



# VISION

MAINE CHARTER SCHOOL  
COMMISSION

All of Maine's children will have access to a vibrant ecosystem of diverse schools so that all of them can become happy, healthy and thriving citizens

## ANNUAL MONITORING REPORT 2021-22 December 2022



*25 Shaker Road, Gray, ME 04039*

Received by Commission 1.10.23

## 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

Dr. Joseph Mattos, Chair  
Susan Doughty

Kimberly Allen  
Ben Kramer

## LEADERSHIP TEAM

Jacinda Cotton-Castro, Executive Director  
Keonna Geer, Principal

Lee Ann Arnold, Special Education Director

## SCHOOL PROFILE

<b>School Year Opened</b>	<b>Years in Operation</b>	<b>Grades served</b>
2013-14	10	Pre-K through 8th
<b>Number of Sending Districts*</b>	<b>Current Enrollment*</b>	<b>Students on Waiting List*</b>
21(as of October 2022, Certified Student Enrollment Date)	192 (as of October 2022, Certified Student Enrollment Date)	34 (as of October 2022, Certified Student Enrollment Date)

School Year 2020 – 2021 Demographic Table			
<b>Grade Level Enrollment</b>			
	PK	20	10.6%
	K	21	11.2%
	1	20	10.6%
	2	16	8.5%
	3	21	11.2%
	4	16	8.5%
	5	21	11.2%
	6	20	10.6%
	7	21	11.2%
	8	12	6.4%
<b>Gender</b>			
	Female	83	44.1%
	Male	105	55.9%
<b>Race/Ethnicity</b>			
	White	177	94.2%
	Black or African American	7	3.7%
	Latino/Hispanic	1	0.5%
	Two or more races	3	1.6%
<b>Special Education</b>			
	Students with IEPs	46	24.5%
	General education students	142	75.5%
<b>Economically Disadvantaged</b>			
	Yes	20	10.6%
	No	168	89.4%

## Executive Summary

The Maine Charter School Commission is the Authorizer of 10 charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet. The charter districts are evaluated and reported on annually as required by law.

District data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

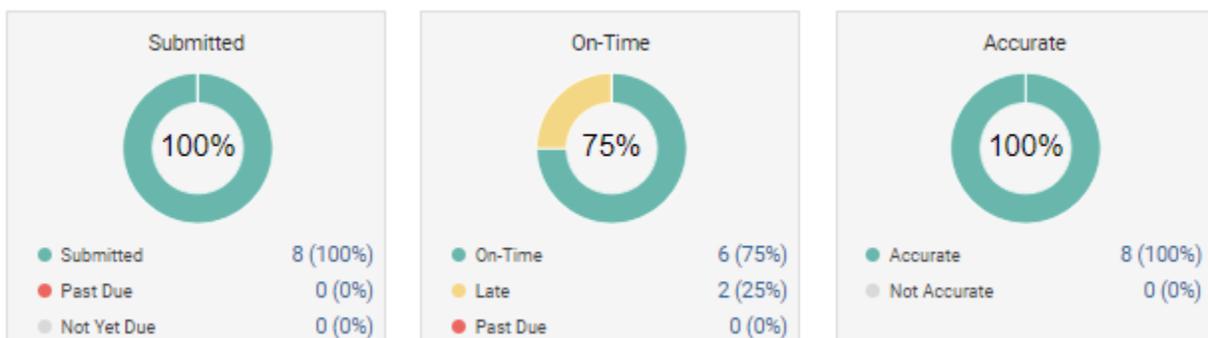
The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found [here](#). Fiddlehead School of Arts & Sciences was not on cycle to have a Site Visit at the end of the 2021-22 school year. Charter districts that are scheduled for “Document Review Only” are required to submit the same documentation as schools that will 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:

- School calendar
- Current enrollment and demographics
- Staff roster
- Current organizational chart
- Board meeting minutes
- Board member meeting attendance
- School’s strategic plan [as applicable]
- Current Education Service Provider contract [as applicable]
- Professional Development calendar and agendas [as applicable]
- Staff evaluation tool
- Administrator evaluation tool used by governing board
- Panorama school climate survey results
- School’s self-assessment
- Previous year’s monitoring report [as applicable]
- School’s performance framework
- Copies of current recruitment materials
- Student enrollment application

In school year 2021-2022, Fiddlehead School continued to see success with student enrollment throughout the school year, student re-enrollment from one year to the next, and board governance.

Document review 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 district’s report and data submission completion throughout the 2021-2022 school year.



As a result of the 2021-2022 monitoring process, the charter district is encouraged to consider the following:

### ACADEMIC ACHIEVEMENT AND GROWTH

- Given the impact of the pandemic on academic growth, Fiddlehead School should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.

### FINANCIAL PLANNING AND SUSTAINABILITY

- With limited enrollment growth and increasing costs, we recommend a focus on positive net results, debt management and philanthropy.

Exceeded Expectation	Met Expectation	Partially Met Expectation	Did Not Meet Expectation
----------------------	-----------------	---------------------------	--------------------------

PERFORMANCE INDICATOR SUMMARY TABLE		
INDICATOR	DETAILS	PERFORMANCE
Academic Achievement		
Proficiency on State Assessments in reading	The school will collect baseline data on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed.	Met Expectation <i>Reported as Required</i>
Proficiency on State Assessments in math	The school will collect baseline data on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed.	Met Expectation <i>Reported as Required</i>
Academic Growth		
ELA MAP growth	Growth in their MAP RIT <sup>1</sup> scores from fall to spring of each school year.	Partially Met Expectation 76%
Math MAP growth	Growth in their MAP RIT scores from fall to spring of each year.	Met Expectation 88%
Growth on NWEA as measured by projected growth on MAP <sup>2</sup> assessment	65% of eligible <sup>3</sup> students meeting their projected growth on NWEA ELA reading.	Partially Met Expectation 51%
Growth on NWEA as measured by projected growth on MAP assessment	65% of eligible <sup>4</sup> students meeting their projected growth on NWEA math.	Did Not Meet Expectation 38%
Growth on NWEA as measured by projected growth on MAP <sup>5</sup> assessment	65% of eligible <sup>6</sup> students meeting their projected growth on NWEA ELA language.	Partially Met Expectation 49%
Achievement Gaps		
Achievement gaps in proficiency between major subgroups on the Maine State Assessments.	The school will provide evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender,	Partially Met Expectation <i>Most subgroups are performing similarly to</i>

<sup>1</sup> The RIT score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level.

<sup>2</sup> MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

<sup>3</sup> Eligible is defined as having both a fall and spring score for students in grades K-11.

<sup>4</sup> Eligible is defined as having both a fall and spring score for students in grades K-10.

<sup>5</sup> MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

<sup>6</sup> Eligible is defined as having both a fall and spring score for students in grades K-11.

	economically disadvantaged, 504, ethnic and racial minorities).	<i>comparison groups. The 504 subgroup had a performance gap in reading and males performed better in reading than females.</i>
Achievement gaps in growth between major subgroups on the NWEA.	The school will provide evidence of closing identified gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met Expectation <i>Most subgroups are performing similarly to comparison groups. The 504 subgroup had a performance gap in reading and males performed better in reading than females.</i>
<b>Student Attendance</b>		
Chronic absenteeism rate	10% or fewer students classified as chronically absent on the last day of school.	Pending MDOE
Average Daily Attendance Rate	Average daily attendance rate in grades K-8 of 93% or higher.	Met Expectation <b>96%</b>
<b>Student Enrollment</b>		
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day.	Exceeded Expectation <b>98%</b>
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the <u>last day</u> of school will have completed an Intent to Reenroll form for the next year.	Exceeded Expectation <b>97%</b>
<b>Financial Performance and Stability</b>		
Near Term Measures a) Current Ration B) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Pending Audit
Sustainability Measures a) Total Margin B) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	Pending Audit
The school has an annual financial audit conducted. Audit and management letter are submitted to the Commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements; no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.	Pending Audit
<b>Board Governance and Stewardship</b>		
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year.	Met Expectation <b>10 Meetings Held</b>
	Timely publication of Board meeting agenda and minutes upon approval.	Did Not Meet Expectation <i>3 or more not posted timely</i>
<b>Facilities Management</b>		
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	Met Expectation <i>Certified as required</i>
Capital Improvement Plan	The school has a current Capital Improvement Plan approved by its governing board.	Met Expectation <i>Current Capital Improvement Plan approved by board</i>
<b>School Culture and Climate</b>		

Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Met Expectation <i>Reported as required</i>
Panorama Survey-Family Participation	40% of families will participate in the Panorama survey.	Exceeded Expectation 69%
Panorama Survey-Student Participation	65% of eligible students will participate in the Panorama survey	Met Expectation 65%
Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey	Partially Met Expectation 68%
Panorama Survey	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Not applicable as an action plan was not required to be submitted during the 2021-22 school year.

*Report will be updated once pending data is received.*

### Site Visit Report

Fiddlehead School of Arts & Sciences was not on cycle for a site visit at the end of the 2021-22 school year; therefore, no report was generated.

