

# 2022-23 Annual Monitoring Report

*Prepared for  
Fiddlehead School of Arts & Sciences*

November 2023





### Mission

To unfold the potential of children, in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, a love of learning and embrace the interconnectedness of all things.

### Vision

To provide for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment.

### Governing Board

William Doughty, Chair	Ben Kramer, Treasurer
Kimberly Allen	Susan Doughty
Laura Newman	Marie Reimensnyder

### Leadership Team

Jacinda Cotton-Castro, Director	Jason Manjourides, Principal
Anne Stires, COTL	Lee Ann Arnold, SPED Director
Jennifer Merrill, Title I Coordinator	Denise Johnson, Business Manager

### School Profile

Year Opened	2013-14
Years in Operation	10
Grades Served	PreK-8
Number of Sending Districts	21
Enrollment*	192
Students on Waiting List*	34

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

Grade Level Enrollment		
Pre-K	20	10%
KG	20	10%
1st Grade	21	11%
2nd Grade	19	10%
3rd Grade	13	8%
4th Grade	21	11%
5th Grade	19	10%
6th Grade	20	10%
7th Grade	19	10%
8th Grade	20	10%
Gender		
Female	84	44%
Male	108	56%
Race/Ethnicity		
Black or African American	5	3%
Two or More Races	2	1%
White	185	96%
Special Education		
Students with IEPs	53	28%
General Education Students	139	72%
Economically Disadvantaged		
Yes	25	13%
No	167	87%

## EXECUTIVE SUMMARY

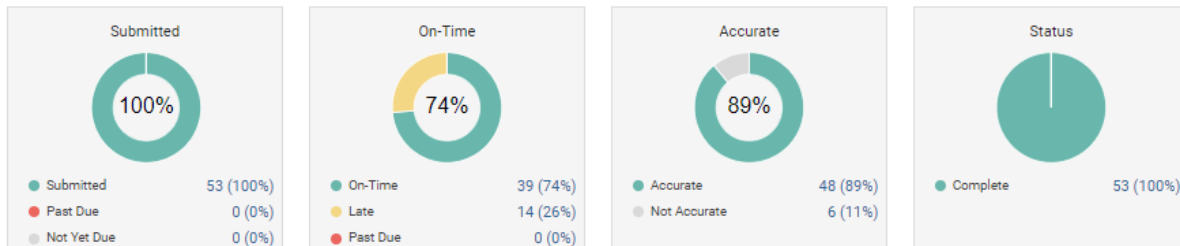
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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](#). Fiddlehead School of Arts & Sciences 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"><li>• School Calendar</li></ul>	<ul style="list-style-type: none"><li>• School Leader Evaluation Tool</li></ul>
<ul style="list-style-type: none"><li>• Current enrollment and demographics</li></ul>	<ul style="list-style-type: none"><li>• Staff Roster</li></ul>
<ul style="list-style-type: none"><li>• Current organizational chart</li></ul>	<ul style="list-style-type: none"><li>• Panorama school climate survey results</li></ul>
<ul style="list-style-type: none"><li>• Board Meeting Minutes</li></ul>	<ul style="list-style-type: none"><li>• School’s self-assessment</li></ul>
<ul style="list-style-type: none"><li>• Board member meeting attendance</li></ul>	<ul style="list-style-type: none"><li>• Previous year’s monitoring report [as applicable]</li></ul>
<ul style="list-style-type: none"><li>• School’s strategic plan [as applicable]</li></ul>	<ul style="list-style-type: none"><li>• School’s reported performance framework results</li></ul>
<ul style="list-style-type: none"><li>• ESP Contract and/or other important MOUs</li></ul>	<ul style="list-style-type: none"><li>• Copies of current recruitment materials</li></ul>
<ul style="list-style-type: none"><li>• Professional Development Calendar</li></ul>	<ul style="list-style-type: none"><li>• Student enrollment application</li></ul>

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.*

**STUDENT AND TEACHER/STAFF SCHOOL CLIMATE:** The school is not meeting expectations in student and teacher/staff satisfaction rates, as measured on the Panorama survey. We recommend that the school probe to uncover the root cause of the dissatisfaction and develop strategies to increase investment with students and teachers/staff.

**CHRONIC ABSENTEEISM:** Given the increase in chronic absenteeism from SY2021-22, we recommend that the school develop clear and specific goals and strategies to increase attendance.

In school year 2022-23, Fiddlehead School of Arts and Sciences was successful in the following areas of the Performance Framework:

- **Family Engagement:** On the Panorama survey, the school ranked in the 70-90% of like-schools nationally on family satisfaction;
- **Governing Board Meetings:** The School Board held the required number of meetings;
- **Facility:** The facility supports learning;
- **Student Persistence:** The school **met or exceeded expectations** for student retention over the course of the year and year-to-year; and
- **Customized Section:** The school **met or exceeded expectations** in all customized goals outlining codification of the academic program.

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

- Program Codification: The school reported that they “are nearing completion of a MODEL framework grade by grade that we will use for possible future expansion. This year we strengthened our focus on Emergent Curriculum Approach for grades Pre-K through 2nd; Inquiry Based Approach for grades 3rd through 5th; and Project Based Approach for Grades 6th – 8 th – with an 8th Grade Capstone. The Capstone was once again a HUGE success this past spring.”
- Enrollment: The school received “165 Letters of Intent to Enroll...for September 2023, an all-time high.” This represents 15 school districts and 35% of students from families who identify as economically disadvantaged.

Fiddlehead School of Arts and Sciences has demonstrated areas that require growth on the Performance Framework in the following areas:

- Student and Teacher/Staff School Climate: The school is not meeting expectations in student and teacher/staff satisfaction rates, as measured on the Panorama survey.
- Governing Board Training and Timely Publication of Meeting Minutes and Agendas: The Governing Board did not attend the required number of online trainings, and failed to publish Board Meeting agendas and minutes in a timely way.
- Attendance: The school rate of chronic absenteeism increased in SY22-23 to 35%.

The school provided additional content regarding school climate in their Self-Assessment Report: “The primary take away from our survey is that our culture has been damaged by the pandemic, the separation that was necessary during the pandemic, and the loss of key leadership. We will continue to work on rebuilding our community connection for families and for the staff.”

## 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, <b>ELA</b>	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.	This indicator will not be rated in SY22-23.  Ratings will be developed after the baseline is established.  <b>Percentage of Students Assessed:</b>  <b>Percentage of Students “At State Expectation”:</b>  <b>Percentage of Students “Above State Expectation”:</b>
1.1b	Student Academic Proficiency - MDOE	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	This indicator will not be rated in SY22-23.  Ratings will be developed after the

	Through-Year Assessment, <b>Math</b>	expectation” and “above state expectation” on proficiency.	baseline is established  <b>Percentage of Students Assessed:</b>  <b>Percentage of Students “At State Expectation”:</b>  <b>Percentage of Students “Above State Expectation”:</b>
1.2		Students will read on grade level based on the school’s assessment tool by the end of the third grade.  Schools will provide the percentage of 3rd grade students reading on grade level at the end of the year.	The Commission will monitor a charter school’s percentage of students reading on grade level at the end of third grade.  <b>Fiddlehead uses Fountas and Pinnell and reports that 75% of 3rd grade students are reading on grade level.</b>
1.3a	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	School will meet the goal of 45%-55% of eligible <sup>1</sup> students meeting their projected growth on NWEA MAP <b>reading</b> .  <i>Participation under 85% may result in an investigation from MCSC to determine potential interventions.</i>  <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>  <b>*NOTE - School received NWEA Testing Waiver for Spring 2023*</b>	<b>Exceeds Expectation</b> Exceeds 55%  <b>Meets Expectation</b> Between 45%-54.9%  <b>Approaching Expectation</b> Between 35%-44.9%  <b>Does Not Meet Expectation</b> Below 35%  <b>School reported 34% of students met expectations.</b>
1.3b	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>language</b> .  <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i>  <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>  <b>*NOTE - School received NWEA Testing Waiver for Spring 2023*</b>	<b>Exceeds Expectation</b> Exceeds 55%  <b>Meets Expectation</b> Between 45%-54.9%  <b>Approaching Expectation</b> Between 35%-44.9%  <b>School reported 36% of students met expectations.</b>  <b>Does Not Meet Expectation</b> Below 35%
1.3c	Student Academic Growth: <a href="#">NWEA MAP Growth</a> 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b> .  <i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i>  <i>(Outcomes will be based on the NWEA MAP Growth Assessment - fall to spring - unless the school has received a waiver for the</i>	<b>Exceeds Expectation</b> Exceeds 55%  <b>Meets Expectation</b> Between 45%-54.9%

<sup>1</sup> Eligible is defined as having both a fall and spring score.



		<p>spring administration and is only administering the MDOE Through Year Assessment)</p> <p><b>*NOTE - School received NWEA Testing Waiver for Spring 2023*</b></p>	<p><b>Approaching Expectation</b> Between 35%-44.9%</p> <hr/> <p><b>Does Not Meet Expectation</b> Below 35%</p> <p><b>School reported 27% of students met expectations.</b></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 <b>reading</b>.</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 <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>NOTE - School Received NWEA Testing Waiver for Spring 2023</b></p> <p><b>School reported the following percentages:</b></p> <ul style="list-style-type: none"> <li>• <b>SPED: 46%</b></li> <li>• <b>504: 17%</b></li> <li>• <b>F+R: 36%</b></li> <li>• <b>Male: 22%</b></li> <li>• <b>Female: 45%</b></li> </ul>	<p><b>Exceeds Expectation</b> Exceeds 55%</p> <hr/> <p><b>Meets Expectation</b> Between 45%-54.9%</p> <hr/> <p><b>Approaching Expectation</b> Between 35%-44.9%</p> <hr/> <p><b>Does Not Meet Expectation</b> 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 <b>language</b>.</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 <b>at least 10 students</b> or 5% of the student population.</i></p> <p><b>NOTE - School Received NWEA Testing Waiver for Spring 2023</b></p> <p><b>School reported the following percentages:</b></p> <ul style="list-style-type: none"> <li>• <b>SPED: 33%</b></li> <li>• <b>504: 25%</b></li> <li>• <b>F+R: 36%</b></li> <li>• <b>Male: 34%</b></li> <li>• <b>Female: 52%</b></li> </ul>	<p><b>Exceeds Expectation</b> Exceeds 55%</p> <hr/> <p><b>Meets Expectation</b> Between 45%-54.9%</p> <hr/> <p><b>Approaching Expectation</b> Between 35%-44.49%</p> <hr/> <p><b>Does Not Meet Expectation</b> Below 35%</p>
1.4c	<p>Subgroup Performance: Maine State Assessment (NWEA MAP)</p>	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP <b>math</b>.</p> <p><i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i></p>	<p><b>Exceeds Expectation</b> Exceeds 55%</p>

	3rd-8th	<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 <b>at least 10 students</b> or 5% of the student population.</p> <p><b>NOTE - School Received NWEA Testing Waiver for Spring 2023</b></p> <p><b>School reported the following percentages:</b></p> <ul style="list-style-type: none"> <li>• <b>SPED: 34%</b></li> <li>• <b>504: 9%</b></li> <li>• <b>F+R: 27%</b></li> <li>• <b>Male: 29%</b></li> <li>• <b>Female: 24%</b></li> </ul>	<p><b>Meets Expectation</b> Between 45%-54.9%</p>
			<p><b>Approaching Expectation</b> Between 35%-44.49%</p>
			<p><b>Does Not Meet Expectation</b> Below 35%</p>

**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><a href="#">MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act</a> (IDEA)</p>	<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.</p>
2.2	Family Engagement: <a href="#">Panorama School Climate Survey</a> -Family Results	<p>Results from 3/3 required scales* on 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 must be a minimum of 35% in order to qualify. Participation under 35% will automatically result in a "does not meet standard."</p> <p>*Required Scales: School Climate, Safety, and School Fit</p> <p><b>Fiddlehead's family participation was 45%. Results on the required scales are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - In the 90th percentile nationally compared to like schools</b></li> <li>• <b>School Safety - In the 70th percentile nationally compared to like schools</b></li> <li>• <b>School Fit - In the 70th percentile nationally compared to like schools</b></li> </ul>	<p><b>Exceeds Expectation</b> All 3 of the 3 required scales in the above average range for like schools</p>
			<p><b>Meets Expectation</b> All 3 of the 3 required scales in the average range for like schools</p>
			<p><b>Approaching Expectation</b> 2 of the 3 required scales in the average range for like schools</p>
			<p><b>Does Not Meet Expectation</b> 0 or 1 of the 3 required scales in the average range for like schools or participation rate is less than 35%</p>
2.3	School Climate: <a href="#">Panorama School Climate Survey</a> -Student Results	<p>Results from 4/4 of the required scales* on 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>*Required Scales: School Climate, Safety, Rigorous Expectations and Teacher-Student Relationships</p> <p><b>Fiddlehead's student participation rate was 78%. Results on the required scales are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - In the 10th percentile nationally</b></li> </ul>	<p><b>Exceeds Expectation</b> All 4 of the 4 required scales in the above average range for like schools</p>
			<p><b>Meets Expectation</b> All 4 of the 4 required scales in the average range for like schools</p>
			<p><b>Approaching Expectation</b> At least 3 of the 4 required scales in the average range for like schools</p>

		<p><b>compared to like schools (grades 3-5) and in the 50th percentile nationally compared to like schools (grades 6-8)</b></p> <p><b>NOTE - Due to an issue with the setup of the spring 2023 Panorama survey, only results from the School Climate were available.</b></p>	<p><b>Does Not Meet Expectation</b> 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: <a href="#">Panorama School Climate Survey</a> -Teacher/Staff Results	<p>Results from at least 4/4 of the required scales* on 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 results in a "does not meet standard."</p> <p><i>*Required Scales: School Climate, Leadership, Professional Learning and Feedback and Coaching</i></p> <p><b>Fiddlehead's teacher/staff participation rate was 79%. Results on the required scales are as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>School Climate - In the 18th percentile nationally compared to like schools</b></li> <li>• <b>School Leadership - In the 15th percentile nationally compared to like schools</b></li> <li>• <b>Professional Learning - In the 15th percentile nationally compared to like schools</b></li> <li>• <b>Feedback and Coaching - In the 12th percentile nationally compared to like schools</b></li> </ul>	<p><b>Exceeds Expectation</b> All 4 of the 4 required scales in the above average range for like schools</p>
		<p><b>Meets Expectation</b> All 4 of the 4 required scales in the average range for like schools</p>	
		<p><b>Approaching Expectation</b> At least 3 of the 4 required scales in the average range for like schools</p>	
		<p><b>Does Not Meet Expectation</b> 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><b>Meets Expectation</b> School develops and implements plan</p>
			<p><b>Approaching Expectation</b> School develops and partially implements the plan</p>
			<p><b>Does Not Meet Expectation</b> School does not develop or does not implement plan</p>
<b>SECTION 3: ORGANIZATIONAL SUSTAINABILITY</b>			
3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Culture of Collaboration</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Low Risk:</b> Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p>
			<p><b>Moderate Risk:</b> 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>facilitate and ensure public accountability.</p> <p>Focus on Improvement</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>High Risk:</b> 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 <sup>2</sup> in accordance with approved bylaws and in accordance with the Freedom of Access Act ( <a href="#">FOAA</a> ).	<p><b>Meets Expectation</b> 6 or more meetings</p>
			<p><b>Does Not Meet Expectation</b> 5 or fewer meetings</p>
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely <sup>3</sup> 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><b>Meets Expectation</b> All minutes and agendas posted timely</p>
			<p><b>Approaching Expectation</b> 1-2 items not posted timely</p>
			<p><b>Does Not Meet Expectation</b> 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><b>74% of the required documents/reports were submitted on time with 89% accuracy</b></p>	<p><b>Exceeds Expectation</b> More than 90% of reports are submitted on time and are accurate and complete</p>
			<p><b>Meets Expectation</b> 80%-89.9% of reports are submitted on time and are accurate and complete</p>
			<p><b>Approaching Expectation</b> 70%-79.9% of reports are submitted on time and are accurate and complete</p>
			<p><b>Does Not Meet Expectation</b> 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. ( <a href="#">LINK</a> )	<p><b>Exceeds Expectations</b> Board provides evidence of development opportunities, such as: an annual board retreat, third-party consultation for board training on identified growth</p>

<sup>2</sup> A school year is July 1 - June 30

<sup>3</sup> 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.

			<p>areas, an annual self-governance evaluation process, etc.</p> <p><b>Meets Expectations</b> 100% of required courses have been taken and evidence is provided</p> <p><b>Approaching Expectations</b> 80%-99.9% of required courses are taken and evidence is provided</p> <p><b>Does Not Meet Expectations</b> Less than 80% of required courses have been completed</p>
3.6	Facility meets Local and State requirements	<p>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</p> <p><a href="#">Public School Approval Requirements and Citation Chart</a></p>	<p><b>Exceeds Expectations</b> Charter District Leadership has obtained an environmentally friendly certification such as LEED</p> <p><b>Meets Expectations</b> Certified as required and approved by the Board</p> <p><b>Does Not Meet Expectations</b> Not certified as required</p>
3.7	Facility supports Programming	<p>The facility provides a safe, clean, and aesthetically pleasing campus environment that optimizes learning, teaching, and working for all students, faculty, and staff.</p>	<p><b>Meets Expectation</b> Facility provides a campus environment that optimizes learning, teaching, and working that supports mission and key design element implementation.</p> <p><b>Approaching Expectation</b> Facility partly, but not fully, provides a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p> <p><b>Does Not Meet Expectation</b> Facility does not provide a campus environment that optimizes learning, teaching and working that supports mission and key design element implementation.</p>
<p><b>SECTION 4: FINANCIAL MANAGEMENT AND VIABILITY</b> <i>(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.)</i></p>			
4.1a	Current Ratio (Near-Term Measures)	<p>Current ratio is greater than or equal to 1.1.</p> <p><i>Current assets divided by current liabilities.</i></p>	<p><b>Lower Risk</b> Greater than 1.5</p> <p><b>Moderate Risk</b> 1.0-1.5</p> <p><b>High Risk</b> Less than 1</p>

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>	<b>Lower Risk</b> 60 or more days
			<b>Moderate Risk</b> 30-60 days
			<b>High Risk</b> 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>	<b>Lower Risk</b> Actual within 2% of the projected enrollment
			<b>Moderate Risk</b> Variance is between 2 and 5%
			<b>High Risk</b> 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>	<b>Lower Risk</b> Not in default and not delinquent
			<b>Moderate Risk</b> In default and/or delinquent and has obtained waivers from lenders and/or lessors
			<b>High Risk</b> 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>	<b>Lower Risk</b> Aggregated Three-Year Total Margin is at least 1.5% and the most recent year Total Margin is positive
			<b>Moderate Risk</b> Aggregated Two-Year Total Margin is at least 1.5%
			<b>High Risk</b> 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>	<b>Lower Risk</b> Less than 90%
			<b>Moderate Risk</b> 90 to 100%
			<b>High Risk</b> 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</i>	<b>Lower Risk</b> A positive cumulative 2-year cash flow and positive cash flow in the most recent year.

		<i>Flow</i>	<p><b>Moderate Risk</b> A positive cumulative 2-year cash flow</p> <p><b>High Risk</b> Does not have a positive cumulative 2-year cash flow and had negative cash flow in the most recent year.</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><b>Lower Risk</b> Exceeds 1.1</p> <p><b>Moderate Risk</b> Is 1.0 to 1.1</p> <p><b>High Risk</b> Is less than 1.0</p>
4.3	Financial Planning and Budgeting	<p>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.</p> <p>The 3-year annual financial plan is due on August 31st.</p>	<p><b>Meets Expectation</b> 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.</p> <p><b>Does Not Meet Expectations</b> 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.</p>

**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>	<p><b>Meets Expectation</b> School is implementing the mission and design elements as outlined in the charter and amendments</p> <p><b>Approaching Expectation</b> School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p><b>Does Not Meet Expectation</b> School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Attendance	<p><a href="#">Chronic absenteeism</a> rate</p> <p>Schools will have 10%-18% or fewer students classified as chronically absent<sup>4</sup> on the last day of school.</p> <p>Chronic absenteeism rates will be reported at both the campus and district levels.</p>	<p><b>Exceeds Expectation</b> Fewer than 10%</p> <p><b>Meets Expectation</b> 10%-18%</p>

<sup>4</sup> Chronically absent is defined as missing 10% or more of school days.

		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. <b>School reports that 36% of Pre-K students were chronically absent.</b>	<p><b>Approaching Expectation</b> 17.9%-25%</p> <p><b>Does Not Meet Expectation</b> Greater than 25%</p> <p><b>School reports 35% of students are chronically absent.</b></p>
5.3	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible<sup>5</sup> students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day<sup>6</sup>.</p>	<p><b>Exceeds Expectation</b> More than 90%</p> <p><b>School reports 98% of students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day.</b></p> <p><b>Meets Expectation</b> 85%-89.9%</p> <p><b>Approaching Expectation</b> 75%-84.9%</p> <p><b>Does Not Meet Expectation</b> Fewer than 75%</p>
5.4	Student Persistence - Year-to-Year	<p>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.</p>	<p><b>Exceeds Expectation</b> Exceeds 90%</p> <p><b>Meets Expectation</b> 85%-89.9%</p> <p><b>School reports 89% of students have filled out intent to reenroll.</b></p> <p><b>Approaching Expectation</b> 75%-84.9%</p> <p><b>Does Not Meet Expectation</b> Fewer than 75%</p>
<b>SECTION 6: SCHOOL CUSTOMIZATION</b>			
6.1	Clear classroom standards and educational program.	<p>100% of classroom standards are documented, aligned to the Maine State Standards, and to Fiddlehead's mission.</p> <p>In SY23-24, 90% of classrooms use the standards with fidelity in operation.</p>	<p><b>Exceeds Expectation</b> 100% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p>In SY23-24, 100% of classrooms use the standards with fidelity in operation.</p> <p><b>Meets Expectation</b> 100% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p>

<sup>5</sup> Student resident in the state of Maine

<sup>6</sup> Student Count Day is October 1



			<p>In SY23-24, 90% of classrooms use the standards with fidelity in operation.</p> <p><b>Approaching Expectation</b> 80%-99% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p>In SY23-24, 70%-89% of classrooms use the standards with fidelity in operation.</p> <p><b>Does Not Meet Expectation</b> Less than 80% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.</p> <p>In SY23-24, less than 70% of classrooms use the standards with fidelity in operation.</p>
6.2	Assessments used to document learning.	<p>100% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, 90% of classrooms use the structures and plans in operations.</p>	<p><b>Exceeds Expectation</b> 100% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, 100% of classrooms use the structures and plans in operations.</p> <p><b>Meets Expectation</b> 100% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, 90% of classrooms use the structures and plans in operations.</p> <p><b>Approaching Expectation</b> 80%-99% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, 70%-89% of classrooms use the structures and plans in operations.</p> <p><b>Does Not Meet Expectation</b> Less than 80% of classroom structures and plans are documented that operationalize the classroom standards.</p> <p>In SY23-24, less than 70% of classrooms use the structures and plans in operations.</p>

6.3	Defined personnel roles and responsibilities and descriptions of the following programs within the school community: PBIS, RTI Format, Restorative Justice, Performance Measures, Organizational Chart, School Calendar, Comprehensive Needs Assessment, School Schedule, and Financial Responsibilities	In SY23-24, 100% of staff will be clear on the program & resources that our school community embraces	<p><b>Meets Expectation</b> In SY23-24, 100% of staff will be clear on the program &amp; resources that our school community embraces.</p> <p><b>Approaching Expectation</b> In SY23-24, 80%-99% of staff will be clear on the program &amp; resources that our school community embraces.</p> <p><b>Does Not Meet Expectation</b> In SY23-24, less than 80% of staff will be clear on the program &amp; resources that our school community embraces.</p>
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***Below is a report that was written after staff visited with Fiddlehead School of Arts & Sciences in March of SY2022-23. This visit was a chance to gauge the school's progress relative to the Performance Framework. This was a snapshot in time and is not reflected in the final year-end outcomes above.***

**MID-YEAR MEETING REPORT**

**2022-23 Mid-Year Meeting  
Fiddlehead School of Arts and Sciences**

March 23, 2023

On March 17, 2023, the Maine Charter School Commission (MCSC) staff completed a mid-year meeting in-person and via Zoom with the Fiddlehead School of Arts and Sciences (FSAS) Governing Board Chairperson, Joe Mattos; Executive Director, Jacinda Cotton-Castro; RTI & Assessment Coordinator, Jenn Merrill; and Business Manager, Denise Johnson. 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.

- **PHILANTHROPY** - The Commission encourages the board to consider a donor development and advancement campaign to support sustainability.

## Academic

Fiddlehead Academy outperformed the state average in Reading on the NWEA MAP Assessment with 87.5% of the students meeting or exceeding expectations (state average for SY2021-22 was 83.8%). 40% of students met or exceeded projected growth from the Fall 2022 NWEA Map Assessment to the Winter administration. If the trend of 40% continues in the Spring assessment, the school will not meet the expectation in the Performance Framework. In Mathematics, Fiddlehead was close to the state average with 79.6% of students meeting or exceeding the state expectations (state average in math for the SY2021-22 was 81.3%). 45% of students met or exceeded projected growth from the Fall 2022 NWEA Map Assessment to the Winter administration, which is within the range of the national average.

The School Leadership reports that they have prioritized assessment participation and have seen improvement in the number of families participating in testing. During the fall NWEA administration, 0% of families opted out. They noted that they appreciate the insight that the NWEA data provides teachers for instructional purposes and are planning to find additional time in their professional development for teachers to analyze and action plan from the data to inform instruction. The school has professional development for teachers every Friday, where teachers work together to plan in “pods” or participate in whole-school development. Moving forward, the school plans to find two hours of classroom coverage for each teacher after the NWEA administration, so that they can review the data and form action plans with the RTI & Assessment Coordinator.

The School Leadership credits the Reggio Emilia philosophy with their above-state-average Reading scores, as literacy is a key component of their curriculum. The school reports that they had brought in a new math program that was going well pre-COVID and has lost momentum recently. They plan to re-engage with the math curriculum during professional development.

The School Leadership noted several additional areas of academic prioritization, including writing, critical thinking and developing a consistent daily academic schedule. The school plans to develop a measurement tool to assess critical thinking and hopes to incorporate it into future customized criteria in the Performance Framework.

Finally, the school reported that their Principal is not returning next year and will be missed. They are planning to hire for the position.

## **Attendance**

Fiddlehead has recently made great strides in lowering the chronic absenteeism rate, and is currently projecting a rate far below the state average. In SY 2020-21, the school's chronic absenteeism rate was 28.5%, which dropped to 3.8% during SY 2021-22. Thus far this year, the school's rate is 10.8%. If the school maintains a similar rate for the remainder of the academic year, they will meet expectations on the Performance Framework.

## **Financial Performance**

Fiddlehead is currently reporting "low risk" in most Performance Framework financial measures. Fiddlehead School's FY2022 audit was signed off in December and presented to the School Board by the auditor in January 2023. The Commission staff encouraged the school to move this timeline up if possible to assist in their financial planning. The Commission staff encouraged the school to review its loan documents to ensure they complete the audit within the timeline required by the loan provider.

The school noted several philanthropic efforts, including a "Monthly Giving Program" that has brought in additional revenue.

The School Leadership noted that their biggest financial challenge is the additional resources, such as staff, that is required to serve the population at the school of students on IEPs, which has increased. They are researching programs that may be able to support this specific funding challenge.

The school reports that they are interested in expanding their space to have more room to serve students with IEPs, as well as incorporate nature seamlessly into the daily curriculum, as encouraged in their mission. The school plans to submit an amendment to the Commission to expand their facility footprint.

## **Student Enrollment and Recruitment**

Fiddlehead School's current enrollment is 191 students. The enrollment lottery was held on March 15th and the school has every spot in the school filled for next year (208 students), with a waitlist of 173 students. This is a historically high enrollment and waitlist for the school, which has prompted the school to strategically think about future expansion to meet the student and family demand.

## **Facilities**

The Fiddlehead facility reflects its mission and is a warm, welcoming space for students. Because the school is meeting their max student enrollment of 208 students in the current facility, they are eager to expand their facility footprint. While continuing to operate from their current facility, they hope to relocate their youngest grades to yurts on Thompson Apple Orchard in the future to be able to accommodate more students, and support the mission, which is focused on nature-based education.

## **Governing Board**

Joe Mattos, the Board Chair, attended the meeting and reported that the Board and all committees are high functioning. The Board Chair noted that the Board holds the Executive Director and school accountable to annual goals, and staying true to its mission. The Board is engaging with the Executive Director in conversations about future planning, facility expansion and enrollment growth.

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