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GOVERNOR

2020-2021 Annual School Performance Report: The Montessori Elementary & Middle School

School Name: The Montessori Elementary & Middle School

School Address: 1730 Montañño Rd NW, Albuquerque, NM 87107

Head Administrator: Mary Jane Besante

Business Manager: Stanley Albrycht

Authorized Grade Levels: K- 8

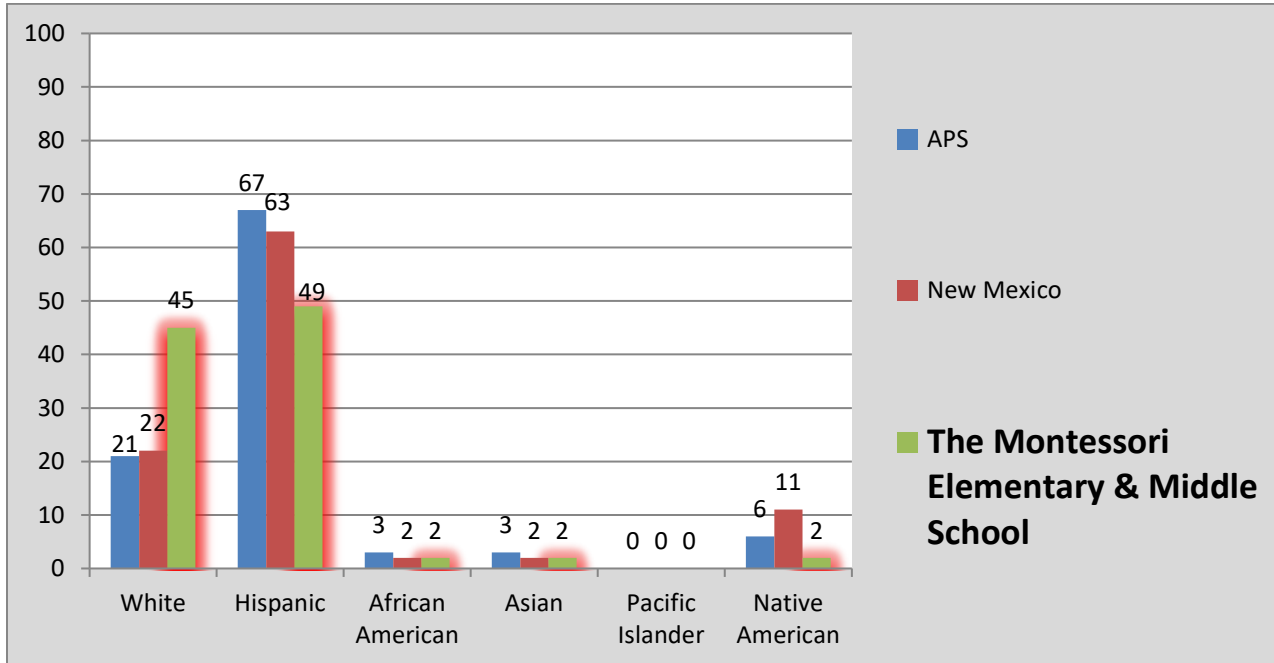
Authorized Enrollment Cap: 500

Current Enrollment: 431

Contract Term: July 1, 2020 – June 30, 2025

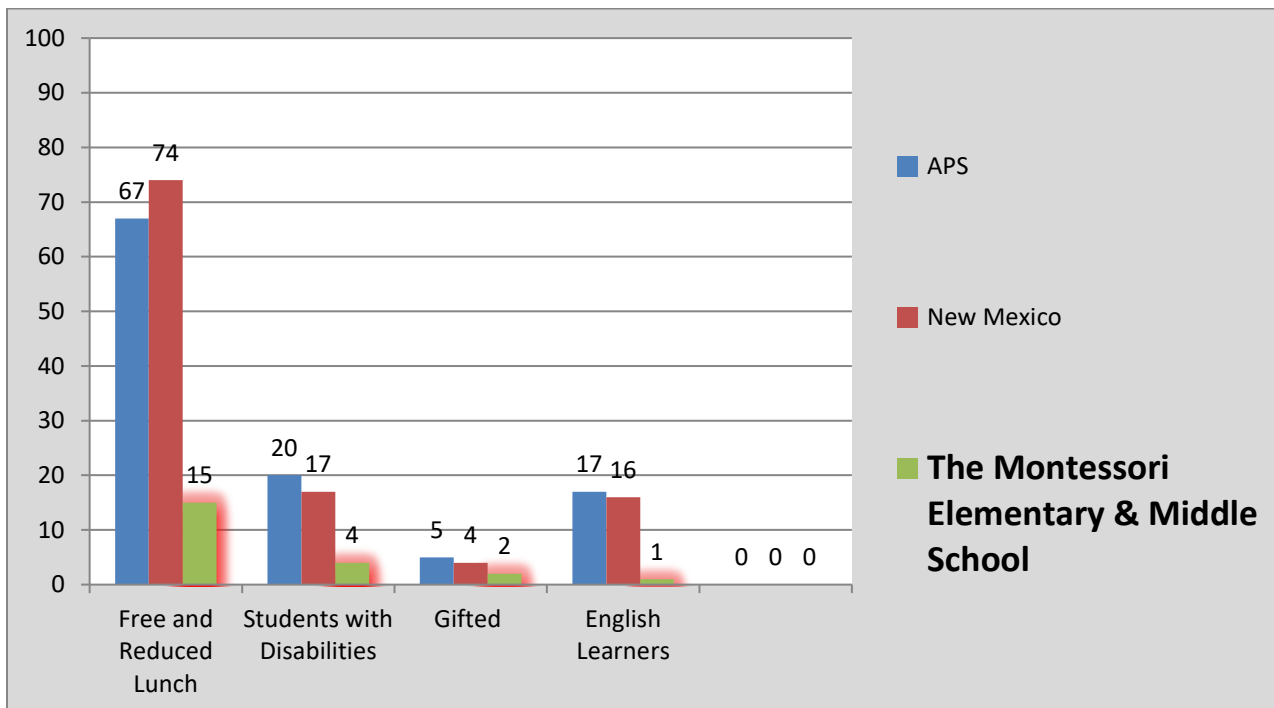
Mission: We believe that learning is best achieved within a positive social atmosphere that supports each individual's unique development. The school offers an accelerated program by providing a strong Montessori academic curriculum combined with a unique fine arts program including Suzuki Method, General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

Enrollment by Race/Ethnicity



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Site Visit Summary: June 1, 2021

Virtual Site Visit Participants

School: Stan Albyrcht: Director of Finance and Administration; Mary Jane Besante: Director/Principal PED: Brigette Russell; Dylan Wilson; Missy Wauneka

Response to COVID Pandemic

[The Montessori Elementary and Middle School](#) (TMEMS) serves 431 students in grades K-8 in Albuquerque. During the summer of 2020, TMEMS reviewed COVID learning guidance from the Public Education Department, purchased and distributed Chromebooks and hot spots and reached 100% student and staff connectivity. In addition to distributing technology, TMEMS also distributed materials to allow students to do hands-on learning in the Montessori fashion. From September through December 2020, TMEMS was fully remote and continued to support students and family with technology needs and provide pickups for hands-on learning materials. From January through April 2021, TMEMS purchased PPE and facilities upgrades, such as HEPA air filters for all classrooms. During this time, TMEMS also began in-person learning for small groups of students receiving SPED services. On April 15, TMEMS began to offer 5 days per week of in-person learning for any students who wanted to return. They started with lower grades and phased in the upper grades. 87% of students came back in person.

Teaching, Learning, and Assessment

All classes started with morning meetings, included both synchronous and asynchronous learning time, and time for interventions. Virtual Field Trips were a success and students were encouraged to do things like outdoor nature journaling.

The school measured student learning via Renaissance short cycle assessments, [IStation](#), [Freckle](#) by [Renaissance](#) and IXL Diagnostics. Reading scores went from 69% proficient in Fall 2020 to 73% Proficient in Spring 2021. Math scores went from 64% Proficient in Fall 2020 to 63% Proficient in Spring 2021.

TMEMS provided teacher professional development for Renaissance Learning, IXL, Freckle, Social Emotional Learning, [LETRS](#), and COVID Safety.

Student and Family Support and Engagement

Attendance throughout virtual and in-person learning was high - approximately 95%. To keep students engaged, TMEMS did things like themed spirit days. TMEMS implemented RTI / MLSS this year and students who needed extra interventions utilized the SAT or 504 processes, as appropriate. All the students who qualify for ancillary services received them.

TMEMS communicates frequently with parents. The school did ongoing social emotional checks to support students' wellbeing. Some of the regular activities included community building, random acts of kindness, sharing days, teaching students about their emotions, private "temperature checks" where students privately let their teacher know how they're doing each day, social lunches, and themed spirit days. Middle school students did end of year presentations about the impact COVID has had on them.

TMEMS created a resource bank for families with video tutorials about how to navigate online learning. The school also communicates via the website, a schoolwide newsletter, the school's Facebook Page, Google Classroom, parent meetings and parent teacher conferences. The school believes deeply in the parent, teacher, student triangle and reinforces this concept frequently with students and parents.

Performance Framework Indicators (school-specific questions)

1d. Is the school protecting the rights of English Learner students?

There are 4 students on the ELP Error Report. If the school has issues getting this fixed, please reach out to the Language and Culture Bureau.

2a. Is the school meeting financial reporting and compliance requirements?

The School's CPO needs to register with the State GSD Website. The current registration is out of date.

2a-2c Audit Findings FY20

2020-001 Purchasing (Other Noncompliance)

The school paid a late fee of \$175.

This was due to the late delivery of mail, which is out of the school's control. The school is trying to rectify this issue by going to the post office regularly, in order to avoid a delay in mail delivery.

Mission-Specific Goals:

Goal 1: 80% of 8th Grade students, enrolled on the 40th and 120th day, will complete their Independent Study/Internship course with a final grade of C or better.

Goal 2: 80% or more of the elementary (K-5) classrooms will earn an average of 37 points or more on the “Observing in the Prepared Environment” rubric.

An upward longitudinal trend line over the course of the 5-year charter term is highly anticipated. Observations are completed quarterly. The scores on the observations will be averaged for each classroom.

The Montessori Elementary and Secondary School worked to meet our Mission-Specific Goals for SY 20-21. Although 2020-2021 was an unprecedented year due to distance learning and COVID-19 school closures, The Montessori Elementary & Middle School exceeded expectations with our Proposed Mission-Specific Goal of having our eighth grade students embark on a yearlong independent study internship to help students develop their Next Step plans with 90% or more of the students passing with a “C” or better.

Goal # 1

Apart from not being able to complete the in-person internship due to Covid-19, eighth grade students enrolled in a Full Academic Year embarked on independent study internships throughout the school year. Eighth grade students chose a field of interest for their independent internship study, researched that field, sought out a place that would allow them to complete their internship, and then their efforts and participation culminated in an end of the year presentation to their teachers, peers, and school administration. This year-long independent internship study supported the school's mission by supporting each individual student's unique development and encouraging students to become responsible citizens through creativity, problem solving, critical thinking, and time-management skills. Our students far exceeded the 90% target level of a "C" grade. These grades were based on a final evaluation by a site supervisor, yearlong teacher-graded independent study course rubric, portfolio, and presentation. The student's portfolios include a resume, letters of interest, next step plans, learning contract, interest profiler from the New Mexico Career Clusters Guide, and a learning style assessment from the University of Arizona *Think Tank*. Data was analyzed by the school administration and reported in the form of a summary chart representing the student performance level for each year of the charter contract term and is stored on-site.

Goal # 2

The Montessori Elementary & Middle School worked to meet our Missions specific goal for SY 20-21. The school year 2020-2021 was an unprecedented year due to distance learning and Covid-19 school closures. The Montessori Elementary and Middle School did not fully meet the Goal #2: Fidelity to the Montessori Environment which reads, “Each year, an average of at least 70% of the 46 qualities identified by the “Observing in the Prepared Environment” rubric will be demonstrated in the elementary (K-5) classrooms as a measure of the level of proficiency towards achieving quality implementation of the Montessori Method through fidelity to the prepared environment.”

Due to not being able to offer in-person learning for the full school year, due to Covid-19, and only being in-person for three months of the year, we struggled to maintain organization and maintenance of space and materials because we were unable to utilize materials due to the concern of spreading COVID-19. This affected our ability to display beauty and order, procedures and routines, and work habits. We were able to create individualized materials that were used to instruct with Montessori [philosophy](#) but many materials are not reproducible in different mediums. Without being able to use materials, we did not hit our proficiency target of 70% as evaluated by the, “Observing in the Prepared Environment” rubric. The teachers were still able to offer the instructional approaches of the Montessori philosophy and instill Montessori work habits.

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standard

If a school receives a “Does Not Meet Standard” rating for three or more indicators, the school will receive an overall organizational framework rating of “Does Not Meet Standard” for the year. In addition, if a school receives a “Does Not Meet Standard” rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.


The Montessori Elementary and Middle School	2020-2021
Category I. Academic Performance Framework	
Indicator 1 Components of School Accountability System	Unable to Review - COVID
Indicator 2 Subgroup Performance	Unable to Review - COVID
Indicator 3 Mission Specific Goals	Meets (or Exceeds) Standard
Category II. Organizational Performance Framework	
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	ASSURANCES
Indicator 5d School Environment: handling information appropriately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

2019 – 2020 renewal year

2020-2021 was The Montessori Elementary and Middle School's first year of operation in the current contract.

Appendix B: Assurances

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>NEW MEXICO Public Education Department</p> </div> <div style="text-align: center;"> <p>Charter Schools Division Performance Indicator Assurances 2020-21</p> </div> </div> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0ffe0;">Charter School Name</td> <td style="padding: 2px;">The Montessori Elementary and Middle School (TMEMS)</td> </tr> </table> <p style="font-size: small; margin-top: 5px;">In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.</p> <div style="background-color: #e0ffe0; height: 15px; margin-top: 5px;"></div> <p><input checked="" type="checkbox"/> The school protects the rights of students with special needs, by: Rectangular Snip</p> <ul style="list-style-type: none"> ✓ Providing services per individual IEP. ✓ Maintaining both direct service and ancillary support logs. ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders. <p><input checked="" type="checkbox"/> The school protects the rights of English Learner (EL) students:</p> <ul style="list-style-type: none"> ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents. <p><input checked="" type="checkbox"/> The school complies with federal and state grant program requirements.</p> <p><input checked="" type="checkbox"/> The school meets Governance and reporting requirements:</p> <ul style="list-style-type: none"> ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator. ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2. ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B). <p><input checked="" type="checkbox"/> The school protects the rights of all students:</p> <ul style="list-style-type: none"> ✓ School meets all Culturally & Linguistically Responsive Framework requirements. ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1. ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1. ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12) ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline. ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17 ✓ School updates Next Step Plans annually for all high school students. <p><input checked="" type="checkbox"/> The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.</p> <p><input checked="" type="checkbox"/> The school protects employee rights:</p> <ul style="list-style-type: none"> ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms. ✓ School has an employee handbook that includes discipline and grievance policies. ✓ School has a salary schedule that complies with minimum teacher salaries. ✓ School has a documented mentorship program for first year Level One teachers. ✓ School obtains legally compliant background checks per NMSA § 22-10A-5. <p><input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2.</p> <p><input checked="" type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, if applicable.</p> </div>	Charter School Name	The Montessori Elementary and Middle School (TMEMS)	<div style="margin-top: 10px;"> <p><input checked="" type="checkbox"/> The school complies with health and safety requirements: Rectangular Snip</p> <ul style="list-style-type: none"> ✓ The school conducts all required emergency drills per PED memorandum of 3/25/21. ✓ The school maintains immunization records, including a master immunization log. ✓ All staff complete training on reporting child abuse and neglect. ✓ The school has a Diabetes Management plan. <p><input checked="" type="checkbox"/> The school handles information appropriately:</p> <ul style="list-style-type: none"> ✓ School completes all STARS reporting requirements on time. ✓ School follows proper security procedures, including keeping student files locked. ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines. ✓ School maintains a procedure for the transfer of cumulative files. <div style="background-color: #e0ffe0; height: 15px; margin-top: 5px;"></div> <p style="font-size: x-small; margin-top: 5px;">By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%; background-color: #e0ffe0;">School Leader Printed Name</td> <td style="padding: 2px;">Maryjane Besante</td> </tr> <tr> <td style="width: 20%; background-color: #e0ffe0;">Signature</td> <td style="padding: 2px;"><i>Mary Jane Besante</i></td> </tr> <tr> <td style="width: 20%; background-color: #e0ffe0;">Date</td> <td style="padding: 2px;">7/8/2021</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 60%; background-color: #e0ffe0;">Board Chair Printed Name</td> <td style="padding: 2px;">Edward Gonzales</td> </tr> <tr> <td style="width: 20%; background-color: #e0ffe0;">Signature</td> <td style="padding: 2px;"><i>Edward Gonzales</i></td> </tr> <tr> <td style="width: 20%; 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