

2023-24 Annual Monitoring Report

*Prepared for
ACADIA Academy*

November 2024





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
Donald Dearborn, Treasurer	Kate Dumais, Co Vice President
Chris Brann, Treasurer	Julie McCabe, Secretary
Jon Mercier	Danielle Moreau
Azenaide Pedro	Justin Good
Meredith Morrison, Co Vice President	Alicia Laroche

Leadership Team

Heather Bucklin, Executive Director	Emily Giorgetti, SPED Coordinator
Tracy Turner, Operations Manager	Andrew Dubois, Business Manager

School Profile

Year Opened	2016-17
Years in Operation	9
Grades Served	PreK-6
Number of Sending Districts	13
Enrollment*	246*
Students on Waiting List*	76*

*On 10-1-23 (State Student Count Day)

Grade Level Enrollment		
Pre-K	31	12.5%
KG	33	13.5%
1st Grade	34	14%
2nd Grade	34	14%
3rd Grade	27	11%
4th Grade	34	14%
5th Grade	26	10%
6th Grade	27	11%
Gender		
Female	116	47%
Male	130	53%
Race/Ethnicity		
American Indian or Alaska Native	1	<1%
Asian	1	<1%
Black or African American	11	4%
Hispanic/Latino	6	3%
Two or More Races	5	2%
White	222	90%
Special Education		
Students with IEPs	33	13%
General Education Students	213	87%
Economically Disadvantaged		
Yes	62	25%
No	184	75%

EXECUTIVE SUMMARY

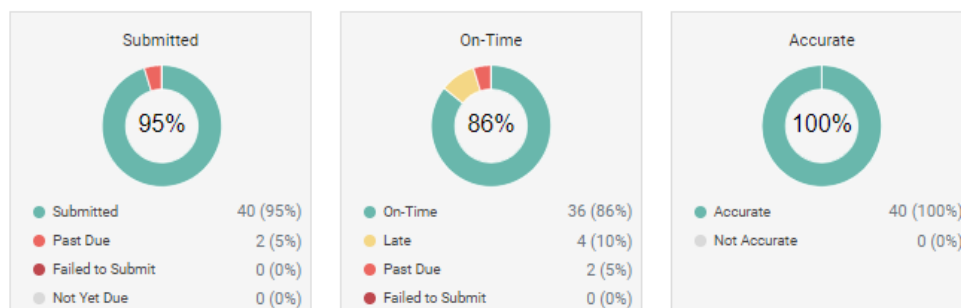
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 on cycle to have a Site Visit at the end of the 2023-24 school year.

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

Documentation 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 2023-24 school year:



2023-24 NARRATIVE

Leadership at ACADIA Academy shared that “with each school year, we are able to identify clear areas of celebration and growth and continue to be mindful of the tremendous strides made and challenges met”. Additionally, “as we grow, new challenges emerge and this year was not immune to these bumps in the road”.

The ACADIA leadership team conducts annual reviews ahead of each school year to inform planning and practices for the upcoming academic year and reports that they are “overwhelmingly impressed with the projects and work our teaching staff completed this year in preparing highly meaningful experiential opportunities for our students”. With the implementation of the BARR system, staff were able to discuss and create success plans for every student in the building.

ACADIA experienced “many community and cultural challenges that were unexpected” including community trauma, and teaching partners that “struggled to fit well together”. Along with existing wellness clinic offerings, the school was able to deploy resources following the mass shooting in Lewiston – additional counseling and support animals - to help support staff, students, and families.

Discipline practices at ACADIA continue to be a “point of pride”. The BARR system allowed for greater understanding of student needs and how to meet them. Staff were provided with access to professional development opportunities focused on creating compassionate and SEL focused classrooms. Restorative practice training for staff offered tools for immediate classroom intervention and the school reported no student suspensions nor substantiated cases of bullying.

ACADIA provides a “considerable amount” of opportunities for family involvement and has a school-wide committee dedicated to the “exploration and provision” of family engagement. Their PTO is highly engaged and active in the school community.

The school describes its greatest challenge as supporting and staffing its program for students on Individualized Education Plans (IEPs). Out-of-district placements have been a financial strain on the organization.

Student Achievement

ACADIA requested, and was granted, a waiver from the Commission to not administer the NWEA MAP. Academic assessment results show that ACADIA students are proficient in both reading and math, but not meeting growth targets.

The Maine Through Year Assessment measures student academic proficiency and ACADIA students are **exceeding** expectations in reading – with students in grades 5 and 6 outperforming their peers. They are **meeting** expectations in math, and students in the 4th grade outperformed state expectations.

Subgroup performance in reading is strong overall and **meets** expectations on the framework. The performance of female students is the strongest with several grades **exceeding** state expectations. Subgroups are **approaching** expectations in math.

ACADIA students are **not meeting** growth targets in reading and **approaching** expectations in math. For both reading and math, students are **approaching** or **not meeting** expectations across all subgroups. The Commission will require the school to administer the NWEA MAP assessment beginning in the Fall of 2024 as growth data gleaned from the Maine Through-Year Assessment appears unreliable.

Chronic absenteeism is a strength for the school, consistently **meeting** performance framework expectations.

School Climate and Family Engagement

Annually, schools are required to distribute school climate surveys to families, students, teachers, and staff. For the second year in a row, ACADIA families, students, and teachers responded unfavorably to the survey questions. Leadership “thinks the challenges of maintaining several long-term subs as well as other community issues may have contributed”. We encourage the ACADIA board and administration to prioritize school climate and culture in the upcoming school year.

Organizational Sustainability

The ACADIA governing board is made up of 12 members, many who have been on the board and held officer roles for years. The long-term members will soon term off the board and succession planning has begun to ensure a smooth transition.

The board meets on a regular basis, holding 12 monthly meetings as well as several special meetings in SY2023-24. Meeting agendas and approved minutes thoroughly capture the discussions and decisions of the board, but are oftentimes posted later than expected.

Throughout the school year schools are required to submit reports and other data using the Epicenter platform. 86% of required reports were submitted on time with 100% accuracy, **meeting** performance framework expectations.

Board members are required to engage in a baseline of annual training and development. ACADIA board members failed to complete the required training requirements with only 1 of the 20 (or 5%) completed. We encourage the ACADIA board to prioritize training and professional development in the upcoming school year.

Of note: ACADIA’s FY23 financial audit was due on 12/30/23 and not received until 9/25/24. Financial outcomes for the purpose of annual reporting were due on 8/15/24 and not received until 10/1/24. The required 3-year financial plan due on 6/30/24 has not been submitted.

Financial Management and Viability

Based on FY24 4th quarter financials, ACADIA Academy is low to moderate risk on several of its financial metrics, but the 4th quarter results reflect higher risk scores for unrestricted days cash on hand, total margin, cash flow and financial obligations coverage ratio largely due to the financial strain of a high number of out-of-district placements for students on IEPs. The ACADIA governing board continues to monitor this closely.

School Mission and Student Persistence

Student persistence and recurrent enrollment continue to be strengths for the school, **exceeding** performance framework expectations.

2023-24 PERFORMANCE FRAMEWORK OUTCOMES

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
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SECTION 1: STUDENT ACHIEVEMENT			
Criterion	Indicator	Target	Rating
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, Reading	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
		<u>Grade 3</u> <i>58% of ACADIA 3rd graders are “at or above state expectations” in Reading compared to 60% state-wide per the Acacia platform (Meeting Expectations)</i>	
		<u>Grade 4</u> <i>64% of ACADIA 4th graders are “at or above state expectations” in Reading compared to 64% state-wide per the Acacia platform (Meeting Expectations)</i>	Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		<u>Grade 5</u> <i>76% of ACADIA 5th graders are “at or above state expectations” in Reading compared to 70% state-wide per the Acacia platform (Exceeding Expectations)</i>	Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
		<u>Grade 6</u>	Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”

		85% of ACADIA 6th graders are “at or above state expectations” in Reading compared to 72% state-wide per the Acacia platform (Exceeding Expectations)	
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	Schools will report the percentage of students assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
		Grade 3 36% of ACADIA 3rd graders are “at or above state expectations” in Math compared to 63% state-wide per the Acacia platform (Not Meeting Expectations)	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
		Grade 4 76% of ACADIA 4th graders are “at or above state expectations” in Math compared to 54% state-wide per the Acacia platform (Exceeding Expectations)	
		Grade 5 52% of ACADIA 5th graders are “at or above state expectations” in Math compared to 52% state-wide per the Acacia platform (Meeting Expectations)	Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”
		Grade 6 38% of ACADIA 6th graders are “at or above state expectations” in Math compared to 43% state-wide per the Acacia platform (Meeting Expectations)	Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”
1.1c	Proficiency by subgroup, Through-Year Assessment, Reading	Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender <i>*To be reported, subgroups must have at least 10 students.</i>	Exceeding Expectations ≥5% of state average of schools “at or above state expectation”
		Grade 3 <ul style="list-style-type: none"> 54% of Male students are “at or above state expectations” in Reading compared to 57% state-wide per the Acacia platform (Meeting Expectations) 60% of Female students are “at or above state expectations” in Reading compared to 63% state-wide per the Acacia platform (Meeting Expectations) 	Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”
		Grade 4 <ul style="list-style-type: none"> 44% of Male students are “at or above state 	

		<p>expectations” in Reading compared to 61% state-wide per the Acacia platform (Not Meeting Expectations)</p> <ul style="list-style-type: none"> • 82% of Female students are “at or above state expectations” in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations) • 58% of Economically Disadvantaged students are “at or above state expectations” in Reading compared to 50% state-wide per the Acacia platform (Exceeding Expectations) 	
		<p>Grade 5</p> <ul style="list-style-type: none"> • 75% of Female students are “at or above state expectations” in Reading compared to 75% state-wide per the Acacia platform (Meeting Expectations) 	<p>Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”</p>
		<p>Grade 6</p> <ul style="list-style-type: none"> • 82% of Female students are “at or above state expectations” in Reading compared to 75% state-wide per the Acacia platform (Exceeding Expectations) 	<p>Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”</p>
1.1d	Proficiency by subgroup, Through-Year Assessment, Math	<p>Schools will report the percentage of students in each reportable subgroup* assessed at each grade level, and at the campus and district levels. Schools will report the percentage of students in each reportable subgroup “at state expectation” and “above state expectation” on proficiency. Comparable subgroups include: Students in IEPs, Multilingual Learners, Economically Disadvantaged, Race, Ethnicity, and Gender</p> <p><i>*To be reported, subgroups must have at least 10 students.</i></p> <p>Grade 3</p> <ul style="list-style-type: none"> • 46% of Male students are “at or above state expectations” in Math compared to 64% state-wide per the Acacia platform (Not Meeting Expectations) • 27% of Female students are “at or above state expectations” in Math compared to 61% state-wide per the Acacia platform (Not Meeting Expectations) <p>Grade 4</p> <ul style="list-style-type: none"> • 19% of Male students are “at or above state expectations” in Math compared to 58% state-wide per the Acacia platform (Not Meeting Expectations) • 24% of Female students are “at or above state expectations” in Math compared to 51% state-wide per the Acacia platform (Not Meeting Expectations) • 33% of Economically Disadvantaged students are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform (Approaching Expectations) <p>Grade 5</p> <ul style="list-style-type: none"> • 50% of Female students are “at or above state expectations” in Math compared to 51% state-wide per the Acacia platform (Meeting Expectations) 	<p>Exceeding Expectations ≥5% of state average of schools “at or above state expectation”</p> <p>Meeting Expectations Between ≥-5% and <5% of state average of schools “at or above state expectation”</p> <p>Approaching Expectations Between ≥-15% and <-5% of state average of schools “at or above state expectation”</p> <p>Not Meeting Expectations ≤-15% of state average of schools</p>

		<p>Grade 6</p> <ul style="list-style-type: none"> 35% of Female students are “at or above state expectations” in Math compared 40% state-wide per the Acacia platform (Meeting Expectations) 	“at or above state expectation
1.2	Reading on Grade Level - 3rd Grade	<p>Students will read on grade level based on the school's assessment tool by the end of 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>ACADIA uses the Fountas & Pinnell and reports that 71% of 3rd graders are reading on grade level.</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>Reported as Required</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>ACADIA reports that 29% of eligible students are meeting projected growth in Reading.</p>	<p>Exceeding Expectations Exceeds 55%</p>
			<p>Meeting Expectations Between 45%-54.9%</p>
			<p>Approaching Expectations Between 35%-44.9%</p>
			<p>Not Meeting Expectations Below 35%</p>
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> <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>Data Not Available; the Maine Through Year Assessment does not assess language.</p>
1.3c	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 math.</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>ACADIA reports that 38% of eligible students are meeting their projected growth in Math.</p>	<p>Exceeding Expectations Exceeds 55%</p>
			<p>Meeting Expectations Between 45%-54.9%</p>
			<p>Approaching Expectations Between 35%-44.9%</p>
			<p>Not Meeting Expectations Below 35%</p>
1.4a	Subgroup Performance: Maine State	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading.</p>	<p>Exceeding Expectations Exceeds 55%</p>

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

	<p>Assessment (NWEA MAP) 3rd-8th</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>School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> • Students with IEPs - 28% (Not Meeting Expectations) • Male - 26% (Not Meeting Expectations) • Female 31% (Not Meeting Expectations) • Economically Disadvantaged 37% (Approaching Expectations) • Students with a 504 Plan - 25% (Not Meeting Expectations) 	<p>Meeting Expectations Between 45%-54.9%</p> <hr/> <p>Approaching Expectations Between 35%-44.9%</p> <hr/> <p>Not Meeting Expectations 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>Data Not Available; the Maine Through Year Assessment does not assess language.</p>
1.4c	<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 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>*To be reported, subgroups must have at least 10 students or 5% of the student population.</p> <p>School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> • Students with IEPs - 39% (Approaching Expectations) • Male - 36% (Approaching Expectations) • Female 32% (Not Meeting Expectations) • Economically Disadvantaged 30% (Not Meeting Expectations) • Students with a 504 Plan - 35% (Approaching Expectations) 	<p>Exceeding Expectations Exceeds 55%</p> <hr/> <p>Meeting Expectations Between 45%-54.9%</p> <hr/> <p>Approaching Expectations Between 35%-44.49%</p> <hr/> <p>Not Meeting Expectations Below 35%</p>

1.7	Student Attendance	<p><u>Chronic absenteeism</u> rate.</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent on the last day of school².</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.</p>	Exceeding Expectations Fewer than 10%
			Meeting Expectations 10%-18%
			ACADIA's state-reported chronic absenteeism rate is 16.82%.
			Approaching Expectations 17.9%-25%
			Not Meeting Expectations Greater than 25%
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* on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools nationally (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, and School Fit</i></p> <p>37 families responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Safety - 10th percentile • School Climate - 10th percentile • School Fit - 20th percentile 	Exceeding Expectations 3 of the 3 required scales are 50% or higher when compared to like schools nationally
			Meeting Expectations 2 of the 3 required scales are 50% or higher when compared to like schools nationally
			Approaching Expectations 1 of the 3 required scales are 50% or higher when compared to like schools nationally
			Not Meeting Expectations 0 of the 3 required scales are 50% or higher when compared to like schools nationally 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* on the Student Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in "Not Meeting Expectations".</p> <p><i>*Required Scales - School Climate, Safety, Rigorous Expectations, and Teacher/Student Relationships</i></p> <p>Grades 3-5 76 students (86%) of students responded to the Panorama School Climate Survey and the results compared to like</p>	Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally
			Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally
			Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like

² Students are labeled chronically absent if they miss more than 18 days, or 10% of the school year.

		<p>schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Rigorous Expectations - 20th percentile • School Safety - 20th percentile • School Teacher/Student Relationships - 10th percentile • School Climate - 10th percentile <p>Grade 6 25 students (92.6%) of students responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Rigorous Expectations - 10th percentile • School Safety - 70th percentile • School Teacher/Student Relationships - 10th percentile • School Climate - 20th percentile 	<p>schools nationally</p> <p>Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.4	School Climate: Panorama School Climate Survey-Teacher Results	<p>Results from at least 4/4 of the required scales* on the Teacher Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback & Coaching</i></p> <p>30 teachers (66.66%) of teachers responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows: School Climate - 10th percentile</p> <ul style="list-style-type: none"> • School Leadership - 10th percentile • Professional Learning - 10th percentile • Feedback and Coaching - 10th percentile 	<p>Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.5	School Climate: Panorama School Climate Survey-Staff Results	<p>Results from at least 4/4 of the required scales* on the Staff Panorama School Climate Surveys will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).</p> <p>Participation must be a minimum of 75% in order to qualify. Participation under 75% will automatically result in “Not Meeting Expectations”.</p> <p><i>*Required Scales - School Climate, Leadership, Professional Learning, and Feedback & Coaching</i></p> <p>9 staff (100%) of staff responded to the Panorama School Climate Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Climate - 30th percentile • School Leadership - 60th percentile • Professional Learning - 90th percentile • Feedback and Coaching - 70th percentile 	<p>Exceeding Expectations 4 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Meeting Expectations 3 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Approaching Expectations 2 of the 4 required scales are 50% or higher when compared to like schools nationally</p> <p>Not Meeting Expectations Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally OR participation rate is less than 75%</p>
2.6	School Climate: Panorama	<p>Annually, the school will review its Panorama Education School Climate survey results and develop an action plan to address</p>	<p>Meeting Expectations School develops and implements</p>

	Survey	areas for continued improvement. Plan and outcome will be submitted to the Commission.	plan
			Approaching Expectations School develops and partially implements the plan
			Not Meeting Expectations School does not develop or does not implement plan

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> <p>The Governing Board has clear and well-understood systems for decision-making and communication 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. 	Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.
			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.
			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.
3.2	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>The Governing Board will hold a minimum of 6 meetings per school year³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA).</p> <p><i>The ACADIA governing board held 14 meetings during SY2023-24.</i></p>	Meeting Expectations 6 or more meetings
			Not Meeting Expectations 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	<p>Timely⁴ 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> <p><i>There were 5 instances of board meeting agendas or approved minutes being posted late.</i></p>	Meeting Expectations All minutes and agendas posted timely
			Approaching Expectations 1-2 items not posted timely

³ A school year is July 1 - June 30

⁴ 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.

			Not Meeting Expectations 3 or more not posted timely
3.4	Reporting Accuracy and Timeliness	80%-90% of reports are submitted on time and are accurate and complete. 86% of reports were submitted on time and were accurate 100% of the time. NOTE: ACADIA's FY23 Financial Audit was due on 12/30/23. It was submitted to the Commission on 9/25/24 and the FY24 QTR4 financials were due on 8/15/24 and submitted on 10/1/24. The required 3-year financial plan that was due on 6/30/23 was not received.	Exceeding Expectations More than 90% of reports are submitted on time and are accurate and complete
			Meeting Expectations 80%-89.9% of reports are submitted on time and are accurate and complete
			Approaching Expectations 70%-79.9% of reports are submitted on time and are accurate and complete
			Not Meeting Expectations Fewer than 70% of reports are submitted on time and are accurate and complete
3.5	Board Training	Board members will engage in a baseline of annual training and development using the following guidelines. (LINK) In SY2023-24, the ACADIA board had 21 required board training requirements. Of those 21 requirements, 1 was completed (5%).	Exceeding 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. and has completed 100% of required courses
			Meeting Expectations 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
			Not Meeting 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 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 Public School Approval Requirements and Citation Chart	Exceeding Expectations Charter District Leadership has obtained an environmentally friendly certification such as LEED
			Meeting Expectations Certified as required and approved by the Board
			Not Meeting 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.	Meeting Expectations Facility provides a campus environment that optimizes learning, teaching, and working

			that supports mission and key design element implementation.
			Approaching Expectations Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.
			Not Meeting Expectations 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

Financial measures for FY24 are included in the Annual Monitoring Report for the first time in Section 4. The Commission staff calculated the metrics using school-provided fourth quarter financial data. As financial audits are completed for FY24, the Commission staff will re-calculate the metrics and compare the result to the Q4 results. If there are material changes which move the outcome to a different risk category, an addendum will be filed.

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> \$439,138 / \$380,480 = 1.2	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> \$288,866 / ((\$4,004,076-95,693) / 365) = 27 days	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> (246-247)/247 = -0.4%	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 t and

			has not obtained waivers from lenders and/or lessors
4.2a	Total Margin (Sustainability Measures)	<p>The School's Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive.</p> <p><i>Net Surplus divided by Total Revenue</i></p> <p>CYR - \$-477,301 / \$3,526,775 = -13.5% 3YR - \$55 / \$11,786,682 = 0.0%</p>	<p>Lower Risk Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive</p>
			<p>Moderate Risk Aggregated Three-Year Total Margin is positive or zero AND the current year Total Margin \geq-10%</p>
			<p>High Risk Aggregated Three-Year Total Margin is negative OR the current year Total Margin is $<$-10%</p>
4.2b	Debt to asset ratio (Sustainability Measure)	<p>The debt to asset ratio will be less than 90%.</p> <p><i>Total Liabilities divided by Total Assets</i></p> <p>\$603,008 / \$2,627,253 = 23%</p>	<p>Lower Risk Less than 90%</p>
			<p>Moderate Risk 90 to 100%</p>
			<p>High Risk Greater than 100%</p>
4.2c	Cash Flow (Sustainability Measure)	<p>Charter District Leadership maintains a positive cumulative 2-year cash flow.</p> <p><i>Cash Flow = Net Annual Change in Unrestricted Cash.</i> <i>Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p> <p>CYR Cash Flow = \$-89,883 PYR Cash Flow = \$-15,803 2-Year Cash Flow = \$-105,686</p>	<p>Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>
			<p>Moderate Risk A positive cumulative 2-year cash flow</p>
			<p>High Risk Does not have a positive cumulative 2-year cash flow</p>
4.2d	Financial Obligations Coverage Ratio (Sustainability Measure)	<p>Charter District Leadership is able to pay current debt principal and interest and lease payments from the current year surplus.</p> <p><i>(Net Surplus + Depreciation + Interest + Lease Expense)/(Annual Principal + Interest + Lease Payments)</i></p> <p>\$(369,649) / \$23,634 = -16.3</p>	<p>Lower Risk Exceeds 1.1</p>
			<p>Moderate Risk Is 1.0 to 1.1</p>
			<p>High Risk Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>School 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.</p> <p>The 3-year annual financial plan is due on June 30th.</p>	<p>Meeting Expectations School annually publishes a 3-year financial plan that includes a budget for the next 2-years and a 1-year projection for year 3.</p>
			<p>Not Meeting Expectations School 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.</p>

SECTION 5: SCHOOL MISSION AND STUDENT PERSISTENCE			
5.1	Mission and Key Design Implementation	1.The school demonstrates its approved mission.	Meeting Expectations School is implementing the mission and design elements as outlined in the charter and amendments
		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.	Approaching Expectations School is partially implementing the mission and design elements as outlined in the charter and amendments
		3.The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter. <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>	Not Meeting Expectations School is not implementing the majority of the mission and design elements as outlined in the charter and amendments
5.2	Student Persistence - School Year	Persistence throughout the school year	Exceeding Expectations More than 90%
		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 .	Meeting Expectations 85%-89.9%
		<i>The school reports that 98.37% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.</i>	Approaching Expectations 75%-84.9%
			Not Meeting Expectations Fewer than 75%
5.3	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.	Exceeding Expectations Exceeds 90%
		<i>The school reports that 96.34% completed an Intent to Reenroll form for SY2024-25.</i>	Meeting Expectations 85%-89.9%
			Approaching Expectations 75%-84.9%
			Not Meeting Expectations Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	ACADIA will improve social & emotional and academic outcomes for all students by building strong	By the end of the school year, at least 90% of students will have established goals and identified strategies for obtaining them as evidenced on the Small block and Big block data sheets.	Exceeding Expectations Greater than 92%
		<i>192 out of 236 students were discussed in Small or Big Block meetings and had goals set to monitor academic or SEL growth. This is 81% of students schoolwide.</i>	Meeting Expectations 88% - 92%
			Approaching Expectations

⁵ Student resident in the state of Maine

⁶ Student Count Day is October 1

	collaborative relationships between students and staff and staff teams through the implementation of the BARR framework.		78% - 88.9%
			Not Meeting Expectations Below 78%
6.2	Students in grades K-2 will demonstrate strong writing growth on twice yearly assessments.	75% of all K-2 students will demonstrate writing growth as measured by ACADIA's writing rubric. <i>This goal was approved in February 2024. A schoolwide writing prompt and grading rubrics were developed in the Fall. Students in grades K-2 were administered the prompt in May. Teachers collaboratively scored all writing prompts using the newly developed rubric to ensure calibration across teachers and grade levels. The writing prompt will be administered twice in the 24/25 school year (first in October, again in May) in order to analyze student growth in writing.</i>	Exceeding Expectations More than 77% Meeting Expectations 73% - 77% Approaching Expectations 63% - 72.9% Not Meeting Expectations Below 63%