

Maine Charter School Commission

September, 2017

On May 11 and June 27, 2017, announced on-site visits were made to ACADIA Academy. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, Department of Education Special Services team member, Department of Education PreK Consultant. The visiting team held interviews with school leadership, staff, students, parents, 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.

Commission Member, Review Team Chair	Laurie Pendleton
Commission Member	Nichi Farnham
Commission Member	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas
DOE PreK Consultant	Sue Reed

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.

Maine Charter School Commission

ANNUAL MONITORING REPORT 2016-2017

September 2017

Section 1: School Overview

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

Board Chair	Chris Brann
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Executive Director	Julie Colello
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Year Opened	School Year 2016-2017
Years in Operation	1
Number of Sending Districts	11
Grades Served	PreK - 2
Number of Students	130 (October 1, 2016 "count day")
Teacher – Student Ratio	1:11

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 6 th . 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.
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.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency		X ¹	
Student Academic Growth ²			
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship		X ³	
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate		X ⁴	
Parent and Community Engagement	X		

¹ The target of 75% of students exhibiting a (ROI) from Fall to Spring that is at the 75th percentile or higher nationally was partially met.

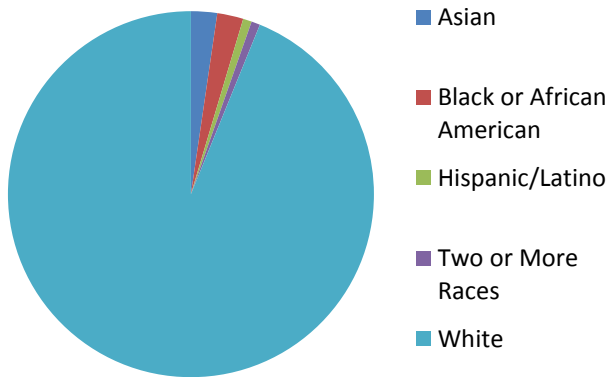
² Because ACADIA Academy began with grades preK-2 in its first year, no students were eligible to participate in Maine State Assessments.

³ ACADIA Academy has inconsistently posted meeting minutes promptly after approval.

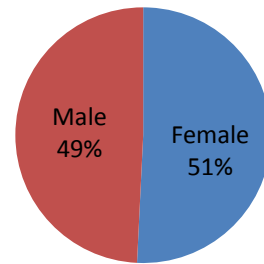
⁴ ACADIA Academy met the 90% response rate from staff, but did not meet it for parents (about 60%).

Section 3: Demographics

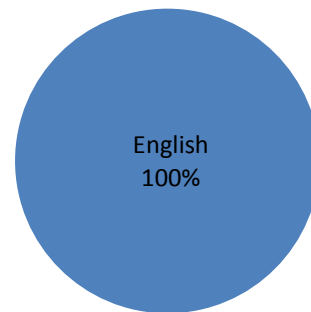
Race/Ethnicity



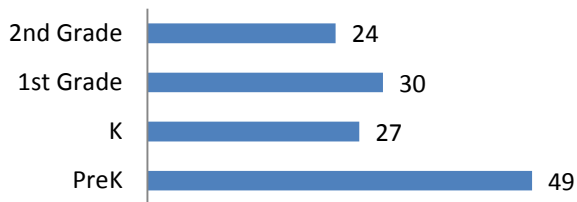
Sex



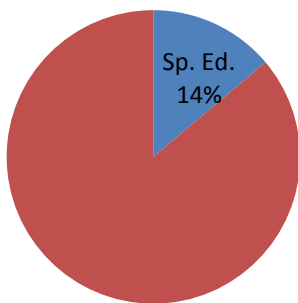
Language



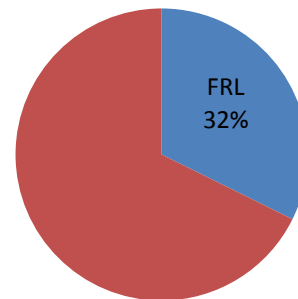
2016-2017 Enrollment by Grade



Special Education



Free/Reduced Lunch



Section 4: Academics

Targets:

Proficiency

- Year 1 of Testing (2017-2018), eligible students will complete ELA and Math testing to determine the baseline data for ACADIA Academy students. Goals will be set using the results of the baseline information and information gained from the larger testing data set generated by Maine students.
- In Years 1-5, the FAST (The Formative Assessment System for Teachers) Bridge Computer Adaptive Assessment for Reading, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring, that falls within the 75th percentile or higher nationally.
- In Years 1-5, using the FAST Bridge Computer Adaptive Assessment for Mathematics, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 75th percentile or higher nationally.
- In Years 1-5, 100% of students will make demonstrated progress towards 100% of MAPS (My Achievement Plans for Success) Goals outlined throughout the school year, as evidenced by work samples collected within the PRIDE Portfolios.
- In Year 1, the MAPS (My Achievement Plans for Success) will be developed and implemented; complete with a rubric designed to objectively define stages of Proficiency. During Year 1, baseline data will be developed about student use of MAPS and proficiency levels. This baseline data will be utilized to develop goals for Years 2-5.
- In Year 1, students will be assessed in Reading utilizing the FAST Bridge Computer Adaptive Assessment. Baseline data will be collected on all students and utilized to establish goals for years 2-5.
- In Year 1, students will be assessed in Math utilizing the FAST Bridge Computer Adaptive Assessment. Baseline data will be collected on all students and utilized to establish goals for years 2-5.
- In Years 1-5, using the FAST Bridge Curriculum Based Measures for reading and early literacy, 75% of students will exhibit a Rate of Improvement (ROI) from Fall to Spring that is at the 75th percentile or higher nationally.

Growth

- During the 2017-2018 school year ACADIA third grade students will participate in the Maine State Assessment for math and reading. This data will be utilized to establish the ACADIA baseline data and will be utilized to establish goals for growth.

Achievement Gaps

- During Year 2, after completion of the initial testing with the Maine State Assessment, ACADIA staff will determine the performance gaps between major student subgroups and will develop goals to decrease performance gaps across those subgroups.
- During November of 2016, after completion of the initial testing with the FAST Bridge Assessment, ACADIA staff will determine the performance gaps between major student subgroups and will develop goals to decrease performance gaps across those subgroups.

Performance:

Proficiency

Because ACADIA Academy began with grades preK-2 in its first year, no students were eligible to participate in Maine State Assessments.

ACADIA Academy reported that FAST Bridge Adaptive does not offer the ability to calculate the number of students who demonstrated 75% or higher ROI as outlined in the school's Performance Framework. The following data were provided.

Reading:

- 15% of students demonstrated 85% ROI or higher.
- 35% of students were within 30-84.99% ROI.

Math:

- 16% of students demonstrated 85% or higher
- 28% of students fell within the 30-84.99% ROI range.

100% of students made demonstrated progress towards 100% of MAPS (My Achievement Plans for Success) Goals outlined throughout the school year, as evidenced by work samples collected within the PRIDE Portfolios, meeting the 100% target.

ACADIA Academy created a rubric designed to objectively define stages of Proficiency on the MAPS (My Achievement Plans for Success). The school reported that after attending a conference the staff wanted to design a rubric that connected the WINK (What I Need to Know) projects with aspects of Social Emotional Learning (SEL) - thus creating the rubric that 2nd grade piloted for the third semester. The school is using the data collected and set goals for 2017-2018. ACADIA met the MAPS target for this school year.

Students were assessed in reading and math using the FAST (The Formative Assessment System for Teachers) Bridge Computer Adaptive Assessment. Baseline data was collected on all students and is being used to establish goals for years 2-5.

Reading:

- In Kindergarten 58% of students were On Grade Level (OGL).
- In First grade 52% of students were OGL.
- In Second grade 70% of student were OGL.

Math:

- In Kindergarten 65% of students were On Grade Level (OGL).
- In First grade 83% of students were OGL.
- In Second grade 91% of student were OGL.

On the FAST Bridge Curriculum Based Measures (CBM) for reading and early literacy the following percentages of students exhibited a Rate of Improvement (ROI) from Fall to Spring that was at the 75th percentile or higher nationally.

Percentage of students with a (ROI) at 75 th percentile or higher by grade	
Kindergarten	50%
First Grade	23%
Second Grade	19%

The target of 75% of students exhibiting a (ROI) from Fall to Spring that is at the 75th percentile or higher nationally was partially met.

Growth

Because ACADIA Academy began with grades preK-2 in its first year, no students were eligible to participate in Maine State Assessments. Growth targets were not applicable in year 1.

Achievement Gaps

The first administration of FAST Bridge was done in October. In November staff looked at the data and noted a considerable amount of students were on grade level.

ACADIA staff used the FAST Bridge Assessment after the January testing window and after the June testing window to determine the performance gaps between major student subgroups and will develop goals to decrease performance gaps across those subgroups. In January the data were examined to determine which students needed intervention. Teachers reworked instructional groupings at this time and for needed students, they were given Tier 1 or Tier 2 interventions with the assistant teacher or grade level teachers. The process was repeated in June for summer programming.

Sub-groups included: students receiving special education services, first grade struggling readers, and students reading above grade level.

ACADIA Academy met the target of using FAST Bridge Assessment data to determine the performance gaps between major student subgroups and developing goals to decrease performance gaps across those subgroups.

Section 5: Enrollment and Attendance

Student Enrollment Targets:

- In years 1-5, ACADIA will maintain 90% of student enrollment throughout the school year.
- In years 2-5, ACADIA will maintain 90% of students in year-to-year re-enrollment.
- In years 2-5, ACADIA will maintain 90% of students enrolled for these consecutive years for all eligible students.

Performance:

During the 2016-17 school year ACADIA Academy ACADIA maintained 98% of student enrollment throughout the school year, meeting the target of maintaining 90% of student enrollment throughout the school year. The school began the year with 132 students. On the October 1 count day the school reported 130 students. The school enrolled 2 students between October 1st and October 20th and maintained enrollment at 130.

ACADIA has had a re-enrollment rate of 96%. All but 4 students plan to return for the 2017-18 school year.

Student Attendance Target:

- During the 2016-2017 school year attendance data will be collected and reported on all students enrolled in ACADIA Academy during the days in session following the traditional school calendar. This data will be utilized as baseline data, utilized to set attendance goals for year 2.

Performance:

ACADIA Academy’s average daily attendance rate was 95%. Attendance was lowest during the months of March and April with 94% ADA. The school reported it would like to maintain this high percentage and plans to increase activities during March and April so that attendance doesn’t dip below 95%.

Section 6: Governance

Governance Board Performance & Stewardship

Target:

- In years 1-5, 100% of ACADIA Board meetings will be open to the public; minutes will be kept and made available to the public on-line and upon request, for public review.

Performance:

ACADIA met its target for Governance during the 2016-17 school year. The Board meets monthly and provides support and direction to the administration in setting policies and shaping the future direction of the school.

Chair of the Board	Chris Brann
Board Member	Kelly Cabral
Board Member	Amy Dietrich
Board Member	Travys Fecteau
Board Member	Joel Charpentier
Board Member	Sean Siebert
Board Member	Meaghan Swan
Board Member	Tracy Turner
Board Member	Mary Verrill

The Board members have a diverse set of skills and expertise including a PhD and School Psychologist, attorney, banker, police officer, adult education specialist, former elementary school teacher, finance professional, and case manager. All members of the Board are active participants.

Board meetings are open to the public. Notices are posted on the ACADIA webpage. Meeting minutes are posted after approval at the subsequent board meeting with inconsistency. During the 2016-2017 school year ACADIA Academy received three communications from the Commission requesting minutes be posted promptly. In response, ACADIA identified the causes of the delay and posted all minutes. Additionally the school has a plan in place for verifying the prompt posting of minutes.

Section 7: Administration

ADACIA Academy had a leader in place before the start of the school year. During the school year she worked to develop the

Head of School	Julie Colello
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culture of the school and the collaborative work of the staff. A Performance Evaluation and Professional Growth (PEPG) system for evaluation of teacher effectiveness was developed and will be fully implemented in year 2.

Section 8: School Climate

Targets:

- In year 1 all incidences of bullying, harassment or other abusive behavior will be formally documented and reported to parents or guardians.
- The data will be utilized as Baseline data and goals will be developed for years 2-5.
- In years 1-5, confidential surveys concerning social and academic climate will be completed with a minimum of a 90% response rate from parents, staff and students. This data will establish baseline for performance standards to be set for years 2-5.

Performance:

ACADIA Academy did not have any reportable incidents of bullying, harassment, or abusive behavior during the 2016-17 school year.

ACADIA Academy participated in Panorama Education Surveys in 2017. Families and staff/teachers provided feedback for ACADIA.

- ACADIA had 64 responses to the family survey. ACADIA had 107 families. While some families may have participated twice, it appears as though there was a 60% participation rate in the family survey.
- 100% of staff responded (20) to the teacher/staff surveys.
- ACADIA Academy did not have any students in grade 3 or higher, so there were no student survey results to report.

The table on the following page summarizes ACADIA's strengths and areas of growth, as demonstrated by the survey results. ACADIA Academy met the 90% response rate from staff, but did not meet it for parents.

ACADIA participated in Panorama Education Surveys in 2017. Families and staff/teachers provided feedback for ACADIA. The table on the following page summarizes MCA's strengths and areas of growth, as demonstrated by the survey results.

STRENGTHS

AREAS OF GROWTH

FAMILY

STRONG SCHOOL SAFETY: Families reported 97% favorability in the area of School Safety and when compared to other *similar schools*, ACADIA ranks the 90th percentile. Notably, there was very little variation among subgroups demonstrating that all families feel the same level of safety at school. The only subgroup which did show variation from this trend was families whose students have been enrolled for less than a year.

STRONG FAMILY ENGAGEMENT: Families report low barriers to engagement (90% favorability) and a strong sense of engagement with the school. While only 46% of families responded favorably to the topic of Family Engagement, it is important to consider this number in comparison to national percentiles. In fact, ACADIA is in the 90th percentile in the area of family engagement when compared to *similar schools*.

TEACHER & STAFF

POSITIVE RELATIONSHIPS WITH SCHOOL LEADERS: Both teachers and staff rank their relationships with their school leaders as the most positive topic with 97% of staff and 93% of teachers responding favorably. These scores place ACADIA in the 99th percentile for staff and the 90th percentile for teachers when compared to all schools in the national dataset. When compared to *similar schools* teachers favorability is near the 80th percentile while staff favorability is near the 90th percentile.

FOCUS ON PROFESSIONAL LEARNING: The topic of Professional Learning was perceived less favorably than most survey topics by both teachers and staff. However, when compared to national benchmarks, ACADIA is performing well in this topic. Teachers ranked Professional Learning as fifth most favorable out of seven topics and staff ranked Professional Learning as fifth most favorable out of six topics. Both teacher and staff favorability rating of Professional Learning ranks in the 80th percentile compared to *similar schools* but when compared to all schools, both groups are near the 90th percentile.

FOCUS ON BUILDING GRIT: Family perception of student Grit is less favorable than other topics, with 46% of responses considered "favorable". Compared to schools across the country, this average puts ACADIA near the 30th percentile. In particular, there is a 17 percentage point difference between perception of grit based on gender as well as a 21 percentage point difference between perception of grit based on grade level.

CONTINUED FOCUS ON SCHOOL CLIMATE: ACADIA's family perception of School Climate ranks in the 90th percentile compared to all schools. However, when compared to *similar schools*, ACADIA's national percentile rank decreases to the 70th percentile.

EMPHASIS ON FEEDBACK AND COACHING: ACADIA's ranking of Feedback and Coaching is a relatively less favorable outcome. Teachers and staff reported 44% and 58% favorability respectively. When taking into account national benchmarks, teacher scores were corroborated by national benchmarks. In this area, ACADIA ranks in the 40th percentile when compared to *similar schools*. However, the reverse is true for staff national benchmark scores where the staff Feedback and Coaching ranks in the 80th percentile when compared to all schools in the national dataset.

Section 9: Parent and Community Engagement

Targets:

- In years 1-5, monthly ACADIA newsletters will be provided to all families and posted on the ACADIA webpage.
- In years 1-5, ACADIA will offer monthly events open to parents and community members. These events will be advertised in languages representing our student demographics.
- In year 1, ACADIA will collect baseline data on parent volunteer efforts and hours. This data will be used to create involvement goals for years 2-5.
- In years 1-5, parent participation in student-led conferences will be reached at a minimum level of 90%, including in person attendance, video conferencing, and telephone conferencing.

Performance:

Newsletters were created and posted on the ACADIA webpage as well as sent home to all families. On short months, newsletters were combined. During the school year 7 newsletters were distributed.

ACADIA Academy offered monthly events open to parents, with the exception of February. Events included visit to Ricker Hill Orchard, Harvest Supper, Literacy Night, Flap Jack Breakfast, and many others. Most events had 3-5 parent volunteers helping out.

Parents were asked to volunteer at many of the monthly events (including those listed above) as well as participating in other events such as library maintenance, reading support, classroom volunteers, and classroom field trips. ACADIA Academy's parents volunteered a total of 386 hours during the 2016-17 school year.

Parent participation in student led conferences was reported as 100% meeting the target of 90%. Students participated in 3 student led conferences during the school year. To prepare for these conferences, each student created a student portfolio to collect evidence and artifacts of learning, set learning goals in each content area, and to set goals for growth areas of SEL and mindset. The school reports future work in this area will include making the use of the portfolios a weekly opportunity rather than periodic with the conferences.

Section 10: Finances

Financial Performance and Sustainability

Targets:

- Year 1: Operating Costs within 15 % of the budget plan.
- Year 2-5: Operating Costs within 10% of the budget plan.

Performance:

In its first year ACADIA Academy's operating costs were below budget, and met the target of not going over budget by more than 15%.

The budget is adequate to support a year round program, field trips are occurring and individual student needs are being met. ACADIA's special education seed for the coming 2017-18 school year is projected to be over \$100K.

Section 11: Facilities & Maintenance and Transportation

Facilities Target:

- Capital Improvement Plan for Years 2-5 developed in the Spring of 2017, plan adhered to in years 2-5.

Performance:

ACADIA Academy's Capital Improvement Plan for year 2 has been approved by the fire marshal and the construction permit was received in June.

The Year 2 plan includes the addition of 3 classrooms, a "cool down" room, and the addition of a partial wall and door to PreK.

ACADIA Academy plans to develop the Year 3 plan after a grade 4 curriculum is approved by the Commission.

ACADIA met the target of developing a capital improvement plan for years 2 and 3.

Transportation Targets:

- In years 1-5, transportation costs will be kept within 10% of the budget.
- In years 1-5, data for student utilization of transportation will be recorded on a quarterly basis.

Performance

ACADIA Academy spent less than its budgeted amount for transportation and met the goal of keeping transportation costs within 10% over or below the budget.

Quarterly bus use:

- October- 79 students (61% of population)
- January- 57 students (44% of population)
- April- 44 students (34% of population)
- June- 44 students (34% of population)

The number of students riding in the morning did not differ greatly from the afternoon, with the exception of the Auburn afternoon bus on Fridays. ACADIA has a new bus contract for 2017-18 and has eliminated the need for mid-day busing with the transition to full day preK. The 2017-18 bus budget is approximately half of the 2016-17 budget. ACADIA Academy met the target for tracking transportation use. ACADIA Academy reported that the decline in bus use during the school year was a result of students enrolling in aftercare and families choosing to pick up due to work schedules.

Section 12: Evidence of Mission and Vision Implementation (see page 2 for mission and vision)

ACADIA Academy reports that it refers to its mission and vision frequently. When discussing changes, implementation of new programs or ideas, the staff is regularly asked to align its decision making with the schools mission or vision. In its first year ACADIA has supported the development of the whole child in a safe community.

Section 13: Commendations and Recommendations

Commendations:

- Parent participation in student led conferences was 100%
- Capital Improvement plan for year 2 has been approved by the fire marshal and permitted
- ACADIA Academy has fully implemented its vision including a year-round program, within budget.
- ACADIA Academy took the advice of the Commission and the Department of Education preK Consultant and built a wall separating its 2 preK classrooms for year 2.

Recommendations:

- Revise/update Performance Framework based on year 1.
- Monitor effectiveness of the school's plan to verify meeting minutes are posted to website.
- Related Services should be held in an office/classroom space