



**ANNUAL MONITORING REPORT 2018-2019**

***The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.***

**February 2020**

On June 3rd and August 20th, 2019 announced on-site visits were made to Maine Arts Academy. The Maine Charter School Commission (MCSC) Review Team, MCSC school Liaison, and MDOE Special Services team member held interviews with school leadership and the school’s Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met its contracted performance targets. This report addresses the school’s performance relative to the performance framework. Attachment A is the site visit report, which includes observation and discussion notes from the site visit.

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

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| School’s Mission | Maine Arts Academy (MEAA) 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. |
| School’s Vision | Maine Arts Academy (MEAA) 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. |

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| School Information |

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

Governing Board

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| President | Janna Townsend |
| Exec Vice President | Carl Steidel |
| Vice President | Sherry Gilbert |
| Secretary | Andrew Landry |
| Treasurer | Jeff Desrosiers |
| Board Member | Michael Thorne |
| Board Member | Timothy Rector |
| Board Member | Linda Warner |

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| Interim Executive Director | Heather King |
| Principal | Heather King |
| Special Education Director | Anna Perkins |

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| Year Opened | 2016 |
| Years in Operation | 4 |
| Number of Sending Districts | 34 |
| Grades Served | 9 – 12 |
| Current Enrollment | 201\* |
| Students on Waiting List | 0\* |

\*As of October 1, 2019, certified enrollment date

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| Section 1: Indicator Summary Table |

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| Indicator | Exceeds | Meets  | Partially Meets | Does Not Meet | Other |
| Student Academic Proficiency |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  | **X** |  |  |  |
| Student Academic Growth |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  |  | **X** |  |  |
| Target 4 |  | **X** |  |  |  |
| Achievement Gaps |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Student Attendance |
| Target 1 |  |  |  | **X** |  |
| Target 2 |  |  |  | **X** |  |
| Target 3 |  |  | **X** |  |  |
| Student Enrollment  |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Post-Secondary Readiness |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  | **X** |  |  |  |
| Financial Performance and Stability |
| Target 1 |  |  | **X** |  |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  | **X** |  |  |  |
| Governance Board Performance and Stewardship |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  | **X** |  |  |  |
| Adequacy of Facilities |
| Target 1 |  | **X** |  |  |  |
| Transportation |
| Target 1 |  | **X** |  |  |  |
| Food Service |
| Target 1 |  | **X** |  |  |  |
| School Climate |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Parent & Community Engagement |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| Target 3 |  |  | **X** |  |  |
| Target 4 |  | **X** |  |  |  |

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| Section 2: Demographics |

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| Section 3: Academic Proficiency |

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| **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 |

**Discussion**

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

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| Section 4: Academic Growth |

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| **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 |

**Discussion**

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

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| Section 5: Achievement Gaps |

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| **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 |

**Discussion**

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

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| Section 6: Attendance  |

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| **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 |

**Discussion**

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

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| Section 7: Enrollment |

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| **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 |

**Discussion**

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.

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| Section 8: Post-Secondary Readiness |

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| **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 |

**Discussion**

Maine Arts Academy met all of 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.

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| Section 9: Finances |

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| **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 |

**Discussion**

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.

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| Section 10: Governance Board Performance and Stewardship |

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| **Measure** | **Target** | **Results** |  |
| Governance Board Performance and Stewardship  | Governance Board meetings will be held at least monthly | Meetings were 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 |

**Discussion**

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.

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| Section 11: Facilities & Maintenance |

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| **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 |

**Discussion**

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

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| Section 12: Transportation  |

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| **Measure** | **Target** | **Results** |  |
| Adequacy of Transportation  | Head of School will provide an annual report to the Board of Directors related to MEAA transportation costs and number of students transported  | Reports provided | Met |

**Discussion**

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

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| Section 13: Food Service |

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| **Measure** | **Target** | **Results** |  |
| Adequacy of Food Service  | Head of School will provide an annual report to the Board of Directors related to food service costs, number of students served/frequency and free and reduced lunch data | Reports provided | Met |

**Discussion**

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

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| Section 14: School Climate |

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| **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 |

**Discussion**

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.

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| Section 15: Parent and Community Engagement |

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| **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 |

**Discussion**

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.

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| Section 16: Mission and Vision Implementation and Results |

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

Maine Arts Academy continued its commitment to the integration of the arts and academics for all students in the 2018-19 school year. MEAA had its first graduating class accepted to quality post-secondary programs throughout the United States. Students received substantial scholarships in the arts as well as academic programs. One student received a full scholarship to one of the University of Georgia campuses; another will be going to Berklee in Boston. The performing and visual arts programs continue to build the reputation of the school through art shows in nearby communities, and performances at recitals, sporting events, festivals, parades and local schools.

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| Section 17: Site Visit Report |

**Maine Charter School Commission**

**Monitoring Site Visit Report October 31, 2019**

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| REPORT DATE | October 31, 2019 |
| SCHOOL NAME: | Maine Arts Academy (MEAA) |
| ADDRESS: | 11 Goldenrod Lane, Sidney, Maine 04330 |
| GRADES SERVED: | 9 - 12 |
| ENROLLMENT: | 206 |
| YEAR OPENED: | September 2016 |

Monitoring Site Visit Purpose

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

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

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

Monitoring Site Visit Process

Monitoring Site Visits are based on both the criteria set forth in the school’s performance framework and the school’s alignment with its mission. The categories in the performance framework are student achievement, school climate and family engagement, governance, and finance.

The following participants were involved with monitoring site visits on June and/or August:

* Bob Kautz, Executive Director
* Gina Post, Director of Program Management
* John Bird, Maine Charter School Commission Liaison
* Leora Byras, MDOE Special Services
* Joe Drago, Consultant
* Joe Mattos, Consultant

The monitoring site visits were conducted on June 3 and August 20. Team members used the Site Visit Manual to plan for and conduct the visits. 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 (as applicable):

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

Focus group interviews were held with groups at the school. Groups were asked a standard set of questions as well as school specific questions created for this visit.

Focus group interviews held by the team:

* Governing Board:
	+ Janna Townsend
	+ Sherri Gilbert
* School Leaders/Administrators:
	+ Deborah Emery Executive Director
	+ Heather King, Principal
* Parents:
	+ Parent Focus Groups - Three parents attended a focus group session.
* Teachers:
	+ Staff/Teacher Focus Groups – Nine teachers attended the focus group session.
* Students:
	+ Student Focus Group – Eleven students (2 - grade 9, 3 - grade 10, 4 – grade 11, 2 – grade 12) attended the focus group session.

Classroom and school observations were conducted with the purpose of collecting evidence and observing school-wide trends, not to evaluate individual teaching or teachers. Classroom observations were conducted with a school leader. The Site Visit Team spent approx. 20 minutes in each observation.

Observations conducted by the team:

* Classroom observations included: 9/10 Algebra. Grade 9 Science, and 9-12 Choral Music.
* Walk-thru observations and conversations with students and teachers were also conducted.

Monitoring Site Visit Findings

1. Mission Alignment
	* There was not a shared agreement (Board, school leadership, teachers and staff) regarding MEAA’s mission e.g. purpose and specific outcomes for students. Leadership expressed concerns about the mission statement being long and wordy, while teachers expressed a wide range of perspectives about what they believed was MEAA’s mission. However, all were in agreement that MEAA’s vision (how to achieve mission) was “to enrich students’ lives through the arts.” Since a school’s mission/vision drives its work, it is critical that all MEAA stakeholders have a fundamental understanding and agreement about MEAA’s mission (purpose and outcomes) and its vision of how it plans to achieve its mission.
	* In 18/19 MEAA created a purpose statement (“Changing lives through Arts and Academics.”) which has been used to direct students’ learning experiences e.g. students’ senior projects.
2. Student Achievement
	* MEAA’s 18/19 Summary Reports provides the following info on student achievement:
		+ State Assessment Comparisons: MEAA students met their performance benchmark target on the grade 11 state assessment (SAT) in English/Reading but did not meet its target in Math.
		+ Local Academic Proficiency: MEAA students met their target of 95% of students meeting proficiency expectations on school level assessments and projects in arts and academic programs.
		+ Student Academic Growth: Grade 9 students met growth target in Reading (85%) but did not meet 85% target score in math (MEAA - 82%). In grade 10, 94% of students met their growth target in Reading and 92% of students met their growth target in Math.
	* Graduation Rate: 100% of MEAA students received a standard HS diploma, and 29 students (75%) received an honors diploma for advanced level work in academics and arts.
	* College Dual Enrollment: 94% of students enrolled in college courses received passing grades.
	* Enrollment in postsecondary education: 95% of MEAA 18/19 graduates are enrolled in post-secondary educational institutions.
	* MEAA’s Chronic Absenteeism rate is extremely high (53%), although it has declinedfrom 17/18 (68%).
3. School Climate and Family Engagement
	* The Spring 2019 Panorama Survey revealed the following “favorability” perceptions of parents, students, staff and teachers (national comparison % are in parentheses):
		+ School Climate:
			- Parent favorability 64% (90%),
			- Student favorability 48% (40%)
			- Staff favorability 79% (99%)
			- Teacher favorability 89% (99%)
		+ Staff and Family Relationships:
			- Staff favorability 70% (99%)
			- Teacher favorability 66% (99%)
		+ Family Engagement:
			- Parent favorability 23% (80%)
		+ School Safety:
			- Parent favorability 74% (90%)
			- Student favorability 62% (80%)
		+ Teacher-Student Relationships:
			- Student favorability (60% (90%)
* Student Focus Group:
	+ Students report that the learning environment at Maine Arts Academy is engaging, challenging and supportive. Students are allowed to display their knowledge and understanding of concepts in varied and creative ways.
	+ Teachers understand the needs of students and provide support whenever it is needed, many times outside of the regular classroom.
	+ Students enjoy a positive and safe school atmosphere where they are able to create close personal relationships with other students and resolve their own problems.
* Parent Focus Group:
	+ Parents’ reasons for their child attending Maine Arts Academy included 1. programming with an emphasis on the performing arts, 2. an opportunity for their child to have a more successful school experience (academics and social life), and 3. to enjoy a small and supportive school environment.
	+ MEAA is improving its communications and options for helping parents stay more engaged with their child’s learning and school activities. Ongoing communications include personal conversations with teachers, as well as communications via email, MEAA website, access to Infinite Campus (student grades), Panorama surveys, and weekly newsletters and reminders.
	+ Parents are satisfied with their child’s academic growth and varied opportunities in course options e.g. dual enrollment for post-secondary readiness.
	+ Overall, parents are satisfied with the academic, social and behavioral support provided at MEAA by teachers, staff and administration. Parents praise the positive relationships students have with teachers and staff. There was one concern expressed regarding communication of IEP goals for a student receiving special services. The parent reported that this concern had been addressed.
	+ Parents believe MEAA has a safe and positive school climate. There was some concern regarding MEAA not having some safety procedures and a comprehensive safety plan in place that all students were aware of. The school reported that safety procedures and a plan are in place, but that students may not have been aware of them.
* Teacher Focus Groups:
	+ Teachers voiced varied reasons for working at MAA such as interest in the performing arts, providing opportunities for students with special needs to be successful, and the opportunity to collaborate with other committed teachers and staff.
	+ Teachers reported that during the past year there was increased collaboration between the arts and academic areas.
	+ Teachers were enthusiastic about improving their knowledge and skills in the areas of differentiated instruction, modeling instructional strategies, curriculum mapping, mentors, peer reviews, etc. Additional areas for professional development included acquiring needed instructional practices for assisting students who have IEPs.
	+ Teachers expressed some concern with the commitment of students who might be at MEAA as a “last chance school.”
	+ Teachers believe that appropriate instructional supports, accommodations and modifications are in place that allow students to engage in classroom instructional activities such as modified assignments and differentiated instruction.
	+ Teachers are working to align their curricular outcomes with Maine’s Learning Results performance standards and learning objectives. However, it was unclear if the MLR Guiding Principles were being used as overarching learning outcomes for all students, and if these were being assessed and reported as part of student achievement.
	+ Teachers believe they have open communications and a “voice” with the Board and Administration regarding their input and perspectives, which they believe are respected and considered when making decisions that impact on teaching and learning.
	+ Teacher requests for improving teaching and learning at MEAA include: 1. establishing and implementing a consistent plan for dealing with inappropriate student behavior, and 2. increasing technology resources.
* Classroom Observations and Walkthroughs:
	+ Although it was the last week of school for Maine Arts Academy students, teachers and students were still engaged in learning activities.
	+ One classroom observation (Grades 9/10 Algebra (college prep) involved 9 students engaged in a “typical” lesson with the teacher working at white board while students were engaged in working on problems on paper at their seats.
	+ A second classroom observation (Science) involved 3 students, who were finishing a unit on space, planets, and stars. The teacher showed students how to make a homemade sextant to look into the night sky to identify different stars and star constellations. There was a very engaging conversation with students, along with a tool for extending students’ learning into the summer being created.
	+ During the school “walkthrough” students and teachers were engaged in different learning activities. One teacher was showing a movie as a follow-up to a book they had been reading. In a choral class, a large group of 20+ students were actively engaged in singing a song with different parts for each voice section e.g. alto, bass, baritone, etc.
1. Governance
	* MEAA’S Board of Directors is currently comprised of several members, two of whom are new. Background and experiences of board members are varied e.g. several in education, business, law and finance. At the time of the visits, the Board was looking to add a board member with a background in fundraising and development.
	* The Board is pleased with the MEAA’s leadership (Executive Director, Principal and CFO), who provide the Board with timely information and communications.
	* The Board is aware of its future challenges which include increasing teacher compensation, identifying new sources of revenue via fundraising, and reviewing and evaluating MEAA’s progress in respect to its 17/18 Strategic Plan. The Board is also aware that it needs to conduct an annual performance evaluation for the Executive Director, as well as a self-evaluation of the Board’s performance in conducting their work as board members.
2. School Leadership
	* The MEAA office staff and school leadership work cooperatively to ensure that both MEAA’s operational systems support school and students’ needs.
	* The Executive Director has provided MEAA with exemplary leadership during the past year for improving teaching, student learning, and the financial stability of MEAA. This success is due to open and honest communications with all stakeholders, hiring capable and competent teachers and staff, and creating an enriching working and learning environment. Regular meetings are held with Snow Pond Arts Center (landlord) to ensure that operations are functional and efficient.
	* The MEAA principal provides support and feedback to MEAA teachers for improving their classroom instructional practices focused on students achieving Maine’s Common Core standards, as well as by providing teachers with instructional flexibility and be creative in delivering instruction to MEAA students.
	* Both the Executive Director and Principal are aware of the challenges MEAA faces in meeting new and evolving academic and social needs of MEAA students, and stand committed to identifying resources to improve the learning environment for all students.
3. Finance
	* Given the amount of growth at Maine Arts Academy, the school may benefit from the development of a long-range educational and operational plan, including a financial projection and a facilities assessment with a plan, all to inform future projects or expansion.
	* Summary financial statements and projections and a written report to the finance committee that can be made a part of the board minutes generally improves financial communication and literacy.
	* Given staff turnover, the finance committee and the accounting and business operations staff might want to formally review the status of key internal controls and financial operations and reporting as well as prior year auditor comments. This will be to ensure that all is in order and that any weaknesses identified are being addressed. Another goal of this effort might be to inform the finance committee and school administrators of how to eliminate any need for routine board member review of financial details.
	* The Board and staff benefit from timely financial reporting, including the audit.
	* To accomplish the significant initiatives and growing/emerging processes such as those related to the enrollment, facilities and technology, and the Commission’s performance measurement program, Maine Arts Academy administration will likely have to evolve. The Board can help with the right committee structure and fund raising.

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| Section 18: Commendations and Considerations |

**Commendations**

* Maine Arts Academy has an active governing board with established sub-committees to guide its work.
* Over the past few school years Maine Arts Academy has worked successfully to develop effective modes of communication with students, families, and teachers.
* Maine Arts Academy has continued to have a strong graduation rate and participation in post secondary opportunities with its juniors and seniors.

**Considerations**

* Maine Arts Academy will benefit from continuing its current work toward improving student proficiency in mathematics.
* Student attendance and chronic absenteeism continue to be a concern, with a high percentage of chronically absent students.
* The school may benefit from a review of key internal controls and a review of financial operations.