

2022-23 Annual Monitoring Report

*Prepared for
ACADIA Academy*

November 2023





ACADIA ACADEMY

A Charter Academy for Developing Independence & Achievement

Mission

- **ACADIA will...**provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades Pre-K through 5th.
- **We 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.
- **We will...**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 staff will...**provide for a unique and innovative educational experience.
- **ACADIA students will...**fully participate within our learning community, experiencing rigorous daily instruction consisting 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, President	Sean Siebert, Vice President
Christopher Brann, Treasurer	Julie McCabe, Secretary
Donald Dearborn	Kate Dumais
Justin Good	Jon Mercier
Danielle Moreau	

Leadership Team

Casey Baugher, Director	Emily Giorgetti, SPED Coordinator
Heather Bucklin, CTOL	Tracy Turner, Operations Manager

School Profile

Year Opened	2016-17
Years in Operation	7
Grades Served	PreK-6
Number of Sending Districts	13
Enrollment*	247
Students on Waiting List*	13

*On 10-1-22 (State Student Count Day)

Grade Level Enrollment		
Pre-K	33	13%
KG	33	13%
1st Grade	34	14%
2nd Grade	35	15%
3rd Grade	33	13%
4th Grade	27	11%
5th Grade	33	13%
6th Grade	19	8%
Gender		
Female	115	47%
Male	132	53%
Race/Ethnicity		
American Indian or Alaska Native	1	<1%
Asian	2	<1%
Black or African American	9	4%
Hispanic/Latino	1	<1%
Two or More Races	3	1%
White	231	94%
Special Education		
Students with IEPs	40	16%
General Education Students	207	84%
Economically Disadvantaged		
Yes	58	24%
No	189	76%

EXECUTIVE SUMMARY

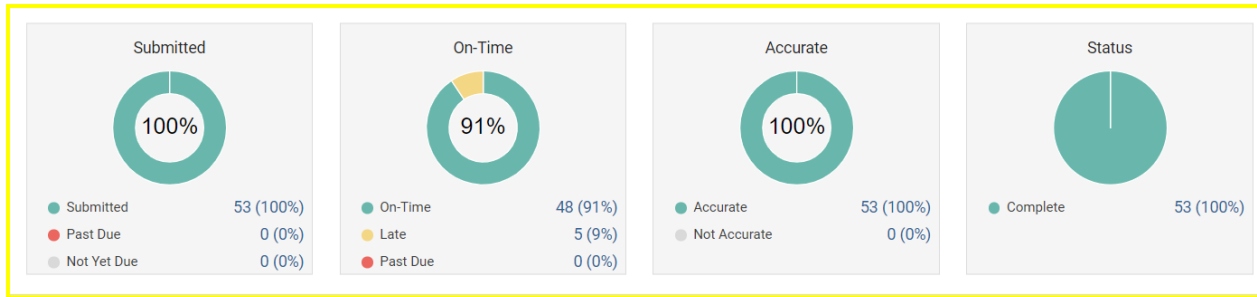
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 2022-23 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that receive an in-person visit.

Key documents and other information reviewed to determine progress on the charter district’s performance framework and alignment with its mission are as follows:

<ul style="list-style-type: none"> • School Calendar 	<ul style="list-style-type: none"> • School Leader Evaluation Tool
<ul style="list-style-type: none"> • Current enrollment and demographics 	<ul style="list-style-type: none"> • Staff Roster
<ul style="list-style-type: none"> • Current organizational chart 	<ul style="list-style-type: none"> • Panorama school climate survey results
<ul style="list-style-type: none"> • Board Meeting Minutes 	<ul style="list-style-type: none"> • School’s self-assessment
<ul style="list-style-type: none"> • Board member meeting attendance 	<ul style="list-style-type: none"> • Previous year’s monitoring report [as applicable]
<ul style="list-style-type: none"> • School’s strategic plan [as applicable] 	<ul style="list-style-type: none"> • School’s reported performance framework results
<ul style="list-style-type: none"> • ESP Contract and/or other important MOUs 	<ul style="list-style-type: none"> • Copies of current recruitment materials
<ul style="list-style-type: none"> • Professional Development Calendar 	<ul style="list-style-type: none"> • Student enrollment application

Document is a major component of the Maine Charter School Commission’s monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter districts’ report and data submission completion throughout the 2022-23 school year:



2022-23 NARRATIVE

As a result of the 2022-2023 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH: *Considerations will be determined once the MDOE releases data from the administration of the spring 2023 Through-Year Assessment.*

SCHOOL CLIMATE: Because of the recent dissolution of the partnership with the school’s Education Service Provider, and the below-average teacher, staff and student satisfaction scores reported via the Panorama survey, we recommend that school develop clear and specific strategies for increasing stakeholder investment in and satisfaction with the school.

In school year 2022-23, ACADIA Academy was successful in the following areas of the Performance Framework:

- Board effectiveness, including holding the required number of meetings and public posting of agendas and minutes on time;
- Submitting accurate, on-time reports to the Commission (91% of the time with 100% accuracy);
- A **chronic absenteeism rate of 9%, exceeding expectations** on the Performance Framework;
- A facility that supports learning; and
- Student Persistence, exceeding expectations in the number of students that remain at the school throughout the school year and year-to-year.

Additionally, the school identified several other areas of demonstrated strength in the SY2022-23 Self-Assessment Report, including:

- Mission and Vision: “Our focus became restructuring our academic schedule to meet existing academic areas of concern. Further, we provided additional training and resources so that we could strengthen our staff’s education in SEL curriculum (Next Step) and restorative practices protocols. We found that the implementation of a dedicated experiential block, with accompanying exhibition, created a culture where students and staff felt comfortable interacting with “key experience” (experiential) focused projects.”
- Discipline: “We saw a marked decline in administrative intervention. We provided ongoing internal training and resources on restorative practices and contracted with a BCBA for individualized classroom behavioral management support. Because of our many new initiatives, we tracked less moderate or greater classroom behaviors (outside of those students with specific behavioral plans).”
- Student Needs: “ACADIA partnered with the Auburn Public Library to provide bi-weekly library services to all ACADIA students; this included monthly visits to the library and support from the organization. Physical wellness was also an identified area of need. This year, we hosted many student wellness clinics (i.e. dental, vision, other services) that were free of charge to all ACADIA families. Each clinic was hosted during and after the school day. We received considerably positive feedback for these events.”
- Recruitment, Retention, and Enrollment: “Enrollment has been a bright spot for ACADIA. After our initial lottery, we have maintained a waitlist across all grade levels (PK-6). After open enrollment, we quickly filled our spots with an expectation of 255-260 students for next year. Although we have had some impact on enrollment with the JFM/MMCC departure notification in April, we remain confident that the greatest challenges with that relationship ending has passed. We have, however, lost a number of students in May and June of this year. Each of these departures were a result of family circumstances (i.e. moving etc.) or our relationship with JFM/MMCC ending. We are fortunate that our efforts to expand and connect with the most vulnerable in our community has been paying off. We were very pleased by the number of new families, without a connection to the school, who joined this year’s lottery. In general, we continue to look for new avenues to explore recruiting different populations of diverse students within our typical catchment. The greatest challenge that we need to solve is the development of a food program. For many families, ACADIA is difficult to consider knowing we don’t have a school lunch program.”

- Family Involvement: Although the school did not meet the 35% participation rate on the Panorama survey that the Commission Requires, the 25% of families that filled out the survey rate the school in the 80-99% percentile nationally. In the Self-Assessment Report, the school noted that “ACADIA provides a considerable amount of opportunities for family involvement. Our survey data would indicate that families feel they have adequate opportunities to participate in the ACADIA community and their child’s education. We have a school wide committee dedicated to the exploration and provision of family engagement.”

ACADIA has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student and Teacher/Staff Panorama Survey Results: Both stakeholder group are in the the “does not meet expectations” range; and
- Board Trainings: All school board members did not complete the required online training modules.

Notably, at the end of the 2022-23 school year, ACADIA dissolved their long-standing relationship with John F. Murphy Homes, their Educational Service Provider. The organizational change was deemed necessary by the School Board and school leadership, while also providing challenges to the school climate and finances. The school noted in the Self-Assessment Report that “Since the original concerns were raised by the commission in 2016 (our founding year) about the structural relationship with JFM, the relationship has continued to deteriorate. Recently, this relationship has been tumultuous with their leadership. ACADIA has endured a steady increase in prices that peaked in April of this year. For several years, ACADIA has not operated with an existing contractually defined relationship, nor a fee for service table. Our new school leadership prioritized an examination of this relationship (SPED and HR/Finance) to determine long-term efficacy and appropriateness. We determined in March of 2023 that we would transition all HR and finance functions away from JFM.”

ACADIA leadership reported that “ACADIA was met with several very large financial challenges for 22-23. The financial increases with JFM put our second and third quarters into a deficit. Although the SPED financial problems hit us hard, we are able to budget SPED appropriately for 23-24 with these services being fully in house. Bringing on a CFO has provided us with greater financial transparency and communication; this will prevent the types of increases that were not proctored appropriately before. The creation of new controls and protocols have already increased staff satisfaction particularly with our new payroll processor. Our operating budget for 23-24 will be fully balanced and should meet all school-wide needs.”

In the Self-Assessment Report, the school leaders noted the additional challenge of food services. “Providing a school lunch program is a continued area of need and exploration. Given the feedback we received in the community, it is evident that we can widen our enrollment within our catchment by providing one. We have several problems associated with this move: lack of clarity from MDOE on funding, physical infrastructure, and staffing. We’re hopeful this will change for 24-25. Our ESP relationship has put an enduring burden on our school finances this year with marked increases in SPED services.”

PERFORMANCE FRAMEWORK OUTCOMES

Exceeded Expectation	Met Expectation	Approached Expectation	Did Not Meet Expectation
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In the spring of 2023, the Maine Department of Education changed its state-wide assessment **from** the NWEA MAP Assessment **to** the Through-Year Assessment. As the assessment was new, the Commission asked schools to report the percentage of students assessed at each grade level, the percentage of students “at state expectation” and “above state expectation” on proficiency in both ELA and Math. Ratings would be developed once baselines were established.

Due to the Maine Department of Education’s delay in releasing data from the Spring administration of the Through-Year Assessment, there are no proficiency outcomes that can be reported at this time.

Subsequently, schools expressed a concern with the possibility of double testing students in the spring of 2023 (i.e., administering the NWEA MAP Assessment *and* the Through-Year Assessment). There were assurances made by the MDOE that the Through-Year Assessment results would show academic growth *comparable* to the growth results from the NWEA MAP Assessment and based on those assurances schools were allowed to apply for a waiver of the Commission-required NWEA MAP Assessment. ACADIA Academy applied for, and was granted, the waiver for the administration of the NWEA MAP Assessment in the spring. Because the data from the spring administration of the Through-Year Assessment has not been released, academic growth outcomes for students in grades 3-8 cannot be determined; nor can any subgroup analysis be done at this time.

An addendum to this report will be provided once the data are released and analyzed by school personnel and Commission staff.

SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating

1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, ELA	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p>	<p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established.</p> <p>Percentage of Students Assessed:</p> <p>Percentage of Students “above state expectation”:</p> <p>Percentage of Students “at state expectation”:</p>
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p>	<p>This indicator will not be rated in SY22-23.</p> <p>Ratings will be developed after the baseline is established</p> <p>Percentage of Students Assessed:</p> <p>Percentage of Students “above state expectation”:</p> <p>Percentage of Students “at state expectation”:</p>
1.2		<p>Students will read on grade level based on the school's assessment tool by the end of the third grade.</p> <p>Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.</p>	<p>The Commission will monitor a charter school's percentage of students reading on grade level at the end of third grade.</p> <p>ACADIA uses Fountas and Pinnell and reports that 55% of 3rd grade students are reading on grade level.</p>
1.3a	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible¹ students meeting their projected growth on NWEA MAP reading.</p> <p><i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p>*NOTE - School received NWEA Testing Waiver for Spring 2023*</p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.9%
			Does Not Meet Expectation Below 35%
1.3b	Student Academic Growth: NWEA MAP Growth 3rd-8th	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i></p>	Exceeds Expectation Exceeds 55%

¹ Eligible is defined as having both a fall and spring score.

		<p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*NOTE - School received NWEA Testing Waiver for Spring 2023*</p>	<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.3c	<p>Student Academic Growth: NWEA MAP Growth 3rd-8th</p>	<p>School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math.</p> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions</p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*NOTE - School received NWEA Testing Waiver for Spring 2023*</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4a	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading.</p> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*To be reported, subgroups must have at least 10 students or 5% of the student population.</p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.9%</p>
			<p>Does Not Meet Expectation Below 35%</p>
1.4b	<p>Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</p> <p>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</p> <p>*To be reported, subgroups must have at least 10 students or 5% of the student population.</p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p>	<p>Exceeds Expectation Exceeds 55%</p>
			<p>Meets Expectation Between 45%-54.9%</p>
			<p>Approaching Expectation Between 35%-44.49%</p>
			<p>Does Not Meet Expectation Below 35%</p>

1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p> <p><i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)</i></p> <p><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>NOTE - School Received NWEA Testing Waiver for Spring 2023</p>	Exceeds Expectation Exceeds 55%
			Meets Expectation Between 45%-54.9%
			Approaching Expectation Between 35%-44.49%
			Does Not Meet Expectation Below 35%

SECTION 2: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

2.1	State Compliance	<p>The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public Charter District Leaderships, including exclusionary practices.</p> <p>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (IDEA)</p>	No rating is provided for <i>Criterion 2.1: State Compliance</i> . Site visit reports that include a section for this criterion identify specific concerns the school must address.
2.2	Family Engagement: Panorama School Climate Survey -Family Results	<p>Results from 3/3 required scales* for the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, and School Fit</i></p> <p>ACADIA’s family participation was 25%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 80th percentile nationally compared to like schools School Safety - In the 99th percentile nationally compared to like schools School Fit - In the 90th percentile nationally compared to like schools <p>Results in 3 of 3 required scales are in the “Exceeds Expectation” range, but school “Does Not Meet” the target due to low family participation.</p>	Exceeds Expectation All 3 of the 3 required scales in the above average range for like schools
			Meets Expectation All 3 of the 3 required scales in the average range for like schools
			Approaching Expectation 2 of the 3 required scales in the average range for like schools
			Does Not Meet Expectation 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%
2.3	School Climate: Panorama School Climate Survey -Student Results	<p>Results from 4/4 of the required scales* for the Student Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation among eligible students must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</i></p> <p>ACADIA’s student participation rate was 95%. Results on the required scales are as follows:</p>	Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools
			Meets Expectation All 4 of the 4 required scales in the average range for like schools
			Approaching Expectation At least 3 of the 4 required scales in the average range for like

		<ul style="list-style-type: none"> School Climate - In the 30th percentile nationally compared to like schools (grades 3-5) and in the 10th percentile nationally compared to like schools (grade 6) <p>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</p>	<p>schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.4	School Climate: Panorama School Climate Survey -Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* from the Teacher/Staff Panorama School Climate Surveys will be within the average range (50% or higher) when compared to like schools (%RFL, grade band, urban/rural). Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in a “does not meet standard.”</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p>ACADIA's teacher/staff participation rate was 49%. Results on the required scales are as follows:</p> <ul style="list-style-type: none"> School Climate - In the 30th percentile nationally compared to like schools School Leadership - In the 23rd percentile nationally compared to like schools Professional Learning - In the 35th percentile nationally compared to like schools Feedback and Coaching - In the 10th percentile nationally compared to like schools 	<p>Exceeds Expectation All 4 of the 4 required scales in the above average range for like schools</p> <p>Meets Expectation All 4 of the 4 required scales in the average range for like schools</p> <p>Approaching Expectation At least 3 of the 4 required scales in the average range for like schools</p> <p>Does Not Meet Expectation Fewer than 3 of the 4 required scales in the average range for like schools or participation rate is less than 75%</p>
2.5	School Climate: Panorama Survey	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.</p>	<p>Meets Expectation School develops and implements plan</p> <p>Approaching Expectation School develops and partially implements the plan</p> <p>Does Not Meet Expectation School does not develop or does not implement plan</p>
SECTION 3: ORGANIZATIONAL SUSTAINABILITY			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> The Governing Board has clear and well-understood systems for decision-making and communication 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine</p> <p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school</p>

		<p>processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.</p> <p>Focus on Improvement</p> <ul style="list-style-type: none"> The Governing Board engages in continuous and strategic improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy and the accountability cycles of the authorizer. 	<p>High Risk: Board has not fulfilled contract obligations as a charter contract holder in the State of Maine. MCSC may intervene with mitigation measures or other intervention protocols</p>
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	The Governing Board will hold a minimum of 6 meetings per school year ² in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).	<p>Meets Expectation 6 or more meetings</p>
			<p>Does Not Meet Expectation 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ³ publication of Board meeting agenda and minutes upon approval and submission to the Charter Commission, that thoroughly captures the discussion and decisions of the board.	<p>Meets Expectation All minutes and agendas posted timely</p>
			<p>Approaching Expectation 1-2 items not posted timely</p>
			<p>Does Not Meet Expectation 3 or more not posted timely</p>
3.4	Reporting Accuracy and Timeliness	<p>80%-90% of reports are submitted on time and are accurate and complete.</p> <p>91% of required documents/reports were submitted on time with 100% accuracy</p>	<p>Exceeds Expectation More than 90% of reports are submitted on time and are accurate and complete</p>
			<p>Meets Expectation 80%-89.9% of reports are submitted on time and are accurate and complete</p>
			<p>Approaching Expectation 70%-79.9% of reports are submitted on time and are accurate and complete</p>
			<p>Does Not Meet Expectation Fewer than 70% of reports are submitted on time and are accurate and complete</p>
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK)	<p>Exceeds Expectations Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth areas, an annual self-governance evaluation process, etc.</p>
			<p>Meets Expectations</p>

² A school year is July 1 - June 30

³ Timely is defined as posting agenda a minimum of 5 business days before the meeting and for minutes, posting within 5 business days of approval.

			100% of required courses have been taken and evidence is provided
			Approaching Expectations 80%-99.9% of required courses are taken and evidence is provided
			Does Not Meet Expectations Less than 80% of required courses have been completed
3.6	Facility meets Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities, including current Certificate of Occupancy and a Plan for maintenance and capital improvements of school facilities consistent with <i>20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10</i> Public School Approval Requirements and Citation Chart	Exceeds Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meets Expectations Certified as required and approved by the Board
			Does Not Meet Expectations Not certified as required
3.7	Facility supports Programming	The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.	Meets Expectation Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.
			Approaching Expectation Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Does Not Meet Expectation Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY (Results will be available once the FY23 Financial Audit is received and outcomes will be reported once Commission staff and consultants have reviewed the information submitted.)			
4.1a	Current Ratio (Near-Term Measures)	Current ratio is greater than or equal to 1.1. <i>Current assets divided by current liabilities.</i>	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted Days Cash on Hand (Near-Term Measures)	Unrestricted days cash will be at least 30 days. <i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i>	Lower Risk 60 or more days
			Moderate Risk 30-60 days

			High Risk Fewer than 30 days
4.1c	Enrollment Variance (Near-Term Measures)	Actual enrollment is within 5% of the enrollment projected in the approved budget. <i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i>	Lower Risk Actual within 2% of the projected enrollment
			Moderate Risk Variance is between 2 and 5%
			High Risk Variance is greater than 5% of the projected enrollment
4.1d	Financial Obligations Default (Near-Term Measures)	The school meets all debt and real estate lease obligations. <i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i>	Lower Risk Not in default and not delinquent
			Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors
			High Risk In default and/or delinquent
4.2a	Total Margin (Sustainability Measures)	The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive. <i>Net Surplus divided by Total Revenue</i>	Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			Moderate Risk Aggregated Two-Year Total Margin is at least 1.5%
			High Risk Aggregated Three-Year Total Margin is negative and/or the most recent year Total Margin is negative. Or the margin for the latest year is -10% or lower.
4.2b	Debt to asset ratio (Sustainability Measure)	The debt to asset ratio will be less than 0.9. <i>Total Liabilities divided by Total Assets</i>	Lower Risk Less than 90%
			Moderate Risk 90 to 100%
			High Risk Greater than 100%
4.2c	Cash Flow (Sustainability Measure)	Charter District Leadership maintains a positive cumulative 2-year cash flow. <i>Cash Flow = Net Annual Change in Unrestricted Cash. Cumulative Cash Flow is the sum of current and prior year Cash Flow</i>	Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.
			Moderate Risk A positive cumulative 2-year cash flow
			High Risk Does not have a positive

			cumulative 2-year cash flow and had negative cash flow in the most recent year.
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus. <i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i>	Lower Risk Exceeds 1.1
			Moderate Risk Is 1.0 to 1.1
			High Risk Is less than 1.0
4.3	Financial Planning and Budgeting	Charter District Leadership publishes a 3-year annual financial plan that includes a 2-year annual budget and a 1-year projection for year 3 that is board approved. The 3-year annual financial plan is due on August 31st.	Meets Expectation Charter District Leadership annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.
			Does Not Meet Expectations Charter District Leadership has not published a current 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.

SECTION 5: FAITHFULNESS TO THE CHARTER AND THE LAW

5.1	Mission and Key Design Implementation	<p>1.The school demonstrates its approved mission.</p> <p>2.The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p><i>*Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments
			Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments
			Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Attendance	<p><u>Chronic absenteeism</u> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent⁴ on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p> <p>Pre-K rates are not part of MDOE's chronic absenteeism calculations. Schools will report Pre-K chronic absenteeism rates, though this target outcome will not be rated. School reports 34% of Pre-K students were chronically absent.</p>	Exceeds Expectation Fewer than 10%
			School reports a chronic absenteeism rate of 9%.
			Meets Expectation 10%-18%
			Approaching Expectation 17.9%-25%

⁴ Chronically absent is defined as missing 10% or more of school days.

			Does Not Meet Expectation Greater than 25%
5.3	Student Persistence - School Year	Persistence throughout the school year 85% or more of eligible ⁵ students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day ⁶ .	Exceeds Expectation More than 90% <i>School reports 99% school year persistence.</i>
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
5.4	Student Persistence - Year-to-Year	Recurrent enrollment from one year to the next 85%-89.9% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the following SY by March 31 of current SY.	Exceeds Expectation Exceeds 90% <i>School reports 92% year-to-year persistence.</i>
			Meets Expectation 85%-89.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Mission and Vision	By the end of the school year 85%-95% of students will have successfully completed 3 out of 3 experiential learning projects (Eagle Soar Projects).	Exceeds Expectation Exceeds 95%
			Meets Expectation 85%-94.9%
			Approaching Expectation 75%-84.9%
			Does Not Meet Expectation Fewer than 75%
6.2a	Student Academic Growth: NWEA MAP Growth	Students in grades K, 1 and 2 will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP reading .	Exceeds Expectation Exceeds 70%
			Meets Expectation Between 60%-69.9%
			Approaching Expectation Between 50%-59.9%
			Does Not Meet Expectation Below 50%

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

6.2b	Student Academic Growth: NWEA MAP Growth	Students in grades K, 1 and 2 will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP <u>math</u> .	Exceeds Expectation Exceeds 70%
			Meets Expectation Between 60%-69.9%
			Approaching Expectation Between 50%-59.9%
			Does Not Meet Expectation Below 50%

MID-YEAR MEETING REPORT

2022-23 Mid-Year Meeting ACADIA Academy

March 21, 2023

On March 16, 2023, the Maine Charter School Commission staff completed a mid-year meeting in person and via Zoom with Amy Dieterich, the ACADIA Academy Governing Board Chairperson; Casey Baugher, Executive Director; and Heather Bucklin, the Coordinator of Teaching and Learning. Topics covered included academic proficiency and growth, student attendance, finances, student enrollment and recruitment, facilities, and the governing board.

Recommendations

- **COMPLETE THE AUDIT PROCESS EARLIER** - The School Administration and Board Finance Committee should review the audit process to ensure timely reporting. Review loan documents to determine if there is a timeline requirement for the audit to be completed.

Academic

In SY 21-22, ACADIA Academy outperformed the state average in both Reading and Math on the NWEA MAP Growth Assessment. 95.6% of the school's students met or exceeded expectations in Reading (state average: 83.8%) and 89.5% of the students met or exceeded expectations in math (state average: 81.3%). The school reported lower than average growth on the NWEA Map Growth Assessment from Fall 2022 to Winter 2023; reporting 34% of students meeting projected growth in reading and 29% in Math. If the

school maintains similar growth projection percentages on the Spring NWEA MAP Growth Assessment, they will not meet expectations on the Performance Framework. School leadership discussed the “high proficiency/low growth” trend in the data and hypothesized several contributing factors, such as a lack of investment in standardized tests, and the relative challenge of students with high proficiency also demonstrating high growth.

The school noted students that fall into lower growth categories are targeted for small group intervention. The school chose to administer the optional winter NWEA assessment, and prioritized increasing investment in the assessment.

The school leadership noted a concern that due to the required “double testing” in the Spring with the NWEA Map Growth required by the Maine Charter School Commission, and the Maine Through-Year Assessment, required by the state, students may experience test fatigue, which could impact results negatively.

Attendance

ACADIA Academy reports a significant decrease in chronic absenteeism this year. In SY 2021-22, ACADIA’s chronic absenteeism was 42.2%. Currently, for SY 2022-23, the school is projecting that 16% of their students are chronically absent. ACADIA attributes this decrease in chronic absenteeism to adjusted COVID protocols, and the strong relationships between staff and families. If the school maintains the rate of 16% of students being chronically absent until the end of the year, they will meet expectations on the Performance Framework.

Financial Performance

ACADIA is currently reporting “low risk” on almost all criteria in the Performance Framework. The school noted that the combination of a decrease in enrollment and the increasing cost of services for students on IEPs is reflected in their budget. The school will fill all seats for SY 2023-24, and maintain a waitlist, which will alleviate the strain from the enrollment decrease in further years. The school leadership named staff changes and COVID restrictions as drivers of their temporary enrollment decrease.

The school partners with John F. Murphy Homes (JFM) to provide services to students at ACADIA on IEPs, including the hiring and management of school staff who serve students on IEPs. School Leadership noted that the service is expensive and that they are reviewing the partnership closely to determine if it is affordable moving forward.

ACADIA's finance team is going through a staffing transition. The school is moving away from contracting with JFM as a financial service provider, and is bringing finance and human resources work in-house. The school recently hired personnel to manage finance. JFM will continue to be involved during the transition of the new personnel and with the 3-year financial plan development.

The school leadership notes that they benefit from significant financial support from one donor family, for which they feel grateful.

The SY 2022-23 financial audit was received at the end of December 2022. Commission Staff advised the school to complete the audit earlier to assist with financial planning. The staff advised the school to review their debt agreement for a deadline to complete the annual audit to ensure they are in compliance with their debt agreement, or if they should apply for a timeline waiver from the bank.

Student Enrollment and Recruitment

At the time of the mid-year meeting, ACADIA reported 248 students enrolled in the school. The projected enrollment next year is 262 students. There are 105 students on the waitlist for next year, with a waitlist at every grade level. School leadership attributes the increase in enrollment to several factors, including a strong community where students and families choose to stay. The school has had only one student unenroll this year and one student who is currently enrolled choose not to enroll next year. The school has prioritized student and family events throughout the year, such as the "Eagle Soar" events, and the establishment of afterschool clubs for students.

ACADIA piloted the use of Lotterease to streamline enrollment and lottery logistics and report that it is a helpful tool that they plan to continue to use.

School leaders report that they are committed to increasing the diversity of their student population to be more representative of the Lewiston community. The high student retention provides a small window to increase diversity, as more open seats are in Pre-K and 50% of next year's open seats will go to siblings of current students, who are prioritized in the lottery. The school attends community forums to advertise the school and confront misconceptions about the charter schools.

Facilities

The school reports that the facility is in strong shape and there are no current plans to improve or expand the facility.

Governing Board

The Board Chair reports strong board performance. The Executive Director provides a report at monthly board meetings on academic successes, challenges and operational issues. There is a Finance Committee that meets regularly and at minimum quarterly finance reports to the full board. The board makes modifications to the budget as needed and reviews and signs off on the annual audit. Heather Bucklin, the Coordinator of Teaching and Learning, joins board meetings periodically to discuss assessment data and report on student interventions.

The Board Chair reports that there is a core group of board members that have been with the school since before it was founded and she is planning for succession in board leadership roles.

The Board Chair cited staff turnover as a current challenge. While the school offers competitive pay to local school districts, the benefits are not comparable, as the school cannot fund MainePERS and health insurance costs are high because of the small staff.

DRAFT