

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2014 State Charter Renewal Application Kit***

Updated August 2014

THE MONTESSORI ELEMENTARY SCHOOL



Effective Options
for New Mexico's
Families
Charter Schools





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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2015**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does not need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department’s minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact me at Matt.Pahl@state.nm.us or (505) 827-8068 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Matt Pahl
Interim Director
Charter Schools Division

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

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Instructions: 2014 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2014 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Matt Pahl at Matt.Pahl@state.nm.us or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2014 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the “CSD Sharepoint File Transfer Guide,” which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us or Amy Chacon at Amy.Chacon@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (April – September 2014)	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 st , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

(November 14-December 2)**	
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Friday, December 5, 2014 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11-12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 11-12, 2014 .
Contract Negotiations (December, 2014-March, 2015)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: (*This process takes place after a success renewal process.*) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): (*This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.*) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

***SAMPLE.** The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.) The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

2014 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



THE MONTESSORI ELEMENTARY SCHOOL

Part A—School's Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - Renewal Snapshot Report

The Montessori Elementary School

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

General Information

Mailing Address: 1730 Montano Blvd NW, Albuquerque, NM 87107
 Physical Address: 1730 Montano Blvd NW, Albuquerque, NM 87107
 Phone: (505) 796-0149 Ext: Fax: (505) 796-0147 Website: www.tmesnm.com
 Opened: 2005 State Appvd: Dec-09 Renewal: 2015
 School District: Albuquerque County: Bernalillo

Mary Jane Besante, Principal Email: mbesante@tmesnm.com
 Larry Espinoza, President Email: lespinoza@tmesnm.com

Mission: We believe that learning is best achieved within a positive social atmosphere that supports each individual's unique development. TMES offers an accelerated program by providing a strong Montessori academic curriculum combined with a unique fine arts program including Suzuki Method, Orff Music, and Visual Arts. The mission of TMES is to encourage students grades K-8 to become responsible citizens who have the ability and desire to fulfill lifelong educational and social goals.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	K-8		500	368	19	19.4

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	D	B		
2. 3 Year Avg Grade		C	C		
3. Current Standing	B	B	B		
4. School Growth	C	F	C		
5. Highest Performing Students	C	F	C		
6. Lowest Performing Students	D	F	F		
7. Opportunity to Learn	A	A	A		
8. Graduation			na		
9. Career and College			na		
10. Reading Proficiency	73.5	64.9	69.2		
11. Math Proficiency	56.4	44.1	57.5		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	3.3	1.8	2.31		

NM PED Charter School Division - Renewal Snapshot Report

The Montessori Elementary School

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment	316	340	359	382	368
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male	50.6%	48.8%	47.9%	48.7%	45.7%
3. % Female	49.4%	51.2%	52.1%	51.3%	54.3%
4. % Caucasian	72.2%	63.8%	57.1%	56.3%	53.3%
5. % Hispanic	18.7%	28.8%	37.9%	38.7%	41.6%
6. % African American	5.1%	4.4%	2.2%	2.4%	2.2%
7. % Asian	3.2%	1.8%	2.2%	1.8%	1.6%
8. % Native American	0.9%	1.2%	0.6%	0.8%	1.4%
9. % Economically Disadvantaged	23.4%	17.1%	32.0%	33.0%	32.9%
10. % Title 1 TS	0.0%	100.0%	0.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	0.0%	100.0%	0.0%	100.0%	0.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	6.0%	5.3%	7.0%	5.8%	4.6%
15. % ELL	0.0%	0.0%	0.0%	0.0%	0.0%



THE MONTESSORI ELEMENTARY SCHOOL

Part B—Self-Report/Looking Back (A Report on the Current Charter Term)



I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14).

Over the past three years, The Montessori Elementary School (TMES) earned one D and two Bs as Final Grades on the School Grade Report Card:

Year of Report	School Grade	Total Points Earned
2012	B	62.7
2013	D	45.23
2014	B	65.18

In School Year 2011-12 TMES transitioned from State Standards to Common Core Standards at all grade levels. TMES believes it experienced the expected decline in SBA test scores due to the transition. Common Core

Standards were implemented; New Mexico State Standards were assessed. However, TMES took seriously the 2013 drop in grade from a B to a D and worked diligently to regain its Final Grade of B for 2014. TMES involved parents more fully in their child’s education and SAT interventions to support learning. Bi-Weekly level meetings and weekly Professional Learning Community (PLC) meetings focused on a review of short-cycle assessment data and planning of instruction for all students with an emphasis on those students who were below grade level. Attention was also given to test preparation to diminish the anxiety of staff and students taking the test. Total School Points earned increased by 19.95 from 2013 to 2014. The school community is proud of the work done by staff and students.

Current Standing

Provide a statement of progress regarding your “Current Standing” over the past three years and offer any additional information regarding this measure.

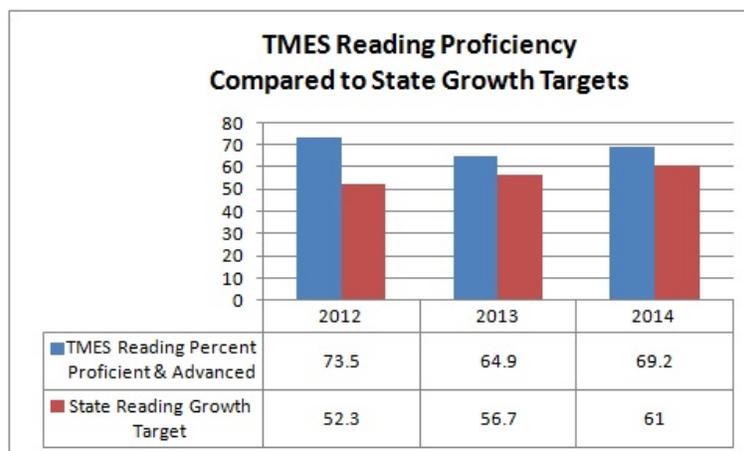
Statement of Progress:

TMES received a “Current Standing” grade of B and exceeded the state benchmark in each of the past three years. Overall, School Points earned in this category increased from 25.8 in 2012 to 28.97 in 2014.

Additional Information:

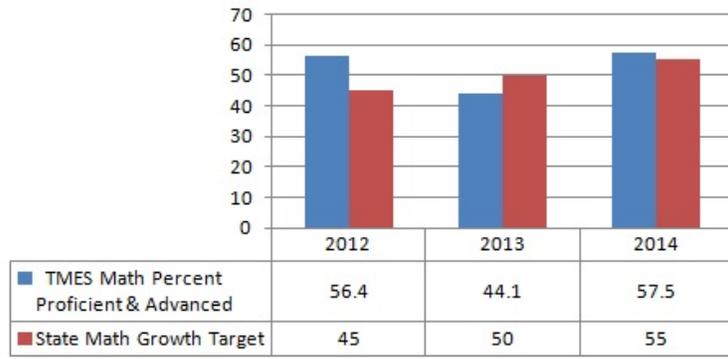
Following are charts demonstrating the TMES “Current Standing” percent proficient and advanced in Reading and Math for each of the past three years compared to the State Growth Targets for Reading and Math set by the Public Education Department.

Reading: Based on this comparison to the Reading State Growth Targets, TMES exceeded the state target for Proficient and Advanced performance in Reading for each of the past three years. (Reference the chart below.)



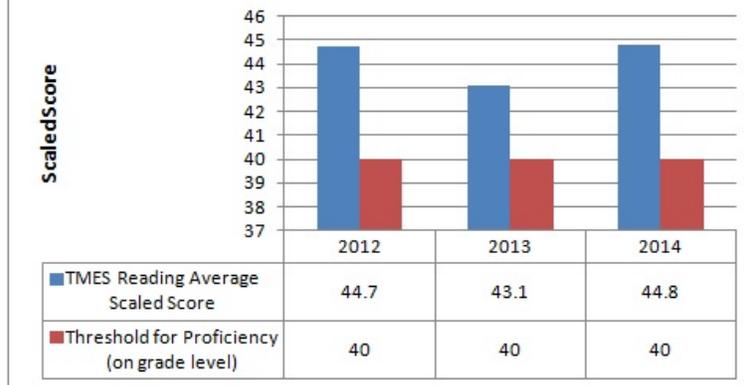
Math: TMES exceeded the State Growth Target for Proficient and Advanced performance in Math for two out the three years. (Reference the chart below.)

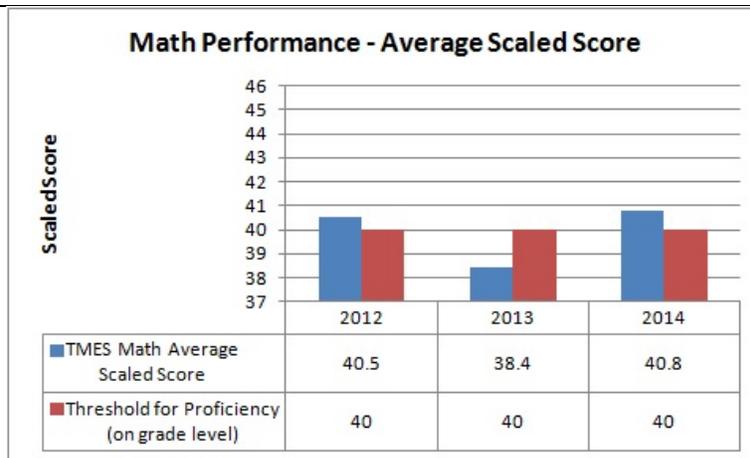
TMES Math Proficiency Compared to State Growth Targets



Additional information can also be found in the School History (Supplemental Information) section of the 2014 School Grade Report where data is reported as average scaled scores rather than percentages. TMES Reading scores, based on the annual average scaled score for each year, also indicate that students have been above grade level in Reading for the past three years, and above grade level in Math for two of the past three years. Scaled scores range from 0 to 80, and 40 is the threshold for proficiency (on grade level).

Reading Performance - Average Scaled Score





School Growth

Provide a statement of progress regarding your “School Growth” over the past three years and offer any additional information regarding this measure.

Statement of Progress:

While exceeding the statewide benchmark in the area of “School Growth” for 2014, TMES received a grade of C. TMES also received a grade of C in 2012, followed by a grade of F in 2013. On a 10-point scale, TMES earned School Points of 5.2 in 2012, .51 in 2013 and 6.37 in 2014. TMES took seriously a significant drop in the “School Growth” score in 2013 and measures were taken that resulted in a gain of 5.86 School Points in one year.

Q3 (Highest Performing 75%) Growth

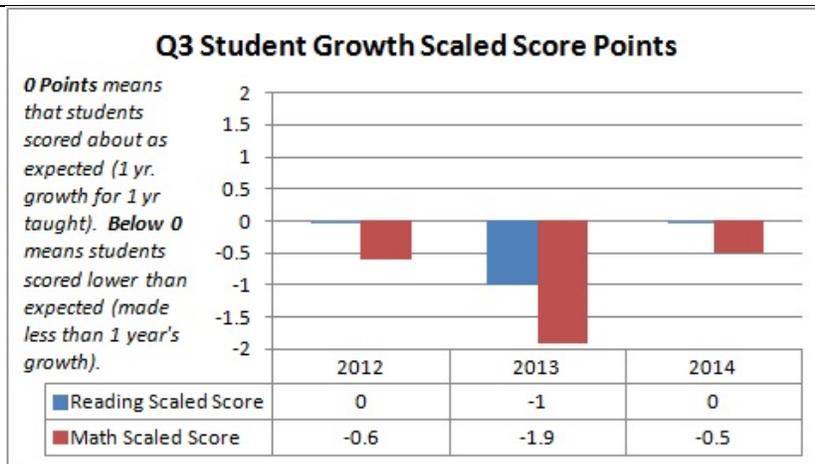
Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure.

Statement of Progress:

In this statement of progress, two types of measures are discussed. Student growth is shown as the average change in Scaled Score points per year. School Points are used in awarding a grade to this section of the School Grade Report Card.

Scaled Scores:

Using Scaled Scores in the chart below, 0 points indicate that students scored about as expected (1 year’s growth for 1 year taught). Points below 0 indicate that students scored lower than expected (less than 1 year’s growth for 1 year taught). An analysis of “Q3 Growth” in Scaled Score points indicates that TMES Q3 students made one year’s worth of progress in Reading in 2012 and 2014 and less than one year’s worth of progress in 2013. Math scores statewide are generally lower than reading scores and TMES Q3 Growth reflects this trend, making less than one year’s worth of progress in math over the past three years. This will be an area of focus for TMES during the next charter term if approved.



School Points:

On a 20-point scale, TMES earned School Points of 8.0, 1.22 and 7.98 in the past three years. Based on School Points awarded, TMES “Q3 Growth” slightly exceeded the state benchmark in two of the past three years (2012 and 2014).

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.

Statement of Progress:

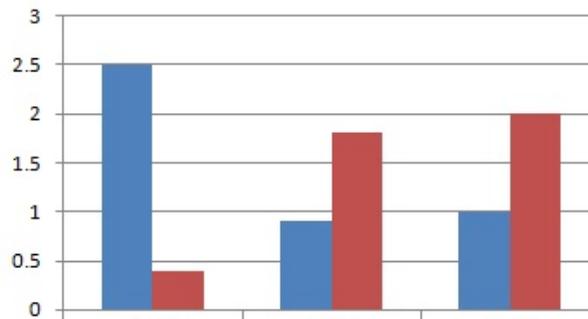
As in the preceding section, two types of measures are discussed regarding Q1 Growth. Student growth is shown as the average change in Scaled Score points per year. School Points are used in awarding a grade to this section of the School Grade Report Card.

Scaled Scores:

Using Scaled Scores in the chart below, 0 points indicate that students scored about as expected (1 year’s growth for 1 year taught). Points above 0 indicate that students scored higher than expected (more than 1 year’s growth for 1 year taught). An analysis of “Q1 Growth” in Scaled Scores, indicates that TMES Q1 students made more than one year’s worth of progress in both Reading and Math in the past three years of the School Grade Report. Students who were behind are catching up to their higher performing classmates.

Q1 Student Growth Scaled Score Points

0 Points means that students scored about as expected (1 yr. growth for 1 yr taught). Above 0 means students scored higher than expected (made more than 1 year's growth).



Reading Scaled Score	2.5	0.9	1
Math Scaled Score	0.4	1.8	2

School Points:

Based on School Points, TMES "Q1 Growth" performance has remained fairly consistent over the past three years, varying only by a maximum of three points. On a 20 point scale, TMES earned School Points of 11.5, 8.55 and 10.21.

Opportunity to Learn

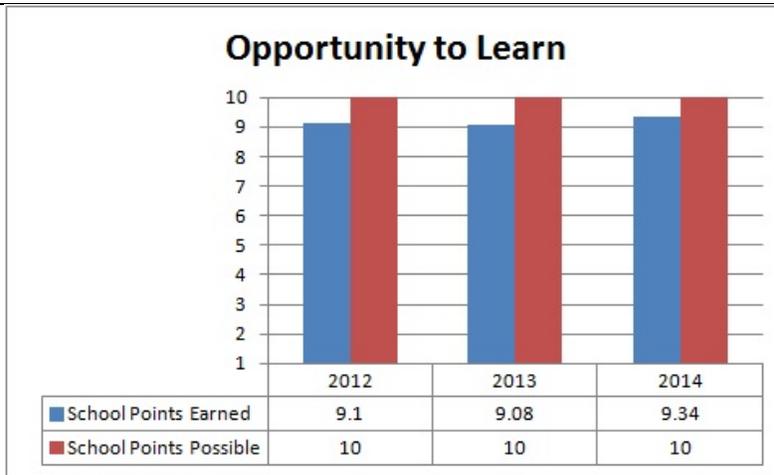
Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

Statement of Progress:

Opportunity to Learn represents the environment schools provide for learning. TMES earned an "Opportunity to Learn" Grade of A in each of the past three years of the School Report Card. On a 10 point scale, TMES earned over 9 School Points in each year (2012, 2013, 2014). The consistently high number of points earned in this category reflects the high level of success in implementation of the TMES mission. Following is a relevant excerpt from the Mission: "We believe that learning is best achieved within a positive social atmosphere that supports each individual's unique development."

Additional Information:

The analysis of the School Report Card calls for a statement of progress for the past three years only. However, It is notable that in 2011, TMES earned a high of 10.1 School Points (exceeding the maximum in this category).



Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure. Not Applicable.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure. Not Applicable.

Bonus Points

Provide a statement of progress regarding “Bonus Points” over the past three years.

Statement of Progress:

TMES received bonus points in Student Engagement and Parental Engagement. Bonus points indicate that TMES has gone above and beyond other schools and is recognized for its extraordinary dedication to keeping students invested in school and its effort in empowering parents to engage actively in their child’s education. Bonus Points have been part of the School Grade Report for the past three years. On a 5 point scale, TMES earned 3.3 School Points in 2012, 1.84 School Points in 2013, and 2.31 School Points in 2014. The Public Education Department does not assign grades to the Bonus Points section.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1: **Student Achievement in Reading**
Objective: TMES students will improve performance by 2% annually on standards based assessments in Language Arts, Mathematics, and Science in order to continue to meet or exceed proficiency requirements.

Performance Standard: Students will acquire knowledge in core curriculum areas based on NM Standards and Benchmarks by following Montessori instruction strategies: Montessori curriculum scope and sequence; and meeting Montessori developmental expectations.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used:

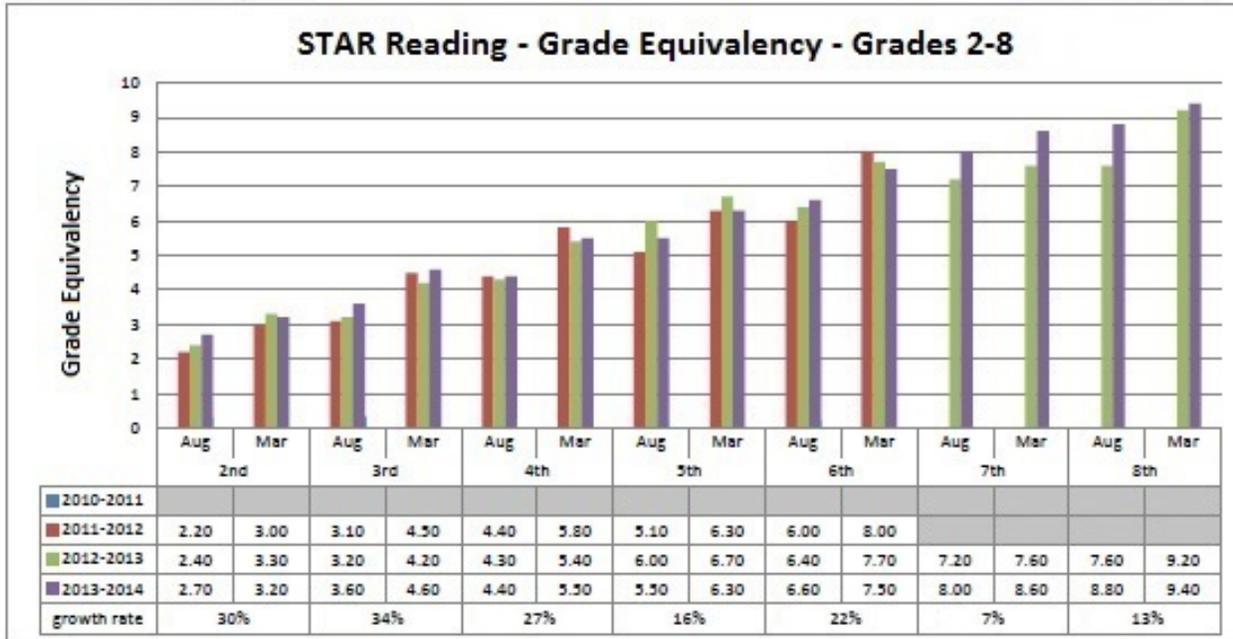
TMES SBA results, and School’s AYP status. DIBELS, QRI-II, transitioning to STAR reading, a Renaissance Learning Component of Accelerated Reading.

(Identify level of scores that indicate proficiency): **STAR Reading assessment Grade Equivalency (GE)**

Data—Average Scores

SBA performance has been thoroughly analyzed in the School Grade Report Card Section of this application (pages 12 -18) therefore, only short-cycle assessment data for Reading is addressed in this section.

STAR Reading Grade Equivalency (GE) data and growth rates for grades 2-8 are presented in the graph below:



Provide a statement of progress and additional information regarding the above data:

Statement of Progress:

The graph above shows both average Grade Equivalency (GE) and a growth rate percentage for each grade level from fall (August) to spring (March). GE is noted in terms of year and month. For example, a GE of 2.20 indicates the students have achieved a level equivalent to the 2nd year plus 2 months. A GE of 7.70 indicates the students have achieved a level equivalent to the 7th year plus 7 months. The growth rate was determined by averaging August GEs and March GEs, then noting the percent of increase between the two testing points.

Based on the STAR Reading growth rates shown above, TMES exceeded its overall target of improving average performance by 2% annually in reading.

Average data indicates overall that TMES students enter each grade (Aug.) with a GE just above grade level and exit (Mar.) at or above a GE of the grade they will enter in the following year. For example, 5th grade classes in 2011-12, began the year at a GE of 5 years, 1 month (5.10) and exited 5th grade performing at a GE of sixth year plus 3 months (6.30). The only exceptions are at grades 7 and 8 in the year 2012-13. However, at the end of the 8th grade, students had accelerated to reach a GE of 9.20, above the expected 9th grade level. TMES students are generally performing above grade level in Reading.

Additional Information:

During the first two years of the current Charter term, TMES transitioned to using STAR Reading and STAR Math as its short-cycle assessment. The graph above shows STAR Reading scores for grades 2-8 from 2011-12 through 2013-14. TMES began using STAR Math in 2010-2011 to “try it out”, then implemented STAR Reading beginning in the 2011-12 school year. Consequently, no STAR Reading data is shown for 2010-11 in the graph above. In addition, TMES phased in grade 7 in 2010-11 and grade 8 in 2011-12. An attempt to retrieve the 2011-12 grade 7 and grade 8 data from Renaissance Learning was unsuccessful. The data had been deleted and the cause is unknown; consequently, TMES was unable to report these scores.

As TMES transitioned to the STAR Reading Assessment in 2011-12, the QRI-II was phased out as an informal reading inventory instrument. DIBELS, however, has continued to be used by classroom teachers in grades K-1 in conjunction with the Montessori assessment process to drive individual instruction within each student’s Individual Learning Plan. The success of K-1 instruction is demonstrated by the fact that students enter 2nd grade at above the expected Grade Equivalency of 2.0.

Beginning in 2014-15, TMES implemented the STAR Early Literacy and Reading assessments in grades K-8.

Student Academic Performance Standard/Goal #2: Student Achievement in Math

Objective: TMES students will improve performance by 2% annually on standards based assessments in Language Arts, Mathematics, and Science in order to continue to meet or exceed proficiency requirements.

Performance Standard: Students will acquire knowledge in core curriculum areas based on NM Standards and Benchmarks by following Montessori instruction strategies; Montessori curriculum scope and sequence; and meeting Montessori developmental expectations.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used:

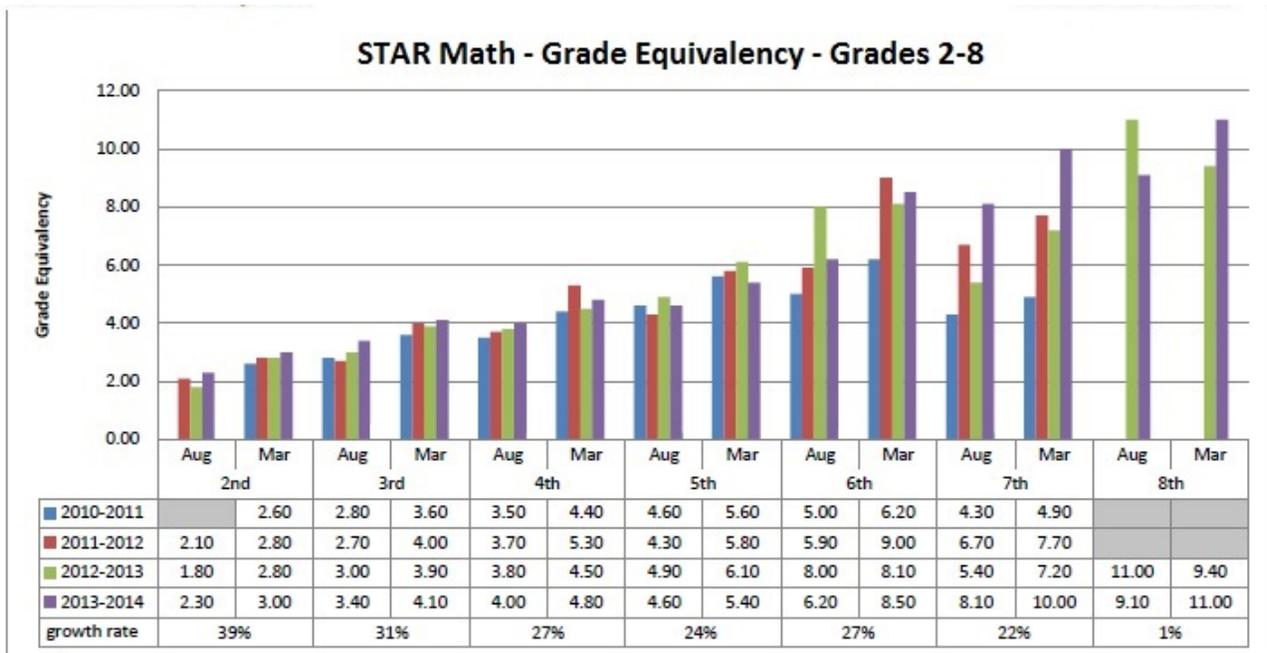
TMES SBA results, and School’s AYP status. STAR Math (Renaissance Learning component of Accelerated Math Program)

(Identify level of scores that indicate proficiency): STAR Math assessment Grade Equivalency (GE)

Data—Average Scores

SBA performance has been thoroughly analyzed in the School Grade Report Card Section of this application (pages 12 to 18); therefore, only short-cycle assessment data for Math is addressed in this section.

STAR Math Grade Equivalency (GE) data and growth rates for grades 2-8 are presented in the graph below:



Provide a statement of progress and additional information regarding the above data:

Statement of Progress:

The graph above shows both average math Grade Equivalency (GE) and a growth rate percentage for each grade level from fall (August) to spring (March). GE is noted in terms of year and month. For example, a GE of 2.10 indicates the students have achieved a level equivalent to the 2nd year plus 1 month. A GE of 7.70 indicates the students have achieved a level equivalent to the 7th year plus 7 months. The growth rate was determined by averaging August GEs and March GEs, then noting the percent of increase between the two testing points.

Based on the STAR Math growth rates shown above, TMES exceeded its overall target of improving average performance by 2% annually in math.

The graph above shows the grade equivalency for the math scores for grades 2-8 from 2010-11 through 2013-14. Level GE scores are mixed, showing both above and below grade level achievement. With several exceptions, the average four-year trend indicates that TMES students have entered each grade with a math GE just below grade level and exited just below a GE of the grade they will enter in the following year. TMES took seriously the trend in math performance and in 2012-13, focused heavily on the math curriculum. Staff reviewed and modified the math scope and sequence to better meet student needs; in 2013-14 a math specialist was hired to assist teachers with instruction in this area. It is noted that 2013-14 GE scores have increased overall, indicating that students are now generally entering each grade at or above grade level and exiting at or above a GE of the grade they will enter in the following year.

Additional Information:

TMES transitioned to using STAR Math as its short-cycle assessment in 2010-11. In that year, STAR Math was administered only in the spring at the 2nd grade level. In addition, grade 8 was added in 2011-12. An attempt to retrieve the 2011-12 data for the 8th grade from Renaissance Learning was unsuccessful. The data had been deleted and the cause is unknown; consequently, TMES was unable to report these scores.

The Montessori assessment process for math was used in grades K-1 to drive individual instruction within each student's Individual Learning Plan. Beginning in 2014-15, TMES implemented the STAR Math assessment in grades K-8.

Student Academic Performance Standard/Goal #3: Student Achievement in Science

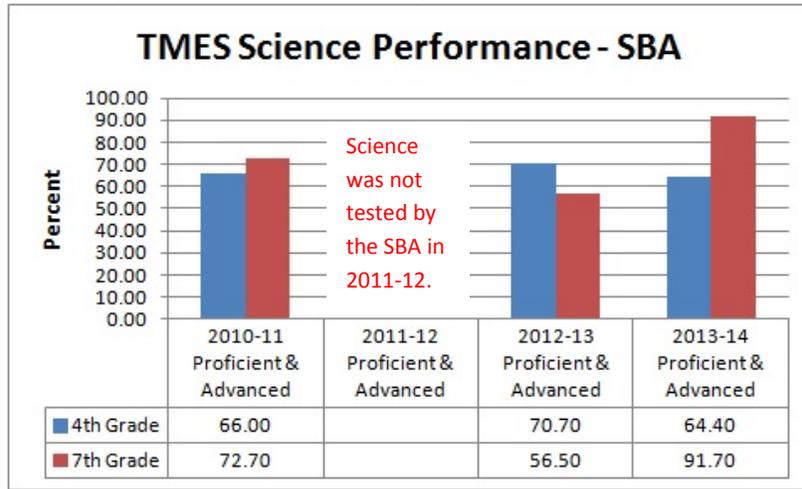
Objective: TMES students will improve performance by 2% annually on standards based assessments in Language Arts, Mathematics, and Science in order to continue to meet or exceed proficiency requirements.

Performance Standard: Students will acquire knowledge in core curriculum areas based on NM Standards and Benchmarks by following Montessori instruction strategies; Montessori curriculum scope and sequence; and meeting Montessori developmental expectations.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used:
 TMES SBA results

Data—Average Scores

Science is only tested in the 4th and 7th grades and was not tested in 2011-12.



Provide a statement of progress and additional information regarding the above data:

Overall, TMES 4th and 7th grade students perform at a high level in the area of Science.

The percent of students who scored as Proficient & Advanced in Science for 4th grade reached a high of 70.70% in 2012-13. In 7th grade, a high of 91.70% of students scored as Proficient & Advanced in Science in 2013-14.

The percentage of TMES 4th grade students scoring proficient and advanced, increased by 4.7 % between 2010-11 and 2012-13, meeting the goal of a 2% annual increase over two years, even though Science was not assessed in 2011-12. However, the percent of 4th grade students scoring proficient and advanced in 2013-14 was 64.40% indicating that the annual goal of 2% was not met at the 4th grade level.

The percentage of 7th grade students scoring proficient and advanced in 2013-14 shows a one year gain of 35.25 percentage points indicating that the goal was significantly exceeded in that year. 91.70% of 7th grade students were proficient and advanced in that year. In previous years, 72.70% and 56.50% of 7th grade students scored proficient and advanced; however, the goal of a 2% annual increase was not met.



Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1: **Student Environmental Awareness**

Objective: TMES students will develop an informed, in-depth appreciation and awareness of environmental issues and their ability to effect change on negative environmental impacts.

Performance Standard: A minimum of 90% of TMES students will participate annually in a “recycle, reuse, recovery” program addressing trash management. This will encompass extensions to their Montessori curriculum that teach the importance of global awareness in the preservation of the planet, biomes, species, and natural resources.

Measure(s) Used: Environmental Field Trip attendance, classroom participation in education programs, such as, but not limited to, Kids for Saving the Earth, The Green Flag Program, and Environmental Kids Club.

Data—Environmental Awareness

Environmental Awareness is an integral part of The Montessori Elementary School’s curriculum and because it is an ongoing experience, the activities below are not separated by school year.

TMES STUDENT ENVIRONMENTAL AWARENESS – SCHOOL YEARS 2010-11 through 2013-14							
Activities	Grade Levels						
	K	1	2	3	4	5	6
Recycling paper & plastics	x	x	x	x	x	x	x
Waste-Free Lunch Supplies	x	x	x	x	x	x	x
Sharing Food Basket @ Lunch							x
Environmental Field Trips-Land Preservation	x	x	x	x	x	x	x
Cleanliness of School Grounds & Play Ground	x	x	x	x	x	x	x
Cleanliness of Classrooms	x	x	x	x	x	x	x
Vegetable Waste Composting	x	x	x	x	x	x	x
Classroom set of plates & utensils	x						
Use of Whiteboards instead of paper	x	x	x	x	x	x	x
Reuse of paper for other projects (including donated paper)	x	x	x	x	x	x	x
Earthday Celebrations & Activities	x	x	x	x	x	x	x
Planting Plants & Flowers in Open Space	x	x	x	x	x	x	x
Earth Awareness Field Trips	x	x	x	x	x	x	x
Bosque Ecosystem Monitoring Program (BEMP) with UNM & Bosque School		x	x	x	x	x	x
Study of Historical Skills & Crafts that conserve materials		x	x	x			
Study of Agriculture		x	x	x			x
National Geographic Pathfinder Magazine					x	x	
Researching Environmental Websites					x	x	
Albuquerque Bernalillo County Water Utility Authority "Virtual Water" Presentations					x	x	
Environmental Science Studies	x	x	x	x	x	x	x
Class Garden Plots & Soil Amendment							x
Middle School maintenance of school wide paper & plastic recycling program							x
Land Labs -outdoor & bike path clean-up							x
Trash audits for reusable paper							x

Provide a statement of progress and additional information regarding the above data:

All TMES students participate annually in many of the ongoing activities identified in the chart above. Although the specific activities may vary slightly from year to year, the chart demonstrates the range of environmental awareness activities at The Montessori Elementary School and is not separated by school year. Because all children participate in the activities of each grade level, TMES has met the goal of a minimum of 90% of TMES students participating annually in a “recycle, reuse, recovery” program addressing trash management. Participation is, in fact, 100%.

Student Performance Standard/Goal #2: Fine Arts Education through Visual Arts, Orff Music, and Suzuki Methods

Objective: All students will participate in all facets of the Fine Arts curricula including but not limited to periodic community/parent performances, school demonstrations, and varied showings of individual works.

Performance Standard: A minimum of 90% of students will gain proficiency in the basic knowledge of string instruments, competency of performance on varied instruments, and acquire the basics of music conventions through music history, song, and rhythms. A minimum of 90% of students will reach a proficient or above level annually in visual arts through lessons in the elements and principles of design in various media.

Measure(s) Used: Students will be assessed based on curriculum standards within the Suzuki Methods program, the Orff music program, and the Visual Art Curriculum using the same grading criteria as other TMES curriculum areas. Grades are documented on report cards culminating in final grade average.

Proficiency is based on a grade of “C” or better in each area.

Data—Average Annual Data

MUSIC

Suzuki Strings

Strings instruction at TMES follows the tried and true Suzuki model. Students meet once a week in a small group class with students at the same playing ability, and once a week in a large group class with students at all playing abilities.

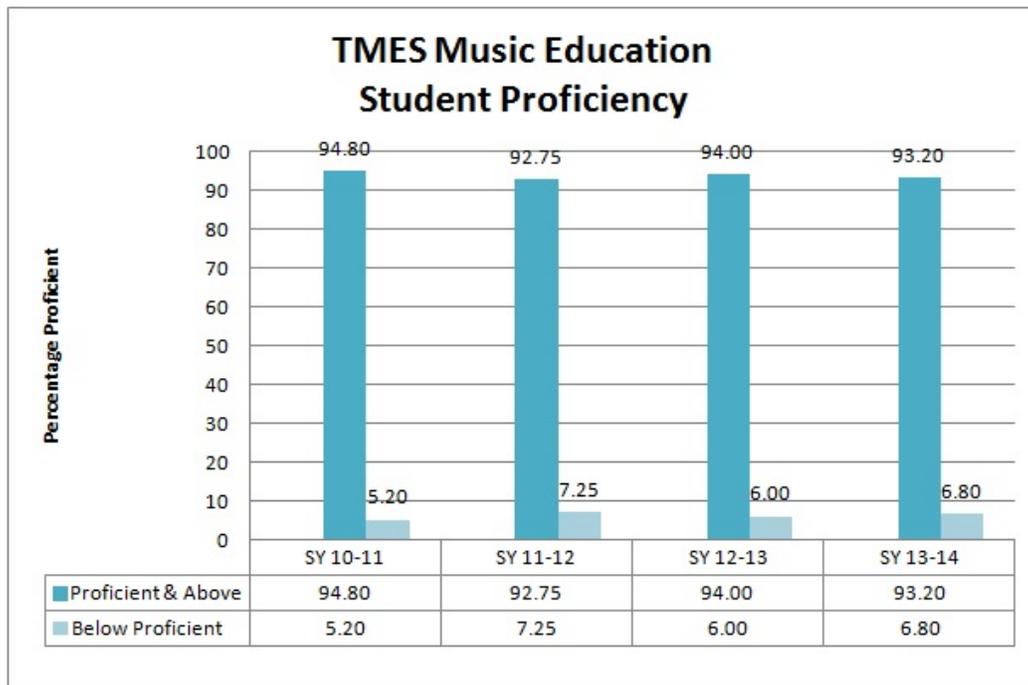


General Music (Orff Method)

The Orff Method of music instruction integrates the everyday activities of children with the elements of music making. This includes singing in groups, encouraging students to use their voices as instruments, using rhymes, playing instruments such as the xylophone, metallophone, glockenspiel and learning to play percussive instruments. Students are encouraged to be creative and to improvise while playing the instruments or singing. This gives the children a level of confidence, enjoyment and the realization that they can make music as a group. It also fosters in students the idea of cooperation, coordination and cohesion.

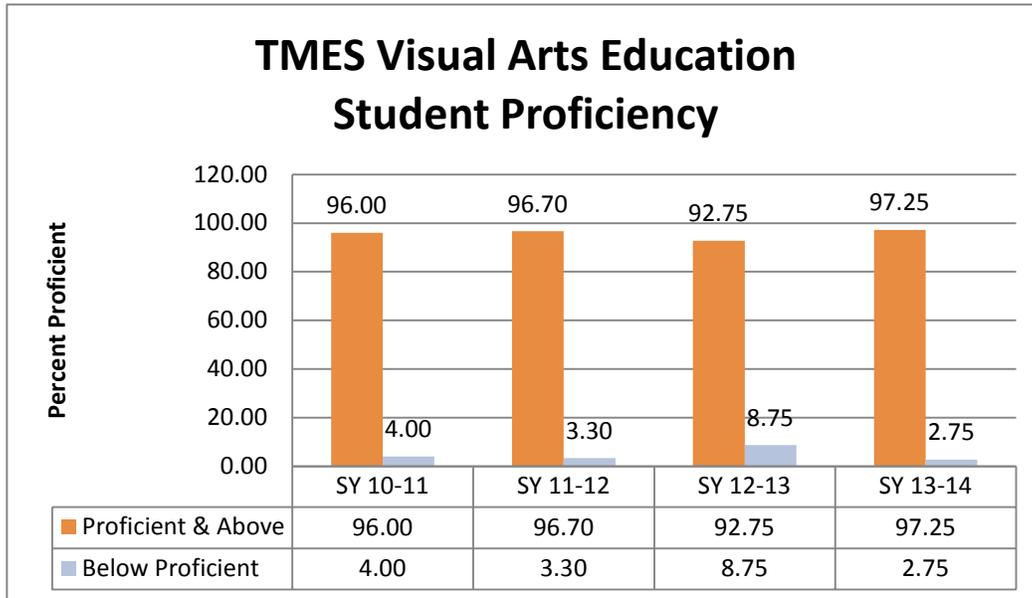


Because the New Mexico Public Education Department requires one grade to be reported for Music in its STARS system, Suzuki Strings and General Music have one combined grade. Following is a chart demonstrating the school-wide Music proficiency based on student grades over the past four years of the charter term:



Visual Arts

Visual Arts at the Montessori Elementary School focuses on student discovery, through a creative lens, of the world around them. Visual Arts projects have historical foundations, challenge students technically and provide opportunities to stretch each student’s imagination. Students work on both individual projects and collaborative projects designed to enhance group work skills. These projects encourage creative freedom and expression through a variety of mediums and materials. Visual arts are also integrated into the regular classroom curriculum as are Suzuki strings and general music. Following is a chart demonstrating the school-wide Visual Arts proficiency based on student grades over the past four years of the charter term:



Provide a statement of progress and additional information regarding the above data:

The goal of 90% proficiency in Fine Arts Education was exceeded in each of the last four years.

Fine Arts Education is a core element of The Montessori Elementary School mission. Following is an excerpt from the TMES Mission Statement: “TMES offers an accelerated program by providing a strong Montessori academic curriculum combined with a unique fine arts program including Suzuki Method, Orff Music, and Visual Arts.” All TMES students are immersed in music and art.

Grades are documented on student report cards culminating in a final annual grade average for Music and for Visual Arts. Because the New Mexico Public Education Department requires one grade to be reported for Music in its STARS system, Suzuki Strings and General Music have one combined grade. A final grade average of C or better is considered “Proficient”. Based on the charts provided above for each of the programs, *The Montessori Elementary School exceeded its goal of 90% proficiency in each year of the current charter term.*

Going forward, TMES intends to include the provision of the Suzuki Method, General Music, and Visual Arts as a “Material Term” of the Contract/Framework negotiation process.

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school’s statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1: **Enrich and Expand Montessori Parent Involvement and Education**

Objective: Each school year 90% of TMES’ parent population will be represented and participate in Montessori parent education opportunities, Suzuki Method parent training, and TMES volunteer programs.

Performance Standard: Parents will acquire basic knowledge of Montessori theory and understanding of curriculum by participating in offered trainings, attending Montessori parent nights, Parent/teacher circles, recital performances, volunteering in school activities, and by responding to requests through technology or home school communication folders for school surveys, information, and community news.

Measure(s) Used: Sign in sheets for Montessori nights, Suzuki training, daily volunteers, scheduled volunteer activities, committee participation, and parent/teacher communication meetings.

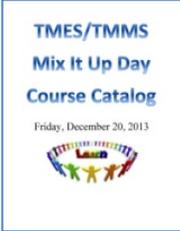
Data: The Montessori Elementary School has developed a strong ongoing Parent Involvement and Education Program over the past four years. Although the specific activities may vary slightly from year to year, the following chart demonstrates the range of activities in which parents, families and community members participate annually.

Parent Participation & Education Activities	Description
<p>Meet TMES Day</p>	<p>Meet TMES Day is a special, once a year event that our school holds to invite the community to tour our beautiful campus, hear students play the violin, get questions answered by the experts (our incredible teachers) and learn more about the first class education children receive at TMES. The open house is suitable for the entire family and everyone feels free to explore all of the classrooms, including our Fine Arts. Our music staff schedules student performances throughout the event and are available between performances for questions. This event averages 300-400 parent attendees.</p> <div data-bbox="836 856 1058 1165" style="text-align: center;"> </div>
<p>The Suzuki Violin Program</p>	<p>Parents of new 1-3 grade students are required to participate in an 8-week violin basics/philosophy class. The class culminates in a fun informal group concert by the parents, for their children. This gives the children the chance to see how hard their parents are working for string instrument success at TMES! Their extra hard work is an indispensable part of the Suzuki program at our school. This class allows parents to also gain the basic knowledge needed to help their students with music homework and practice logs. Without this parent class, taught by our fine arts staff, parents who are not musically inclined would not have the skills or knowledge needed to help their students succeed within TMES fine arts curriculum.</p>

		
<p>Parent Education Nights</p>	<p>Montessori Education is unique. TMES strives to educate all families in the Montessori philosophy, Montessori teaching methods, and the history of Maria Montessori herself. The dedicated staff at TMES offers several opportunities throughout the year for parents to become more educated about the teaching method and history through various Montessori Overview/Parent Education Nights. All parents are strongly encouraged to attend these presentations. One example of a Parent Education Night involves two sessions in an evening, one for the Middle School families, discussing adolescence and social networking and one for Kindergarten through 5th grades, geared towards new TMES parents and anyone wanting a refresher on basic Montessori principles. These events average 100-200 attendees.</p>	
<p>Parent Teacher Circles (PTC)</p>	<p>The TMES Parent Teacher Circle began as a way to help foster communication between parents and teachers at TMES. One day a month, a committee formed by teachers from Kindergarten, 6-9 year olds, 9-12 year olds, Mid-school and Fine Arts meets with parents from all levels to discuss upcoming school events, parent volunteer opportunities, and to brainstorm ideas to make TMES the best it can be. The schedule alternates between every second Tuesday and every second Friday morning of the month (most months), in an attempt to meet the schedules of more families. Short informal concerts are often given by the fabulous TMES Strings and Music students.</p>	
<p>Grandparent's Day</p>	<p>TMES hosts a TMES Grandparent's Day. All grandparents (and honorary grandparents) are invited to spend the day with their grandchild at TMES. Activities include a Strings concert, morning social, a tour of TMES, classroom time and more. <i>Note: Grandparent's Day was not held during the 2013-14 school year because the school was in the process of moving to its current location.</i></p> 	

<p>International Children's Day</p>	<p>International Children's Day was started by the United Nations in recognition of children around the world. TMES recognizes this day each year. During the month of October, students study different continents and children in other lands. Each student dresses up as a child from another country, makes a flag from that country and brings a pot luck dish representing food from their country to share with the TMES community. This wonderful celebration includes a school wide flag parade, musical entertainment and more. This event averages 250 parent attendees.</p> 
<p>Jog-A-Thon</p>	<p>The Jog-A-Thon is one of the school's major fund raisers each year. Parents and students work hard to gather pledges for the number of laps a student can complete in a given amount of time. Volunteers are essential. This is a great opportunity for parents to give some time to the school. All the money raised goes into our Education Assistant fund.</p> 
<p>TMES Conferences</p>	<p>Three times a year, TMES teachers will hold conferences with parents. The first (October) and third (April) conferences are typical parent/teacher conferences. The middle or second conference (January) is a student-led conference in which the child leads their caregivers through a conference.</p>
<p>Parents Night Out (PNO)</p>	<p>Parents Night Out is a fundraiser for the 7th & 8th grade "Big Trip". Fully supervised middle school students provide childcare while parents enjoy a night out on the town. One PNO evening is in December so parents can get holiday shopping done without kids in tow. The other is held in February so parents can have a much needed Date Night! Middle school students plan arts, crafts, games, food, and movies for a fun night for everyone.</p>
<p>Annual TMES Talent Show</p>	<p>TMES opens the stage to those students who want to share their talents. The TMES talent show committee, (mostly students) are in charge of the time, date, place, acts, and talents. Parent volunteers are needed to help with the Talent Show!</p>
<p>Winter Ball/Winter Concert</p>	<p>This has become an annual fund-raiser for the 6th grade "Big Trip." All students and families are invited to attend the evening event (January).</p>

		This event averages 350-400 parent attendees.
	Science Fair, Art Fair, Invention Convention	The TMES staff has created a three-year cycle of learning opportunities for our students. TMES rotates through a Science Fair ('12-'13), Art Fair ('13-'14), and an Invention Convention ('14-'15). All students participate at their age appropriate level to create and present their final product. Kindergarten, 1 st , and 2 nd grade students will be involved in a class project (and may do their own project as well) and 3 rd - 8 th grade students are required to enter a project they have made at home. Parents are involved, everyone is a winner with a participation certificate, and there is also a time for students to receive feedback by volunteer judges from our community.
	TMES Spring Gala and Silent Auction - A Night for the Arts	TMES holds an Annual Spring Gala and Silent Auction. Students have an opportunity to showcase all that they learned in their Fine Arts classes at a professional venue in front of their family and friends. It is a favorite event of many parents! The Gala is our biggest fundraiser and also a great way for TMES to gain support from parents, area businesses and community members. Parents are involved in every aspect of the process of the Gala from donations to practicing for the event. This event allows the parents and families to become a deeper part of our Montessori community and partake in different aspects of the classroom and administrative procedures. This event also allows parents to communicate with other teachers around the school which creates an open parent/school communication effort. Parents help in many ways: they search for a suitable venue for our Strings, General Music and Art Gala, solicit donations of goods and services for our silent auction, donate furniture, ideas and supplies for our classroom projects, provide snacks and supervision during our multiple dress rehearsals, help transport students, instruments, and sets, and attend the event in mass to help make the Gala a success. This event generally raises close to \$20,000. Participation at this event often exceeds 900 family members and friends.
	Middle School ROPES Course	The middle school classes begin their year with a three-day camping trip to Camp Oroquay in the Sandia Mountains. This involves a chance for 7 th and 8 th grade middle school students to participate in the community building ROPES course lead by experienced ROPE instructors. Middle School students also discuss the mid school handbook and create a classroom expectation guide for the year. Parent volunteers are involved.
	Hummingbird Music Camp Overnight Trips	The upper elementary classes begin their year with an overnight camping trip to Hummingbird Music Camp in the beautiful Jemez Mountains. This outdoor classroom and community building trip often becomes a lifelong memory for the students who have participated. Approximately 18-20 parents volunteer to camp overnight with staff and students to celebrate third graders moving from our lower elementary program into our upper elementary program and our fifth graders leaving our upper school program and entering our mid-school program.

<p>The “Big Trips” for 6th – 8th Years</p>	<p>Over the years, middle school students have traveled to study the flora and fauna of the Channel Islands as well as the unique geology of the Colorado Plateau at the Canyonlands Field Institute, visited Cottonwood Gulch, and traveled to Washington D.C. This traveling classroom experience has become a highlight of the middle school students’ years. These trips involve fund raising as well as a commitment to be responsible, mature citizens representing TMES as they travel. 6th graders embark on an outdoor experiential learning at the Cottonwood Gulch. 7th graders reinforce their New Mexico history by traveling the state. 8th graders take their classroom learning to new heights by visiting major US cities to further their knowledge of US history.</p>
<p>Read-Aloud Program</p>	<p>The student Read-Aloud Program is ongoing weekly. Grandparents, Parents and Middle School students listen to the younger children read aloud. This is great practice for the younger children to be reading aloud to an audience with undivided attention.</p>
<p>Additional ongoing volunteer and other activities</p>	<p>TMES Giving Tree, Field Days, Talent Shows, Grade-Level Parent Meetings, Mix It Up Day, Guest Speakers in classrooms, Jr. Achievement Program, Parent Volunteer Presentations, Parent Volunteer Appreciation Breakfasts, Bike Rodeos, Service Dogs of New Mexico, Class Day Trips, and other similar volunteer activities are a part of the TMES culture.</p> <div data-bbox="857 968 1037 1199" style="text-align: center;">  <p>TMES/TMMS Mix It Up Day Course Catalog Friday, December 20, 2013</p> </div>
<p>Polish Trip – October 2014 and May 2015</p>	<p>TMES is sponsoring an American-Polish Student Exchange Program. In October 2014, Polish students and teachers travel to New Mexico and in May 2015, TMES student and teachers travel to Poland.</p>

Provide a statement of progress and additional information regarding the above data:

The Montessori Elementary School has met its annual goal of 90% parent representation and participation in Montessori parent education opportunities, Suzuki Method parent training, and TMES volunteer programs. All activity sign-in sheets are available for perusal upon request.

As shown in the chart above, The Montessori Elementary School plans numerous annual opportunities for parents to become involved in their child's education and to learn about the Montessori theory and curriculum. School records (sign-in sheets) demonstrate that annually, over 3,000 parents, grandparents and community members visit and/or participate in activities.

Going forward, TMES intends to include the provision of the Parent Involvement and Education Program as a "Material Term" of the Contract/Framework negotiation process.

Organizational Performance Standard/School Goal #2: Community Service

Objective: TMES will offer students the opportunity for community service to demonstrate civic responsibility, public performance skills, and environmental awareness and diverse community compassion.

Performance Standard: 90% of TMES students will participate in environmental instruction on field trips, demonstrate ability to positively represent TMES in various performances, and demonstrate social responsibility by participating in community service events on and off the school campus.

Measure(s) Used: Attendance records for field trip participation, appropriate assemblies, and "going-out" events appropriate to grade level and instruction level.

Data:

For this Community Service goal, please refer also to the Student Environmental Awareness Goal for student participation in environmental instruction on field trips and ongoing environmental awareness activities at all grade levels. (Reference pages 26 – 28)

Community Service at TMES is part of the culture of TMES and is woven into the fabric of the school. It not only involves activities outside of the school, but includes numerous ongoing activities within the school. For example, internal community service has included activities such as:

- Older students reading to and with the younger students;
- Students regularly conducting an inspection of and preparing the playground for use;
- Students taking a leadership role throughout the school maintaining order in the hallways;
- Students making banners to encourage all to do well on testing for the good of the community;

- Kindergarten students making "good luck" post cards with treats attached for the upper grades during the standardized testing period;
- Students digging the gardens for the school; and,
- Many more.

TMES also organizes and participates in the following Community Service activities:

- Jump Rope for Heart;
- Roadrunner Food Drive;
- Pennies for Peace (money for schools in Afghanistan);
- Read a Book, Give a Book (book drive for APS Homeless Project);
- The Giving Tree (Items are collected for local charities to help others in our community);
- Earth Day Open Space Clean-up;
- Work at the Rio Grande Community Gardens;
- Park and community trash cleanup along Montañño Road;
- Musical performances offered to the public at no charge (such as a strings performance at Warehouse 508)

TMES teachers and students also walked in the MS Walk to raise funds for Multiple Sclerosis research and education. A 6th grade class spent 5 months and 7 months respectively volunteering at Roadrunner Food Bank for 2-3 hrs a week.

At TMES, Community Service in the form of internships is also a specific and intense focus of the curriculum at the 8th grade level. Following is a description of the Community Service Internship Program:

At The Montessori Middle School, 8th graders participate in an Independent Study/Internship Program in which they learn about themselves, their interests and the rite of passage into adulthood. Through this program, students are required to participate in an unpaid internship. Students must write resumes, letters of intent and must find placement in an institution that allows internships. Students have found placement primarily within Albuquerque, New Mexico, but have also gone out of state and even to another country. Their internship requires hours of writing and public speaking. Students must prepare a presentation for their peers, parents, teachers, school staff and internship sponsors at the end of their internships. The internships bring real world learning into the lives of our students while giving the community an opportunity to experience how truly special TMES students are.

Internships are a beginning step for 8th graders who are preparing to enter the world of the adult. During internships, students are able to witness firsthand what is expected in many types of fields, careers, and jobs. Regardless of the level of education required to be in these job positions, students are able to benefit from seeing what types of responsibilities and skills are necessary in order to succeed in life. Beyond learning about job responsibilities, students will be forming positive relationships with adults with whom they may not currently be familiar. These are huge opportunities for growth with each student. Students return to TMES to share their experiences with the student body.

Parents, families, community members, and students research and locate potential businesses and organizations in which TMES 8th grade students may intern for a week. Through this process, parents, families, community members and students also educate potential internship sites about The Montessori Elementary and Middle School.



Provide a statement of progress and additional information regarding the above data:

TMES has met the 90% target as stated. Community service is woven into the fabric of the school. All students have participated in one or more community service events on and off the school campus, including participation in environmental instruction on field trips, demonstrating ability to positively represent TMES in various performances, and demonstrating social responsibility. Additional data and information regarding community service activities have also been presented under the Student Environmental Awareness Goal. TMES is proud of its community service work both within the school community and the broader Albuquerque community.

Community service may be more appropriately considered a “Material Term” under the new Charter Contract & Framework process.

Organizational Performance Standard/School Goal #3: Montessori Fidelity

Objective: Montessori theory, materials, scope, sequence, and strategies will be the TMES curriculum delivered with fidelity, deviated on by 10% to support instructional interventions, modifications, and SBA preparation.

Performance Standard: All TMES students will receive 90% of their direct instruction aligned to Montessori curriculum, materials, strategies, and theory.

Measure(s) Used: Individual student curriculum tracking forms as documented by Montessori tracking mechanisms such as MRX or MMM progress cards.

Data:

The Montessori Elementary School, as a public charter school, set a goal to maintain fidelity to the Montessori theory, materials, scope and sequence, and strategies, while recognizing that it must also comply with all state and federal laws that are required of all public schools. Although measures identified above indicate the possible use of MRX or MMM tracking mechanisms, TMES chose to use the School Master system; individual student Montessori curriculum tracking forms are also kept by teachers to document student progress.

Two sets of information relevant to this goal follow: 1) a description of components necessary for a program to be considered authentically Montessori, and 2) Percent of direct instruction aligned to Montessori curriculum, materials, strategies and theory.

1) Description of Montessori Program

Following is a table that identifies, on the left, components necessary for a program to be considered authentically Montessori as outlined by the American Montessori Society (AMS) and other Montessori national or international organizations. A description of The Montessori Elementary School practices that reflect the components is included in the right-hand column.

COMPONENTS OF A MONTESSORI PROGRAM	THE MONTESSORI ELEMENTARY SCHOOL (TMES) PRACTICES
The Montessori Philosophy & Curriculum	<p>The Montessori Philosophy is an educational method for children, based on theories of child development originated by Italian educator Maria Montessori in the early 20th century. The method is characterized by an emphasis on self-directed activity on the part of the child and clinical observation on the part of the teacher. It stresses the importance of adapting the child's learning environment to his or her developmental level, and of the role of physical activity in absorbing academic concepts and practical skills. Montessori is a revolutionary method of observing and supporting the natural development of children. Montessori educational practice helps children develop creativity, problem solving, critical thinking, time-management skills, as well as preparing them to be productive members of society. <i>(Excerpt from TMES current Charter, Part C, Page 5)</i></p> <p>The Montessori Curriculum is implemented by TMES Montessori-trained teachers.</p>
Montessori-trained teachers	All TMES teachers hold or are in the process of holding both a New Mexico Teaching License and Montessori Certification from a national or international Montessori organization or Association. Montessori-trained teachers implement the Montessori theory, curriculum,

	materials, scope and sequence, and strategies.
Multiage groupings that foster peer learning	TMES maintains fidelity to the Montessori multiage grouping philosophy as much as possible within the context of public education. In Montessori tradition, children are typically grouped in mixed ages and abilities (children ages 3 to 6 years, 6 to 9 years, 9 to 12 years, and 12-15 years). Younger children learn from older children; older children reinforce their learning by teaching concepts they have already mastered. This practice is somewhat limited in a public school by state law defining school-age children as reaching the age of 5 on or before September 1 st . At TMES, the Kindergarten children, (ages 5-6) are grouped together; grades 1 through 3 class groupings contain 6-9 year olds together, and grades 4 through 5 class groupings contain 9-11 year olds together. Middle school grades 6-8 are structured in single grade classrooms; however, the Montessori philosophy, materials and methodology continue to be used at the middle school level. Because these students will be transitioning to traditional high schools, TMES determined that a more traditional middle school grade structure would better support that transition.
Uninterrupted blocks of work time	A unique characteristic of Montessori learning environments is the provision of a 3-hour uninterrupted work cycle. TMES structures the school day to incorporate this element as appropriate to the age level of the children in each class. The 3-hour work cycle is another aspect of maintaining fidelity to the Montessori philosophy.
Specially designed Montessori learning materials	Dr. Montessori's observations of the kinds of things that children enjoy and go back to repeatedly led her to design a number of multisensory, sequential and self-correcting materials that facilitate the learning of skills and lead to the learning of abstract ideas. TMES strives to maintain classrooms fully stocked with authentic Montessori materials.
Prepared environment & guided choice of work activity	In order for self-directed learning to take place TMES offers a full complement of the prescribed Montessori materials and provides a classroom design that is compatible with Montessori "prepared environment". Each teacher prepares the classroom to encourage independence, freedom within limits, and a sense of order. Teachers provide guidance in choice of work activity when needed.
Peace Table	All TMES classrooms incorporate a Peace Table. The Peace Table plays an important role in Montessori classrooms as a strategy used for problem solving and conflict resolution through peaceful and respectful communication. The peace table encourages children to talk about what's on their mind and gives them a specific place and method to achieve an agreeable solution. TMES is currently considering adding the Peace Table concept for use on the school playground as well.

2) Percent of direct instruction aligned to Montessori curriculum, materials, strategies and theory.

All teachers at TMES are dual-certified or are in the process of becoming dual certified. They hold or will hold both a New Mexico teaching license and certification from a national or international Montessori organization. Other than actual time students spend taking the required state assessments, all direct instruction, including interventions, modifications, and SBA preparation, is aligned to the Montessori philosophy.

Provide a statement of progress and additional information regarding the above data:

The Montessori Elementary School (TMES) is confident that it has met the goal of students receiving a minimum of 90% of their direct instruction aligned to Montessori curriculum, materials, strategies, and theory.

Fidelity to the Montessori philosophy is core to the TMES Mission. As a public Charter School with a Montessori philosophy at its core, TMES has successfully adapted a Montessori program to comply with state requirements, particularly in regard to mandated assessments and curriculum alignment with Common Core and State Standards. To assist students needing additional support, fidelity to the core Montessori philosophy is maintained by utilizing extension lessons, enrichment experiences and any other needed services, all taught in alignment with the Montessori philosophy.

Going forward, TMES intends to include the provision of fidelity to Montessori as a “Material Term” of the Contract/Framework negotiation process.



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Organizational Performance Standard/School Goal #4: **Professional Development**

Objective: The TMES staff will participate in professional development to benefit students through trainings in curriculum development, assessment criteria, school health implementation, curriculum enrichment activities, technology trainings, mentoring support programs, and Montessori training programs.

Performance Standard: 100% of the TMES instructional/administrative staff will attend professional development offerings to strengthen and enrich program delivery for students by implementing updated strategies in the classroom environment.

Measure(s) Used: Sign-in sheets for attendance at in-service, evaluations of usefulness by attendees at trainings, documentation from classroom implementation.

Data:

The annual school calendars identify scheduled full-day and partial-day professional development activities at which all staff members were in attendance. In addition, professional development is an integral part of many regular staff meetings. Informal professional development is also woven into weekly Professional Learning Community (PLC) meetings and bi-weekly grade level meetings at which teachers and other professionals learn from each other. Attendance at conferences and workshop offerings also contribute to the professional development of individual staff members.

Over the last two years, most professional development has focused on incorporation of the New Mexico Common Core State Standards into the curriculum. TMES partnered with Mathematically Connected Communities (MC²) of New Mexico State University which involved training and observation of TMES teachers. Valuable feedback was provided for individual and school growth.

Additional professional development included SAT protocols, Collaborative Norms, Best Math Practices, Short Cycle Assessments, Backwards Planning, Student-Based Learning, Cognitive Demand Questioning, Data-Driven Instruction, Universal Interventions, Sexual Harassment Prevention, Montessori Implementation in Public Schools, Lesson Planning, and Educating for Peace – The Essence of Montessori, curriculum development, assessment criteria, school health implementation, curriculum enrichment activities, technology trainings, mentoring support programs, and Montessori training programs.

All agendas and sign-in sheets are available for perusal upon request.

Provide a statement of progress and additional information regarding the above data:

TMES has met the target standard stated for this goal. 100% of TMES staff has attended professional development offerings to strengthen and enrich program delivery for students by implementing updated strategies in the classroom environment.

This is a goal that may be more appropriately considered a “Material Term” under the new Charter Contract & Framework process.



B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

Yes **No** Is the school meeting financial reporting and compliance requirements?

Yes **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation. N/A

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	N/A	N/A	N/A
1 (10–11)	3	<ol style="list-style-type: none"> 1. Budgetary Condition: Expenditures exceeded budget authority in function. 2. Budget Adjustment Request: The School over budgeted instructional Materials fund. 3. Beginning cash did not tie to Audited numbers. 	<ol style="list-style-type: none"> 1. TMES is aware of the finding and reviewed its policies to correct the issue. 2. TMES is aware of the finding and reviewed its policies to correct the issue. 3. PED approved our cash report as submitted and agreed to the beginning cash. TMES is aware of the finding and reviewed its policies to correct the issue.
2 (11–12)	6	<ol style="list-style-type: none"> 1. Budgetary Condition; School did not do a maintenance BAR. 2. Budget Adjustment Request: School did not do a BAR for Instructional Materials cash carry over. 3. ERB Reports paid late. 4. Procurement Code; School could not find Bid Documents. 5. RFR not approved: RFR were not approved by a second party. 6. Audit Committee: The schools audit committee did not have enough members 	<ol style="list-style-type: none"> 1. TMES is aware of the finding and reviewed its policies to correct the issue. 2. Management is aware of the issue concerning BARS. PED's Budget and analysis unit has stated that a BAR does not need to be done in the case presented by the auditors above. This has been an ongoing recommendation by the unit for the past 10 years and is not a requirement in PED'S manual of procedures. It seems this finding should be placed as an auditor recommendation as a management comment and that PED place the new requirement in the manual of procedures for the near school year. 3. TMES is aware of the finding and reviewed its policies to correct the issue. 4. TMES is aware of the finding and reviewed its policies to correct the issue. 5. TMES is aware of the finding and reviewed its policies to correct the issue. 6. A member quit just as the audit started.

3 (12-13)	3	<ol style="list-style-type: none"> 1. Budget Condition: School did not do a maintenance BAR. 2. Budget Adjustment Request: School did not do a BAR 3. NMRHCA Payment was late 	<ol style="list-style-type: none"> 1. TMES is aware of the finding and reviewed its policies to correct the issue. 2. PED sent funds to the school on June 26th, 2013 after the deadline for submitting BARS 3. School is aware of the finding and is addressing the concern.
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Identify any changes made to fiscal management practices as a result of audit findings.

The School's management is aware of the findings and strives to correct them every year. The School has hired an Administrative Assistant to help with the daily jobs, segregation of duties, which will help the Business Manager focus on areas of concern. The findings over the history of the school have been minor and have never been classified as significant or material.

C. Organizational Performance

The Charter School Act provides as follows:
 A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School's Response		
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes Verified by Charter Schools Division 2013-14 Site Visit Report.	<input type="checkbox"/> No	

<p>Over the past four years were there any material terms of the school’s charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If “yes” please provide details.</i></p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No TMES has not violated any material terms of its charter as verified by Charter Schools Division Site Visit Reports.	
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Educational Requirements—Assurances

- 1) Yes No The school complies with instructional days/hours requirements.
- 2) Yes No The school complies with graduation requirements. (N/A)
- 3) Yes No The school complies with Promotion/Retention requirements.
- 4) Yes No Next-step plans are completed for applicable grades.
- 5) Yes No The school has an approved EPSS Plan.
- 6) Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) Yes No The school’s curriculum is aligned to Common Core Standards.

For any “no” answers please provide an explanation. TMES offers grades K-8; therefore compliance with graduation requirements is not applicable.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a “no” response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - 1) **Yes** **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) **Yes** **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) **Yes** **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) **Yes** **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act,

Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

- d) **Yes** **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- e) **Yes** **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation. N/A

Employees—Assurances

- a. **Yes** **No** The school meets teacher and other staff credentialing requirements
- b. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation. N/A

School Environment—Assurances

- a. **Yes** **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. **Yes** **No** The school keeps records of fire inspections and other safety requirements.
- c. **Yes** **No** The school meets transportation and nutrition requirements, if applicable. (N/A)
- d. **Yes** **No** The school complies with health and safety requirements.
- e. **Yes** **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation. TMES is exempt from offering transportation or food services. Transportation and/or food services are not required to be provided by charter schools.

Appropriate Handling of Information—Assurances

- a. **Yes** **No** The school maintains required information in STARS and submits in a timely manner.
- b. **Yes** **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. **Yes** **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. **Yes** **No** All student records are retained and disposed of pursuant to state requirements.
- e. **Yes** **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation. N/A

Governance—Assurances

- 1) Yes No The school complies with governance requirements? Including:
- 2) Yes No All required School Policies
- 3) Yes No The Open Meetings Act
- 4) Yes No Inspection of Public Records Act
- 5) Yes No Conflict of Interest Policy
- 6) Yes No Anti-Nepotism Policy
- 7) Yes No Governing Body Organization and Membership Rules (i.e., Bylaws)
- 8) Yes No Required Committees (Finance and Audit) and submission of appropriate documentation
- 9) Yes No Governing Body Mandated Trainings
- 10) Yes No Governing Body Evaluates Itself

Yes **No** Is the school holding management accountable?

- 1) **Yes** **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) **Yes** **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation. N/A

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of The Montessori Elementary School and hereby certify that: the attached petition in support of The Montessori Elementary School renewing its charter was circulated to all employees of The Montessori Elementary School. There are 39 persons employed by The Montessori Elementary School. The petition contains the signatures of 39 employees which represents 100% percent of the employees employed by The Montessori Elementary School.

STATE OF NEW MEXICO)

ss.

COUNTY OF BERNALILLO)

SEE APPENDIX B FOR NOTARIZED

PETITION OF SUPPORT FROM EMPLOYEES

I, Mary Jane Besante, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this ____ day of ____ 2014.

Notary Public

My Commission Expires:

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of The Montessori Elementary School and certify that: the attached petition in support of The Montessori Elementary School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 243 households which represents _____ percent of the households whose children were enrolled in The Montessori Elementary School.

STATE OF NEW MEXICO)

ss.

COUNTY OF BERNALILLO)

SEE APPENDIX C FOR NOTARIZED

PETITION OF SUPPORT FROM HOUSEHOLDS

I, Mary Jane Besante, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this _____ day of _____ 2014.

Notary Public

My Commission Expires:

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years. This statement is to verify that Montessori Elementary School requests a 5-year term of renewal.

II. Checklist

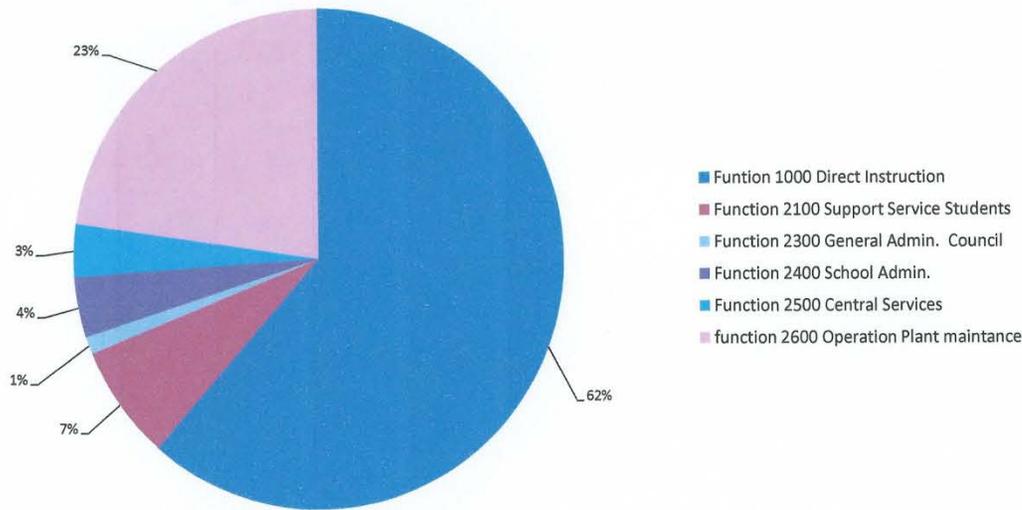
		(Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe: School Photographs	<input checked="" type="checkbox"/>

APPENDIX A – Financial Statement

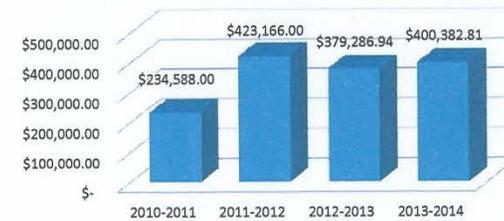
Budget
Report for FY
10-11 Thru
13-14

FY	Function 1000	Function 2100	Function 2300	Function 2400	Function 2500	function 2600	Function 4000	Total
	Direct Instruction	Support Service Students	General Admin. Council	School Admin.	Central Services	Operation Plant maintenance	Capital Outlay	
2010-2011	\$ 1,451,855.95	\$ 181,977.23	\$ 23,804.61	\$ 107,662.65	\$ 70,373.85	\$ 589,867.77	\$ 234,588.00	\$ 2,660,130.06
2011-2012	\$ 1,574,294.55	\$ 155,171.55	\$ 18,869.57	\$ 70,545.23	\$ 88,040.61	\$ 517,015.64	\$ 423,166.00	\$ 2,847,103.15
2012-2013	\$ 1,319,634.00	\$ 169,865.49	\$ 28,890.15	\$ 95,341.56	\$ 81,985.30	\$ 535,885.03	\$ 379,286.94	\$ 2,610,888.47
2013-2014	\$ 1,531,188.77	\$ 202,129.46	\$ 35,682.21	\$ 97,694.72	\$ 85,990.29	\$ 529,510.14	\$ 400,382.81	\$ 2,882,578.40
Total	\$ 5,876,973.27	\$ 709,143.73	\$ 107,246.54	\$ 371,244.16	\$ 326,390.05	\$ 2,172,278.58	\$ -	\$ 9,563,276.33
	61%	7%	1%	4%	3%	23%		

Budget Expense Report for FY 10-11 Thru 13-14



Capital Outlay Expense for FY 10-11 thru 13-14



APPENDIX B
Petition of Support from Employees Affidavit

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of The Montessori Elementary School and hereby certify that: the attached petition in support of The Montessori Elementary School renewing its charter was circulated to all employees of The Montessori Elementary School. There are 39 persons employed by The Montessori Elementary School. The petition contains the signatures of 39 employees which represents 100% percent of the employees employed by The Montessori Elementary School.

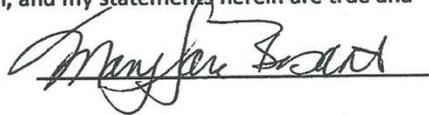
STATE OF NEW MEXICO)

ss.

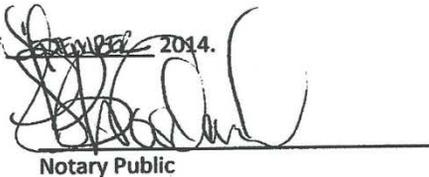
COUNTY OF BERNALILLO)

I, Mary Jane Besante, being first duly sworn, upon oath state:

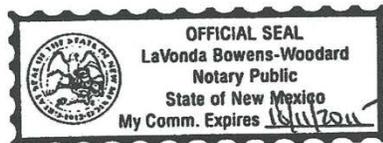
That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 3rd day of SEPTEMBER 2014.


Notary Public

My Commission Expires: April



APPENDIX C
Petition of Support from Households Affidavit

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of The Montessori Elementary School and certify that: the attached petition in support of The Montessori Elementary School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 243 households which represents 86 percent of the households whose children were enrolled in The Montessori Elementary School.

STATE OF NEW MEXICO)

ss.

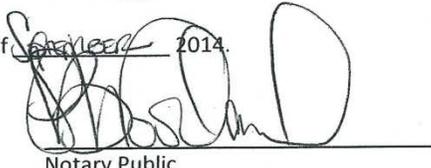
COUNTY OF BERNALILLO)

I, Mary Jane Besante, being first duly sworn, upon oath state:

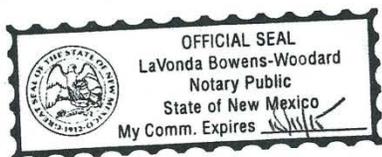
That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 30th day of SEPTEMBER 2014.


Notary Public

My Commission Expires: April



APPENDIX D - E-Occupancy Certificate

Current Location – 1730 Montañó Road NW, Albuquerque, NM 87107
(Amendment for change of location was approved by the PEC 6/2/2013.
See next page for E-Occupancy Certificate for the previous location.)

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

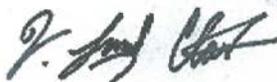
Building Address 1730 Montano Rd., NW Zip 87107

Portion of Building Tenant Improvement Change of Occupancy Partition Relocation Montessori School

Use Classification Commercial Project Bldg. Permit No. 201391670

Occupancy Group E Type of Construction II-B Sprinklered Land Use Zone O-1

Owner of Building Robert Sanchez Address: 1730 Montano Rd., NW – Albuquerque, NM 87107



By: Carol S. Quintana

Date: August 14, 2013

V Land Clark
Chief Building Official

IBC Code Year: 2009

POST IN A CONSPICUOUS PLACE

MAXIMUM OCCUPANT LOAD: 811

E-Occupancy Certificate

Previous Location – 3831 Midway Place NE, Albuquerque, NM 87109

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address 3831 Midway Place NE Zip 87109

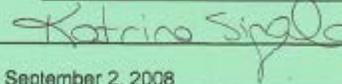
Portion of Building Montessori Elementary School Tenant Improvement Suite 530

Use Classification Commerical Project Building Permit 0804545

Occupancy Group E Type of Construction II B Land Use Zone IP

Owner of Building OSPS Albuquerque LLC Address 11693 San Vincente Blvd Los Angeles, CA


Chief Building Official

By: 
Date: September 2, 2008

POST IN A CONSPICUOUS PLACE

APPENDIX E - PHOTOGRAPHS





THE MONTESSORI ELEMENTARY SCHOOL

Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)



II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Based on the School Grade Reports and STAR Math data, it is evident that additional focus is needed in Mathematics for all students. Math scores tend to lag behind Reading scores, not only at TMES, but throughout the state as noted by the lower Math Growth Targets set by the New Mexico Public Education Department.

Over the past three year period, both the School Grade Reports and STAR Reading data, however, indicate that TMES reading scores have exceeded the state target for Proficient and Advanced performance for each of the past three years (reference pages 13-14), and that students are generally above grade level expectations in reading based on Grade Equivalency scores.

TMES would like to maintain student reading performance at or above grade level based on STAR Reading data and increase math performance to reach grade level or above based on STAR Math short-cycle assessment data.

2. What main strategies will be implemented to address these priorities?

TMES will continue to regularly analyze and reflect on short cycle assessment data (STAR Math and Reading), the results of which will continue to drive instruction. Grade level meetings and PLCs will continue as they have been invaluable in terms of supporting TMES teachers and students in increasing academic proficiency. Through our SAT process we will continue to provide additional support to our students and families.

In the area of math, TMES will continue to fund a math specialist to assist with the curriculum and the instructional process. The curriculum scope and sequence will also be monitored regularly for any needed adjustments based on assessment data.

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

TMES focused on strengthening the SAT process, the process of identifying and supporting students who are below grade level. In 2012-13, the curriculum scope and sequence was reviewed by staff and modified to better meet student needs. In 2013-14, TMES funded a Math Specialist to provide additional expertise and support for teachers to continually improve their practice by focusing on areas of need in the math program. The math and reading short cycle assessments by Renaissance Learning have also improved, are aligned with Common Core Standards, and are now keying in more specifically on areas of student need which allows staff to better focus on interventions.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

TMES does not currently have any students identified as ELL; however, during the current charter term, TMES experienced a sudden increase of economically disadvantaged students from 17.1% in 2010-11 to an average of 33% in the three years to follow.

The focus on improving the SAT process and providing more targeted intervention strategies has resulted in success. Based on data provided by the School Grade Reports, Q1 students have consistently made more than one year's growth in both reading and math over the last three years. These students are in the process of catching up to their higher performing classmates. TMES will continue to focus on interventions that will support and increase Q1 student growth.

My Reading Coach – an intervention to focus phonemic awareness, KHAN Academy, Dolch Word List, PAL-II (math deficiency identification), DIBELS, STAR Math, STAR Reading, were and will continue to be used to identify student needs. The SAT process will continue to identify students who were not performing well and data analysis will continue to be used to enable student growth in the general classroom setting. TMES will continue to partner with parents; home life issues that impacting academic growth will continue to be addressed.

Students with special needs received and will continue to receive small group and one-on-one instruction in addition to an inclusion setting. All academic areas are fully supported. Students with special needs are assessed more often to monitor individual progress.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

The TMES Collaborative Council has reviewed and reflected on the annual School Report Card data. STAR data has also been reviewed by the Collaborative Council. The Council receives regular reports from the school's head administrator. The school's head administrator receives a thorough evaluation at the end of each year.

In 2013, the TMES School Report Card Grade dropped from a B to a D. The Collaborative Council took action to have a strategic plan developed for improvement. The School Grade returned to a B in 2014. The Council was pleased with the increase in the school grade.

The school's goals have been thoroughly reviewed through the charter renewal application process.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school’s mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School ’ s Mission. A goal should be a natural outgrowth of the school ’ s mission, reflecting the school ’ s values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school’s mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.

Mission Specific Indicator #1: Full-Academic-Year (FAY) students in grades K through eight at The Montessori Elementary School, tested in the fall and spring of the school year, will increase their reading proficiency as determined by the STAR Reading Publisher’s Reports (Renaissance Learning).

Cohort 1: FAY students who perform above expected grade level equivalency based on fall test results.

Cohort 2: FAY students who perform at or below expected grade level equivalency based on fall test results.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 76% or more of Cohort 1 students maintain above grade level achievement in Reading.

Cohort 2. 66% or more of Cohort 2 students achieve more than one year's growth in Reading.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 65-75% or more of Cohort 1 students maintain above grade level achievement in Reading.

Cohort 2. 46-65% or more of Cohort 2 students achieve a minimum of one year's growth in Reading.

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 50-64% or more of Cohort 1 students maintain above grade level achievement in Reading.

Cohort 2. 40-45% or more of Cohort 2 students achieve a minimum of one year's growth in Reading.

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

Mission Specific Indicator #2: Full-Academic-Year (FAY) students in grades K through eight at The Montessori Elementary School, tested in the fall and spring of the school year, will increase their math proficiency as determined by the STAR Math Publisher's Reports (Renaissance Learning).

Cohort 1: FAY students who perform above expected grade level equivalency based on fall test results.

Cohort 2: FAY students who perform at or below expected grade level equivalency based on fall test results.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 76% or more of Cohort 1 students maintain above grade level achievement in Math.

Cohort 2. 66% or more of Cohort 2 students achieve more than one year's growth in Math.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 65-75% or more of Cohort 1 students maintain above grade level achievement in Math.

Cohort 2. 46-65% or more of Cohort 2 students achieve a minimum of one year's growth in Math.

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 50-64% or more of Cohort 1 students maintain above grade level achievement in Math.

Cohort 2. 40-45% or more of Cohort 2 students achieve a minimum of one year's growth in Math.

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

The Montessori Elementary School’s Mission includes a focus on a strong academic curriculum as noted in the following excerpt: “TMES offers an accelerated program by providing a strong Montessori academic curriculum combined with a unique fine arts program including Suzuki Method, Orff Music, and Visual Arts.”

STAR Assessment Data: The Reading and Math Performance Indicators are based on a review of the data for the 2013-14 school year, the most recent data available (reference the charts below). Notable is the fact that in reading, TMES students enter at a grade equivalency (GE) above that which is expected for each grade level. For example, at 2nd grade, students would be expected to enter the grade level at 2.0. In fact, TMES students entered at an average grade equivalency of 2.7 (2 years plus seven months). Similarly in math, TMES students also entered at a grade equivalency above that which is expected for each grade level except 4th and 5th. Fourth grade students entered 4th grade at the expected 4th grade level (4.0); fifth grade students entered 5th grade four months below expected 5th grade level.

STAR READING 2013-14 GRADE EQUIVALENCY (GE) GROWTH														
Grade Level	2		3		4		5		6		7		8	
Aug/Mar	2.7	3.2	3.6	4.6	4.4	5.5	5.5	6.3	6.6	7.5	8.0	8.6	8.8	9.4
GE Growth	.5		1.0		1.1		.8		.9		.6		.6	
AVERAGE GE GROWTH = 0.8 OR 8 MONTHS														

STAR MATH 2013-14 GRADE EQUIVALENCY (GE) GROWTH														
Grade Level	2		3		4		5		6		7		8	
Aug/Mar	2.3	3.0	3.4	4.1	4.0	4.8	4.6	5.4	6.2	8.5	8.1	10.0	9.10	11.0
GE Growth	.7		.7		.8		.8		2.3		1.9		1.9	
AVERAGE GE GROWTH = 1.3 OR ONE YEAR PLUS THREE MONTHS														

STAR Reading and Math GE Growth for 2013-14 is also noted in the charts above. While students average at or above grade level performance upon entering and exiting each grade level, grade equivalency (GE) growth has averaged 8 months in reading and 1.3 (one year plus 3 months) in math. One year’s growth (1.0 GE growth) at each grade level would be the expected growth.

Additional information was provided by the 3-year State Report Card analysis for Q3 and Q1 Growth. Based on the State Report Card analysis of “Q3 Growth” which uses scaled scores rather than grade equivalencies, TMES Q3 students made one year’s worth of progress in Reading in 2012 and 2014 and less than one year’s worth of

progress in 2013. Math scores statewide have generally been lower than reading scores and TMES Q3 Growth generally reflects this trend, making less than one year's worth of progress in math over the past three years. An analysis of "Q1 Growth", however, indicated that TMES Q1 students made more than one year's worth of progress in both Reading and Math in the past three years indicating that students who were behind are catching up to their higher performing classmates. (Reference pages 15 – 17)

The reading and math performance indicators above take into account both the grade level performance and growth of TMES students using STAR Assessment data. Cohorts are defined by grade equivalency based on STAR assessments. Performance is based on maintenance of growth for students who currently perform above grade level (Cohort 1) and on growth for students who perform at or below grade level (Cohort 2). For students significantly above grade level, continuing to exceed grade level standards is an ambitious goal. For students at or below grade level, achieving more than one year's growth is an ambitious goal.

Cohort 1 and Cohort 2 together include all students who will be enrolled at TMES for the Full Academic Year. Based on 2013-14 STAR Reading data, Cohort 1 would have included 261 students and Cohort 2 would have included 156 students. 2013-14 STAR Math data indicated that Cohort 1 would have included 242 students and Cohort 2 would have included 176 students. It is anticipated that similar numbers will make up the Cohorts for 2015-16, the first year of the renewal charter term if approved.

Other variables come into play in regard to setting targets for the Performance Indicator that will be in effect for the 2015-16 school year, the first year of the new charter term if approved. With the change to Common Core testing and having no data available for the current school year at this time (2014-15), TMES has set what it considers to be reasonable and ambitious targets for growth in the Performance Indicators above. In addition, going forward, STAR Reading will be implemented at all grade levels, K-8. Data above only include grades 2-8. STAR Reading data for K-1 are unknown at the time of submitting this application.

If the Renewal Application is approved, TMES looks forward to the negotiation process with the Public Education Commission.

C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

The Montessori Elementary School Amendment Request #1

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: **The Montessori Elementary School**

Date submitted: **October 1, 2014** Contact Name: **Mary Jane Besante, Principal** E-mail: mbesante@tmesnm.com

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Part C, Page 5	Mission Statement: We believe that learning is best achieved within a positive social atmosphere that supports each individual’s unique development. TMES offers an accelerated program by providing a strong Montessori	Mission Statement: We believe that learning is best achieved within a positive social atmosphere that supports each individual’s unique development. TMES offers an accelerated program by providing a strong Montessori academic curriculum combined with a unique fine arts	The Montessori Elementary School is requesting to change its Mission Statement to omit reference to “Orff Music” and replace it with “General Music”. A teacher must be specifically trained in the Orff approach. Few Orff-trained	

	<p>academic curriculum combined with a unique fine arts program including Suzuki Method, Orff Music, and Visual Arts. The mission of TMES is to encourage students grades K-8 to become responsible citizens who have the ability and desire to fulfill lifelong educational and social goals.</p>	<p>program including Suzuki Method, General Music, and Visual Arts. The mission of TMES is to encourage students grades K-8 to become responsible citizens who have the ability and desire to fulfill lifelong educational and social goals.</p>	<p>teachers are available and we have been challenged to find a qualified staff member. Other innovative methods are also available. The change to "General Music" would allow us to be flexible in our approach to music instruction and staffing.</p>	
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Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

<u>Public Education Department use only</u>	
Director/General Manager approves change: _____	Date: _____
<i>(No further action taken.)</i>	
Public Education Commission Chair: _____	Date: _____

APPROVED DENIED

The Montessori Elementary School Amendment Request #2

**An approved charter application is a contract between the charter school and the chartering authority. (22-8B-9 [A] NMSA 1978)*

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (22-8B-9 [E] NMSA 1978)*

Name of State-Chartered School: **The Montessori Elementary School**

Date submitted: **October 1, 2014** Contact Name: **Mary Jane Besante, Principal** E-mail: mbesante@tmesnm.com

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Part C, Page 1 and throughout the Charter	The Montessori Elementary School	The Montessori Elementary and Middle School	Established in 2005, The Montessori Elementary School originally served students from Kindergarten through sixth grade. Upon renewal in 2010, The Public Education Commission approved expansion of TMES grade levels to include seventh and eighth. In	

			<p>practice, staff and parents have informally begun to refer to The Montessori Elementary School and The Montessori Middle School. Changing the school name to include both elementary and middle school levels, more accurately describes the school as a whole.</p>	
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Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

<u>Public Education Department use only</u>	
Director/General Manager approves change: _____	Date: _____
<i>(No further action taken.)</i>	
Public Education Commission Chair: _____	Date: _____

APPROVED DENIED