

MCSC

MAINE CHARTER SCHOOL COMMISSION

ACADIA Academy

12 Westminster Street, Lewiston, ME 04240



ACADIA ACADEMY

A Charter Academy for Developing Independence & Achievement

ANNUAL MONITORING REPORT 2020-21

October 2021



MISSION

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades PreK through 6th. ACADIA will promote high educational achievement through direct teaching opportunities that are entwined with extensive experiential learning opportunities. ACADIA faculty and staff will support the development of the whole child as each student develops academically, socially, and emotionally in a safe community that requires personal accountability and meaningful participation. It is our intent to support our individual students in developing their full potential while teaching them the value of belonging, connectedness, and contribution to our larger community.

VISION

ACADIA, A Charter Academy for Developing Independence and Achievement, will provide for a unique and innovative educational experience. ACADIA students will fully participate within our learning community, experiencing rigorous daily instruction comprised of carefully selected curricula to allow for academic acceleration, small group interaction, and meaningful application. Authentic, relevant experiential activities will provide critical opportunities for our students to grasp real-world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students. Our students will be challenged to meet high expectations for academic performance, social and emotional competence, and demonstrate evidence of commitment to their community. We expect students to embrace high standards of personal accountability and commitment to their personal learning journey through innovative projects of self-study and interest.

GOVERNING BOARD

Amy Dieterich, Board President	Joey Beaudette, Board Member
Sean Siebert, Board Vice President	Sean Bushway, Board Member
Samantha Pederson, Board Treasurer	Danielle Moreau, Board Member
Victoria Stanton, Board Secretary	Azenaide Pedro, Board Member
Chris Brann, Board Member	

LEADERSHIP TEAM

Brittany-Rae Perron, Executive Director	Tracy Turner, Facilities Manager
Emily Giorgetti, Special Education Coordinator	

SCHOOL PROFILE

Year Opened	Years in Operation	Grades served
2016	6	Pre-K through 6th
Number of Sending Districts*	Current Enrollment*	Students on Waiting List*
*(as of October 2021, Certified Student Enrollment Date)	*(as of October 2021, Certified Student Enrollment Date)	*(as of October 2020, Certified Student Enrollment Date)

School Year 2020 – 2021 Demographic Table		
Grade Level Enrollment		
PK	32	12%
K	32	12%
1	32	12%
2	34	13%
3	48	19%
4	29	11%
5	31	12%
6	19	7%
Gender		
Female	131	51%

Male	126	49%
Race/Ethnicity		
White	247	96%
AI/Alaska Native	1	>1%
BAA	4	2%
Latino/Hispanic	1	>1%
Two or more races	1	>1%
Asian/Pacific Islander	3	>1%
Special Education		
Students with IEPs	58	23%
General education students	199	77%
Economically Disadvantaged		
Yes	75	29%
No	182	71%

Executive Summary

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

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [here](#). ACADIA Academy was not on cycle to have a Site Visit at the end of the 2020-21 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that will receive an in-person visit. Key documents and other information reviewed to determine progress on the school’s performance framework and alignment with its mission are as follows:

- 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 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

In its fifth year of operation, ACADIA Academy *Met or Exceeded* most of its targets as set forth in its charter contract’s Performance Framework. ACADIA Academy continues to see success with student enrollment throughout the school year, student re-enrollment from one year to the next, facilities management, board governance, and closing academic achievement gaps among major student subgroups.

Document review is a primary tool for the Charter Commission to enforce expectations and ensure charter holders are within compliance of the law. The table below summarizes the charter district’s report and data submission completion throughout the 2020-2021 school year.



As a result of the 2020-2021 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH

- Given the impact of the pandemic and lower academic growth than in previous years, the charter organization should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.
- The development of an “assessment guide” can ensure that the school adheres to its assessment calendar and administration, given the number of assessments that are given throughout the school year.

FINANCIAL HEALTH AND PERFORMANCE

- The board should add more detail into the revenue section of the budget reports so that the major sources of funding can be analyzed, and strategies developed for making sure these sources are stable and predictable.
- The board should review cash management to ensure the process will avoid situations where there is less than 30-days of cash on hand where there is less than 30 days cash on hand.
- Complete the Long-Term Plan, including assessment of facility needs, before adding more debt or running deficits. The board might consider designating a portion of the fund balance for major repairs.
- Long-term planning and the related issues and questions should receive attention on a regular basis by the board.
- School and Board should review how FY21 COVID relief funding was spent and be sure that FY22 budgets do not rely on a repeat of this funding.

School performance should be considered in the context of a global health crisis, which schools were battling throughout the 2020 - 2021 school year. Students and families grappled with job loss, health concerns and insecurities, and anxiety related to the pandemic. Schools continued to serve students and families despite the COVID-19 crisis. That service often meant that schools focused on the basic needs of students like social-emotional well-being and psychological health while also managing a rigorous academic program. Because of the operational challenges that the pandemic caused, the school likely saw less growth in student achievement than they otherwise might in a pandemic-free environment. All schools faced similar challenges which is why there is a broad focus on learning loss in the educational ecosystem and media. The Charter Commission is closely monitoring academic progress throughout the school year. The Charter Commission applauds the effort of the school to ensure a safe environment for students in which their basic needs were met during the 2020 - 2021 school year.

In the 2020-2021 school year, the Maine Department of Education adopted the NWEA MAP test as the “state assessment.” The MDOE did not assign targets or expectations related to assessment results. The Maine Charter School Commission amended the Performance Framework to require schools to submit results along with analysis. The MDOE has not released MAP data for traditional schools, which precludes the ability of the public to compare performance between charter schools and their traditional counterparts. Given the trajectory of the school’s performance over the last several years, the Charter Commission remains confident in the ability of the school to serve its students and families in accordance with the contract between the parties.

At the end of the 2020-2021 school year, the Brigance was not administered due to a planning oversight. Returning students were tested upon the return to school in September 2021 to gather data for analysis, with 72% of students scoring at or above the cut-off score for their age bracket at the time of testing.

Performance Indicator Summary Table		
INDICATOR	DETAILS	20 - 21 The 20-21 school year was the pandemic year
Academic Proficiency		
Proficiency on State Assessments in reading	The school will collect baseline data on the MAP test for ELA and will provide school-wide results as well as results at each grade level assessed.	Reported as Required
Proficiency on State Assessments in math	The school will collect baseline data on the MAP test for math and will provide school-wide results as well as results at each grade level assessed.	Reported as Required
Proficiency on the spring administration of the Brigance	75% of PreK students will score at or above the cut-off score for their age bracket on spring testing.	Assessment not administered
Academic Growth		
Growth in English Language Arts, reading and communication skills	PreK students will show growth on TSG ¹ in ELA reading and language from fall to spring	100%
Growth in mathematics and reasoning skills	PreK students will show growth on TSG in math from fall to spring	100%
ELA MAP Growth	Students will show growth on ELA MAP RIT scores from fall to spring of each school year	78%
Math MAP Growth	Students will show growth on Math MAP RIT scores from fall to spring of each school year	91%
Growth on MAP ² ELA assessment	60% of eligible ³ students meet projected growth on MAP ELA by the end of school year 2020-2021.	37%
Growth on MAP Math assessment	60% of eligible ⁴ students meet projected growth on MAP math by the end of school year 2020-2021.	35%
Addressing Achievement Gaps		
Achievement gaps between major subgroups on the Maine State Assessment*	School provides evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Meets Expectation: Subgroups are performing similarly to comparison groups
Achievement gaps in growth between major subgroups on the NWEA.	School provides evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Meets Expectation: Subgroups are performing similarly to comparison groups
Student Attendance		
Chronic absenteeism rate	Schools has 10% or fewer students classified as chronically absent on the last day of school ⁵	16.8% Does not meet Expectation

¹ Teaching Strategies GOLD assessment

² MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

³ Eligible is defined as having both a fall and spring score for students in grades K-11.

⁴ Eligible is defined as having both a fall and spring score for students in grades K-10.

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

⁵ Chronically absent is defined as missing 10% or more of school days

Average Daily Attendance Rate	School has an average daily attendance rate in grades PreK-8 of 93% or higher	93.6% Meets Expectation: 93%-96.9%
Student Enrollment		
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶	96% Exceeds Expectation: 90% or more
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 Re-enroll form for the next year	99% Exceeds Expectation: 90% or more
Financial Performance and Stability		
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission	Pending Audit
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission	Pending Audit
The school has an annual financial audit conducted. Audit and management letter are submitted to the Commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements; no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on internal control over financial reporting on compliance and other matters.	Pending Audit
Board Governance and Stewardship		
Public Accountability: Transparent, responsive, and legally compliant Board operation	The Governing Board will hold a minimum of 6 meetings per school year ⁷ .	13 meetings held Exceeds Expectation: 11 or more meetings
Timely ⁸ publication of Board meeting agenda and minutes upon approval.	Board meeting agenda and minutes were substantially posted as required.	Partially Meets Expectation: 1-2 items not posted timely
Facilities Management		
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	Reported as required Meets Expectation: Certified as required
Capital Improvement Plan	The school has a current capital improvement plan approved by its governing board.	Capital Improvement Plan approved by governing board.
School Culture and Climate		
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Reported as required
Panorama Survey-Family Participation	40% of families will participate in the Panorama survey.	50% Exceeds Expectation: 50% or more
Panorama Survey-Student Participation	65% of eligible students will participate in the Panorama survey ⁹ .	48% Does Not Meet Expectation: Less than 55%

⁶ State Student Count Day is October 1

⁷ A school year is July 1 – June 30

⁸ Timely means agenda is posted 5 or more days prior to meeting and minutes are posted within 5 days of approval

⁹ Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

Panorama Survey- Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	80% Exceeds Expectation: 80% or more
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 survey was not conducted in 2020 due to COVID-19 pandemic. Plan not developed.

Reports will be updated once pending data is received.