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[](http://www.acadiaacademy.org/)

**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 6th and August 12th 2019 announced on-site visits were made to ACADIA Academy. The review team held interviews with teachers, 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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| Consultant | Joe Drago, CPA |
| Consultant | Dr. Joe Mattos |
| MCSC Executive Director | Bob Kautz |
| MCSC Director of Program Management | Gina Post |
| MDOE Special Services | Dr. Roberta Lucas |
| MDOE Special Services | Leora Byras |

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| School’s 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 directed 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.* |
| School’s 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.* |

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| School Information |

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| School Name | ACADIA Academy |
| Address | 12 Westminster Street, Lewiston, ME 04240 |

Governing Board

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| Board President | Amy Dieterich |
| Board Vice President | Sean Siebert |
| Board Secretary | Mary Verrill |
| Board Treasurer | Samantha Pederson |
| Board Member | Chris Brann |
| Board Member | Danielle Moreau |
| Board Member | Victoria Stanton |
| Board Member | Sean Bushway |
| Board Member | Joey Beaudette |

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| Principal | Brittiny-Rae Perron |
| Special Education Coordinator | Vacant |

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| Year Opened | 2016 |
| Years in Operation | 4 |
| Number of Sending Districts | 12 |
| Grades Served | PreK - 5 |
| Current Enrollment | 229\* |
| Students on Waiting List | 75 |

\*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** |
| Target 5 | **X** |  |  |  |  |
| Target 6 | **X** |  |  |  |  |
| **Achievement Gaps** | | | | | |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Student Attendance** | | | | | |
| Target 1 | **X** |  |  |  |  |
| Target 2 | **X** |  |  |  |  |
| **Student Enrollment** | | | | | |
| Target 1 | **X** |  |  |  |  |
| Target 2 | **X** |  |  |  |  |
| **Financial Performance and Stability** | | | | | |
| Target 1 |  | **Healthy** |  |  |  |
| Target 2 |  | **Healthy** |  |  |  |
| Target 3 |  | **X** |  |  |  |
| **Governance Board Performance and Stewardship** | | | | | |
| Target 1 | **X** |  |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Adequacy of Facilities** | | | | | |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  | **X** |  |  |  |
| **Parent & Community Engagement and School Climate** | | | | | |
| Target 1 |  | **X** |  |  |  |
| Target 2 |  |  | **X** |  |  |
| Target 3 | **X** |  |  |  |  |
| Target 4 |  | **X** |  |  |  |
| Target 5 |  |  |  |  | Not applicable |

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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 | The number of students meeting or exceeding state expectations will be equal to or greater than the state average. | % at/above state expectation:  ACADIA- 42.9%  Maine- 55.9% | Did not meet |
| Proficiency on State Assessments in math | The number of students meeting or exceeding state expectations will be equal to or greater than the state average. | % at/above state expectation:  ACADIA- 37.5%  Maine- 35.6% | Met |
| 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. | 72% of preK students scored at or above the cut off score. | Met Expectation |

**Discussion**

ACADIA met its target for proficiency on the MEA in math, and did not meet it in ELA. The school met the target for preK proficiency.

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| Section 4: Academic Growth |

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| **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. | 89% of students showed growth on NWEA scores from fall to spring. | Met |
| 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. | 98% of students showed growth on NWEA scores from fall to spring. | Exceeded |
| Growth on NWEA as measured by projected growth on MAP assessment | School will meet goal of 70% of eligible[[1]](#footnote-2) students will meet their projected growth on NWEA ELA reading and language by the end of the school year 2022-2023.  2018-19 Establish baseline | 46% of eligible students met their projected growth on NWEA ELA reading and language from fall to spring. | Established baseline |
| 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 2022-2023.  2018-19 Establish baseline | 52% of eligible students met their projected growth on NWEA math from fall to spring. | Established baseline |
| Growth on ELA reading and language Teaching Strategies Gold scores from fall to spring. | PreK students will show progress in their learning through growth in their ELA reading and language TSG scores from fall to spring. | 100% of students met the literacy growth range. | Exceeded |
| Growth on math Teaching Strategies Gold scores from fall to spring. | PreK students will show progress in their learning through growth in their math TSG scores from fall to spring. | 100% of students met the math growth range. | Exceeded |

**Discussion**

On the ELA portion of the NWEA the school-wide average of students making growth was 88.8%; 144 out of 162 students with fall and spring scores showed progress on their learning. On the math portion of the NWEA the school-wide average of students making growth was 98%; 159 out of 161 students with fall and spring scores showed progress on their learning.

The school-wide average for meeting projected RIT on the NWEA ELA was 45.6% (74 out of 162 students with both fall and spring scores). The school-wide average for meeting projected RIT on the NWEA ELA was 51.5% (83 out of 161 students with both fall and spring scores).

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| Section 5: Achievement Gaps |

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| **Measure** | **Target** | **Results** |  |
| Achievement gaps in proficiency between major subgroups on the Maine state assessment | The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities). | On the MEA an achievement gap is present between males and females in both math and ELA, with females outperforming males in both areas- by 10% and 33%, respectively. | Met |
| Achievement gaps in growth between major subgroups on the NWEA | The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities). | The school collected and reported baseline data on subgroups. | Met |

**Discussion**

Baseline data were collected in for closing achievement gaps by gender on both the MEA and NWEA.

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| Section 6: Attendance |

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| **Measure** | **Target** | **Results** |  |
| Chronic absenteeism | Schools will have 10% or fewer students classified as chronically absent on the last day of school. | 9% chronic absenteeism rate | Met |
| Average Daily Attendance | Schools will have an average daily attendance rate in grades pre-k – 8 of 93% or higher. | 95% average daily attendance rate | Met |

**Discussion**

At ACADIA Academy there were a considerable number of students who did not have a chicken pox vaccine and were excluded from school (in accordance with state law) for 21 days due to chicken pox being present at the school. This led to a lower average daily attendance rate and a higher chronic absenteeism rate than in past years.

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| Section 7: Enrollment |

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| **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 student count day[[2]](#footnote-3). | 98% 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. | 96% of eligible students enrolled on the last day of school completed an Intent to reenroll form for the next school year. | Exceeded |

**Discussion**

During the school year four students unenrolled. One family with two students withdrew during the year (to switch to homeschooling) and another family with two students moved away from the area to a distance that increased travel time beyond what was reasonable.

At the end of the school year four students opted not to return for the following year: three children (from two families) moved away from the area and one child was to be homeschooled.

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| Section 8: Financial Performance and Stability |

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| **Measure** | **Target** | **Results** |  |
| 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. | Near term measures are healthy. | Near term measures are healthy. |
| 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. | Sustainability measures are healthy. | Sustainability measures are healthy. |
| 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. | The school had a clean audit for FY 18. | Met |

**Discussion**

The school submitted quarterly financial reports as well as Near Term Measure and Sustainability Measure data. The data were analyzed and the school was determined to be healthy in both the Near Term and Sustainability Measures.

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| Section 9: Governance Board Performance and Stewardship |

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| **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. | The Governing Board held 11 meetings during the school year. | Exceeded |
| Public Accountability: Transparent, responsive, and legally compliant Board operation. | Timely publication of Board meeting minutes upon approval. | Board meeting minutes were posted within 5 days of approval. | Met |

**Discussion**

ACADIA Academy’s governing board met regularly during the 2018-19 school year. Meeting minutes were posted to the school’s website and were submitted to the MCSC after approval by the board.

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| Section 10: Adequacy of Facilities |

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| **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. | | School certifies facility meets requirements. | Met Expectation |
| Capital Improvement Plan | The school has a current capital improvement plan approved by its governing board. | | The school has a current capital improvement plan approved by its governing board. | Met Expectation |

**Discussion**

The school certified that its facility met all requirements for public school facilities. The school has a current board-approved capital improvement plan for the facility.

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| Section 11: School Climate |

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| **Measure** | | **Target** | **Results** |  |
| Reporting of behavior incidents | The school will follow the Maine DOE required reporting for incidents of behavior. | | Reported as required | Met Expectation |
| Panorama Survey- Family Participation | 40% of families will participate in the Panorama survey. | | 38% of families participated in the Panorama survey. | Partially Met Expectation |
| Panorama Survey- Student Participation | 65% of eligible students will participate in the Panorama survey. | | 83% of eligible students participated in the Panorama survey. | Exceeded Expectation |
| Panorama Survey- Teacher/Staff Participation | 70% of teachers/staff will participate in the Panorama survey. | | 71% of teachers/staff participated in the Panorama survey. | Met Expectation |
| 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 reports it will use the results of this survey to inform an action plan and make necessary changes for the next school year. | Not applicable— School was not required to develop a plan in 2018-2019 school year. |

**Discussion**

ACADIA Academy completed its reporting of behavior incidents to the MDOE as required. The school administered the Panorama School Climate Survey in spring 2019. Participation of families on the survey was 38%, 2% below the target. Teacher/staff survey participation met the target with 71% participation and student participation exceeded the target with 80% participation.

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| Section 12: Mission and Vision Implementation and Results |

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

ACADIA Academy uses a direct instruction model that incorporates carefully selected curricula augmented with relevant experiential applications. “Hands-on” activities allow for multi-modal learning necessary to meet the varied needs and learning preferences of students and support real world application of concepts and skills. There were over 40 field trips during the 2018-19 school year to real-world settings where students engaged in direct application of knowledge and skills while becoming familiar with people and places in their community. Special guests visited classrooms to further reinforce how and why academic concepts apply to the world around them. Throughout the year, each classroom completed multiple “What I Need to Know” (WINK) projects, which were student-selected and driven, and provided an opportunity to explore in-depth topics of interest.

A cross-grade grouping system allowed students to access academic instruction at the level that is just right for them. For example: a 3rd grader who is ready for a 4th grade curriculum can go to math class in the 4th grade. Likewise, a first grader who still needs to work on some kindergarten skills can join a kindergarten reading group. Additional math and reading teachers provide assistance during cross-group instructional time which allows for smaller group sizes, more individual attention, and meaningful small group interactions. Because every student can access any class, peers view this “movement” as the norm and is stigma-free.

ACADIA believes that social emotional education is important in helping students succeed. Teachers provide daily social emotional instruction to help students identify and understand their emotions and learn strategies to help them when they are struggling. A growth mindset supports all students as they strive to improve in all aspects of their lives.

The Positive Behavior Supports and Interventions (PBIS) model of classroom management and Restorative Justice model of conflict resolution are taught and followed when mistakes happen within the learning community. Teachers report that students are beginning to self-implement these strategies without adult guidance.

All students keep a Pride Portfolio throughout the year to monitor their own progress and success. Twice a year students share portfolios with their families at Student Led Conferences, where they discuss personal goals and report on progress made.

A 6-week/3-days per week Summer Program, in which over 90% of students participate, further reinforces attainment and mastery of important academic skills, provides exposure to real-world settings, and time to practice social skills. Morning sessions focus on math and reading instruction. During afternoon sessions, students choose a study unit that includes hands on activities and a field trip for real life application where students choose a topic to explore through a cross-curricular lens. Teachers report a significant decrease in student behavior issues during the summer when participants had increased opportunity for experiential learning and personal choice.

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| Section 13: Site Visit Report |

**Maine Charter School Commission**

**Monitoring Site Visit Report October 29, 2019**

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| REPORT DATE: | October 29, 2019 |
| SCHOOL NAME: | ACADIA Academy |
| ADDRESS: | 12 Westminster Street, Lewiston, Maine |
| GRADES SERVED: | PreK - 5 |
| ENROLLMENT: | 204 |
| 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 conducted the monitoring site visit:

* Bob Kautz, Executive Director
* Gina Post, Director of Program Management
* Roberta Lucas, MDOE Special Services
* Leora Byras, MDOE Special Services
* Joe Drago, Consultant
* Joe Mattos, Consultant

The monitoring site visits were conducted on June 6 and August 12 at ACADIA Academy. 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:
  + Chris Brann, President
  + Sean Bushway
* School leaders/administrators:
  + Brittiny-Rae Perron, Director
  + Sarah Mather, Director of Special Education
* Teachers:
  + Staff/Teacher Focus Group – 17 teachers and staff attended a focus group session.

Classroom and school observations were conducted with the purpose of collecting evidence and observe school-wide trends, not to evaluate individual teaching or teachers. Classroom observations were conducted with a school leader. The Site Visit Team (Bob Kautz and Joe Mattos) spent approximately 20 minutes in each observation.

Observations conducted by the team:

* Three classroom observations were conducted in grade 1 and 2 classrooms during math instruction.

Monitoring Site Visit Findings

1. Mission Alignment
   * There is shared agreement (Board, school leadership, teachers and staff) regarding the school’s mission to provide students with a quality education which addresses the academic, social and emotional needs of students. However, there is not a clear understanding regarding ACADIA Academy’s vision for providing students with “experiential” learning activities. Some interpret “experiential” to be hands-on learning, while others believe experiential learning is about real world applications and/or summer programming comprised of field trips and student selected units of study. No specific measures or indicators have been identified for evaluating ACADIA Academy’s experiential program.
2. Student Achievement
   * Comparisons of student performance versus state performance on state assessments (MEA) shows ACADIA Academy’s students performing below state performance in ELA and Math. In respect to NWEA (18/19 Fall to Winter) assessment results for grades K – 4, ACADIA Academy has not met its performance framework goal of 70% of students meeting their growth goal, but has incremental targets established to reach the 70% in school year 2022-23.
   * There was an absence of student performance information in respect to students’ overall growth in the areas social and emotional competence, which are stated in ACADIA Academy’s Mission and Vision Statement.
   * There was no specific information presented in respect to indicators of students’ experiential learning.
3. School Climate and Family Engagement
   * This cycle of site visits did not include meeting with focus groups of students or parents.
   * The Spring 2019 Panorama Survey revealed the following perceptions of parents, students (grades 3 and 4), teachers and staff (national norms for similar school are included in parentheses):
     + School Climate: Parent favorability 89% (90%), Teacher Favorability 74% (60%) and Staff favorability 78% (70%), Student favorability 59% (30%)
     + Staff and Family Relationships: Teacher favorability 69% (30%), Staff favorability 77% (70%).
     + School Safety: Parent favorability 94% (80%), Student favorability 63% (30%).
     + Staff-Leadership Relationships: Teacher favorability 84% (80%), Staff favorability 87% (70%).
4. Governance
   * The Governing Board is comprised of experienced individuals with knowledge and skill in the areas of finance, technology, business operations, and legal expertise. The Board is currently undergoing some turnover with four of the current nine Board positions needing to be filled. The Board is looking to fill Board vacancies with individuals committed to ACADIA Academy’s vision and mission, but do not want the Board to have a high number parents of ACADIA Academy students.
   * The Board is aware of its challenges which include: attracting and retaining qualified teachers (via a competitive compensation package), long term building repairs and maintenance issues (roof replacement), investing in technology for student learning, and maintaining a productive and cost efficient relationship of ESP provider JFM.
   * The Board will engage in strategic planning during the course of the 19/20 school year.
   * The Board has been supportive of the school’s administration and the needs of the school.
5. School Leadership
   * There was significant leadership instability at ACADIA Academy at the beginning of the 18/19 school year with the resignation of the Director/Principal and Director of Special Education. The ACADIA Academy leadership team is comprised of these two positions. After several months a teacher was elevated to the position of Director/Principal, and a Coordinator of Special Education was hired from an external pool of candidates. Both individuals worked tirelessly to insure that systems and procedures were put in place to address all statutory, regulatory, and Charter School Commission contract requirements.
   * The ACADIA Academy Board budgeted a position (Facilities Management) for the 19/20 school year, to reduce the number of management functions (transportation, facilities, technology, etc.) performed by the Director/Principal. This position will be included as part of the school leadership team.
   * A consultant was hired by the Board during the 18/19 school year to provide support for the Director/Principal in respect to school leadership functions and policy development.
   * The Director/Principal has identified as a priority focus for the 19/20 school year to create and implement a plan for improving teacher practice and student learning at ACADIA Academy. This plan will include identifying ways of measuring ACADIA Academy’s “experiential program”, improving students’ academic performance in the area of math, and providing teachers with feedback and comments for improving their classroom instructional practices. (Panorama Teacher Survey showed low favorability (36%) in respect to Feedback and Coaching.)
6. Finance
   * A protocol that defines Director’s role as in-charge of the ESP would add clarity and ensure effectiveness. Annual administration of the contract would include updating the list of services provided by the ESP and an assessment of the fees charged.
   * To ensure accuracy and accountability, it helps for the ESP meet with the Director monthly to review financial status and trends and any significant transactions.
   * To accomplish significant initiatives and growing/emerging processes such as those related to the enrollment, facilities and technology, and the Commission’s performance measurement program, ACADIA’s administration may have to evolve and hire key staff and retain contractors. The Board can help with the right committee structure and fund raising.

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| Section 14: Commendations and Considerations |

**Commendations**

* ACADIA Academy has show growth in both academic proficiency and growth.
* Because the school does not have an IEP Coordinator (despite having has the position posted for months), the Director has been unable to visit classrooms and provide feedback to teachers. The school has hired a consultant to conduct visits, evaluations, and provide feedback so teachers receive that support.
* After the school’s Director left in 2018, the school was able to hire an internal candidate who has been able to keep the school’s momentum in maturing in its 3rd and 4th years.

**Considerations**

* At the site visit, there was a lack in consistency of the meaning of “experiential learning” among different stakeholder groups.
* While the school’s mission and vision have elements of social and emotional competence, there does not appear to be a way to measure these.
* Mathematics continues to be an area of academic weakness for students attending the school. While the school has been able to determine that students are entering the school with a weakness in math, the school should continue its efforts to bolster math performance at all grade levels.

1. Eligible is defined as having both a fall and spring score for students in grades k-10 [↑](#footnote-ref-2)
2. State student count day is October 1. [↑](#footnote-ref-3)