

2023-24 Annual Monitoring Report

*Prepared for
Fiddlehead School of Arts & Sciences*

November 2024





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	Jamie Dickson, Secretary
Roger Preston, Treasurer	Susan Doughty
Marie Reimensnyder	Becky Scott

Leadership Team

Jacinda Cotton-Castro, Director	Jason Manjourides, Principal
Anne Stires, COTL	Dr. June Sellers, SPED Director
Jennifer Merrill, Title I Coordinator	Nicole Gallagher, Business Manager

School Profile

Year Opened	2013-14
Years in Operation	12
Grades Served	PreK-8
Number of Sending Districts	21
Enrollment*	177*
Students on Waiting List*	60*

*On 10-1-24 (State Student Count Day)

Grade Level Enrollment		
Pre-K	20	10%
KG	20	10%
1st Grade	21	11%
2nd Grade	21	11%
3rd Grade	15	6.5%
4th Grade	14	5.5%
5th Grade	21	11%
6th Grade	21	11%
7th Grade	22	12%
8th Grade	22	12%
Gender		
Female	91	46%
Male	106	54%
Race/Ethnicity		
American Indian or Alaska Native	1	<1%
Asian	2	<1%
Black or African American	3	2%
Hispanic/Latino	3	2%
Two or More Races	6	3%
White	182	92%
Special Education		
Students with IEPs	59	30%
General Education Students	138	70%
Economically Disadvantaged		
Yes	18	9%
No	179	91%

EXECUTIVE SUMMARY

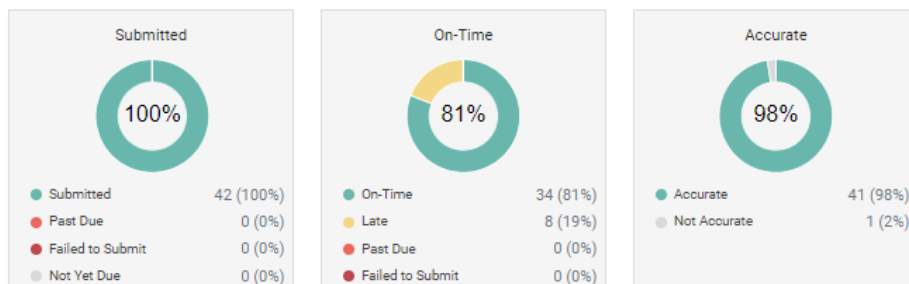
The Maine Charter School Commission is the authorizer of nine charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet to continue operating in Maine. The charter districts are evaluated annually 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 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

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 2023-24 school year:



NARRATIVE

Fiddlehead School of Arts & Sciences' leadership described SY2023-24 as “topsy turvy” but feels that they “made great gains in taking the organization from good, back towards great again”. FSAS is inspired by the Reggio Emilia approach to teaching and learning and holds fundamentals of the Reggio approach as core to their program throughout the grade spans.

FSAS is committed to the growth and development of the whole child – socially, emotionally, physically, academically, intellectually, and artistically. Students build a toolbox of habits and skills that drive a lifelong love of learning.

Students “leave our school with the skills necessary to think critically, collaborate with others, communicate effectively, and problem solve creatively”. Because a Fiddlehead education focuses on the whole child, “students develop not only broad academic proficiency, but also skills such as confidence, compassion, and resilience that are vital for constructive and impactful citizenship”. Students are encouraged to “engage with the world around them as they continue to learn and grow”.

In the upper grades, FSAS experienced some of the highest percentage of students with special needs in the state of Maine. Leadership reports a rise in students on the autism spectrum enrolling at the school and will continue to build skills around the “autism spectrum experience”.

FSAS leadership said that “this past year was about holding tightly to what we have established and reflecting on areas of improvement”. This was Fiddlehead’s sixth year implementing a RTI program – providing a framework for identifying students in need of support and supplying the proper interventions to aid in their academic success. The RTI program provides direct intervention to individuals and small groups of students and acts as a resource to classroom teachers implementing Tier I interventions in their classrooms. Even though this approach “has been successful”, the school will add Teacher Assistants (Instructional Support Persons) in each classroom to support Lead Teachers and students.

Fiddlehead strives to provide a “peaceful, enriching and safe environment for all students to grow and learn” working “tirelessly” to implement PBIS - Positive Behavioral Interventions and Supports - an approach encompassing:

- Identifying and teaching school-wide expectations;
- Building a positive school climate and culture;
- Positively acknowledging students for following expectations;
- Creating consistent responses to problem behavior;
- Tracking and using student behavioral data for decision making;
- Applying a team approach and problem-solving protocol; and
- Merging the multi-tiered system of supports for academic and behavioral needs.

FSAS leadership analyzes the results from the annual school climate survey and uses the results to set goals for themselves for the following year. In response to the

Spring 2024 survey results, leadership shared that “the primary takeaway from our survey is that our culture has been damaged by the pandemic, the separation that was necessary during the pandemic, and still needs to be rebuilt”.

Historically, Fiddlehead has had strong staff retention. This was not true for the past few years. The team noted that “we have been hit hard by teachers who are tired and leaving the profession”. One of the biggest staffing challenges is within the special education team. As previously mentioned, FSAS experienced an increase in students on the autism spectrum and has been unable to find staff with this specialization. Another member of the team passed away unexpectedly, and another is retiring. They have hired a new Special Education Director and feel that they are “well positioned to move forward with a creative approach to our rising special education population”.

Parent and community engagement continues to be a strength of the school as evidenced from the results of the most recent school climate survey. They have a “wonderfully involved” parent group and brought back several opportunities this year for families to participate in field trips. Families are invited to off-site locations (i.e., Libby Hill and Thompsons Apple Orchard) for presentations and celebrations.

Fundraising is a “below the line objective” that helps supplement the needs of the school. They are working toward an Advisory Committee whose singular purpose will be to support the Executive Director to increase annual donations and long-term giving programs. FSAS continues to expand its Afterschool Enrichment Program adding private music lessons, as well as summer camp programs.

Student Achievement

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

The Maine Through Year Assessment measures student academic proficiency and FSAS students overall are **meeting** expectations in reading and math - with students in grades 3, 7, and 8 outperforming their peers in reading and in grades 4 and 5 in math.

Subgroup performance in both math and reading is strong overall and **meeting** expectations on the framework. Many subgroups are too small to be reportable.

Fiddlehead students are **not meeting** growth targets in reading and **approaching** expectations in math. For both reading and math, students are **approaching** expectations across all subgroups; however, economically disadvantaged students are exceeding. 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 continues to be an area of concern for the school with 35% of students considered chronically absent. This is not meeting expectations on the

framework and higher than the most recently published statewide chronic absenteeism rate of 25.5%. FSAS is encouraged to review internal attendance policies and ensure accurate data reporting to reduce the number of students chronically absent next year.

School Climate and Family Engagement

Annually, schools are required to distribute school climate surveys to families, students, teachers, and staff. Results of the survey show that families are happy with the school and their child's education. Teachers, staff, and younger students all responded unfavorably to survey questions, while older students responded more favorably. We encourage the FSAS board and administration to prioritize improving school climate and culture in the upcoming school year.

Organizational Sustainability

The Fiddlehead board is made up of 6 members who meet 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 of the board, but are often posted later than expected.

Throughout the school year, schools are required to submit reports and other data using the Epicenter platform. 81% of required reports were submitted on time, with 98% accuracy, **meeting** performance framework expectations.

Board members are required to engage in a baseline of annual training and development. FSAS board members failed to complete any of the required training requirements during SY2023-24 and we encourage the Fiddlehead board to prioritize training and professional development in the upcoming school year.

Financial Management and Viability

Financial statements used to calculate outcomes were due on 8/15/24 and received on 10/31/24.

Based on FY24 4th quarter financials, Fiddlehead School of Arts & Sciences falls in the **low** to **moderate** risk on seven of nine financial metrics, but the 4th quarter results reflect **higher** risk scores for total margin and cash flow. For FY24, Fiddlehead reports a small deficit and a positive cash flow, however the larger FY23 deficit and negative cash flow keep the cumulative metrics in a **higher risk** category.

Fiddlehead engaged the services of Runyon, Kersteen and Ouelette ("RKO"), Certified Public Accountants and received a clean financial audit for FY23.

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.	<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 "at or above state expectation"</p>
		Grade 3 <i>67% of FSAS 3rd graders are "at or above state expectations" in Reading compared to 60% state-wide per the Acacia platform (Exceeding Expectations)</i>	
		Grade 4 <i>64% of FSAS 4th graders are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Meeting Expectations)</i>	
		Grade 5 <i>50% of FSAS 5th graders are "at or above state expectations" in Reading compared to 70% state-wide per the Acacia platform (Not Meeting Expectations)</i>	
		Grade 6 <i>71% of FSAS 6th graders are "at or above state expectations" in Reading compared to 72% state-wide per the Acacia platform (Meeting Expectations)</i>	
		Grade 7 <i>75% of FSAS 7th graders are "at or above state expectations" in Reading compared to 68% state-wide per the Acacia platform (Exceeding Expectations)</i>	
		Grade 8 <i>72% of FSAS 8th graders are "at or above state expectations" in Reading compared to 64% state-wide per the Acacia platform (Exceeding Expectations)</i>	

1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	<p>Schools will report the percentage of students assessed at each grade level, and at the campus and district levels.</p> <p>Schools will report the percentage of students “at state expectation” and “above state expectation” on proficiency.</p> <p>Grade 3 60% of FSAS 3rd graders are “at or above state expectations” in Math compared to 63% state-wide per the Acacia platform (Meeting Expectations)</p> <p>Grade 4 57% of FSAS 4th graders are “at or above state expectations” in Math compared to 54% state-wide per the Acacia platform (Meeting Expectations)</p> <p>Grade 5 56% of FSAS 5th graders are “at or above state expectations” in Math compared to 52% state-wide per the Acacia platform (Meeting Expectations)</p> <p>Grade 6 34% of FSAS 6th graders are “at or above state expectations” in Math compared to 43% state-wide per the Acacia platform (Approaching Expectations)</p> <p>Grade 7 25% of FSAS 7th graders are “at or above state expectations” in Math compared to 38% state-wide per the Acacia platform (Approaching Expectations)</p> <p>Grade 8 39% of FSAS 8th graders are “at or above state expectations” in Math compared to 39% state-wide per the Acacia platform (Meeting Expectations)</p>	<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 “at or above state expectation”</p>
1.1c	Proficiency by subgroup, Through-Year Assessment, Reading	<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>*To be reported, subgroups must have at least 10 students.</p> <p>Grade 3</p>	<p>Exceeding Expectations ≥5% of state average of schools “at or above state expectation”</p>

		<ul style="list-style-type: none"> 75% of Male students are “at or above state expectations” in Reading compared to 57% state-wide per the Acacia platform (Exceeding Expectations) 	<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 “at or above state expectation”</p>
	<p>Grade 4 There is no subgroup data for Fiddlehead 4th graders that is reportable as all groups have fewer than 10 students.</p>		
	<p>Grade 5</p> <ul style="list-style-type: none"> 45% of Male students are “at or above state expectations” in Reading compared to 66% state-wide per the Acacia platform (Not Meeting Expectations) 		
	<p>Grade 6 There is no subgroup data for Fiddlehead 6th graders that is reportable as all groups have fewer than 10 students.</p>		
	<p>Grade 7</p> <ul style="list-style-type: none"> 69% of Male students are “at or above state expectations” in Reading compared to 63% state-wide per the Acacia platform (Exceeding Expectations) 		
	<p>Grade 8</p> <ul style="list-style-type: none"> 66% of Female students are “at or above state expectations” in Reading compared to 69% state-wide per the Acacia platform (Meeting Expectations) 		
1.1d	<p>Proficiency by subgroup, Through-Year Assessment, Math</p>	<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>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>Grade 3</p> <ul style="list-style-type: none"> 58% of Male students are “at or above state expectations” in Math compared to 64% state-wide per the Acacia platform (Approaching Expectations) 	
	<p>Grade 4 There is no subgroup data for Fiddlehead 4th graders that is reportable as all groups have fewer than 10 students.</p>		

		<p>Grade 5</p> <ul style="list-style-type: none"> 54% of Male students are “at or above state expectations” in Math compared to 55% state-wide per the Acacia platform (Meeting Expectations) <p>Grade 6</p> <p>There is no subgroup data for Fiddlehead 6th graders that is reportable as all groups have fewer than 10 students.</p> <p>Grade 7</p> <ul style="list-style-type: none"> 31% of Male students are “at or above state expectations” in Math compared to 40% state-wide per the Acacia platform (Approaching Expectations) <p>Grade 8</p> <ul style="list-style-type: none"> 33% of Female students are “at or above state expectations” in Math compared to 37% 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>Not Meeting Expectations ≤-15% of state average of schools “at or above state expectation”</p>
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>Using the NWEA/Maine Through Year Assessment, FSAS reports that 67% of 3rd grade students 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 the 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>Participation under 85% 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>FSAS reports that 33% of eligible students are meeting their 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>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</p>	<p>Data Not Available; the Maine Through Year Assessment does not assess language.</p>

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

		- fall to spring - unless the school has received a waiver for the spring administration and is only administering the MDOE Through Year Assessment)	
1.3c	Student Academic Growth: NWEA MAP Growth 3rd-8th	School will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP math .	Exceeding Expectations Exceeds 55%
		<i>Participation under 95% may result in an investigation from MCSC to determine potential interventions</i>	Meeting Expectations Between 45%-54.9%
		<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>	Approaching Expectations Between 35%-44.9%
		FSAS reports that 40% of eligible students are meeting their projected growth in Math.	Not Meeting Expectations Below 35%
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP reading .	Exceeding Expectations Exceeds 55%
		<i>Participation under 95% may result in an investigation from MCSC to determine potential interventions.</i>	Meeting Expectations Between 45%-54.9%
		<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>	Approaching Expectations Between 35%-44.9%
		<i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i>	Not Meeting Expectations Below 35%
		School-reported subgroup data is as follows:	
		<ul style="list-style-type: none"> • Students with IEPs - 28% (Not Meeting Expectations) • Male - 29% (Not Meeting Expectations) • Female 36% (Approaching Expectations) • Economically Disadvantaged 56% (Meeting Expectations) • Students with a 504 Plan - 53% (Meeting Expectations) 	
1.4b	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP language .	Data Not Available; the Maine Through Year Assessment does not assess language.
		<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>	
		<i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i>	

1.4c	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	<p>Subgroups* of students will meet the goal of 45%-55% of eligible students meeting their projected growth on NWEA MAP 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><i>*To be reported, subgroups must have at least 10 students or 5% of the student population.</i></p> <p>School-reported subgroup data is as follows:</p> <ul style="list-style-type: none"> • Students with IEPs - 44% (Approaching Expectations) • Male - 41% (Approaching Expectations) • Female 38% (Approaching Expectations) • Economically Disadvantaged 61% (Exceeding Expectations) • Students with a 504 Plan - 24% (Not Meeting Expectations) 	<p>Exceeding Expectations Exceeds 55%</p>
			<p>Meeting Expectations Between 45%-54.9%</p>
			<p>Approaching Expectations Between 35%-44.49%</p>
			<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>	<p>Exceeding Expectations Fewer than 10%</p>
			<p>Meeting Expectations 10%-18%</p>
			<p>Approaching Expectations 17.9%-25%</p>
			<p>Not Meeting Expectations Greater than 25%</p> <p>FSAS' state-reported chronic absenteeism rate is 37.57%.</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>MRSA 20-A Title 20-A, Chapter 112: Public Charter District Leaderships Individuals with Disabilities Education Act (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: 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>88 families responded to the Panorama School Climate</p>	<p>Exceeding Expectations 3 of the 3 required scales are 50% or higher when compared to like schools nationally</p>
			<p>Meeting Expectations 2 of the 3 required scales are 50% or higher when compared to like schools nationally</p>

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

		<p>Survey and the results compared to like schools nationally are as follows:</p> <ul style="list-style-type: none"> • School Safety - 90th percentile • School Climate - 90th percentile • School Fit - 70th percentile 	<p>Approaching Expectations 1 of the 3 required scales are 50% or higher when compared to like schools nationally</p>
			<p>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%</p>
2.3a	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 45 students (93.75%) 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 - 10th percentile • School Teacher/Student Relationships - 10th percentile • School Climate - 10th percentile <p>Grades 6-8 52 students (88.13%) 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 - 20th percentile • School Teacher/Student Relationships - 60th percentile • School Climate - 60th 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>
2.4	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>29 of 29 Fiddlehead teachers (100%) 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 - 20th percentile • School Leadership - 30th percentile • Professional Learning - 40th 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>14 of 14 Fiddlehead staff (100%) 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 - 10th percentile • School Leadership - 40th percentile • Professional Learning - 70th 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>
2.6	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>Meeting Expectations School develops and implements plan</p>
			<p>Approaching Expectations School develops and partially implements the plan</p>
			<p>Not Meeting Expectations School does not develop or does not implement plan</p>

SECTION 3: ORGANIZATIONAL SUSTAINABILITY

3.1	Governing Board effectiveness	<p>Legal and Fiduciary Responsibilities:</p> <ul style="list-style-type: none"> • Board of trustee members are active and engaged, fulfill their legal responsibilities and obligations, comply with the board's bylaws, and always act in the best interests of the school community. <p>Talent strategy and accountability</p> <ul style="list-style-type: none"> • The Governing Board demonstrates appropriate oversight of the Charter District Leadership administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. The board conducts appropriate oversight of the officers and leaders of the organization, including an annual evaluation of the leader and considers succession planning. <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • The Governing Board has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. <p>Focus on Improvement</p> <ul style="list-style-type: none"> • The Governing Board engages in continuous and 	<p>Low Risk: Board has fulfilled contract obligations as charter contract holder in the State of Maine.</p>
			<p>Moderate Risk: Board has demonstrated a lack of capacity to be a strong contracting partner and may have failed to fulfill some contract obligations as charter contract holder in the State of Maine. MCSC may develop a monitoring plan to ensure the solvency of the school.</p>

		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.	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	The Governing Board will hold a minimum of 6 meetings per school year ³ in accordance with approved bylaws and in accordance with the Freedom of Access Act (FOAA). <i>The FSAS governing board held 12 board meetings during SY2023-24 (10 regular and 2 special meetings).</i>	Meeting Expectations 6 or more meetings
			Not Meeting Expectations 5 or fewer meetings
3.3	Public Accountability: Transparent, responsive, and legally compliant Board operations	Timely ⁴ 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. <i>In SY2023-24, there were 9 times when governing board meeting agendas or approved meeting minutes were posted late.</i>	Meeting Expectations All minutes and agendas posted timely
			Approaching Expectations 1-2 items not posted timely
			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. <i>81% of reports were submitted on time and were accurate 98% of the time.</i>	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) <i>In SY2023-24, the FSAS board had 22 required board training requirements. Of those 22 requirements, 0 were completed (0%).</i>	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

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.

			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 <i>20-A M.R.S. §1001(2), 4001, 4502(5)(C); Maine DOE Rule Chapter 125.5.03 and 20-A M.R.S §6302, 6501: Maine DOE Rule Chapter 125.5.10</i> Public School Approval Requirements and Citation Chart	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> \$563,617 / 259,149 = 2.2	Lower Risk Greater than 1.5
			Moderate Risk 1.0-1.5
			High Risk Less than 1
4.1b	Unrestricted	Unrestricted days cash will be at least 30 days.	Lower Risk

	Days Cash on Hand (Near-Term Measures)	<p><i>Unrestricted cash divided by ([total expenses minus depreciation expense]/365)</i></p> <p>$\\$519,097 / ((\\$2,671,974 - \\$92,523) / 365) = 73 \text{ days}$</p>	<p>60 or more days</p> <p>Moderate Risk 30-60 days</p> <p>High Risk Fewer than 30 days</p>
4.1c	Enrollment Variance (Near-Term Measures)	<p>Actual enrollment is within 5% of the enrollment projected in the approved budget.</p> <p><i>Actual Enrollment divided by Enrollment Projection in Charter District Leadership Board Approved Budget</i></p> <p>$(197-192)/192 = 2.6\%$</p>	<p>Lower Risk Actual within 2% of the projected enrollment</p> <p>Moderate Risk Variance is between 2 and 5%</p> <p>High Risk Variance is greater than 5% of the projected enrollment</p>
4.1d	Financial Obligations Default (Near-Term Measures)	<p>The school meets all debt and real estate lease obligations.</p> <p><i>Failure to make required lease, principal and interest payments on-time or to meet covenant terms.</i></p>	<p>Lower Risk Not in default and not delinquent</p> <p>Moderate Risk In default and/or delinquent and has obtained waivers from lenders and/or lessors</p> <p>High Risk In default and/or delinquent and has not obtained waivers from lenders and/or lessors</p>
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 - $\\$-14,498 / \\$2,657,477 = -0.5\%$</p> <p>3YR - $\\$-307,639 / \\$7,530,150 = -4.1\%$</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>$\\$1,676,565 / \\$2,159,627 = 78\%$</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></p>	<p>Lower Risk A positive cumulative 2-year cash flow and positive cash flow in the most recent year.</p>

		<p><i>Cumulative Cash Flow is the sum of current and prior year Cash Flow</i></p> <p>CYR Cash Flow = \$53,312</p> <p>PYR Cash Flow = \$-93,110</p> <p>2-Year Cash Flow = \$-39,798</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>\$109,634 / \$71,124 = 1.5</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	<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>Meeting Expectations School is implementing the mission and design elements as outlined in the charter and amendments</p> <p>Approaching Expectations School is partially implementing the mission and design elements as outlined in the charter and amendments</p> <p>Not Meeting Expectations School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>
5.2	Student Persistence - School Year	<p>Persistence throughout the school year</p> <p>85% or more of eligible⁵ students enrolled on the last day of school will be the same students who were enrolled on State</p>	Exceeding Expectations More than 90%

⁵ Student resident in the state of Maine

		Student Count Day ⁶ . 93% of students enrolled on the last day of school were the same students who were enrolled on 10/1/23.	Meeting Expectations 85%-89.9% 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. 96% of students completed an Intent to Re-Enroll form for SY2024-25.	Exceeding Expectations Exceeds 90% Meeting Expectations 85%-89.9% Approaching Expectations 75%-84.9% Not Meeting Expectations Fewer than 75%
SECTION 6: SCHOOL CUSTOMIZATION			
6.1	Clear classroom standards and educational program.	100% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission. School reports that 100% of classrooms use the standards with fidelity in operation.	Exceeding Expectations 100% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission. Meeting Expectations 90% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission. Approaching Expectations 70-89% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission. Not Meeting Expectations Less than 70% of classroom standards are documented, aligned to Maine State Standards, and to Fiddlehead's mission.
6.2	Assessments used to document learning.	100% of classroom structures and plans are documented that operationalize the classroom standards. In SY23-24, 100% of classrooms use the structures and plans in operations. 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. School reports that 100% of classrooms use the structures and plans in operations.	Exceeding Expectations 100% of classroom structures and plans are documented that operationalize the classroom standards. Meeting Expectations 90% of classroom structures and plans are documented that operationalize the classroom standards.

⁶ Student Count Day is October 1

			<p>Approaching Expectations 70-89% of classroom structures and plans are documented that operationalize the classroom standards.</p>
			<p>Not Meeting Expectations Less than 70% of classroom structures and plans are documented that operationalize the classroom standards.</p>