

Maine Arts Academy

11 Goldenrod Lane

Sidney, ME 04330



**YEAR 4 PERFORMANCE REPORT**

**Issued June 2020**

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| Charter Renewal Process |

According to §2411 Charter Term and Renewal a charter may be renewed for successive terms of 5 years, although an authorizer may grant a renewal for a term not to exceed 15 years based on the performance, demonstrated capacities and particular circumstances of each public charter school. An authorizer may grant renewal with specific conditions for necessary improvements to a public charter school.

No later than June 30th of a public charter school’s 4th year of operation under each 5-year term of a charter contract, the authorizer shall issue a public charter school performance report. If the charter of the public charter school is expiring, the authorizer shall offer charter renewal application guidance to the school. The performance report required in this subsection must summarize the public charter school’s performance record to date, based on the data required by this chapter and the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer concerning the school that may jeopardize its position in seeking renewal if not timely rectified. The school must be given the opportunity to respond to the performance report and submit any corrections or clarifications for the report. The renewal application guidance required must include or refer explicitly to the criteria and standards that will guide the authorizer’s renewal decisions, which must be based on the performance framework under §2409. The renewal application guidance must, at a minimum, require and provide an opportunity for the public charter school to:

1. Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
2. Describe improvements undertaken or planned for the school; and
3. Detail the school’s plans for the next charter term.

No later than September 30th of a public charter school’s 5th year of operation under a term of a charter contract, or September 30th of a public charter school’s final authorized year of operation under a term of a charter contract, the governing board of a public charter school seeking renewal shall submit a renewal application to the Maine Charter School Commission pursuant to any renewal application guidance offered by the Maine Charter School Commission.

The Maine Charter School Commission shall rule by resolution on a renewal application under this section no later than 45 days after the filing of the renewal application. In making charter renewal decisions, every authorizer shall:

1. Ground its decisions in evidence of the public charter school’s performance over the term of the charter in accordance with the performance framework under §2409;
2. Ensure that data used in making renewal decisions are available to the public charter school and the public; and
3. Provide a public report summarizing the evidence basis for each decision.

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or: committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.

If an authorizer revokes or does not renew a charter, the authorizer shall clearly state, in a resolution of its governing entity, the reasons for the revocation or nonrenewal. The authorizer shall include in the charter contract a description of the standards and processes under which the authorizer may pursue revocation of the charter contract. The processes must comply with §2410, subsection 2 and provide an opportunity for the public charter school to be heard prior to a decision on revocation.

The following public charter school performance report shall be issued no later than June 30th, 2019, Maine Arts Academy’s 4th year of operation under its initial 5-year charter contract. The performance report summarizes Maine Arts Academy’s performance record to date and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. Maine Arts Academy will be given the opportunity to respond to this report and submit any corrections or clarifications.

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| School Information |

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| --- | --- |
| School Name | Maine Arts Academy |
| Address | 11 Goldenrod Lane, Sidney, Maine 04330 |

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| --- | --- |
| Board President | Janna Townsend |
| Board Executive Vice-President | Carl Steidel |
| Board Vice-President | Sherry Gilbert |
| Board Treasurer | Jeffrey Desrosiers |
| Board Secretary | Andrew Landry |
| Board Member | Linda Warner |
| Board Member | Timothy Rector |

|  |  |
| --- | --- |
| Head of School | Heather King |
| Assistant Head of School | Rachel Roberge |
| Special Education Director | Anna Perkins |

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| --- | --- |
| Year Opened | 2016-17 School Year |
| Years in Operation | 4 |
| Number of Sending Districts | 34 |
| Grades Served | 9 – 12  |
| Current Enrollment | 201 *(as of 10-1-19 certified date)* |
| Students on Waiting List | 0 *(as of 10-1-19 certified date)* |

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| Mission | Maine Arts Academy aims to transform students’ lives and contribute to the cultural capital of Central Maine by providing high quality, comprehensive, college preparatory Academic and Arts education in an inclusive, nurturing, and culturally rich environment for high school age students.  |
| Vision | Maine Arts Academy will serve as a center of excellence for both academic and arts learning in Central Maine. Maine Arts Academy looks at education as both the accumulation of knowledge along with the cultivation of engagement, imagination, leadership and collaboration. Through the initial introduction of Music, Theatre, and Dance, and ultimately the inclusion of all the Creative and Visual Arts, Maine Arts Academy will be a witness to the magical power of the Arts to bring people together, to create an engaged vibrant community, and to cultivate the traits that are so vitally important in the next generation of citizens. As a community of engaged learners, Maine Arts Academy will develop more than musicians and artists, but also responsible, joyful, contributing citizens. In this way, and by ensuring as many people as possible can benefit from the exposure to Performing & Creative Arts, hiring talented arts educators who bring their expertise to Central Maine, and further collaborating with other educational arts, and cultural organizations, Maine Arts Academy will become an integral part of the community and a much-needed beacon for the arts.  |
| Demographic Information |

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| Performance Framework |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2020** |  |  | **2019** |  | **2018** |  | **2017** |
| Indicator |  | Exceeds | Meets  | Partially meets  | Does not Meet  |  | Exceeds | Meets | Partially meets | Does not Meet |  | Meets  | Partially meets  | Does not meet  |  | Meets  | Partially meets  | Does not meet  |
| Student Academic Proficiency  |  | No data due to COVID-19 |  |  | **X** |  |  |  | **X** |  |  |  |  | **X** |  |
| Student Academic Growth  |  | No data due to COVID-19 |  |  | **X** |  |  |  |  |  | **X** |  |  | **X** |  |
| Achievement Gaps in proficiency and growth between major student subgroups |  | No data due to COVID-19 |  |  | **X** |  |  |  | **X** |  |  |  | **X** |  |  |
| Student Attendance[[1]](#footnote-2)  |  |  | **pending** |  |  |  |  | **pending** |  | **X** |  | **pending** |  | **X** |  |  |  | **X** |
| Enrollment |  | **X** |  |  |  |  |  | **X** |  |  |  | **X** |  |  |  |  | **X** |  |
| Post-Secondary Readiness |  |  | **X** |  |  |  |  | **X** |  |  |  | **X** |  |  |  | **X** |  |  |
| Governance Board Performance and Stewardship |  | **X** |  |  |  |  |  | **X** |  |  |  | **X** |  |  |  |  | **X** |  |
| Financial Performance and Sustainability [[2]](#footnote-3) |  |  | **pending** |  |  |  |  | **X** |  |  |  | **X** |  |  |  | **X** |  |  |
| Adequacy of Facilities Maintenance in Support of Program  |  |  | **X** |  |  |  |  | **X** |  |  |  | **X** |  |  |  | **X** |  |  |
| Parent and Community Engagement  |  | See school climate |  |  | **X** |  |  |  |  | **X** |  |  |  | **X** |  |
| School Social and Academic Climate |  |  | **X** |  |  |  |  | **X** |  |  |  | **X** |  |  |  | **X** |  |  |

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| Academic Performance |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Academic Proficiency | Partially Met | Met | Met | No data due to COVID-19 |
| Academic Growth | Partially Met | Did Not Meet | Met | No data due to COVID-19 |
| Achievement Gaps | Met | Met | Met | No data due to COVID-19 |

**Student Academic Proficiency:**

**Year 1, 2016-17**

**Targets:**

State Assessments:

* Year 1 – Gather baseline data and set goal for proficiency on State Assessments in Reading and Math

School Assessments:

* 80% of students will meet all their Personal Learning Plan (PLP) goals
* Year 1 – Gather baseline data and set goal for Proficiency on school selected assessment in Reading and Math

**Performance:**

Maine Arts Academy partially met its academic proficiency target.

Maine Arts Academy administered the MEA and gathered baseline data for student academic proficiency and growth. Data were analyzed to set goals for proficiency and growth for the remainder of the charter contract. 16 students (94%) in 11th grade participated in the MEA. The results are shown in the table below.

|  |  |  |
| --- | --- | --- |
| MEA Grade 11 (16 students) | % At or Above State Expectations | % Below or Well Below State Expectations |
| MATH | 37.5 | 62.5 |
| ELA | *not reportable\** | *not reportable\** |

The percent of students *At or Above State Expectations* in math was slightly higher than the state average of 34.9%.

\**While results were reported to the Maine Charter School Commission, results for ELA are not publicly reportable due to the small class size and maintaining student confidentiality.*

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Proficiency on State Assessments in Reading | Establish baseline | 62.17% proficient | Met |
| Proficiency on State Assessment in Math | Establish baseline | Not publicly reportable | Met |
| Proficiency on NWEA – Reading | Establish baseline | Percent of students at or above norm grade level mean:Grade 9 – 67%Grade 10 – 56%Grade 11 – 31% | Met |
| Proficiency on NWEA – Math | Establish baseline | Percent of students at or above norm grade level mean:Grade 9 – 36%Grade 10 – 58%Grade 11 – 31%  | Met |
| Proficiency on school designed assessment program measuring Common Core ELA and Math as well as Maine Learning Results for Science and History | 80% of students will meet all of their personal learning plan goals | 95% of students reached proficiency on core standards in academic and arts classes as determined by school developed assessments | Met |

**Performance:**

In the four areas requiring the establishment of baseline data, the school met the target.

On the state assessment in reading 62.17% of 11th grade students scored proficient. State assessment results in math were not publicly reportable due to a small ‘n’ size and maintaining student confidentiality; however, the Commission does have access to this data and considers it as part of the school’s overall academic assessment review.

Maine Arts Academy administered the NWEA in the 2017-18 school year and reported the percentage of students at or above grade level mean by grade level in both ELA and math. The school met the target of collecting baseline data.

On the school designed assessment program, the school exceeded its 80% target with 95% of students reaching proficiency on core standards in academic and arts classes as determined by school developed assessments.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Proficiency on State Assessments in Reading  | Report Results | 65% at or above state expectations | Met |
| Proficiency on State Assessments in Math | Report Results | 23% at or above state expectations | Met |
| Proficiency on school designed assessment program measuring Common Core ELA and Math as well as Maine Learning Results for Science and History | 80% of students will meet all their personal learning plan goals | 98% of students reached proficiency on core standards in academic and arts classes as determined by school developed assessments | Met |

**Performance:**

Maine Arts Academy met its target by reporting MEA/SAT scores. Maine Arts Academy’s EBRW school average score was the same as the state of Maine’s average score. Maine Arts Academy’s math score was slightly below the state average of 480.

**Year 4, 2019-20**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Proficiency on State Assessments in Reading  | 70% at or above state expectation | 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 | 50% at or above state expectation | 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 |
| Percentage of students meeting all their personal learning plan goals | 80% of students will meet all their personal learning plan goals. | Due to the COVID-19 pandemic, students were not able to utilize their NWEA testing results to evaluate their specific personal learning plan goals. | NA |

**Performance:**

Due to the COVID-19 Pandemic, 2020 data are not available.

**Student Academic Growth:**

**Year 1, 2016-17**

**Targets:**

State Assessments:

* Year 1 – Gather baseline data and set goal for Same cohort growth on State Assessment in ELA and Math

School Assessments:

* 85% of students will meet or exceed individual expected annual growth by RIT score as identified by NWEA in reading.
* 85% of students will meet or exceed individual expected annual growth by RIT score as identified by NWEA in math.

**Performance:**

Maine Arts Academy partially met its growth target.

On the NWEA, which was administered to Maine Arts Academy’s 9th and 10th grade students as the school selected assessment, 85% of students met or exceeded individual annual growth by RIT score reading as identified by NWEA. Maine Arts Academy met the 85% target. In math, 73% of students met or exceeded individual annual growth by RIT score. The 85% target was not met for math.

Maine Arts Academy did not report on Personal Learning Plan goal completion.

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Growth in school selected standardized test in Reading | 85% of students will meet or exceed individual expected annual growth by RIT score as identified by NWEA | % of students met expected growth by RIT score:Grade 9 – 66%Grade 10 – 74%Grade 11 – 62% | Did Not Meet |
| Growth in school selected standardized test in Math | 85% of students will meet or exceed individual expected annual growth by RIT score as identified by NWEA | % of students met expected growth by RIT score:Grade 9 – 38%Grade 10 – 58%Grade 11 – 34% | Did Not Meet |

**Performance:**

Maine Arts Academy did not meet its growth targets based on NWEA. After analyzing the results, the school identified areas of focus including higher level mathematics skills, geometry, editing for grammar usage, key ideas and details in literacy and informational text, and language craft and structure.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Growth in school selected standardized test in Reading  | 85% of grade 9 students will meet or exceed individual expected annual growth by RIT score as identified by NWEA | Not publicly reportable | Met |
| Growth in school selected standardized test in Reading | 85% of grade 10 students will meet or exceed individual expected annual growth by RIT score as identified by NWEA | Not publicly reportable | Met |
| Growth in school selected standardized test in Math | 85% of grade 9 students will meet or exceed individual expected annual growth by RIT score as identified by NWEA | Not publicly reportable | Partially Met |
| Growth in school selected standardized test in Math | 85% of grade 10 students will meet or exceed individual expected annual growth by RIT score as identified by NWEA | Not publicly reportable | Met |

**Performance:**

Maine Arts Academy reported data for each of its four academic growth targets. Due to small class sizes, in order to maintain students’ confidentiality, the results were not publicly reportable.

**Year 4, 2019-20**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Students will show progress in their learning through growth in their NWEA scores in ELA reading and language 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, the spring NWEA test window was 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. | 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 |
| Growth on NWEA as measured by projected growth on MAP assessment | School will meet goal of 70% of eligible[[3]](#footnote-4) students meeting their projected growth on NWEA ELA reading and language by the end of the school year 2021–2022.2019-20 60% | 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 |
| 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 2021-2022.2019-20 60% | 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 |

**Performance:**

Due to the COVID-19 Pandemic, fall to spring growth data are not available. MEAA did administer the winter NWEA to students who had been performing below grade level. The school reports the results showed high achievement/high growth in both academics and reading as well as high achievement/low growth in language. Additionally, the school reported that based on end-of-the-year summative assessments, many students performed well with aspects online at-home learning.

**Achievement Gaps in proficiency and growth between major student subgroups:**

**Year 1, 2016-17**

**Target:**

* Year 1 – Gather baseline data and set goal for decreasing gaps in proficiency and growth between major student subgroups on Maine State Assessment and school selected assessment in reading and math.

**Performance:**

Baseline data were collected.

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Gaps in proficiency and growth between major student subgroups on Maine State Assessments (MEA) – Reading | Establish baseline | Not publicly reportable | Met |
| Gaps in proficiency and growth between major student subgroups on Maine State Assessments (MEA) – Math | Establish baseline | Not publicly reportable | Met |

**Performance:**

Maine Arts Academy met the target with the administration of the MEA and establishment of baseline data for setting future targets. State assessment results for individual student subgroups are not publicly reportable due to small ‘n’ size and maintaining student confidentiality; however, the Commission had access to this data and considered it as part of the school’s overall academic assessment review.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Gaps in proficiency and growth between major students’ subgroups on Maine State Assessments (MEA) – Reading  | Report gaps | Due to small ‘n’ sizes subgroup data are not publicly reportable. Data were analyzed by the school as required. | Met |
| Gaps in proficiency and growth between major students’ subgroups on Maine State Assessments (MEA) – Math | Report gaps | Due to small ‘n’ sizes subgroup data are not publicly reportable. Data were analyzed by the school as required. | Met |

**Performance:**

Due to small ‘n’ sizes subgroup data were not publicly reportable. Data were analyzed by the school as required.

**Year 4, 2019-20**

Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a “super-subgroup.”

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Achievement gaps in proficiency between major subgroups on the Maine State Assessments.  | The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 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 identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 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 |

**Performance:**

Due to the COVID-19 Pandemic neither MEA proficiency data, nor NWEA growth data are available.

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| --- |
| Attendance and Reenrollment |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Attendance | Did Not Meet | \*Did Not Meet | \*Did Not Meet | \*Pending data |
| Enrollment/Reenrollment | Partially Met | Met | Met | Exceeded |

\*A recent examination of school level data compared to state data have revealed inconsistencies. The Maine Department of Education confirms that attendance data reported in recent years does not appear to be accurate and is working with the school to fix the reports.

**Year 1, 2016-17**

**Targets:**

Student Attendance:

* Average daily attendance will be 95%.

Student Enrollment:

* A minimum of 90% of the students enrolled on Oct 1 of any school year will still be enrolled as of the last day of that school year.
* By the end of each school year a minimum of 90% of students enrolled on the last day of school will indicate their intent to return for the following year.

**Performance:**

Maine Arts Academy did not meet its attendance target.

Maine Arts Academy’s average daily attendance rate was 90% and did not meet the 95% target.

Maine Arts Academy partially met its enrollment targets.

86% of students enrolled on October 1, 2016 were still enrolled on the last day of school. The 90% target was not met.

At the end of the school year 91% of students indicated intent to enroll meeting the 90% target.

**Year 2, 2017-18**

Student Attendance

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Average Daily Attendance Rate  | Average daily attendance will be 95% | 90% Average Daily Attendance | Did Not Meet |
| Individual Student Attendance Rate | Individual student attendance rate will be 95% | Individual rates:34% between 95 – 100%37% between 90 – 94%22% between 80 – 89%7% between 70 -79% | Did Not Meet |

**Performance:**

Maine Arts Academy did not meet its attendance targets; its ADA was 5% below the target and only 35% of students met the individual attendance target.

The school reported that its rural location makes it difficult for students who miss the bus at regional hubs to get to school. It also reported that late start days and early release Fridays had increased absences.

Enrollment

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Student Retention | A minimum of 90% of the students enrolled on October 1st of any school year will still be enrolled on the last day of that school year | 95% | Met |
| Student re-enrollment from one year to the next | At the end of the school year a minimum of 90% of students enrolled on the last day of school will indicate their intent to return for the following year | 98% re-enrollment for 2018-2019 | Met |

**Performance:**

Maine Arts Academy met its 90% student retention target with 95% during the year student retention. The school met its re-enrollment target of 90% with 98% of students planning to return for the following year as of the last day of school.

**Year 3, 2018-19**

Attendance

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Average Daily Attendance Rate  | Average daily attendance will be 95% | 89% ADA Rate | Did Not Meet |
| Individual Student Attendance Rate | Individual student attendance rate will be 95%  | 23% of students had 95% ADA or higher | Did Not Meet |
| Unexcused Absences | Fewer than 10% of absences will be unexcused | 11% of absences were unexcused | Partially Met |

**Performance:**

Maine Arts Academy did not meet 2 targets for student attendance (ADA rate, individual rate). The school partially met the target for unexcused absences.

Enrollment

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Student Retention | A minimum of 90% of the students enrolled on October 1 of any school year will still be enrolled on the last day of that school year | 90% still enrolled | Met |
| Student re-enrollment from one year to next | At the end of the school year a minimum of 90% of students enrolled on the last day of school will indicate their intent to return for the following year | 98% re-enrolled | Met |

**Performance:**

Maine Arts Academy met both of its enrollment targets: student retention during the school year and student re-enrollment for the 2019-20 school year.

**Year 4, 2019-20**

Student Attendance

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Chronic absenteeism | Schools will have 10% or fewer students classified as chronically absent on the last day of school | The school reported 7.69% chronic absenteeism rate (through March 13, 2020) | Met(Pending data updates) |
| Average Daily Attendance | Schools will have an average daily attendance rate in grades 9-12 of 91% or higher. | Pending data updates | Pending data updates |

**Performance:**

A recent examination of school level attendance data compared to state data have revealed inconsistencies. The Maine Department of Education confirms that attendance data reported in recent years does not appear to be accurate and is working with the school to fix the reports.

If the school level data are correct, Maine Arts Academy met the expectation for chronic absenteeism.

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 count day[[4]](#footnote-5) | 92% of students enrolled on the last day of school were the same students who were enrolled on state student count day  | Exceeded |
| 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 | 95.5% of eligible students enrolled on the last day of school completed an “Intent to Reenroll” form for the next school year | Exceeded |

**Performance:**

Maine Arts Academy’s enrollment continues to be strong during the school year, as well as most of its eligible students indicating their intent to return for the following year.

|  |
| --- |
| Post-Secondary Readiness |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Post-Secondary Readiness | Met | Met | Met | Met |

**Year 1, 2016-17**

**Targets:**

* Year 1: Gather data and set goal for remainder of charter contract

**Performance:**

Maine Arts Academy met its post-secondary readiness target.

Maine Arts Academy explored dual-enrollment opportunities and partnerships with colleges and universities.

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Graduation Rate | Establish baseline | 100% | Met |
| Success in Dual Enrollment courses | Establish baseline | 69% passing rate  | Met |
| Enrollment in post-secondary institutions  | Establish baseline | 95% of graduates  | Met |

**Performance:**

Maine Arts Academy met the targets of gathering post-secondary readiness data and establishing baseline data for setting future targets. The graduation rate was 100% and the percent of passing grades in dual enrollment was 69%. Twenty students took 30 dual enrollment courses during the 2017-18 school year.

Students from the school’s first graduating class were accepted to over twenty schools across the United States.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Graduation Rate | 100% of students will complete proficiency requirements to earn a diploma at graduation. Students will be recognized on the diploma for honor in achievement of academic and arts for advanced work | 100% received a state standard diploma and 75% received an honors diploma  | Met |
| Success in Dual Enrollment Courses | 25% of eligible students will be enrolled and complete college level courses while at MeAA | 72% of eligible juniors and seniors completed college level courses | Met |
| Enrollment in post – secondary institutions  | 90% of graduating class will be enrolled in – post secondary education | 95% of the class of 2019 is enrolled in post – secondary education | Met |

**Performance:**

Maine Arts Academy met all its three post-secondary readiness targets. The school reported a 100% 4-year graduation rate in 2019, with 75% of graduating students receiving an honors diploma. 72% of eligible students were enrolled in college level courses during the school year. 95% of graduating seniors enrolled in post-secondary education.

**Year 4, 2019-20**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| 4-year high school graduation rate (current cohort) | Schools will meet Maine DOE annual goals:2020- 87.74% | 94.7% 4-year ACGR[[5]](#footnote-6) | Exceeded |
| 5 and 6-year average high school graduation rate (previous 2 years’ cohorts averaged) | Schools will meet Maine DOE annual goals:2020- 89.74% | School is just completing year 5 | NA |
| Of students in their graduating year, percent participation in post-secondary readiness opportunities | At the end of their graduating year, 70% of each schools’ eligible[[6]](#footnote-7) 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. | 70% of eligible students participated in at least one post-secondary activity | 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[[7]](#footnote-8). | 72% of eligible students participated in at least one post-secondary activity completed it successfully. | Met |

**Performance:**

MEAA continues to have a high ACGR. Many students are successfully participating in post-secondary activities.

|  |
| --- |
| Governance and Operations |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Governance | Met | Met | Met | Met |

**Year 1, 2016-17**

**Targets:**

* Meetings of the governing board held monthly
* Evidence of bylaws in place and reviewed
* Meeting minutes publicly available

**Performance:**

Maine Arts Academy partially met its governance targets.

The governing board met monthly and committees met more often as needed. The school’s bylaws were in place. Meeting minutes were publicly posted to the school’s website with inconsistency. In May 2017 Maine Arts Academy received a letter from the Maine Charter School Commission requesting minutes be posted in a timely manner.

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Governance Board Performance and Stewardship | Governance Board meetings will be held at least monthly  | Monthly meetings were held  | Met |
| Governance Board Performance and Stewardship | Evidence of bylaws and policies in place are regularly reviewed | Bylaws were reviewed | Met |
| Governance Board Performance and Stewardship | Meeting agendas are made publicly available (posted within 10days of approval) | Agendas and minutes were posted | Met |

**Performance:**

Maine Arts Academy held monthly board meetings in its conference room at the school. Committee meetings were held prior to each board meeting. Spring meeting minutes were delayed in posting due to the transition of a new webmaster.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Governance Board Performance and Stewardship | Governance Board meetings will be held at least monthly | Meetings are held monthly | Met |
| Governance Board Performance and Stewardship | Meeting agendas are made publicly available (posted within 10 days of approval) | Agenda and minutes were posted  | Met |
| Governance Board Performance and Stewardship | Evidence of bylaws and policies in place are regularly reviewed | Reviewed by Governance and Policy Committee | Met |

**Performance:**

Maine Arts Academy’s governing board met monthly. Its meeting notices and minutes were published on its website. Bylaws and policies were reviewed by the board and legal team.

**Year 4, 2019-20**

|  |  |  |
| --- | --- | --- |
| **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[[8]](#footnote-9). | The Governing Board held 11 meetings during the school year. | Exceeded |
|  | Timely[[9]](#footnote-10) publication of Board meeting agenda and minutes upon approval. | Agendas and minutes were posted timely. | Met |

**Performance:**

Maine Arts Academy met both governance targets in SY 2019-2020.

|  |
| --- |
| Fiscal Performance |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Fiscal Performance | Met | Met | Met | \*pending |

**\*** This report will be updated with Financial Performance and Sustainability data once available.

**Year 1, 2016-17**

**Targets:**

* Report on the percentage variation between budget and actual revenue and expenditures
* Submit quarterly financials to the Commission
* Completion of annual financial audit

**Performance:**

Maine Arts Academy met its finance targets.

Maine Arts Academy reported budgetary information and submitted quarterly financials to the Maine Charter School Commission. An annual audit was not needed in the school’s first year.

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Financial performance and sustainability | Percentage Variance between budget and actual revenue and expenses (+/- 10%) | Expenditure variance -6.95%Revenue variance -5.32% | Met |
| Financial performance and sustainability | Balance Sheet (Quarterly Review) | Reviewed quarterly | Met |
| Financial performance and sustainability | Presence of management findings of deficiencies on an audit report, and success in correcting findings (Annual external audit report for each fiscal year) | Report submitted | Met |

**Performance:**

For the 2017-18 school budget the year end expenditure variance is 5.32% less than budgeted and the year-end revenue variance is 6.95% less than budgeted. The school met the target for being within 10%.

A copy of the audit for FY 2016-2017, management letter, and corrective action plan was submitted in February 2018. The school reports all findings of deficiency have been addressed.

The school’s finance committee meets monthly to review financials and approves them to be sent to the board.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Financial performance and sustainability  | Percentage Variance between budget and actual revenue and expenses (+/- 10%) | Year-end expenditure variance is 18.83% less than budgeted and year end revenue variance is 34.81% less than budgeted | Partially Met |
| Financial performance and sustainability  | Balance Sheet (Quarterly Review) | Finance committee met monthly | Met |
| Financial performance and sustainability | Presence of management findings of deficiencies on an audit report, and success in correcting findings (Annual external audit report for each fiscal year) | Audit for FY2018 complete. Corrective action plan developed to address deficiencies  | Met |

**Performance:**

Maine Arts Academy met two of its three financial targets. The school had not anticipated additional income from international students who attended the school for one-year study abroad experience. Balance sheets were reviewed regularly by members of the board. The school had a financial audit completed for FY 2018 and created a corrective action plan to address identified deficiencies.

**Year 4, 2019-20**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| **Near Term Measures**1. Current Ratio

Unrestricted Days Cash on Hand | School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.  | pending data |  |
| **Sustainability Measures**1. Total Margin

Debt to asset ratio  | School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.  | pending data |  |
| 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. | pending data |  |

**Performance**

This report will be updated with Financial Performance and Sustainability data once available.

|  |
| --- |
| Adequacy of Facilities Maintenance in Support of Program |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Facilities | Met | Met | Met | Met |

**Year 1, 2016-17**

**Targets:**

The school will provide an annual report related to:

* Percentage of over or under cost projection on facilities (+/- 5%)
* Rate of room utilization
* Daily cleaning logs
* Maintenance requests and time completed
* Updated 1-3-5-year plan for capital improvements

**Performance:**

Maine Arts Academy met its facilities and maintenance targets.

Maine Arts Academy contracted with the New England Music Camp (NEMC) for leased space on the campus of the NEMC. These leased spaces include: educational spaces, dining spaces, performance spaces, and the right to use common entrances, hallways, rest rooms, elevators, walkways and stairways in the buildings in common with others. Space for parking was also made available to Maine Arts Academy.

Maine Arts Academy reported that in general, facilities have been adequate. Facilities have been maintained in a satisfactory manner in respect to appropriate maintenance, cleanliness, and access to all spaces e.g. snow removal.

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Adequacy of Facilities | Head of School will provide an annual report to the Board of Directors related to: % over or under cost projection on facilities (+/-5%) | Report provided to governing board | Met |

**Performance:**

The school met the target of reporting on facilities. The Board facilities committee and Head of School worked with Maine Arts Academy to revise and develop a new lease that included cleaning and maintenance.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Adequacy of Facilities  | Head of School will provide an annual report to the Board of Directors related to: % over or under cost projection on facilities (+/- 5%) | Report provided to board | Met |

**Performance:**

The Head of School reported to the board as required. The school met its target in this area.

**Year 4, 2019-20**

|  |  |  |
| --- | --- | --- |
| **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 met 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 draft approved by the board’s subcommittee and pending full board approval. | Met |

**Performance:**

The school works closely with its landlord to determine needs and solutions regarding facilities.

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| Parent and Community Support, Student Involvement |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Parent & Community Engagement | Met | Partially Met | Met | See school climate |

**Year 1, 2016-17**

**Targets:**

* 90% parental involvement in at least one parent/teacher conference per year
* Maine Arts Academy will send, at a minimum, monthly communications to parents via e-mail and/or web-posting to advise them of school happenings and important upcoming dates and decisions.
* Maine Arts Academy will document parent/guardian participation in volunteer groups and activities to gather baseline information for year 1 and set goals for improvement moving forward.
* In year 1 the school will identify specific events that it would like to have high parent participation in and identify a base line for involvement based on sign-in sheets. In year 2 the school will set goals for improvement moving forward.

**Performance:**

Maine Arts Academy partially met its parent and community engagement targets.

Maine Arts Academy had one parent conference in the 2016-17 school year. There was 50% parent participation. The school did not meet the 90% target.

Newsletters were sent out each week, one from the principal and one from the student services director via the school’s website and email, meeting the target of a minimum of monthly communications to parents.

Maine Arts Academy was unable to report on the documentation of parent participation in volunteer activities due to the turnover in administration. Anecdotally, the school reported that it did have parent volunteers for a variety of activities.

Maine Arts Academy identified several events for high participation: monthly recitals featuring students, end of year barbecue in 2017, and one-acts dinner theater nights. Maine Arts Academy met the target for identifying high participation activities.

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Educational Partnerships in the Community | Maine Arts Academy will pursue involvement with community and corporate partners | Work with grant writer for fostering partnerships | Met |
| Parent Communication System | Maine Arts Academy will send at a minimum, monthly communications to parents via email and/or web postings to advise them of school happenings and important upcoming dates and decisions | Emails and web postings were done, but due to system error some families did not receive the communications | Partially Met |
| Parent Participation in their child’s education and operation of school | 90% parent participation in at least one conference each year. | 80% conference attendance | Did Not Meet  |
| Parent Participation in their child’s education and operation of school | Maine Arts Academy will document parent/guardian participation in volunteer groups and activities and gather baseline information | Specific number not reported | Did Not Meet |

**Performance:**

The school is working with a grant writer to determine foundations and grant writing opportunities and met with educational partnership target.

The school attempted to communicate with all families, but due to system errors, some families were unable to receive messages. The school partially met its parent communication target.

With 80% conference participation, the school did not meet its 90% target for parent participation in education and operation of the school.

The Maine Arts Academy parent group met monthly. The school reported a high percentage of parents attended all recitals and performances. Parents also volunteered at school dances and proms. The school reported that between 6-10 parents attended parent group meetings and approximately 50-60 parents attended bi-monthly performances. The school also sponsored a parent involvement night for its at-risk population and had 8-10 parents attend.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Educational Partnerships in the Community  | MeAA will pursue involvement with community and corporate partners  | Fundraiser coordinator hired | Met |
| Parent Communication System | MeAA will send at a minimum, monthly communications to parents via email and/or web postings to advise them of school happenings and important upcoming dates and decisions  | Communications sent more than monthly | Met |
| Parent Participation in their child’s education and operation of school | 90% parent participation in at least one conference each year  | 80% parent participation in conferences  | Partially Met |
| Parent Participation in their child’s education and operation of school | MeAA will document parent/guardian participation in volunteer groups and activities and gather baseline information | Parent group met monthly | Met |

**Performance:**

Maine Arts Academy met three of its four Parent and Community Engagement targets. The school pursued community partnerships communicated regularly with families, and documented family participation in parent group meetings. The school did not meet the target of 90% parent participation in student-led conferences, with 80% student-led conference participation.

**Year 4, 2019-20**

*See School Climate*

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| --- |
| School Climate |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| School Climate | Met | Met | Met | Met |

**Year 1, 2016-17**

**Targets:**

* Initial data will indicate baseline in year 1. Measurable goals will be set to reduce instances of bullying, harassment, or other abusive practices
* School will participate in the state student climate surveys; data compared with comparison schools
* Maine Arts Academy will create and disseminate anonymous surveys to parents and staff annually
* Goals will be set after baseline data is collected and analyzed

**Performance:**

Maine Arts Academy met its school climate targets.

Maine Arts Academy reported three reportable instances of bullying, harassment, or other abusive practices to the Maine Department of Education, establishing a baseline and meeting the target. Maine Arts Academy participated in Panorama Education Surveys in spring 2017. Families, students, and staff/teachers provided feedback for Maine Arts Academy.

**Year 2, 2017-18**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Instances of bullying, harassment or other abusive behavior | Fewer than 5% of students will be involved in harassment, bullying or other abusive behavior | 2% | Met |
| Confidential surveys of parents, staff and students regarding social and academic climate | 100% parents, staff and students will have the opportunity to complete the Panorama Survey | Panorama Survey was administered to staff and students | Met |

**Performance:**

Maine Arts Academy met its target of fewer than 5% of students involved in bullying with 2%.

Panorama Education Surveys were administered to students, parents and teachers/staff. On the school climate scale students responded around the 90th percentile nationally as compared to other non-urban high schools with a free/reduced lunch population between 30%-70%. When compared to similar schools nationally both teachers/staff and parents scored around the 99th percentile.

**Year 3, 2018-19**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Instances of bullying, harassment or other abusive behavior  | Fewer than 5% of students will be involved in harassment, bullying or other abusive behavior  | 2% of students involved in incidents  | Met |
| Confidential surveys of parents, staff and students regarding social and academic climate  | 100% parents, staff and students will have the opportunity to complete the Panorama survey | Surveys administered to all respondent groups | Met |

**Performance:**

The school had 2% of its students involved in instances of bullying, harassment or other abusive behavior, meeting the 5% maximum target. The school administered school climate surveys to all required respondent groups.

**Year 4, 2019-20**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Target** | **Results** |
| Reporting of behavior incidents | The school will follow the Maine DOE required reporting for incidents of behavior. | Reported as required | 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.[[10]](#footnote-11) | Due to the COVID-19 pandemic, Panorama Surveys were not administered during the 2019/20 school year.  | NA |
| Panorama Survey- Teacher/Staff Participation | 70% of teachers/staff 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 | Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.  | The school submitted its plan based on 2019 survey data for implementation during the 2019-2020 school year. | Met |

**Performance:**

Maine Arts Academy reported behavior incidents as required by MDOE. The school submitted its action plan based on spring 2019 Panorama Survey results. Other data were not available due to the cancellation of the survey administration (COVID-19).

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| Effective Leadership |

MeAA faced significant challenges in the area of school leadership during the 2019-20 school year. The Head of School went on leave in November 2019 and left MeAA in March 2020. The principal assumed the Head of School responsibilities during this absence of the Head of School and was subsequently appointed to the position of Head of School. A new school leadership position (Assistant Head of School) was created.

Later in the school year, MeAA’s Director of Finance/Human Resources resigned in April 2020, and several individuals involved in central office and/or in school operations resigned their positions at the end of the school year.

The MCSC team was unable to discern what impact leadership had on operational issues, complaints, and/or on the resignations of central office and school staff. More information is needed to understand the factors and circumstances that contributed to the circumstances of leadership changes at MeAA in 2019-2020.

The turnover of both leadership and staff make it difficult to determine the effectiveness of the current leadership model.

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| Instructional Quality |

MeAA reported in its Self-Assessment that for the past few years it has been using a *Standards-Referenced* system for teaching and assessing students. The MCSC team pointed out that all Maine charter schools are required to use a *Standards-Based* system.

MeAA administrators provided reasons why they were using a Standards-Referenced system. MeAA was unaware that MCSC requires all charter schools to use a Standards-Based system. After further discussion, it appears that the school is likely meeting the requirements of a Standards-Based system but hasn’t been referring to is as such. The school will continue to work with MCSC to clarify its programming.

Professional development for teachers conducted in 2019-20 focused on mapping curriculum using learning standards (Common Core, Maine’s Learning Results, and various Arts curriculum/standards).

MeAA reported that teachers are provided with performance feedback using a modified version on the Marzano system for teacher evaluation. However, due to turnover in administration, the current school administration was not sure if the evaluative process for providing teachers with performance feedback was meeting the requirements of MeAA’s teacher Performance Evaluation and Professional Growth (PEPG) plan. MeAA stated it will follow-up and review/modify the PEPG plan this coming summer.

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| Evidence of Mission and Vision Implementation |

*(See Page 5 for School’s Mission and Vision)*

MEAA reports that it implemented its mission and vision in 2019 with its students contributing to the cultural capital of Central Maine. Students presented evening performances, including a Ten-Minute Play Festival, One Acts, a student-written, student-directed play and showcase recitals. Visual art students showed their visual and three-dimensional art in venues in multiple restaurants and businesses throughout the Waterville, Hallowell, and Augusta areas. Vocal performance students performed for residents at Woodlands Senior Living in Waterville.

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| Compliance with Terms of Charter Contract and Laws |

Maine Arts Academy Academy is in compliance with the charter contract and all applicable laws.

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| Spring 2020 Site Visit Report |

**Maine Charter School Commission**

**Monitoring Site Visit Report**

|  |  |
| --- | --- |
| SITE VISIT DATE | May 27, 2020 (via Video Conference) |
| SCHOOL NAME: | Maine Arts Academy |
| ADDRESS: | 11 Goldenrod Lane, Sidney, Maine 04330 |
| GRADES SERVED: | Grades 9 - 12 |
| ENROLLMENT: | 201 |
| YEAR OPENED: | 2016 |

Interim Report

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.

The following individuals participated in the May 27, 2020, monitoring visit:

* Bob Kautz, Executive Director, Maine Charter School Commission
* Gina Post, Director of Program Management, Maine School Charter Commission
* John Bird, Maine Charter School Commission
* Joe Drago, Consultant, Maine Charter School Commission
* Dr. Roberta Lucas, MDOE, Special Services
* Amy Allen, Staff, Maine Charter School Commission
* Dr. Joseph Mattos, Consultant, Maine Charter School Commission

The monitoring site visit was conducted via a video conference. Team members used the MCSC Monitoring Site Visit Manual to plan 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:

* 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
	+ Rachel Roberge, Assistant Head of School
	+ Amy Trunnell, Chief Finance Officer
	+ Heather King, Head of School
* MeAA Head of School
	+ Heather King
* MeAA Governing Board:
	+ Janna Townsend, President
	+ Carl Steidel, Vice President
	+ Sherri Gilbert, Director
	+ Timothy Rector, Director
	+ Linda Warner, Director
	+ Jeff Desrosiers, Director

Monitoring Site Visit Findings

1. Mission Alignment
	* There was consensus among Board members and school leadership that MeAA’s Mission and Vision are integrated with MeAA daily practices and school goals. Specifically, MeAA is proud of how it has “enriched” the lives of students via the Arts, while also “contributing to the cultural capital” of central Maine. Board members and school leadership shared stories and examples of how students’ individual lives have been enriched, and how students have shared their learning via performances, plays, and recitals throughout the Waterville and Augusta areas.
	* There was discussion regarding how the expression “transforms the lives of students” in the mission and vision is interpreted and realized as measurable student learning outcomes. Board members and school administration explained that increased self-esteem and confidence are two of the transformative qualities that students achieve at MeAA. No measurement tool or metric is used to document how students’ lives are transformed.
2. Student Achievement
	* Although MEA and NWEA testing were suspended in the spring of 2020, MeAA did provide a limited update as to student performance.
		+ In 2019-20 MeAA provided students with increased resources (SAT prep and Title I Math Teacher) in the area of math. This support was implemented due to 2018-19 Math SAT results showing that MeAA students were performing well below the state average (MeAA -23% and state- 37%).
		+ In comparing 2019-20 Fall to Winter NWEA test results, Grade 9 and 10 students who were performing below grade level scored high in achievement and growth in NWEA Math and Reading. NWEA Language scores showed high achievement but low growth.
	* MeAA reported in its self-evaluation that 90% of graduating seniors will continue onto college.
3. Academic and Support Programs
	* MeAA reported in its Self-Assessment that for the past several years it has been using a *Standards Referenced* system for teaching and assessing students. The MCSC team pointed out that all Maine charter schools are required to use a *Standards Based* system. (A brief distinction of the two systems - *Standards Referenced* means that what gets taught and tested is based on standards, while Standards Based refers to the practice of making sure that students achieve expected standards with a defined standard for proficiency.) MeAA administrators provided reasons why they were using a standards-referenced system. MeAA was unaware that MCSC requires all charter schools to use a standards-based system. There needs to be further discussion between MeAA and MCSC regarding the use of a standards-based system.
	* MeAA reported that teachers are provided with performance feedback using a modified version on the Marzano system for teacher evaluation. However, school administration was not sure if the evaluative process for providing teachers with performance feedback was meeting the requirements of MeAA’s teacher Performance Evaluation and Professional Growth (PEPG) plan. MeAA stated it will follow-up and review/modify the PEPG plan this coming summer.
	* Professional development for teachers conducted in 2019-20 focused on mapping curriculum using learning standards (Common Core, Maine’s Learning Results, and various Arts curriculum/standards). It was recommended that course syllabus descriptions include specific Common Core and Maine Learning Results standards that students will be required to demonstrate.
4. School Climate and Family Engagement
	* The Panorama Survey was not administered in 2019-20 school year due to COVID-19 pandemic.
	* It was suggested that MeAA conduct a short survey for student and parents regarding student online learning (e.g., what went well, areas for improvement, and other suggestions). This feedback could prove to be very informative and valuable, especially if current school conditions with online learning continue into the 2020-2021 school year. MeAA stated that it would follow-up on this suggestion.
	* MeAA stated that it has seen increased parent involvement by increasing parent informational events (e.g., evening showcases, Free Application for Federal and Student Aid (FAFSA) sessions and SAT informational meetings).
5. School Leadership
	* MeAA faced significant challenges in the area of school leadership during the 2019-20 school year. The Head of School (HOS) went on leave in November 2019 and left MeAA in March 2020. The principal assumed the Head of School responsibilities during this absence of the Head of School and was subsequently appointed to the position of Head of School. A new school leadership position (Assistant Head of School) was created.
	* MeAA’s Director of Finance/Human Resources resigned in April 2020.
	* Due to the changes in MeAA’s leadership it was recommended that job descriptions and a new organizational chart would be helpful to MCSC in understanding roles and responsibilities of school leader positions.
	* Several individuals involved in central office and/or in school operations resigned their positions at the end of the school year.
	* The MCSC team was unable to discern what impact leadership had on operational issues, complaints, and/or on the resignations of central office and school staff. At this time, more information is needed to understand the factors and circumstances that contributed to the circumstances of leadership changes at MeAA in 2019-20.
6. Governance
	* MeAA’S Board of Directors is pleased with the composition of its board’s membership that reflect varied skills and abilities. A new board member, with a background in marketing, is expected to join the board in the next few weeks. Knowledge and skills for recruiting new Board members will focus on finance and policy development.
	* The board was very knowledgeable about student performance in the area of the performing arts, but lacked specificity in discussing students’ current academic levels of performance, areas or trends in strengths and weaknesses, performance of cohort groups, etc. The board recognized this as an area that needs to be addressed in a more systematic manner.
	* The MCSC team discussed in depth its concerns regarding leadership changes at MeAA and the fact that there was little information shared with commission staff regarding the factors and circumstances that led to complaints and resignations, as well as how any issues may have been resolved. The MCSC Executive Director, Bob Kautz, mentioned that charter schools are required by contract to share with MCSC any complaints received by a charter school. It was agreed that MeAA would share information (complaints, resignations, etc.) with MCSC via their respective attorneys. MCSC staff stated that they would follow-up with this recommendation.
	* Board members are currently conducting a performance evaluation for the Head of School, as well as a board self-evaluation. The board will send MCSC staff a timeline when these evaluations will be completed and discussed.
	* Due to the seemingly sudden changes in leadership and the COVID-19 pandemic challenge on school programming, the Board has not conducted any strategic planning during the past school year.
	* Some of the issues that the board planned to address in 2019-20 were due to the absence of specific school policies and procedures. It was recommended that MeAA review its school policies in respect to required school policies. All polices are expected to be posted on each charter school’s website.
7. Finance

The MCSC team discussed several issues related to MeAA finances. These issues included:

* + Effectiveness of the Board monitoring of school fiscal operations and the role of Finance Committee. Development of an agenda and statements clarifying the monitoring role and process might be helpful and provide oversight efficiency.
	+ The resignation of Director of Finance and need for forensic accounting raised concerns about what happened and whether the Board had fully closed the related issues. It seems that a report by the Board should be provided which addresses the financial impact and resolution, their assessment of internal controls, including Board oversight, and recommendations for changes.
	+ On-going issues and matters discussed included: enrollment plans and need for marketing. Future additional revenue sources, program and admin expense decisions, and Education Service Provider (ESP) services and relation. The Board and School will continue these discussions.

MCSC team members expressed concerns regarding the following issues:

* + The intended use of Payroll Protection Program funds as a “cushion” for payroll for next year, rather than using those funds for paying current employee payroll obligations. Concern was raised in respect to the possibility of MeAA not receiving loan forgiveness for PPP monies due to not urgently needing them as intended by the requirements. MeAA FY21 budget will need to address the prospect of having to repay the PPP funds and account for any reduced State funding.

Concern was raised regarding contract agreements with providers. Some contract terms were vague. A formal contract with the Education Service Provider (ESP) that includes detailed service delivery terms and competitive/arms-length pricing is recommended. Alternatives to the current ESP and an exit strategy should be developed.

* + It was recommended that all contracts be negotiated only by knowledgeable persons designated by the Board and that contracts be formally prepared or reviewed by the school’s attorney before the board agrees to sign.
	+ Also, concern was expressed in respect to contracting with Snow Pond Center for the Arts for website and marketing due to past experiences with SPCA. It was noted that SPCA may add a building, but no plan was discussed for Maine Arts to rent any portion of that building.

A 5-year operational plan that addresses the aspects of organization, finance and facilities necessary for Maine Arts success is important. The plan and planning process would help achieve board/school consensus, inform future initiatives, and serve as a basis of formalizing the ESP relationship into a contract.

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| Commendations and Considerations for Charter Renewal |

**Commendations**

* The school continues to have a high student retention rate both during the school year and from year to year.
* MEAA’s governing board has remained consistent and has members with varied skills sets.
* The school has cultivated its relationship with Snow Pond Center for the Arts and appears to have a good working relationship with SPCA.
* Maine Arts Academy contributes in a meaningful manner to the "cultural capital" of Central Maine through a variety of outreach activities, presentations, and student performances.

**Considerations**

* Student attendance and chronic absenteeism have been a concern in past years, with MDOE reporting a high percentage of chronically absent students annually. 2019-20 data have not yet been received; however, a recent examination of school level data compared to state data have revealed inconsistencies. The Maine Department of Education confirms that attendance data reported in recent years does not appear to be accurate and is working with the school to reflect accurate numbers.
* The high turnover of administrative staff during the 2019-2020 school year (Head of School, CFO, bookkeeper) has posed difficulties in reporting to both the Maine Charter School Commission and Maine Department of Education.
* The governing board tends to get “in the weeds” of the school’s day-to-day operations, rather being involved in oversight and decision-making.
* MeAA faced significant challenges and turnover in the area of school leadership during the 2019-20 school year. The MCSC team was not provided details regarding the circumstances leading to turnover in staff. The review team encourages MEAA’s governing board to reflect on its policies, procedures, and practices for communicating with the Commission and to avoid future leadership issues.
* Current school and administrative practices could benefit from being examined and aligned with MDOE and Charter Commission requirements in respect to utilizing a "standards based" educational program and for the evaluation and support of MeAA teachers e.g., (T-PEPG) Teacher Performance Evaluation and Professional Growth.
* The Review Team would like an explain of how the Board handles complaints made to the school, as well as those forwarded to the school from the Commission.
1. A recent examination of school level attendance data compared to state data have revealed inconsistencies. The Maine Department of Education confirms that attendance data reported in recent years does not appear to be accurate and is working with the school to reflect accurate numbers. [↑](#footnote-ref-2)
2. This report will be updated with Financial Performance and Sustainability data once available. [↑](#footnote-ref-3)
3. Eligible is defined as having both a fall and spring score for students in grades k-10 [↑](#footnote-ref-4)
4. State student count day is October 1. [↑](#footnote-ref-5)
5. Adjusted Cohort Graduation Rate [↑](#footnote-ref-6)
6. Students not excluded via IEP or another individual plan [↑](#footnote-ref-7)
7. Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success. [↑](#footnote-ref-8)
8. A school year is July 1 – June 30 [↑](#footnote-ref-9)
9. Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval. [↑](#footnote-ref-10)
10. Students in grades 3 and up are eligible to participate in the Panorama Education surveys. [↑](#footnote-ref-11)