> • Board Meeting Minutes | <ul style="list-style-type: none"> • School’s self-assessment |
| <ul style="list-style-type: none"> • Board member meeting attendance | <ul style="list-style-type: none"> • Previous year’s monitoring report [as applicable] |
| <ul style="list-style-type: none"> • School’s strategic plan [as applicable] | <ul style="list-style-type: none"> • School’s reported performance framework results |
| <ul style="list-style-type: none"> • ESP Contract and/or other important MOUs | <ul style="list-style-type: none"> • Copies of current recruitment materials |
| <ul style="list-style-type: none"> • Professional Development Calendar | <ul style="list-style-type: none"> • Student enrollment application |

Document is a major component of the Maine Charter School Commission’s monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts’ report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

STUDENT SCHOOL CLIMATE: Because student satisfaction rates are below expectations on the Panorama Survey, we recommend that the school work to understand the root cause of student satisfaction and implement strategies for increasing investment.

In school year 2022-23, Maine Arts Academy was successful in the following areas of the Performance Framework:

- **High School Completion:** With 98% of students graduating in 4 years, MeAA’s graduation rate is **exceeding expectations** on the Performance Framework and is higher than the state annual target for 2023;
- **Academics/Postsecondary:** Accuplacer results will not be included on the Annual Report until SY2023-24. However, MeAA already has 95.6% (reading) and 92.3% (math) meeting the goal, including subgroups of students;
- **Postsecondary Activities:** MeAA is **exceeding expectations**, with 100% of students participating in at least one postsecondary opportunity;
- **Teacher/Staff and Family Satisfaction:** The school is **exceeding expectations** as measured by the Panorama survey;
- **Governing Board Meetings:** The school has held the required numbers of meetings;
- **Governing Board Professional Development:** The Governing Board completed the required number of online board trainings;

- Timely and Accurate Reports: The school is **exceeding expectations** in the percentage of reports that are delivered on-time and accurate to the Commission;
- The Facility: The facility is welcoming and supports programming;
- Student Attendance: The school reports a chronic absenteeism rate of 16.4%, **meeting expectations** on the Performance Framework;
- Student Persistence: The school is exceeding expectations in the number of students that remain at the school throughout the year, as well as the number of students that plan to return next year; and
- Customized NWEA Goal: The school **exceeded expectations** in the customize goal that 85%-95% of MEAA students will have participated in at least two activities to share their art with the community such as performances, art shows, dance competitions, volunteer performances, fashion shows and other opportunities to share their passion for the arts.

The school provided context to support the areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Arts Inclusion: “When our students engage in the arts, they develop confidence in their own skills that crosses into the academic classroom. Our students learn their value and their enthusiasm and self-assurance grows throughout their four years in high school. Our Arts Faculty Chair focused on guiding students in their progression through each program’s prerequisites and course offerings. Administration worked with arts teachers to help foster student exposure to arts in the community while also supporting MeAA students to share their talents and passion for the arts in the central Maine community.”
- Professional Development: “Great Schools Partnerships (GSP) was contracted to return and provide our teachers with continued professional development in both August and January. Previously, in spring of 2022, GSP coached teachers in creating grading rubrics and assessments that aligned with the Maine Learning Results. In the 2022/2023 school year, GSP worked with teachers on providing consistent and timely instructional feedback and differentiating teaching methods to reach all learners in the classroom. GSP integrated assessments that were created by MeAA teachers into the workshop and teams of faculty members examined and critiqued assessments using the School Reform Initiative’s protocol, developed by Gene Thompson-Grove. This continued focus in professional development empowers teachers in both delivery of content material and their ability to accurately assess and monitor student learning.”
- Enrollment: “Successful learners at Maine Arts Academy share their positive experiences with others in the community. Maine Arts

academy has worked diligently to grow at a pace that is comfortable and manageable while maintaining an upward trajectory. Through word-of-mouth, social media advertising (Instagram, Facebook, and now TikTok), and newspaper and radio.”

- Community Partnerships: “Many key relationships that were sought out during year one have been sustained and/or improved with partners such as:
 - University of Maine at Augusta: Three of our faculty members are also adjunct faculty for UMA. Early college courses are offered through UMA, including dual enrollment courses, which are taught on campus.
 - Kennebec Valley Community College: Early college classes offered through KVCC.
 - Colby College: Three of our faculty members are also adjunct faculty for Colby. We hosted a visiting professor from Colby’s dance department to work closely with our dance students, which as stated earlier, led to continued opportunities for collaboration. MeAA dance students were the only dance students exclusively invited to perform on stage with Colby dance students at Colby Dance Company’s Break, Burn, Build at Colby’s Strider Theater. Students in our visual arts department were featured at Colby’s Youth Art Month exhibition held at the Ticonic Gallery in downtown Waterville.
 - Viles Arboretum is a new partnership for us! Students helped plant trees for them on the Day of Caring and Viles Arboretum staff spent a day with science and art teachers discussing methods to utilize their grounds to expand curriculum for the 2023/2024 school year. We look forward to a long relationship with them as our new property abuts their 224 acres of botanical gardens.
 - Windsor Elementary School’s 8th graders joined us to view our spring recital. Poland Bus Company graciously transported them to campus and back for no additional fee. Our admissions office also visited Windsor and presented information about Maine Arts Academy.
 - Maine Veterans’ Home partnered with us on Day of Caring. MeAA students performed for residents at the new veterans’ home in Augusta. We also discussed a long-term partnership with them inviting their residents to future recitals, exhibitions, and performances.
 - The City of Augusta partnered with us during the Day of Caring as well. MeAA students cleaned and groomed city sports fields. We look forward to a long relationship with them as they are our neighbors.

- MeAA partnered with United Way to participate in Day of Caring once again!
- MeAA partnered with the Colonial Theater in Augusta and met with them on several occasions for future opportunities to expand history and art curriculum. Photography students took pictures of antique doors for a future collaborative art show. The board president of the theater graciously offered use of the theater for potential classroom and performance space.
- MeAA is partnering with Stained Glass Express, the largest distributor of stained glass in New England, to offer stained glass courses next year at their facility in Manchester. Students will be bussed from campus to the Stained Glass Express expert instructors.
- School Climate: “The Panorama Survey showed that staff morale was in good standing once again. This is an area of strength for our school. 89% of staff members said the working environment at the school was positive. This score is up 14% from last year. 84% of faculty members stated they feel their input towards individualizing their own professional development opportunities is valued. This score increased by 17%. 68% of teachers reported having learned new teaching strategies, 35% more than last year’s survey. 74% of teachers responded favorably to learning about teaching from the school leaders, up 32% from last year. 95% of teachers feel that the school has been supportive of their growth as a teacher and 84% of teachers reported that school leaders set a positive tone for the school.

MeAA has demonstrated areas that require growth on the Performance Framework in the following area:

- Student School Climate: The school’s student satisfaction rates are below expectations in School Climate when compared to other like-schools nationally.

The school provided the following context for the student results on the Panorama survey: “Only 45% of students responded favorably to the physical space of our school. Because we have relocated to 310 Cony Road in Augusta, we believe that this percentage will increase in favorability. The previous space had many challenges.”

PERFORMANCE FRAMEWORK OUTCOMES

| | | | |
|----------------------|-----------------|------------------------|--------------------------|
| Exceeded Expectation | Met Expectation | Approached Expectation | Did Not Meet Expectation |
|----------------------|-----------------|------------------------|--------------------------|

In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

| SECTION 1: STUDENT ACHIEVEMENT | | | |
|--------------------------------|--|---|--|
| Criterion | Indicator | Target | Rating |
| 1.1a | Student Academic Proficiency - MDOE Through-Year Assessment, ELA | <p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p> | <p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established.</p> <p><i>Percentage of Students Assessed:</i></p> <p><i>Percentage of Students “at state expectation”:</i></p> <p><i>Percentage of Students “above state expectation”:</i></p> |
| 1.1b | Student Academic Proficiency - MDOE Through-Year Assessment, Math | <p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p> | <p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established</p> <p><i>Percentage of Students Assessed:</i></p> <p><i>Percentage of Students “at state expectation”:</i></p> <p><i>Percentage of Students “above state expectation”:</i></p> |

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| 1.5 | High School Completion | <p>4-year high school graduation rate (current cohort) Schools will meet annual goals*:</p> <p>2023-86% 2024-87% 2025-87% 2026-88% 2027-88% 2028-89% 2029-89% 2030-90%</p> <p><i>*The state of Maine goal is 90% graduation rate by the end of 2030.</i></p> <p>Maine Department of Education Graduation Rates by Year</p> | <p>Exceeds Expectation Exceeds 90%</p> <p>School reports a 98% 4-year graduation rate.</p> |
| | | | <p>Meets Expectation Meets annual target</p> |
| | | | <p>Approaching Expectation Less than 5% below target</p> |
| | | | <p>Does Not Meet Expectation 5% or more below target</p> |
| 1.6a | Post-Secondary Readiness | <p>Beginning in SY 2023-2024, school will meet goal of 75%-85% students meeting one of the following by the end of 12th grade:</p> <ul style="list-style-type: none"> • Accuplacer The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math or; • SAT scores of ERBW 530 or higher and 520 or higher in math or; • ASVAB score of 31 or higher. <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>School reports Accuplacer reading 95.6% and Accuplacer math 92.3%.</p> <p>School reports SAT: 100%.</p> | In SY 2022-23, schools will report the data, but will not be rated. |
| 1.6b | Post-Secondary Readiness/ Achievement Gaps | <p>Achievement gaps in proficiency between major subgroups* on the Accuplacer, SAT or ASVAB.</p> <p>The school will provide achievement data of major subgroups (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities).</p> <p><i>*To be reported, subgroups must have at least 5 students or 5% of the student population.</i></p> <p>School reports all subgroups are performing within 8% of comparison groups in Accuplacer reading. All groups, except SPED, are within 8% of comparison groups in Accuplacer math.</p> | In SY 2022-23, schools will report the data, but will not be rated. |
| 1.6c | Post-Secondary Readiness: Post-Secondary Activity | <p>At the end of their graduating year, 70%-80% of each schools' students will have successfully¹ participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, career technical coursework or internship.</p> | <p>Exceeds Expectation Exceeds 80%</p> <p>School reports that 100% of students participated in at least one postsecondary opportunity.</p> |
| | | | <p>Meets Expectation 70%-79.9%</p> |

¹ Successfully is defined as passing, meeting appropriate standards, or other clearly defined measure of success.

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| | | | <p>Approaching Expectation 60%-69.9%</p> |
| | | | <p>Does Not Meet Expectation Fewer than 60%</p> |
| 1.6d | Post-Secondary Readiness: FAFSA | Schools will report annual rates and school-supported opportunities for FAFSA support. | <p>The Commission will monitor a charter school's ability to support students with FAFSA completion.</p> <p>School reports that 34 families filled out the FAFSA.</p> |
| SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT | | | |
| 2.1 | State Compliance | <p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p> | <p>No rating is provided for <i>Criterion 2.1: State Compliance</i>. Site visit reports that include a section for this criterion identify specific concerns the school must address.</p> |
| 2.2 | Family Engagement: Panorama School Climate Survey -Family Results | <p>Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>MeAA had 41.29% families participation and exceeded expectations in 3/3 categories.</p> | <p>Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools</p> |
| | | | <p>Meets Expectation All 3 of the 3 required scales in the average range for like schools</p> |
| | | | <p>Approaching Expectation 2 of the 3 required scales in the average range for like schools</p> |
| | | | <p>Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p> |
| 2.3 | School Climate: Panorama School Climate Survey -Student Results | <p>Results from 4/4 of the required scales* on the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>MeAA had 79% student participation and "did not meet expectations" in school climate.</p> | <p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> |
| | | | <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> |
| | | | <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> |
| | | | <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p> |

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| 2.4 | School Climate: Panorama School Climate Survey-Teacher/Staff Results | <p>Results from at least 4/4 of the required scales* on the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically results in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>MeAA had 83.9% teacher/staff participation and exceeded expectations in 4/4 categories.</p> | <p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p> |
| 2.5 | School Climate: Panorama Survey | Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission. | <p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p> |
| SECTION 3: ORGANIZATIONAL SUSTAINABILITY | | | |
| 3.1 | Governing Board effectiveness | <p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board’s bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee’s meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school’s mission, vision, and educational philosophy and the accountability cycles of the authorizer. | <p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p> |

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| | | | High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols |
| 3.2 | Public Accountability: Transparent, responsive, and legally compliant Board operations | The Governing Board will hold a minimum of 6 meetings per school year ² in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA). | Meets Expectation 6 or more meetings |
| | | | Does Not Meet Expectation 5 or fewer meetings |
| 3.3 | Public Accountability: Transparent, responsive, and legally compliant Board operations | Timely ³ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board. | Meets Expectation All minutes and agendas posted timely |
| | | | Approaching Expectation 1-2 items not posted timely |
| | | | Does Not Meet Expectation 3 or more not posted timely |
| 3.4 | Reporting Accuracy and Timeliness | 80%-90% of reports are submitted on time and are accurate and complete. 100% of required reports/documents were submitted on time with 98% accuracy. | Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete |
| | | | Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete |
| | | | Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete |
| | | | Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete |
| 3.5 | Board Training | Board members will engage in a baseline of annual training and development using the following guidelines. (LINK) | Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc. |
| | | | Meets Expectations 100% of required courses have been taken and evidence is |

² A school year is July 1 - June 30

³ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

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| | | | provided |
| | | | Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided |
| | | | Does Not Meet Expectations Less than 80% of required courses have been completed |
| 3.6 | Facility meets Local and State requirements | The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with 20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10 Public School Approval Requirements and Citation Chart | Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED |
| | | | Meets Expectations Certified as required and approved by the Board |
| | | | Does Not Meet Expectations Not certified as required |
| 3.7 | Facility supports Programming | The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff. | Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation. |
| | | | Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation. |
| | | | Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation. |
| SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.) | | | |
| 4.1a | Current Ratio (Near-Term Measures) | Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i> | Lower Risk Greater than 1.5 |
| | | | Moderate Risk 1.0-1.5 |
| | | | High Risk Less than 1 |
| 4.1b | Unrestricted Days Cash on Hand (Near-Term Measures) | Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i> | Lower Risk 60 or more days |
| | | | Moderate Risk 30-60 days |

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| | | | High Risk Fewer than 30 days |
| 4.1c | Enrollment Variance (Near-Term Measures) | Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i> | Lower Risk Actual within 2% of the projected enrollment |
| | | | Moderate Risk Variance is between 2 and 5% |
| | | | High Risk Variance is greater than 5% of the projected enrollment |
| 4.1d | Financial Obligations Default (Near-Term Measures) | The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i> | Lower Risk Not in default and not delinquent |
| | | | Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors |
| | | | High Risk In default and/or delinquent |
| 4.2a | Total Margin (Sustainability Measures) | The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i> | Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive |
| | | | Moderate Risk Aggregated Two-Year Total Margin is at least 1.5% |
| | | | High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower. |
| 4.2b | Debt to asset ratio (Sustainability Measure) | The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i> | Lower Risk Less than 90% |
| | | | Moderate Risk 90 to 100% |
| | | | High Risk Greater than 100% |
| 4.2c | Cash Flow (Sustainability Measure) | Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i> | Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year. |
| | | | Moderate Risk A positive cumulative 2-year cash flow |
| | | | High Risk Does not have a positive |

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| | | | cumulative 2-year cash flow and had negative cash flow in the most recent year. |
| 4.2d | Financial Obligations Coverage Ratio (Sustainability Measure) | Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i> | Lower Risk Exceeds 1.1 |
| | | | Moderate Risk Is 1.0 to 1.1 |
| | | | High Risk Is less than 1.0 |
| 4.3 | Financial Planning and Budgeting | Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st. | Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3. |
| | | | Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3. |

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

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| 5.1 | Mission and Key Design Implementation | 1.The school demonstrates its approved mission. 2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students. 3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter. <i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i> | Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments |
| | | | Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments |
| | | | Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments |
| 5.2 | Student Attendance | <u>Chronic absenteeism</u> rate Schools will have 10%-18% or fewer students classified as chronically absent ⁴ on the last day of school. Chronic absenteeism rates will be reported at both the campus and district levels. | Exceeds Expectation Fewer than 10% |
| | | | Meets Expectation 10%-18% School reports a 16.4% chronic absent rate. |
| | | | Approaching Expectation 17.9%-25% |

⁴ Chronically absent is defined as missing 10% or more of school days.

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|--|------------------------------------|---|--|
| | | | Does Not Meet Expectation Greater than 25% |
| 5.3 | Student Persistence - School Year | Persistence throughout the school year 85% or more of eligible ⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶ . | Exceeds Expectation More than 90% <i>School reports 92.8% persistence throughout the school year.</i> |
| | | | Meets Expectation 85%-89.9% |
| | | | Approaching Expectation 75%-84.9% |
| | | | Does Not Meet Expectation Fewer than 75% |
| 5.4 | Student Persistence - Year-to-Year | Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY. | Exceeds Expectation Exceeds 90% <i>School reports 97.6% recurrent enrollment from one year to the next.</i> |
| | | | Meets Expectation 85%-89.9% |
| | | | Approaching Expectation 75%-84.9% |
| | | | Does Not Meet Expectation Fewer than 75% |
| SECTION 6: SCHOOL CUSTOMIZATION | | | |
| 6.1 | Mission and Vision | At the end of their graduating year, 85%-95% of MEAA students will have participated in at least two activities to share their art with the community such as performances, art shows, dance competitions, volunteer performances, fashion shows and other opportunities to share their passion for the arts. | Exceeds Expectation Exceeds 95% |
| | | | Meets Expectation 85%-94.9% |
| | | | Approaching Expectation 75%-84.9% |
| | | | Does Not Meet Expectation Fewer than 75% |

Below is a report that was written after staff visited with Maine Arts Academy in March of SY2022-23. This visit was a chance to gauge the school's progress relative to the Performance Framework. This was a snapshot in time and is not reflected in the final year-end outcomes above.

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

2022-23 Mid-Year Meeting Maine Arts Academy

March 28, 2023

On March 20, 2023, the Maine Charter School Commission staff conducted a mid-year meeting via Zoom with Sherry Gilbert, the Maine Arts Academy Governing Board Chairperson; Shelley Reed, Board Member; Heather King, Head of School; Jill Alves, Business Manager; Jasen Richardson, Dean of Students and Academic Chair; and Rachel Roberge, Principal. Topics covered included academic proficiency and growth, student attendance, projected graduation rates, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- **FINANCE**
 - Please provide details of the loan compliance covenants and other restrictions including audit delivery deadlines, minimum free cash flow for debt service, etc.
 - Please provide a reconciliation of borrowing authorized by MCSC and actual borrowing transaction(s).
- **ACADEMICS**
 - Please send the MCSC any NWEA state data, if you are able to receive the information from the state that is currently suppressed.

Academic

The Maine Arts Academy's SY 2021-22 end-of-year NWEA Map Growth data was suppressed at the state level. We do not currently have information about how the school is performing relative to the state average. The school reports that the state has not released the NWEA data to the school because of the small "n" size of certain subgroups. Moving forward, the school plans to administer the NWEA assessment to 10th grade, as required by the state, and possibly to incoming 9th graders. The school has shifted focus to the Accuplacer assessment, and reports appreciating the assessment shift to college readiness.

The school has administered the Accuplacer assessment and, while the reporting of results is not required this year via the Performance Framework, the school opted to report strong results during the midyear meeting. The

school administered the assessment to all 11th and 12th graders, except for those that already passed last year during the pilot phase. The school reports that the assessment administration was “very positive” and “validating” for students. 92% of 11th graders and 93% of 12th graders met the college readiness bar on the Performance Framework, exceeding expectations on the Performance Framework. The school identified as a goal raising the percentage of students on IEPs who met the college readiness bar.

The School Leadership reported that teacher training focused on differentiation and teacher collaboration are current successes. The school aims to grow their photography and film studies programs, but note that funding is a challenge. The team reports that the interdisciplinary nature of their program is flourishing due to strong teacher collaboration.

The Leadership team noted that they aim to promote faculty independence and satisfaction by providing teachers autonomy, and balancing that autonomy with quick support when a teacher is struggling in class.

A Board Member noted that teachers on the Academic Excellence Committee speak easily about their goals and collaborate thoughtfully to improve teaching and learning.

Attendance

The SY 2021-22 chronic absenteeism rate for the school was 23.2%, putting them below the state average but not meeting expectations on the Performance Framework. The school reports that they believe the state reported number to be incorrect and are attempting to work with the state to understand the difference in the school’s vs. the state’s calculation. The school reported a 9.86% chronic absenteeism rate for SY 2021-22 based on Infinite Campus reports.

The school reports the mid-year chronic absenteeism rate as 9.86%. If the school maintains this rate they will exceed expectations on the Performance Framework. The school notes that they are nervous this will not be the state reported number based on historic discrepancies.

Graduation

Maine Arts Academy’s SY 2021-22 graduation rate was suppressed by the state due to a low “n” value of students not graduating. The state has certified to the school that their graduation rate is above 90%, putting them in the exceeds expectations category in the Performance Framework.

For SY 2022-23, 97.7% of seniors are on track to graduate. One student (representing the 2.3% not on track to graduate) transferred to an Adult Education program.

The school noted that the state may report a higher percentage of students not graduating this year because of a cohort of students who briefly attended MEAA because they believed the school would not uphold the state's vaccination mandate. When they learned that the school does uphold the mandate the students left the school and are currently unaccounted for and may contribute to a higher "drop out" percentage for the school.

Financial performance

While the school is "lower risk" in most financial categories, they note that they are being careful with money because of their new facility purchase. The school has taken out loans with Kennebec Savings and Rural Development. The construction loan is approximately \$500,000.

The school hopes to bring in additional revenue through increased enrollment, now that they have a larger facility, and have submitted a charter amendment to the Commission to be considered during the April meeting.

The school team noted that the changes to the EPS formula has provided a funding increase.

The school continues to be challenged by the relationship with their current landlord, who submitted a lawsuit claiming the school owes him additional funds. The school settled to pay him \$100,000, or \$10,000/month over the next ten months.

The school has applied for over \$2,000,000 in Congressional funding and the board notes that they have an active Development Committee, including hiring a consultant to pursue grants.

Student Enrollment and Recruitment

Current enrollment at MEAA is 210 students. For next year, the school is reporting 240 students. They are comfortable going 10% over the projected 245 students for next year if there is student interest in attending the school. The school has added three new positions to manage the increased enrollment.

The school notes that they appreciated the partnership with Lincoln Barretta to help them increase enrollment. Because the contract is ending this month, they have decided to move recruitment in-house, as the contract was for \$36,000.

The school is focused on student retention and maintaining their current student population as they move locations.

The school submitted an amendment to the Commission to increase enrollment 20 students/year for the next several years and plans to submit an amendment next year requesting a grade level expansion to 7th and 8th grade.

Facilities

The school reports that they are thrilled to be leaving their current facility, which limits the size of student enrollment. The new facility has the occupancy permit and the fire marshall inspection complete. The school is launching construction at this time and they plan to move in for the start of SY 2023-24.

Governing Board

The Board Chair reports that the board is well-rounded and includes a former Superintendent, financial expert, special education teacher, a former Charter Commission Member, an attorney and an arts expert. The board member in attendance reported that the board is “very cohesive and enjoys working together.”

Board committees submit agenda items to the full board that are discussed. The board reports that they are pleased with seeing school performance increase from last year to this year.