

2023-24 Annual Monitoring Report

*Prepared for
Maine Arts Academy*

November 2024





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

Janna Townsend, Secretary	Sherry Gilbert
Linda Warner, President	Andrew Landry, Vice President
Timothy Rector, Treasurer	Mitchell Thomas

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	9
Grades Served	9-12
Number of Sending Districts	38
Enrollment*	245*
Students on Waiting List*	0*

*On 10-1-24 (State Student Count Day)

School Year 2023-24 Demographic Table

Grade Level Enrollment		
9th Grade	60	25%
10th Grade	51	22%
11th Grade	68	29%
12th Grade	58	24%
Gender		
Female	192	81%
Male	45	19%
Race/Ethnicity		
Asian	1	1%
Hispanic/Latino	10	4%
Two or More Races	17	7%
White	209	88%
Special Education		
Students with IEPs	46	19%
General Education Students	191	81%
Economically Disadvantaged		
Yes	90	38%
No	147	62%

EXECUTIVE SUMMARY

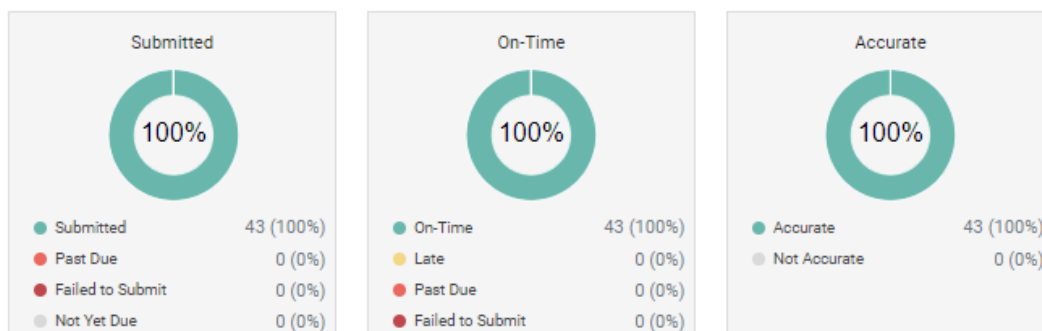
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 on cycle to have a Site Visit at the end of the 2022-23 school year.

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

• School Calendar	• School Leader Evaluation Tool
• Current enrollment and demographics	• Staff Roster
• Current organizational chart	• Panorama school climate survey results
• Board Meeting Minutes	• School's self-assessment
• Board member meeting attendance	• Previous year's monitoring report [as applicable]
• School's strategic plan [as applicable]	• School's reported performance framework results
• ESP Contract and/or other important MOUs	• Copies of current recruitment materials
• Professional Development Calendar	• 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 2023-24 school year:



NARRATIVE

Maine Arts Academy (MeAA) continues to maintain fidelity to its Mission and Vision and continues to create an engaged and vibrant community around the arts. Academic standards remain high and school leaders strive for continued improvement in rigor and overall performance.

MeAA continues to finesse its calendar to meet the needs of all students and support student success. The schedule, while flexible, requires students to take up to eight academic and arts courses. Students are encouraged to utilize academic support periods as needed and sign up for early college courses as available.

The school expanded marketing efforts to recruit students who are passionate about pursuing and studying their artform. The recruitment model was expanded to include an admissions expert who will coordinate additional art shows and collaborative projects to feature student work in the community, demonstrating first-hand the many opportunities that are available to students attending MeAA.

Students perform throughout the area and the school works with Waterville Creates, Healthy Communities of the Capital Area, Downtown Augusta, and Downtown Gardiner to identify venues where student artwork can be showcased.

MeAA adapted their program to meet the needs of students with a diverse set of needs. Students transferred to MeAA from Spurwink Chelsea Day Treatment, Crossroads Youth Center, Becket House, and other inpatient settings. The school supports students who face adverse challenges related to hunger and homelessness, sending students home with extra food and clothing for their households throughout the school year. MeAA facilitates a clothing and food bank for students in need and transportation expenses were reimbursed to parents of homeless students on several occasions throughout the year.

Students are offered numerous assessment opportunities throughout the year – 9th graders completed NWEA assessments, 10th graders completed the Maine Through Year assessment, 11th graders completed the SAT and the Accuplacer, and 12th graders completed the Accuplacer.

Leadership team members have “worked diligently” to improve school climate, starting with the creation of the Green Team and the Positivity Club. The Green Team recognizes students who consistently demonstrate leadership qualities and contribute to improving the school community. The Positivity Club meets weekly and facilitates special student-nominated awards for acts of kindness and responsibility. Student members of the Club created artwork encouraging the value of kindness which is displayed throughout the school. National Honor Society members organized school-wide events including a field day, painting interior walls of the school, and teacher appreciation activities. The Student Council hosted two spirit weeks and organized the homecoming dance, winter carnival dance, and the prom. Student ambassadors attended numerous open house events and helped

organize Day of Caring events throughout the community. Multiple student award ceremonies were implemented in order to recognize student achievement and attendance.

Programming offered to MeAA students is “second to none”. Students have the opportunity to receive free instruction in the classroom from professional musicians, a professional illustrator, and a professional theater director – instruction that would cost \$70/hour outside the walls of the school. Instructors return to MeAA year after year because of “their invested interest in the mission and vision of this unique school”.

A testament to student success are the large number of scholarships that were granted during the most recent graduation ceremony – ranging from \$500 to \$102,000. A student was awarded \$22,500 from the Admiral Be The One, Bowdoin College Scholarship with another being awarded \$20,000 from the highly competitive Worthington Scholarship. Other scholarships awarded were the Presidential Scholarship from Wentworth Institute of Technology, Emmanuel College, Maine Maritime Academy, Pratt Institute, Husson University, Salem State University, and the University of Vermont.

Students “find their home at MeAA” and “are able to rise above their socioeconomic barriers and truly thrive”.

Parent and community involvement has increased. A team of “engaged parents” revived the parent involvement group and spearheaded the painting of the school’s new library, organized a Clynk returnable fundraiser, and provided a full breakfast for teacher appreciation week.

MeAA has built sustainable relationships in Kennebec County and the entire Central Maine region. The school has a “strong relationship” with the Colonial Theater in Augusta. The theater used the school’s building this past year for rehearsals, performed a sold-out dinner theater on the school’s campus, and a board member donated art supplies to the school valued at \$3,000. MeAA partnered with the Indigo Arts Alliance of Portland - highlighting black and brown artists and illustrators - and is embarking on a project to support the Blackbird Festival in the fall. Students continue to assist the Viles Arboretum with landscaping tasks and the partnership with Colby College is eight years strong. MeAA partnered with 15 businesses in the Downtown Augusta area to facilitate an “Art Walk” along with other area public schools, including Cony High School. The Walk marks the first occasion where MeAA collaborated with other public schools on a project. MeAA partnered with Healthy Communities of the Capital Area for the 7th year in a row. They provided drug and alcohol prevention education and also collaborated on the “Art Walk”. Other partners include the systems of the University of Maine and Waterville Creates.

The school leverages title funds, schedules fundraising events, and seeks grants for larger projects - receiving a \$100,000 safety grant and a \$54,000 grant for outdoor learning. Last year, the school sought congressional funding for an art wing and

recently learned that Senator Angus King's office has moved the requested funding to the next level.

After partnering with Poland Bus Company for several years for their transportation needs, the school has decided to bring their transportation in house. The school purchased two additional full-size buses, bringing the total number of full-size buses to three.

SY2023-24 was the school's first year facilitating its own food service program. And were awarded a "Whole Foods" breakfast grant - a grant which is in place to encourage more students to eat breakfast. Breakfast participation increased from 40 students per day to 120 students per day and lunch participation increased by 30 students or more per day.

Student Achievement

MeAA had a strong year academically. Students in the 10th grade are required to participate in the Maine Through Year Assessment - the state's assessment measuring academic proficiency. 79% of MeAA students are "at or above state expectations" in Reading - **exceeding** expectations on the framework and outperforming the state average by nearly 20%. Students are **approaching** expectations on the framework in Math.

Subgroup performance is outstanding - with all groups **exceeding** performance framework expectations in Reading and outperforming state expectations by as much as 38%. Overall, subgroups are **meeting** expectations in Math with both Economically Disadvantaged students and Students with IEPs exceeding expectations and outperforming their peers.

MeAA maintains a strong 4-year high school graduation rate with 94.83% graduation rate - **exceeding** the state's annual goal of 87% and **exceeding** expectations on the framework. The Commission began measuring 5-and-6-year graduation rates in SY2023-24 and MeAA is **exceeding** expectations in both.

The school uses the Accuplacer to measure college-readiness and 95% of students have met the college readiness goal in math and in reading - **exceeding** expectations on the framework. Reportable subgroups are also **exceeding** expectations with 100% of Economically Disadvantaged students and Students with a 504 Plan college-ready.

77% of students participated in at least one post-secondary activity which meets expectations on the framework and the school supports students and families with FAFSA completion as needed.

MeAA **meets** expectations in chronic absenteeism with 18% of students considered chronically absent, consistent with results from a year ago.

School Climate and Family Engagement

The school gives the annual Panorama survey as required. Surveys are distributed to families, students, teachers and staff and results across different scales are compared to like-schools nationally.

Results from families, teachers, and staff are consistently positive with all **exceeding** expectations on the framework. For the second year in a row, MeAA student results are **not meeting** expectations and we encourage the school to focus on improving these results in the upcoming school year.

Organizational Sustainability

The Maine Arts Academy governing board is made up of 6 members who are “hardworking and committed to the school’s mission and vision”. Backgrounds are “uniquely different” including a State of Maine Attorney, a retired music teacher, a retired special education teacher, a development and philanthropy representative, and a member with an extensive facilities background.

Financial Management and Viability

Based on FY24 4th quarter financials, Maine Arts Academy falls in the low to moderate risk on all financial metrics with the exception of cash flow. While the school maintained a positive cash flow during FY24, the two-year cumulative cash flow is negative. The board continues to closely review and monitor the pending financing arrangements for the ongoing construction costs for MeAA’s new facility opened for student instruction in September 2024.

MeAA engaged the services of RHR Smith & Company, Certified Public Accountants and received a clean financial audit for FY23.

School Mission and Student Persistence

Recurrent enrollment is strong with 7% of students returning next year. This **exceeds** expectations and is consistent from year to year. Student persistence throughout the year is lower than in previous years and we encourage the school to identify the reasons why and take the necessary steps to improve upon the results next year.

Their mission guides the school’s governing board, administration, faculty, and staff in instructional decision making and achievement.

2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, Reading	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p> <p>79% of MeAA high schoolers are “at or above state expectations” in Reading compared to 61% state-wide per the Acacia platform</p>	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
			Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
			Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
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. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p> <p>35% of MeAA high schoolers are “at or above state expectations” in Math compared to 42% state-wide per the Acacia platform.</p>	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
			Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
			Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, Reading	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have <u>at least 10 students</u>.</i></p> <p>High School</p> <ul style="list-style-type: none"> 84% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations) 87% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Exceeding Expectations) 69% of Students with IEPs are “at or above state 	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
			Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
			Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
			Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”

		expectations" in Reading compared to 31% state-wide per the Acacia platform (Exceeding Expectations)	
1.1d	Proficiency by subgroup, Through-Year Assessment, Math	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup "at state expectation" and "above state expectation" on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p> <p>High School</p> <ul style="list-style-type: none"> • 36% of Female students are "at or above state expectations" in Math compared to 44% state-wide per the Acacia platform (Approaching Expectations) • 33% of Economically Disadvantaged students are "at or above state expectations" in Math compared to 28% state-wide per the Acacia platform (Exceeding Expectations) • 19% of Students with IEPs are "at or above state expectations" in Math compared to 11% state-wide per the Acacia platform (Exceeding Expectations) 	<p>Exceeding Expectations ≥5% of state average of schools "at or above state expectation"</p>
			<p>Meeting Expectations Between ≥-5% and <5% of state average of schools "at or above state expectation"</p>
			<p>Approaching Expectations Between ≥-15% and <-5% of state average of schools "at or above state expectation"</p>
			<p>Not Meeting Expectations ≤-15% of state average of schools "at or above state expectation"</p>
1.5	High School Completion	<p>4 year high school graduation rate (current cohort)</p> <p>Schools will meet annual goals*: 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>Exceeding Expectations Exceeds 90%</p>
			<p>MeAA's state-reported 4-year graduation rate is 94.83%.</p>
			<p>Meeting Expectations Meets annual target</p>
			<p>Approaching Expectations Less than 5% below target</p>
			<p>Not Meeting Expectations 5% or more below target</p>
1.5a	5 and 6 Year High School Completion	<p>5 and 6-year high school graduation rate</p> <p>Schools will meet annual goals*: 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>Exceeding Expectations Exceeds 90%</p>
			<p>MeAA's state-reported 5-year graduation rate is 100% and 6-year graduation rate is 94.87%.</p>
			<p>Meeting Expectations Meets annual target</p>
			<p>Approaching Expectations Less than 5% below target</p>

			Not Meeting Expectations 5% or more below target										
1.6a	Post Secondary Readiness	<p>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">• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or• <u>ASVAB score</u> of 31 or higher <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p>MeAA reports that 95% of students have scored 239 or above in <u>reading</u> and 226 or above in <u>math</u> on the Accuplacer.</p>	Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math										
			Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math										
			Approaching Expectations 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.										
			Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math										
1.6b	Post Secondary Readiness: Subgroups	<p>Student subgroups* 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">• <u>Accuplacer</u>. The College Readiness indicator with scores of 239 or above in reading and a 226 or above in math; or• <u>SAT scores</u> of EBRW 530 or higher and 520 or higher in math; or• <u>ASVAB score</u> of 31 or higher <p>The school will provide achievement data of major subgroups (Multilingual learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). <i>*To be reported, subgroups must have at least 10 students.</i></p> <p>Accuplacer Results (Subgroups)</p> <table><tr><th>Subgroup</th><th>% Meeting Reading/Math Goal</th></tr><tr><td>Male</td><td>94%</td></tr><tr><td>Female</td><td>91%</td></tr><tr><td>Economically Disadvantaged</td><td>100%</td></tr><tr><td>Students with a 504</td><td>100%</td></tr></table>	Subgroup	% Meeting Reading/Math Goal	Male	94%	Female	91%	Economically Disadvantaged	100%	Students with a 504	100%	Exceeding Expectations 85% or more students are meeting or exceeding the goal in both reading and math
			Subgroup	% Meeting Reading/Math Goal									
			Male	94%									
			Female	91%									
Economically Disadvantaged	100%												
Students with a 504	100%												
Meeting Expectations 75%-85% of students are meeting or exceeding the goal in both reading and math													
Approaching Expectations 60%-75% of students are meeting or exceeding the goal in both reading and math OR the school is meeting expectations in OR math, but not both.													
Not Meeting Expectations 60% or fewer students are meeting or exceeding the goal in both reading and math													
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 (<u>and not limited to</u>) college course, Advanced Placement course, certificate program, career technical coursework or internship.</p>	Exceeding Expectations Exceeds 80%										
			Meets Expectations 70%-79.9%										

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

		MeAA reports that 77% of students have successfully participated in at least one post-secondary activity.	Approaching Expectations 60%-69.9%
			Not Meeting Expectations Fewer than 60%
1.6d	Post-Secondary Readiness: FAFSA	Schools will report annual rates and school-supported opportunities for FAFSA support. School supports students with FAFSA completion reporting that 50% of students/families completed a FAFSA form.	The Commission will monitor a charter school's ability to support students with FAFSA completion. Reported as Required
1.7	Student Attendance	<u>Chronic absenteeism</u> rate. Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school ² . Chronic absenteeism rates will be reported at both the campus and district levels. Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated.	Exceeding Expectations Fewer than 10%
			Meeting Expectations 10%-18% MeAA's state-reported chronic absenteeism rate is 18%.
			Approaching Expectations 17.9%-25%
			Not Meeting Expectations Greater than 25%
SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT			
2.1	State Compliance	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. MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)	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.
2.2	Family Engagement: Panorama School Climate Survey -Family Results	Results from 3/3 required scales* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations". <i>*Required Scales - School Climate, Safety, and School Fit</i> 90 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: <ul style="list-style-type: none">• School Safety - 50th percentile• School Climate - 70th percentile• School Fit - 50th percentile	Exceeding Expectations 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			Meeting Expectations 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			Approaching Expectations 1 of the 3 required scales are 50% or higher when compared to like schools nationally
			Not Meeting Expectations 0 of the 3 required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 35%

² Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

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 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p>178 students (80.2%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Rigorous Expectations - 10th percentile • School Safety - 50th percentile • School Teacher/Student Relationships - 20th percentile • School Climate - 10th percentile 	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally
			Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%
2.4	School Climate: Panorama School Climate Survey-Teacher Results	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback & Coaching</i></p> <p>20 teachers (95.23%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Climate - 99th percentile • School Leadership - 90th percentile • Professional Learning - 90th percentile • Feedback and Coaching - 90th percentile 	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally
			Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%
2.5	School Climate: Panorama School Climate Survey-Staff Results	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback & Coaching</i></p> <p>11 staff (100%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Climate - 99th percentile • School Leadership - 99th percentile • Professional Learning - 99th percentile • Feedback and Coaching - 99th percentile 	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally
			Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when

			compared to like schools nationally OR participation rate is less than 75%
2.6	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.	Meeting Expectations School develops and implements plan
			Approaching Expectations School develops and partially implements the plan
			Not Meeting Expectations School does not develop or does not implement plan
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	Legal and Fiduciary Responsibilities: <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. Talent strategy and accountability <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. Culture of Collaboration <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. Focus on Improvement <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.	Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.
			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.
			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 ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA). The MeAA governing board held 12 meetings during SY2023-24.	Meeting Expectations 6 or more meetings
			Not Meeting Expectations 5 or fewer meetings
3.3	Public	Timely ⁴ publication of Board meeting agenda and minutes upon	Meeting Expectations

³ A school year is July 1 - June 30

⁴ 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.

	Accountability: Transparent, responsive, and legally compliant Board operations	<p>approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.</p> <p><i>All board meeting agendas were posted per Maine's open meeting law. Of the 12 meetings that were held during SY2023-24, two (2) sets of approved meeting minutes were posted late.</i></p>	<p>All minutes and agendas posted timely</p> <p>Approaching Expectations 1-2 items not posted timely</p> <p>Not Meeting Expectations 3 or more not posted timely</p>
3.4	Reporting Accuracy and Timeliness	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p><i>100% of reports were submitted on time and were accurate 100% of the time.</i></p>	<p>Exceeding Expectations More than 90% of reports are submitted on time and are accurate and complete</p> <p>Meeting Expectations 80%-89.9% of reports are submitted on time and are accurate and complete</p> <p>Approaching Expectations 70%-79.9% of reports are submitted on time and are accurate and complete</p> <p>Not Meeting Expectations Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	<p>Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)</p> <p><i>In SY2023-24, the MeAA board had 18 required board training requirements. Of those 18 requirements, 17 were completed (94%).</i></p>	<p>Exceeding 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. and has completed 100% of required courses</p> <p>Meeting Expectations 100% of required courses have been taken and evidence is provided</p> <p>Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided</p> <p>Not Meeting Expectations Less than 80% of required courses have been completed</p>
3.6	Facility meets Local and State requirements	<p>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</p>	<p>Exceeding Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p>Meeting Expectations Certified as required and approved by the Board</p>

			Not Meeting 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.	Meeting Expectations Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectations Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Not Meeting Expectations 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			
Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. Current assets divided by current liabilities. \$519,679 / \$211,905 = 2.5	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. Unrestricted cash divided by ([total expenses minus depreciation expense]/365) \$235,503 / ((\$2,951,572-\$130,000) / 365) = 31 day *estimated depreciation	Lower Risk 60 or more days
			Moderate Risk 30-60 days
			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. Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget (237-235) / 235 = +5.3%	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	The school meets all debt and real estate lease obligations.	Lower Risk

	Obligations Default (Near-Term Measures)	Failure to make required lease, principal and interest payments on-time or to meet covenant terms.	<div>Not in default and not delinquent</div> <div>Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors</div> <div>High Risk In default and/or delinquent and has not obtained waivers from lenders and/or lessors</div>
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p>CYR - \$196,942 / \$3,148,514 = 6.3% 3YR - \$101,554 / \$8,503,101 = 1.2%</p>	<div>Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</div> <div>Moderate Risk Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin \geq-10%</div> <div>High Risk Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $<$-10%</div>
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p>\$2,839,038 / \$3,862,855 = 74%</p>	<div>Lower Risk Less than 90%</div> <div>Moderate Risk 90 to 100%</div> <div>High Risk Greater than 100%</div>
4.2c	Cash Flow (Sustainability Measure)	<p>Charter District Leadership maintains a positive cumulative 2-year cash flow.</p> <p><i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p> <p>CYR Cash Flow = \$81,647 PYR Cash Flow = \$-454,475 2-Year Cash Flow = \$-372,828</p>	<div>Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</div> <div>Moderate Risk A positive cumulative 2-year cash flow</div> <div>High Risk Does not have a positive cumulative 2-year cash flow</div>
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	<p>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</p> <p><i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i></p> <p>\$522,962 / \$196,020 = 2.7</p>	<div>Lower Risk Exceeds 1.1</div> <div>Moderate Risk Is 1.0 to 1.1</div> <div>High Risk Is less than 1.0</div>
4.3	Financial Planning and Budgeting	School 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.	<div>Meeting Expectations School annually publishes a 3-year financial plan that includes a</div>

		The 3-year annual financial plan is due on June 30th.	<p>budget for the next 2-years and a 1-year projection for year 3.</p> <p>Not Meeting Expectations School 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.</p>
SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE			
5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>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.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><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></p>	<p>Meeting Expectations School is implementing the mission and design elements as outlined in the charter and amendments</p> <p>Approaching Expectations School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p>Not Meeting Expectations School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day⁶.</p> <p>65% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</p>	<p>Exceeding Expectations More than 90%</p> <p>Meeting Expectations 85%-89.9%</p> <p>Approaching Expectations 75%-84.9%</p> <p>Not Meeting Expectations Fewer than 75%</p>
5.3	Student Persistence - Year-to-Year	<p>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.</p> <p>97% of students completed an Intent to Re-Enroll form for SY2024-25.</p>	<p>Exceeding Expectations Exceeds 90%</p> <p>Meeting Expectations 85%-89.9%</p> <p>Approaching Expectations 75%-84.9%</p> <p>Not Meeting Expectations Fewer than 75%</p>
SECTION 6: SCHOOL CUSTOMIZATION			

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

6.1	MeAA Students Participate in Community Art Events	<p>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.</p> <p><i>94% of students participated in two or more activities sharing their art in the community. MeAA reviewed the senior class list and the performance rubrics that the teachers submitted for each performance and were able to see which students did not participate.</i></p>	Exceeding Expectations Greater than 95%
			Meeting Expectations 85%-95%
			Approaching Expectations 75%-84.9%
			Not Meeting Expectations Below 75%
6.2	MeAA Students Demonstrate Strong Performance Proficiency	<p>At the end of their graduating year, 85% of MeAA students will have met proficiency or higher on 2 or more performances based on the performance rubrics.</p>	Exceeding Expectations Greater than 87%
			Meeting Expectations 83%-87%
			Approaching Expectations 73%-82.9%
			Not Meeting Expectations Below 73%