Maine Charter School Commission

ACADIA ACADEMY
A Charter Academy for Developing Independence & Achievement

ANNUAL MONITORING REPORT 2017-2018

September 2018

On June 8th and June 26th announced on-site visits were made to ACADIA Academy. One Maine Charter School Commission (MCSC) Review Team member was accompanied by the MCSC Executive Director and the MCSC Director of Program Management. The visiting team held interviews with families, staff, students, school leadership, and the school's Governing Board. They also reviewed data provided by the school. 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
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post

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 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.*

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.

2018–2019 School Information

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

Governing Board

Board President	Chris Brann
Board Vice President	Meaghan Swan
Board Secretary	Sean Siebert
Board Facilities Manager	Tracy Gendron-Turner
Board Treasurer	Samantha Pedersen
Board Member	Mary Verrill
Board Member	Amy Dieterich
Board Member	Travys Fecteau
Board Member	Stephanie Howe,
	Danielle Moreau

Principal	Brittiny-Rae Perron

Year Opened	2016
Years in Operation	2
Number of Sending Districts	9
Grades Served	PreK - 3
Current Enrollment	172*
Students on Waiting List	28*

*As of October 1, 2017 certified enrollment date.

ACADIA Academy is a PreK through third (3rd) grade school focused on the Social Emotional Learning and competence of students as well as the integration of Direct Instruction and Experiential Learning models. Through these focuses, ACADIA is able to focus on its students as whole child learners. The development of a studious individual and emotionally stable person is achieved through the classroom models used. ACADIA teaches children to be mindful of their place in the world around them in and out of the building. And encourages them to acknowledge and receive the messages that their body gives them with regards to their needs and feelings so that they can make choices for learning that allow them to feel successes. ACADIA teaches goal-setting, short term and long term, and helps students to reach those goals so that children know the feeling and value of success and strive to meet that daily. This feeling encourages them to meet and make new goals regularly so that they never become complacent. They are always eager to learn more and demonstrate this through a WINK project they self-select and work on over the course of the year. These projects teach them the basis of Inquiry Learning as they identify their interests, select their own course of learning path, and determine the best way to share their newly acquired knowledge. They are taught to use PRIDE Portfolios to collect evidence of their learning throughout the year and to use that portfolio to watch their growth over spans of time, as that portfolio moves with them year to year. The program encourages and teaches character education and work habits of a successful person so that they can encourage each other and support the community of learners in our building.

ACADIA is a school that recognizes that learning in its community is just as rich as the learning that takes place outside of its walls and uses that community to support its needs. Learning is best when relevant and connected to life. With this in mind, ACADIA's experiential learning opportunities are how they build engagement and rigorous relevance for students. STEM learning opportunities support the mindset of cooperative, rigorous expectations where an "I can!" mentality is heard. Throughout all experiences at ACADIA, social emotional competence is gauged.
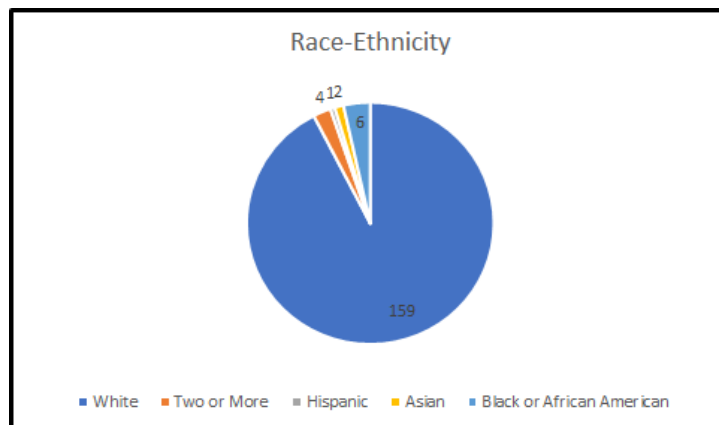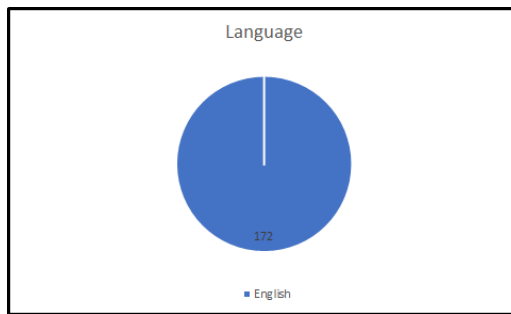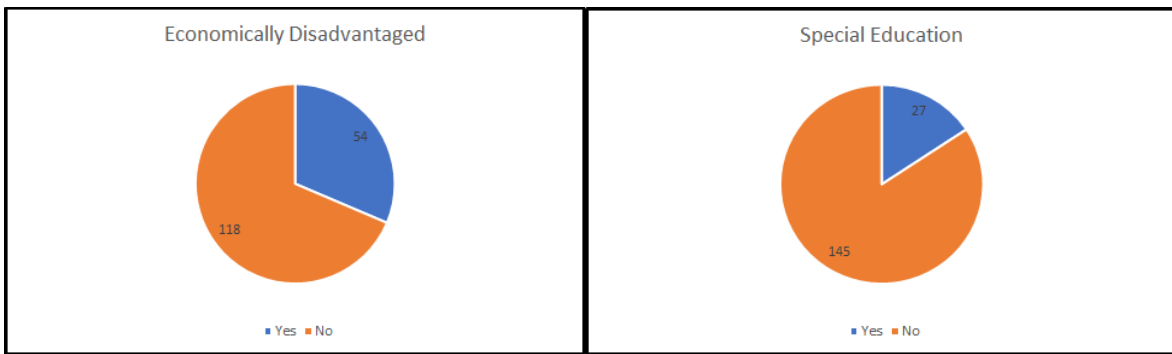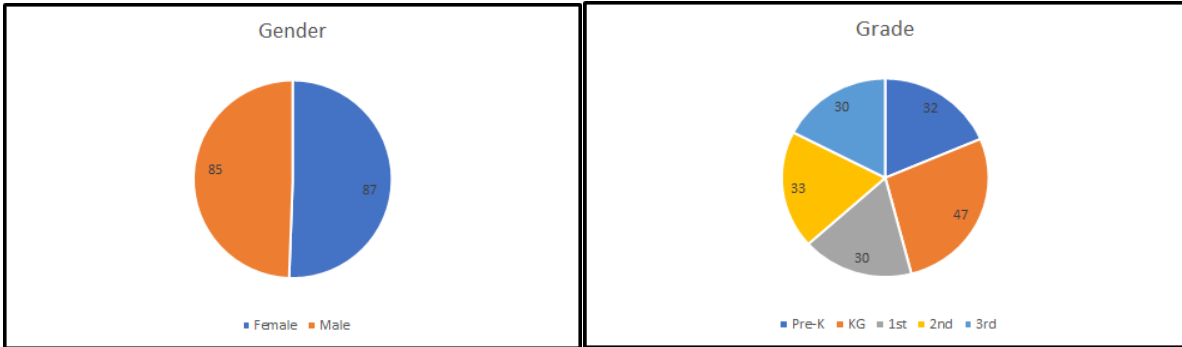
ACADIA believes in the active body- the state for which all energy resides within ourselves and acknowledges that students need to move. Movement breaks are built in throughout the day offering the students the input time their body requires to feel centered and focused on learning. Students learn best through multi-model opportunities daily. Math and movement, reading in song, "Making a Pizza" before writing on Go Noodle, Yoga in the Classroom can all be seen throughout ACADIA. With the completion of its gym, grade levels offer students opportunities to play outside or inside during recess depending the type of movement they feel their body requesting. ACADIA utilizes the space for games that support our social emotional learning and also uses this space for whole school assemblies where they honor and acknowledge the hard work of others. ACADIA participates in healthy competition with grade span challenges (groups created by PreK through third (3rd) students to encourage whole school support of all grades) as well as student vs teachers challenges. In these assemblies, ACADIA teaches how to be good winners and good losers and practices this at school, what to say when things don't go our way. This ensures that positivity is met and supported even when only a small group of students may be acknowledged school-wide.

The most powerful message you receive at ACADIA - "I can, I will, I am successful." You can feel this message entering the building. You can sense the calm, supportive nature. You are met with support and kindness. You walk away with a feeling of contentment. These are the messages received from visitors, students and parents. The ACADIA community is a strong one, and those are the benefits students receive. All in the name of success.

Indicator	Meets Contract Agreement	Partially Meets	Does Not Meet
Student Academic Proficiency		X	
Student Academic Growth		X	
Achievement Gaps in Proficiency and Growth Between Major Student Subgroups	X		
Student Attendance	X		
Enrollment	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		
Parent and Community Engagement		X	

Section 3: Demographics

Gender

Female	87
Male	85

Grade

Pre-K	32
KG	47
1st	30
2nd	33
3rd	30

Economically Disadvantaged

Yes	54
No	118

Special Education

Yes	27
No	145

Language

English	172

Race-Ethnicity

White	159
Two or More	4
Hispanic	12
Asian	
Black or African American	6

Student Academic Proficiency

Measure	Target	Results	Met/Did Not Meet/partially met
State Assessment-reading: Year 1 of Testing (2017-2018), eligible students will complete testing to determine the baseline data for ACADIA Academy students.	Goals will be set using the results of the baseline information gained from the larger testing data generated by Maine students.	Grade 3 - 21.43% proficient	Met
State Assessment-math: Year 1 of Testing (2017-2018), eligible students will complete testing to determine the baseline data for ACADIA Academy students.	Goals will be set using the results of the baseline information gained from the larger testing data generated by Maine students.	Grade 3 - results not publicly reportable due to small n size and maintaining student confidentiality	Met
School Selected Assessment-reading: students will be assessed in Reading utilizing the FAST Bridge Computer Adaptive Assessment.	In year 2, ACADIA will maintain 59% OGL (on grade level).	K -73% 1 – 50% 2 – 66% 3 – 70% (School-wide – 65%)	Partially met
School Selected Assessment-reading: students will be assessed in math utilizing the FAST Bridge Computer Adaptive Assessment.	In year 2, ACADIA will maintain 79% OGL (on grade level).	K -75% 1 – 79% 2 – 83% 3 – 30% (School-wide – 77%)	Partially met
School Selected Assessment-Goal Setting: In Year 2, student success creating and using their MAPS (My Achievement Plans for Success)	During Year 2, baseline data will be developed about student use of MAPS and proficiency levels. This baseline data will be utilized to develop goals for Years 3-5	Baseline data were collected	Met
School Selected Assessment – PreK Brigance: PreK students will be assessed during the spring testing window using.	Students will score at or above the cut off score for their age bracket at the time of testing	79% of students scored at or above the cut off score for his/her age bracket.	Did not meet

Discussion

100% of eligible ACADIA students participated in the state testing. Grade 3 students were tested. 21.34% of students scored proficient on the ELA assessment. Because of the small n size, scores in math are available to the school and the Commission, but are not publicly reportable for maintaining student confidentiality. The school will analyze the results and set targets for the coming year.

On the FAST Bridge Reading assessment, the target of maintaining 59% OGL was reached in 2 out of 4 grade levels. Grades 1 did not meet the 79% target (gr. 1 OGL=50%). On the FAST Bridge Math assessment, the target of maintaining 79% OGL was reached in 2 out of 4 grade levels. Grades K and 3 did not meet the 79% target (K OGL=75%, gr. 3 OGL=30%).

Goal Setting- Every teacher used the PRIDE rubric to determine what level a student was on a 4-point proficiency rating with regards to goal setting, planning, execution, and reflection of goals. ACADIA Academy plans to adjust the rubrics as needed during summer staff meetings and will use baseline data to set benchmarks for the upcoming year.

On the preK Brigance 23 of 29 students (79%) met the cut off score for their age group. ACADIA Academy reports having learned from the results of the Brigance administration. For example, on the Brigance, students do not receive credit for singing the alphabet; they must speak it. The school learned that roughly 50% of its preK students could not speak the alphabet. The school reports it will be teaching the spoken alphabet in addition to teaching it in song.

Student Academic Growth

Measure	Target	Results	Met/Did Not Meet/partially met
School Selected Assessment-reading: In Years 1-5, using FAST Bridge Computer Adaptive Assessment for Reading, students will exhibit a specific Rate of Improvement (ROI) from Fall to Spring.	75% of same students tested in Fall and Spring will exhibit a Rate of Improvement (ROI) from Fall to Spring, that falls within the 50th percentile or higher nationally.	K - 72% 1 – 43% 2 – 34% 3 – 56% School-wide – 54%	Did not meet
School Selected Assessment-math: In Years 1-5, using FAST Bridge Computer Adaptive Assessment for Mathematics, students will exhibit a specific Rate of Improvement (ROI) from Fall to Spring.	75% of same students tested in Fall and Spring will exhibit a Rate of Improvement (ROI) from Fall to Spring, that falls within the 50th percentile or higher nationally.	K -74% 1 – 79% 2 – 47% 3 – 33% School-wide – 61%	Partially met
State assessment- Same Cohort Growth in reading: During the 2017-2018 school year, ACADIA third grade students will participate in the Maine State Assessment.	Baseline data will be utilized to establish goals for growth	Baseline data collected – see student academic proficiency	Met
State assessment- Same Cohort Growth in math: During the 2017-2018 school year, ACADIA third grade students will participate in the Maine State Assessment.	Baseline data will be utilized to establish goals for growth	Baseline data collected- see student academic proficiency	Met

Discussion

FAST Bridge Reading- The target of having 75% of students having a 50% or higher rate of improvement was not met. The k-3 average was 54%.

FAST Bridge Math- The target of having 75% of students having a 50% or higher rate of improvement was met at the first grade level. The 3 other grades did not reach the target.

ACADIA staff continues to examine data at monthly grade level meetings and in monthly staff meetings to determine if students need to have their instructional groups changed in order to address students' needs.

The school has state assessment data for 1 year. In the future the school will analyze the results to set growth targets.

Achievement Gaps in Proficiency and Growth Between Major Student Subgroups

Measure	Target	Results	Met/Did Not Meet/partially met
Gaps in proficiency and growth between major student subgroups on Maine State Assessment in reading.	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 that will show decrease in performance gaps across those subgroups.	baseline collected - results not publicly reportable due to small n size and maintaining student confidentiality	Met
Gaps in proficiency and growth between major student subgroups on Maine State Assessment in math.	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 that will show decrease in performance gaps across those subgroups.	baseline collected - results not publicly reportable due to small n size and maintaining student confidentiality	Met
Gaps in proficiency and growth between major student subgroups on school selected assessments for literacy	ACADIA Adademy will decrease identified subgroup gaps in proficiency from the fall administration of the FAST Bridge assessment to the spring administration of the FAST Bridge assessment.	Gap decreased by 5% between students with an Individualized Education Plan and students who do not have an IEP.	Met

Gaps in proficiency and growth between major student subgroups on school selected assessments for math	ACADIA Adademy will decrease identified subgroup gaps in proficiency from the fall administration of the FAST Bridge assessment to the spring administration of the FAST Bridge assessment.	Gap decreased by 18% between students with an Individualized Education Plan and students who do not have an IEP.	Met

Discussion

Based on the school Selected assessment:

Reading- In the fall, 67% of ACADIA students with an Individualized Education Plan (IEP) were below Grade Level Expectations (GLE), while 36% of students without an IEP were below GLE. At the spring assessment, 50% of students with an IEP were below grade level, while 24% of students without an IEP were below grade level. The gap was decreased by 5% in this area.

Math- In the fall, 59% of ACADIA students with an IEP were below GLE, while 18% of students without an IEP were below GLE. At the spring administration, 30% of students with an IEP were below GLE and 7% of students without an IEP were below GLE. The gap was decreased by 18% in this area.

The Maine State assessment data were collected to establish baseline data among various student subgroups. The results are available to the school and the Commission, but are not publicly reportable due to small n size and maintaining student confidentiality.

ACADIA Academy reports it used student data to identify students who were not on grade level and/or not making growth at the 50%ile. This was compared with classroom data to make instructional grouping changes. The teachers also identified which grade levels were presenting the most challenge in moving students to grade level expectancy.

To support students, the 2018-19 schedule will include 1.5 hours of reading instruction, and will additionally include a dedicated intervention time. Students who do not need additional reading support will be in independent learning stations while the 3 grade level teachers provide intense reading interventions.

Student Attendance

Measure	Target	Results	Met/Did Not Meet/partially met
Average Daily Attendance Rate	ACADIA will hold daily attendance that is at or higher than 95%.	ADA = 96%	Met

Discussion

ACADIA's daily attendance rate was 96.1%. The lowest monthly attendance rate was January, with 95%.
A few concerns the school addresses with families:

- taking trips outside of the vacation weeks
- more absences during the winter months- particularly students who travel from farther away
- families forgetting to call when children are absent resulting in an unexcused absence

Enrollment

Measure	Target	Results	Met/Did Not Meet/partially met
Maintaining student enrollment throughout the year	In years 1-5, ACADIA will maintain 90% of same students enrolled at the state count day through the school year	Same student enrollment at end of year = 98%	Met
Student re-enrollment from one year to the next	In years 2-5, ACADIA will maintain 90% of eligible students showing intent to re-enroll.	Re-enrollment= 98%	Met

Discussion

On October 1 "state count day," ACADIA had 172 students enrolled. The school had 4 students unenroll during the year (2 moved out of state and 2 moved back to their district school). All remaining 168 students re-enrolled, for a reenrollment percentage of 97.7%.

Summer enrollment was 96% for extended year learning.

Financial Performance and Sustainability

Measure	Target	Results	Met/Did Not Meet/partially met
Budget versus actual revenue and expenditures	Operating Costs within 10% of each year's revised budget plan which will be approved by the board annually.	Operating cost was 92% of budgeted amount	Met

Discussion

The school's finance manager reports that based on the full year forecast that was prepared alongside the budget the school estimated that it would finish the year with $1,645,040 in operating expenses. This is 92% of the governing board approved operating budget which was $1,790,035.

Governance Board Performance and Stewardship

Measure	Target	Results	Met/Did Not Meet/partially met
Public accountability – Transparent, responsive, and legally compliant Board operations	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 online and upon request, for public review.	Regular meetings held, minutes posted	Met

Discussion

All board meetings were open to the public, and minutes were kept and posted to the school's website.

The board continues to meet monthly and provides support and direction to the administration in setting policies and shaping the direction of the school. The board is composed of a diverse set of skills and expertise including, but not limited to, a PhD and School Psychologist, attorney, CPA, police officer, adult education specialist, former elementary school teacher, finance professional, case manager, and 2 early education professionals. The board has 4 sub committees: membership, education, grievance, and finance.

Adequacy of Facilities Maintenance in Support of Program

Measure	Target	Results	Met/Did Not Meet/partially met
Facility meets State standards	The school facility will pass all required local and state inspections	School passed required inspections	Met

Discussion

All facility inspections were passed. Over the course of the year, ACADIA Academy noted a discoloration in its water. A water test indicated a higher than expected level of iron in the water. The school has asked the city to study the situation and has received a quote to have an additional "iron specific" water filtration system installed in the water source.

To provide additional security to the school, a camera system was installed on the exterior of the building. This provides the director the ability to keep watch of the building on weekends and nights remotely and provides the school with additional safety should an issue occur. The school has also installed two interior cameras in the main hallways. ACADIA Academy had 2 instances of vandalism previously. Since these measures were taken and local police offered support there have been no further issues.

In response to student, staff and parent requests for additional exterior space, the school has pursued property adjacent to the building. If secured, the space will provide students with an outdoor area for gross motor activities.

In response to families' wishes for a food program, the school is exploring options for having warm and cold lunches, and following the appropriate identification of students qualifying for free/reduced/full pay lunches. During the 2017-18 school year ACADIA replaced 24 meals for students who forgot or dropped lunches. Additionally, the school provided snacks for students who needed them.

The school reports transportation use has increased. 44% of the school's student population uses the school's bus system. The school added bus monitors to the routes to ensure student safety and to keep behavior positive on the rides. ACADIA reports a good working relationship with Northeast Charter and has signed a contract for the upcoming year.

School Social and Academic Climate

Measure	Target	Results	Met/Did Not Meet/partially met
Instances of bullying, harassment, or other abusive practices	In years 2-5, ACADIA will maintain or decrease incidents of substantiated bullying.	One incident of bullying reported	Did not meet
Confidential survey of parents, staff, and students.	In year 2 ACADIA will have a 70% parent participation rate on the family survey. Staff and student participation rates will be 90% or higher.	Participation: Families- 68% Teacher/Staff- 100% Students- 80%	Partially met

Discussion

During the 2017-18 school year ACADIA had 1 substantiated incident of bullying. In 2016-17 there were no incidents of bullying. ACADIA did not meet the target to maintain or decrease incidents. While it was an increase in incidents from the previous year, the baseline was zero incidents, which could not be decreased. ACADIA's administration met with the student who bullied throughout the year to ensure the incident did not happen again and to see that the student received teaching for appropriate behavior. The school reported that the teachers were very attentive and made immediate reports to the administration when they suspected students were being treated unkindly.

ACADIA Academy had strong participation on the Panorama Education surveys. Family participation was 68%, teacher/staff participation was 100%, and student participation was 80%. The 90% minimum participation was met for teachers/staff and was not met for students. The family participation, while strong, missed the 70% target by 2% (68% participation).

Parent and Community Engagement

Measure	Target	Results	Met/Did Not Meet/partially met
Communication to families	In years 2-5, ACADIA will provide a minimum of 7 newsletters to all families and these newsletters will be posted on the ACADIA webpage.	7 newsletters were sent	Met
Events will be offered to the parents of the community	In years 2-5, ACADIA will offer a minimum of 7 monthly events open to parents of community members. These events will be advertised in languages representing out student demographics.	Over 15 events were offered to parents	Met
Parental involvement	In years 2-5, parental involvement will maintain or increase the Year 1 hours (313).	320 hours of parent volunteers	Met
Conferencing on Progress	In years 1-5, family/guardian participation in at least one student-led conference will be reached at a minimum level of 90% annually. Participation may include in person attendance, video conferencing, and telephone conferencing.	Participation: Fall=100% Spring=98%	Met

Discussion
7 newsletters were sent to families and were posted on the school's website.

ACADIA offered well over 15 monthly events including:
- 7 monthly parent learning events hosted by USM's SEL Professor Mary-Anne Peabody on a variety of topics that relate to student SEL growth and successful parenting ideas.
- 3 book fairs with "someone special events"
- math and literacy night
- school dance
- Harvest supper
- winter skate to collect donations for local community organizations
- movie night for families
- school-wide cookout
- ice cream social
- open house
- parents were invited to attend assemblies and were offered opportunities to volunteer on the community holiday cheer trip.

This year ACADIA had 320 hours of parent volunteer time. The school reports many hours were not recorded, as parents and family members volunteered to complete projects at home.

All students participated in a student led conference in the fall, with 100% participation by parents. In the spring, all students and all but 2 families participated in a second conference.

ACADIA Academy continued to work with the University of Southern Maine for both occupational therapy and social emotional learning. The school also continued its relationship with the University of Maine in Orono and the Cooperative Extension with 4H to provide both summer science learning for students through STEM learning programs and for continuous science lessons once a week with 3rd grade. The school plans to offer this annually to 2nd and 3rd grade. ACADIA's work with Thorn Craig and Bates Science students continued and will continue into the summer with the building of pollinator gardens on the side of the school.

Section 11: Administration

ACADIA Academy had the same Director for its first 2 years in operation. At the end of the 2017-18 school year both the Director and the assistant director/special education coordinator resigned. The school is seeking candidates to fill the positions.

The school's director is dedicated to the school's mission and includes staff and students in decision-making. For example, staff and students were given time in June to create "dream weekly schedules" to best reflect the developmental needs at each grade level when crafting the final schedule for the coming school year.

At the MCSC team's visit, teachers reported feeling supported by the administration. They feel that the director responds to their requests and suggestions. During a recent training on Direct Instruction, the staff shared some concerns and corrective plans were quickly made to address the concerns. Additionally, the number of student monitors in the cafeteria and playground were increased so staff could have adequate planning time with their grade level partners.

The new teaching positions for the 2018-19 school year have been filled and the school is now interviewing for the administrative positions. The school reports it will also be hiring a part-time custodian to work with the current full-time custodian.

The school has a teacher evaluation system in place, which includes peer observations.

(See Page 2 for School's Mission and Vision)

ACADIA Academy is a PreK through Third grade school focused on the Social Emotional Learning and competence of students as well as the integration of Direct Instruction and Experiential Learning models. Through DI and EL, ACADIA Academy focuses on its students as whole child learners. The development of a studious individual and emotionally stable person is achieved through the classroom models. ACADIA Academy teaches children to be mindful of their place in the world around them. ACADIA encourages students to acknowledge and receive the messages that their body gives them so they can make choices for learning that allow them to be successful.

ACADIA Academy teaches goal-setting, short term and long term, and helps students to reach those goals so they know the feeling and value of success and strive to meet that daily. This feeling encourages them to meet and make new goals regularly so that they never become complacent. Students are always eager to learn more and demonstrate this through a WINK project they select and work on over the course of the year. These projects teach them the basis of Inquiry learning as they identify their interests, select their own learning path, and determine the best way to share their newly acquired knowledge. They are taught to use PRIDE Portfolios to collect evidence of their learning throughout the year and to use that portfolio to watch their growth over year spans of time, as that portfolio moves with them year to year. The program encourages and teaches character education and work habits of a successful person so they can encourage each other and support the community of learners in their school.

Commendations
- Pursuing food service options
- Pursuing additional outdoor space
- Beginning final phase of construction on facility
- Strong use of data to inform and support instruction
- Strong focus on mission and vision

Concerns
- Resignation of both administrators at the end of the 2017-18 school year
- Student academic growth