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## Part A: Preliminary Data Report and Current Charter Contract Terms

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# The Montessori Elementary & Middle School

updated January 31, 2020

*Charts with additional data are marked with  .*

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

**Head Administrator:** Mary Jane Besante

**Authorized Grade Levels:** K-8

**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.

## SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

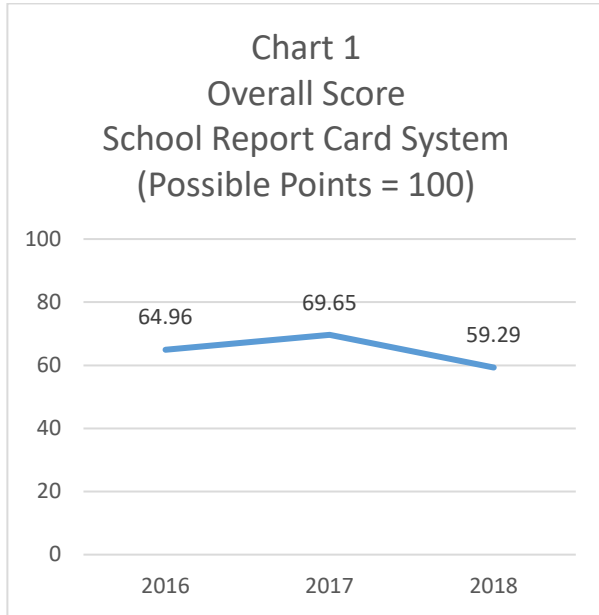
**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

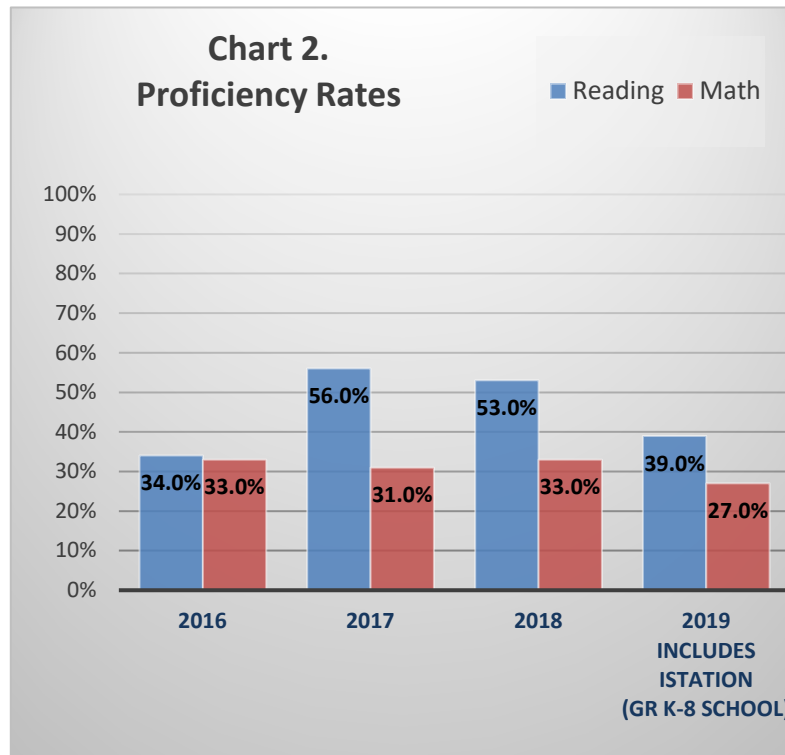
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

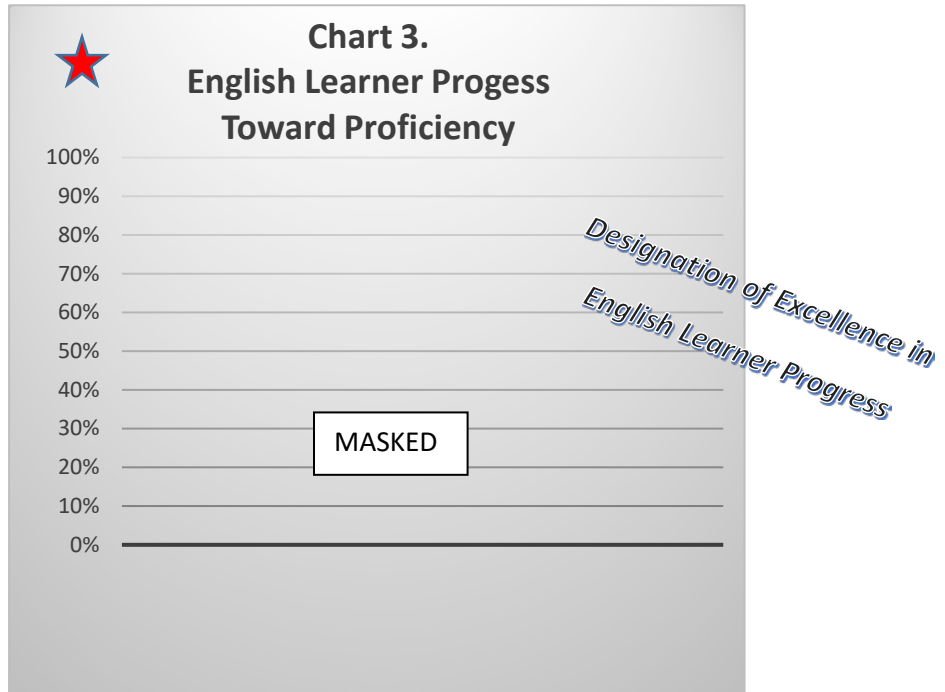
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



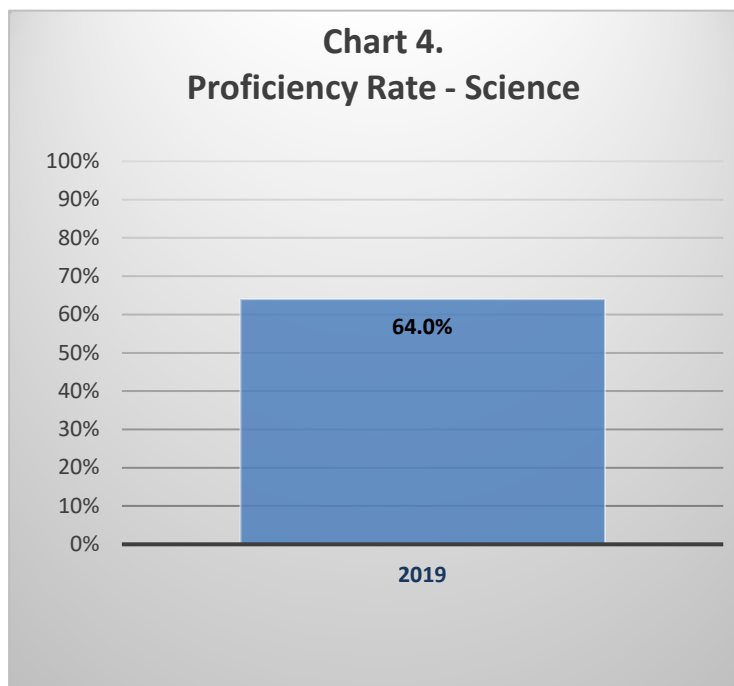
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



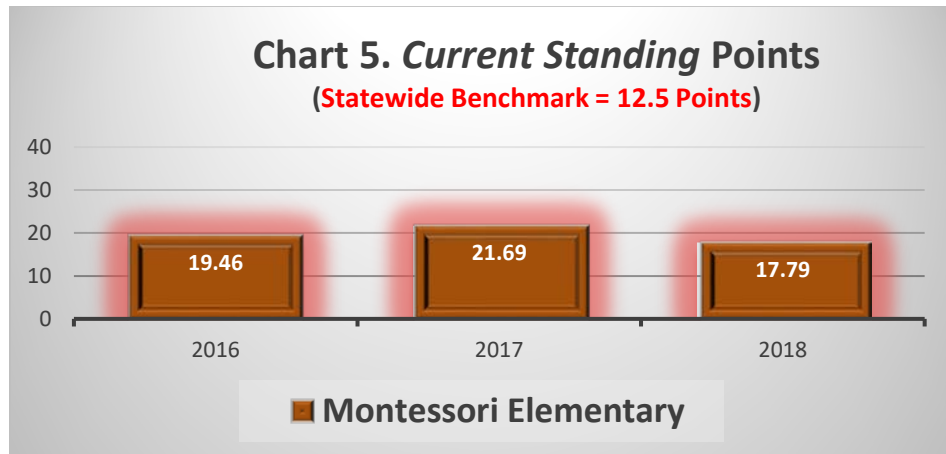
**English Learner Progress toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



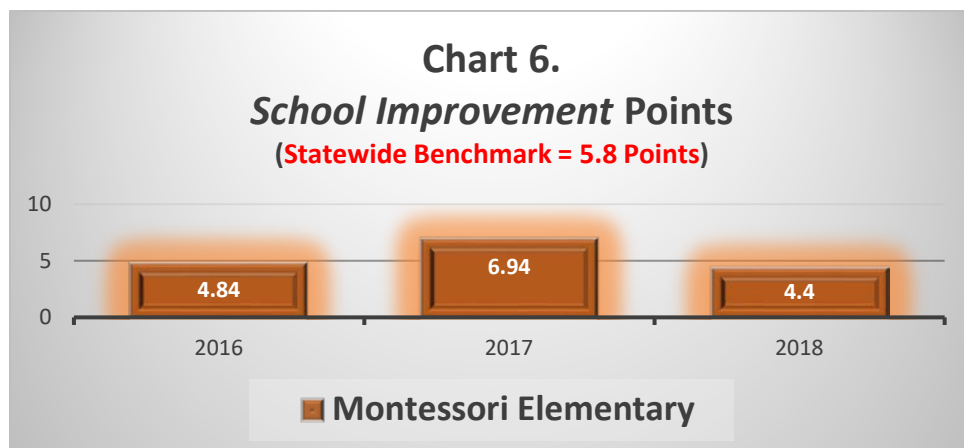
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

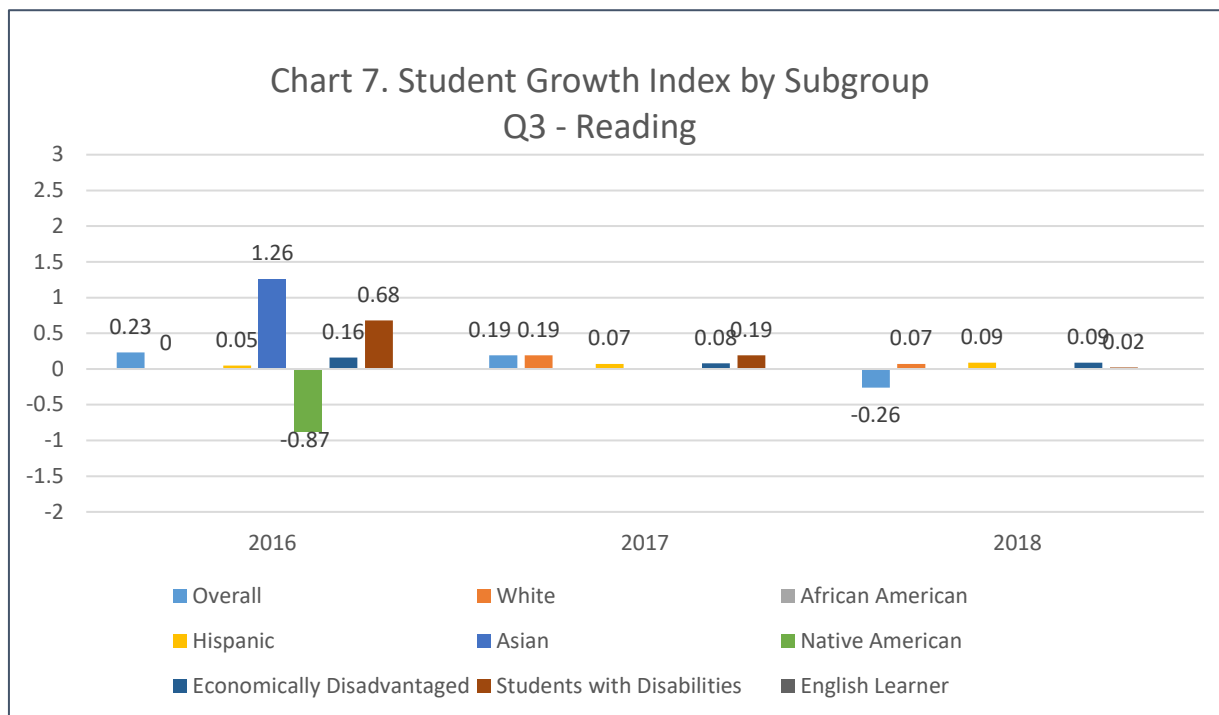


**School Improvement:** The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



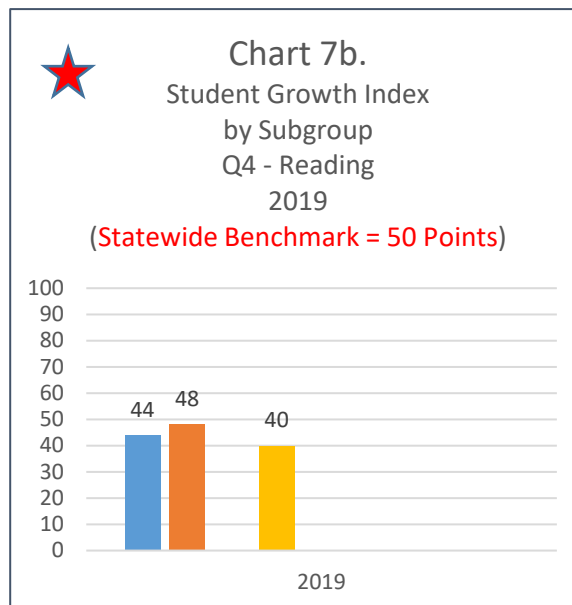
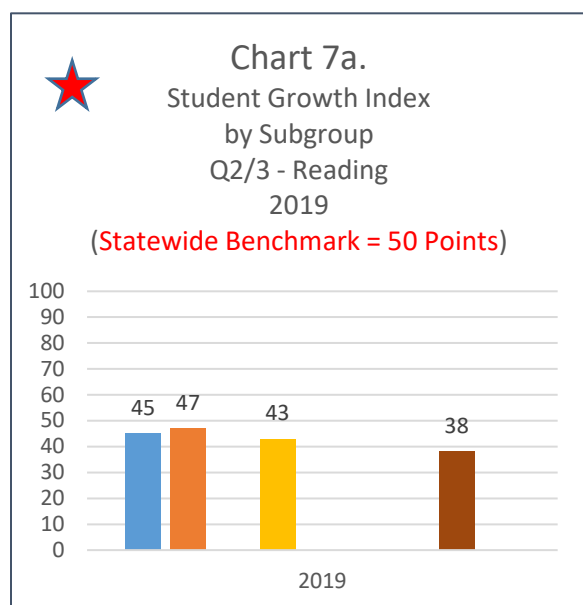
**Subgroup – Higher-Performing Students in Reading**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%).** This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



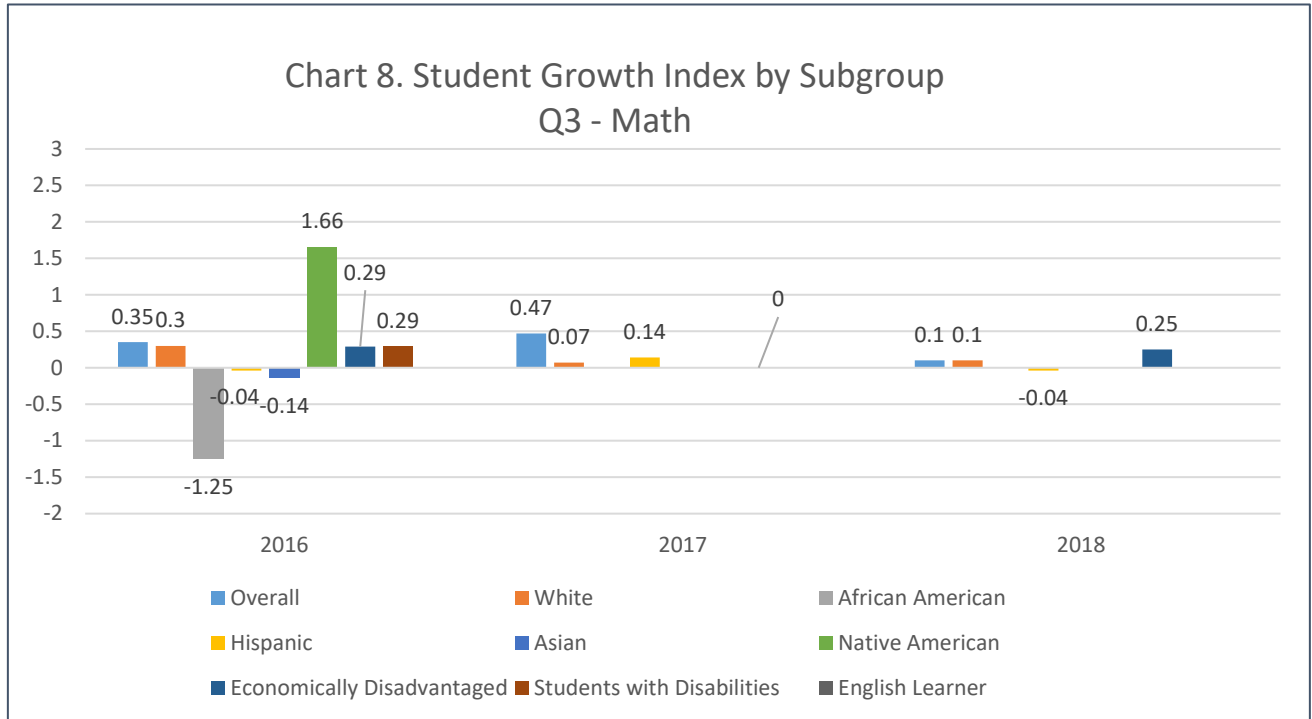
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



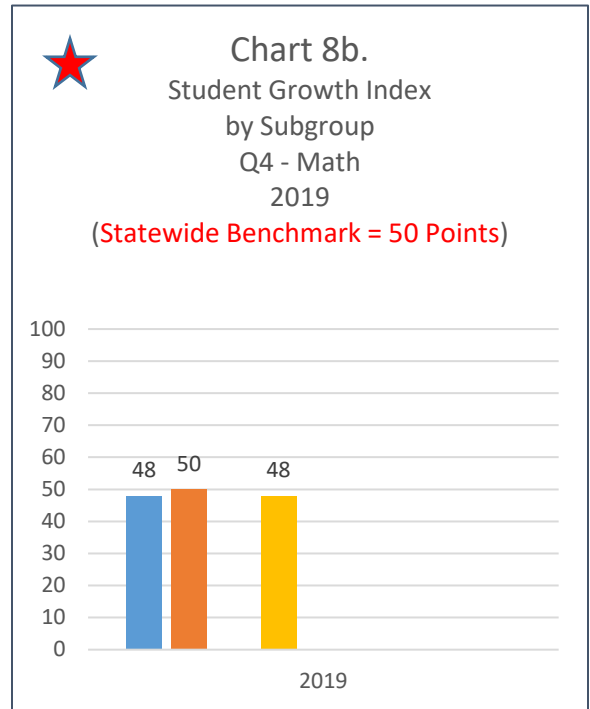
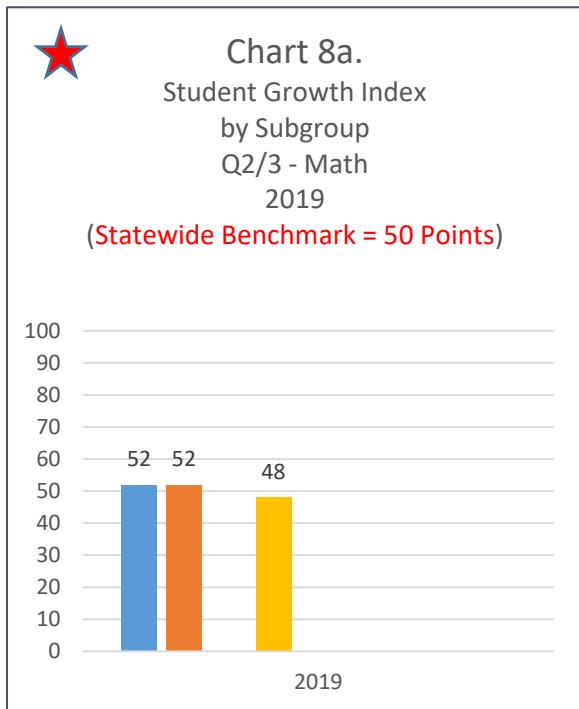
**Subgroup – Higher-Performing Students in Math**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)**



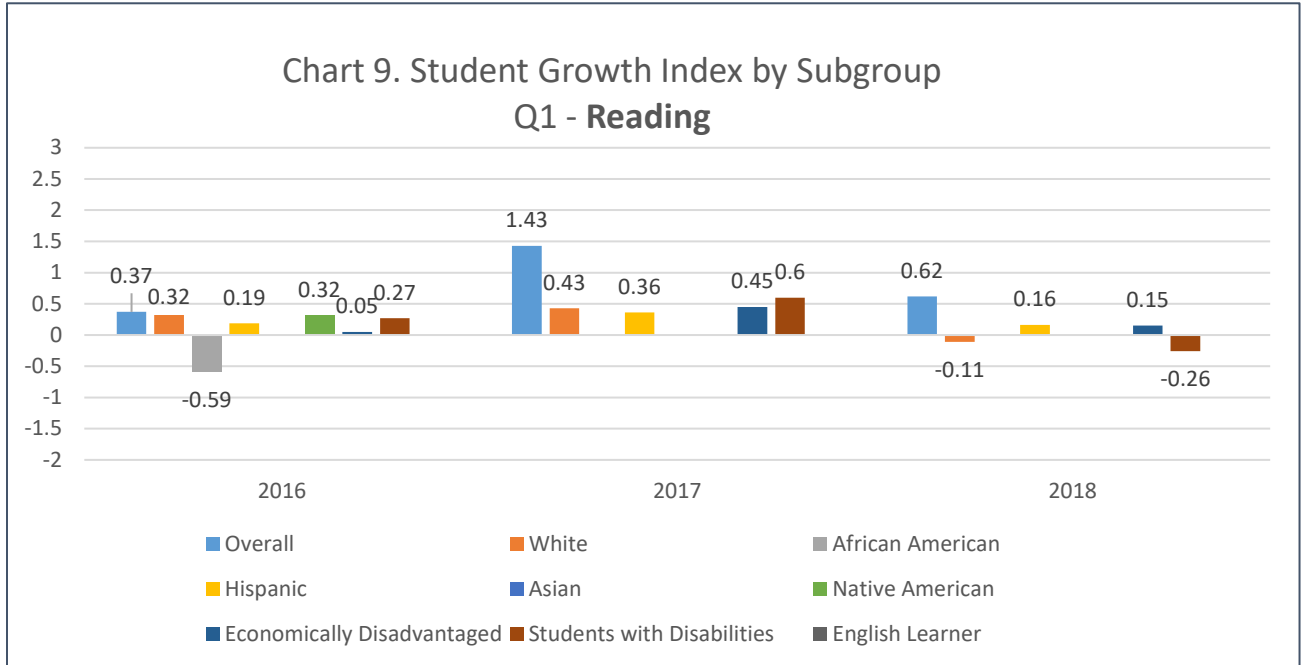
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

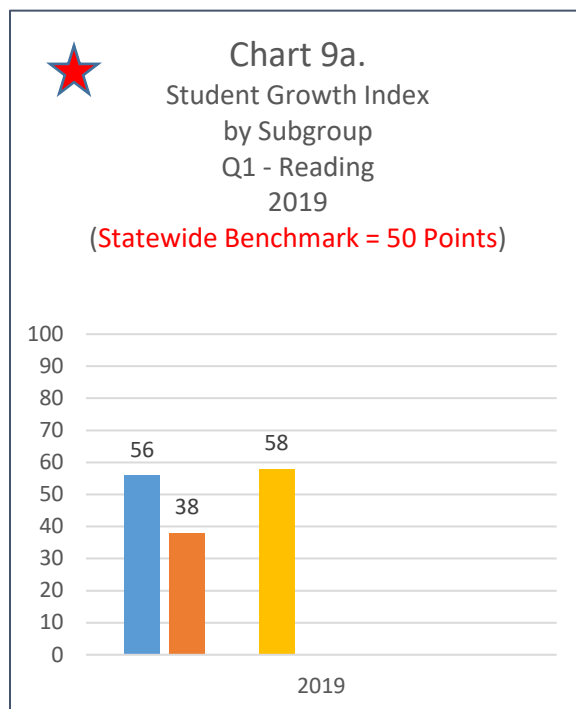


**Subgroup – Lowest-Performing Students in Reading**

**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).

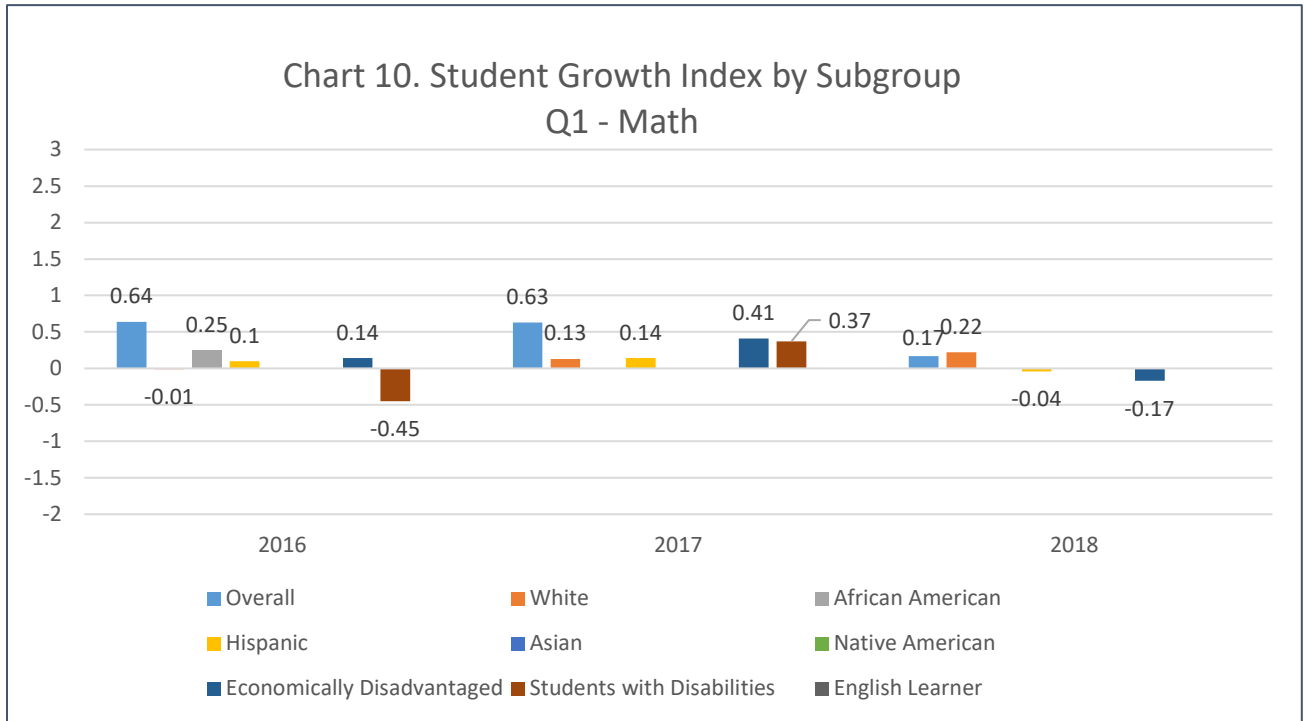


**SY2019 Q1 Lowest-Performing Students in Reading**

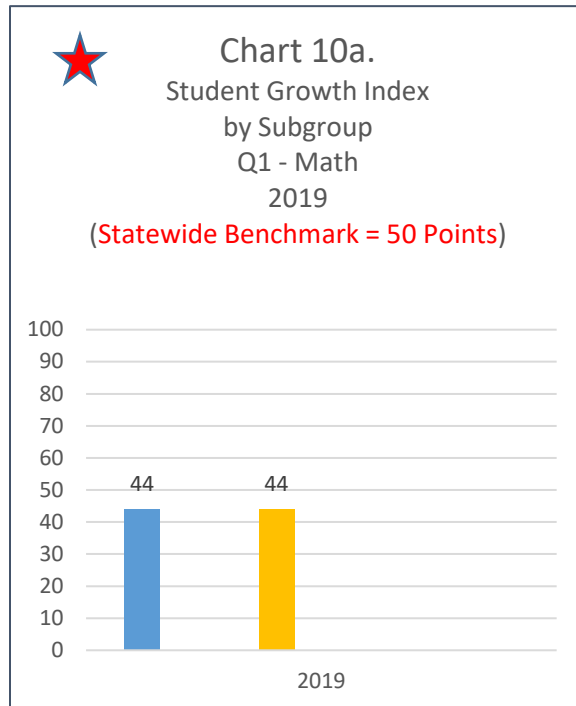




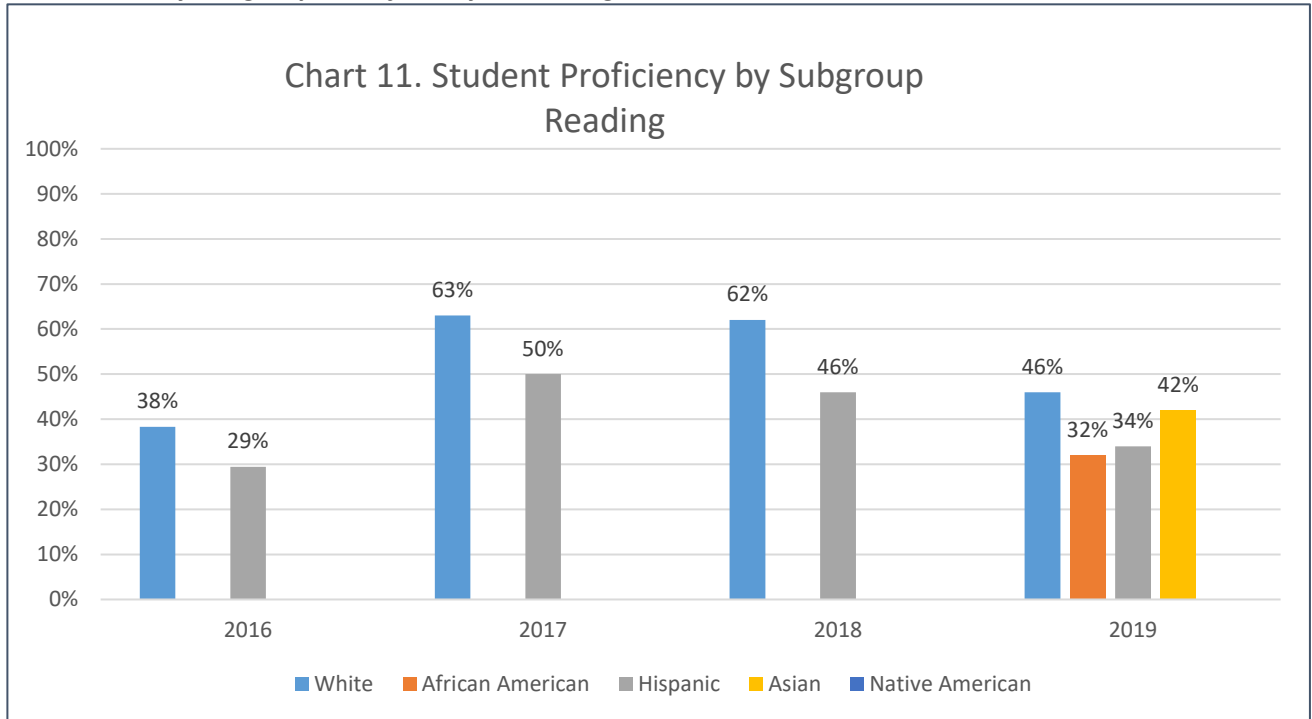
**Subgroup – Lowest-Performing Students in Math**



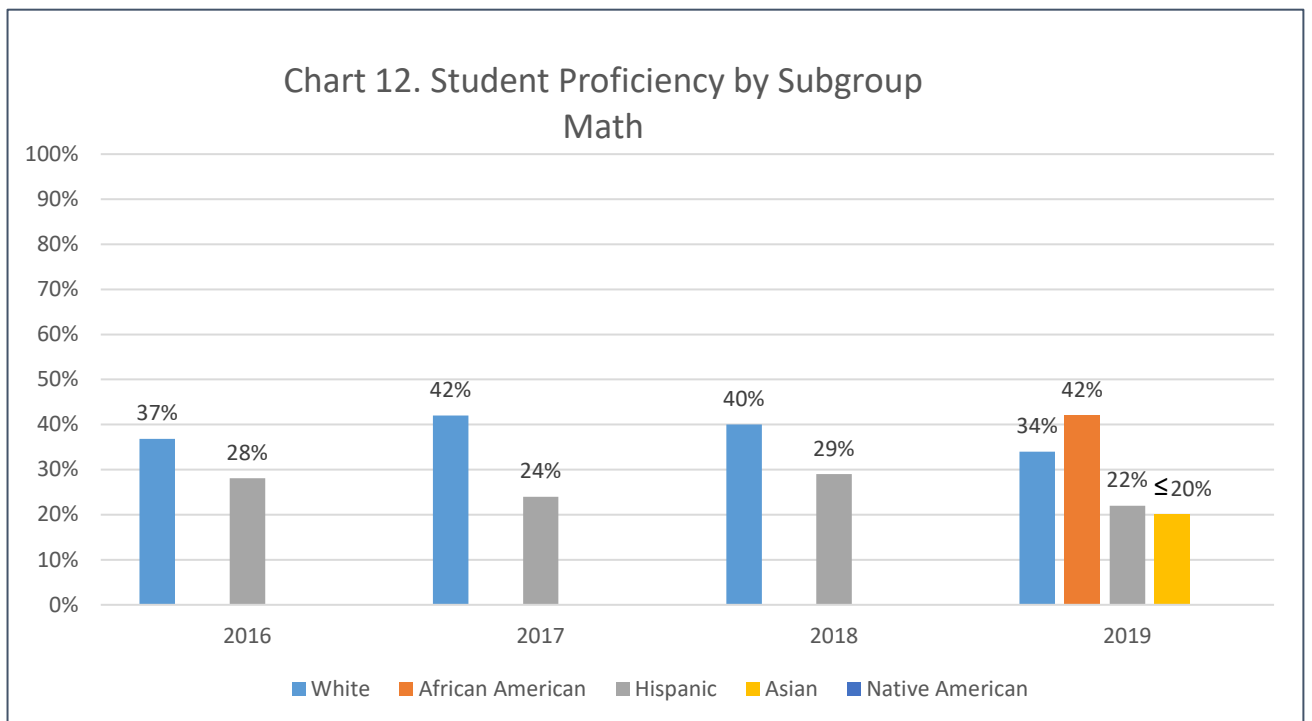
**SY2019 Q1 Lowest-Performing Students**



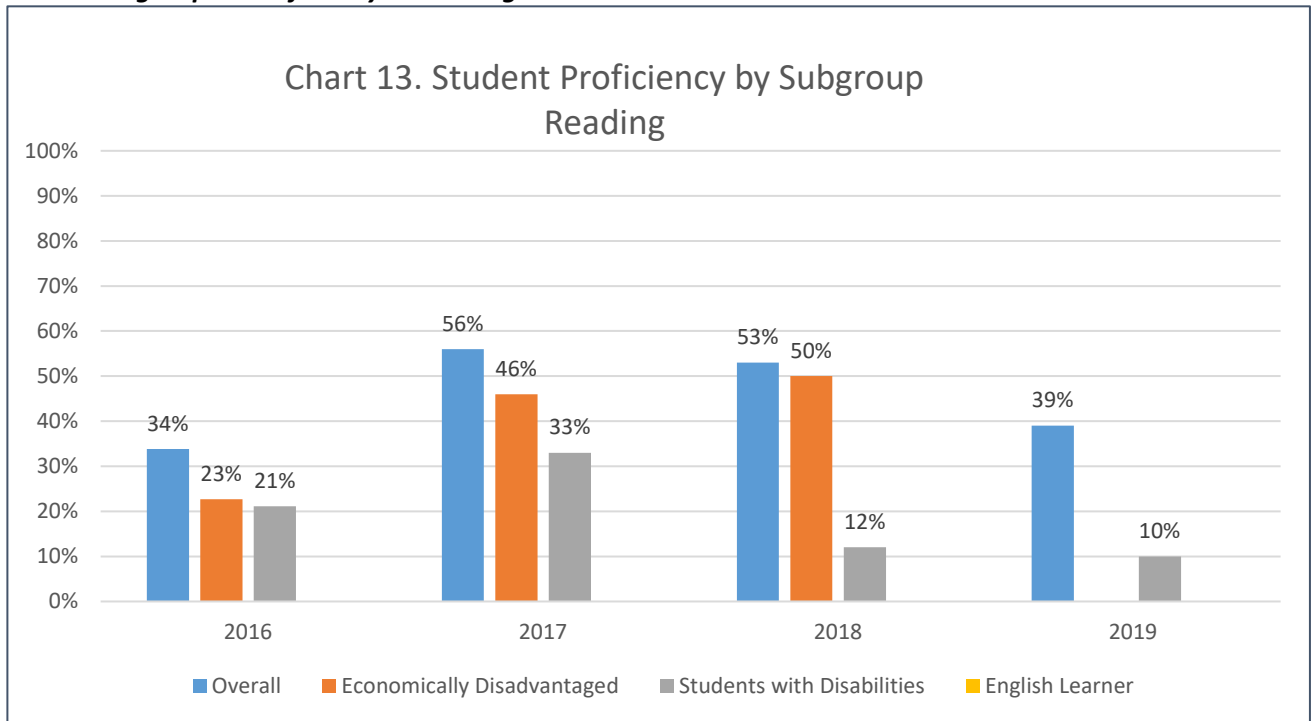
**Race/Ethnicity Subgroups - Proficiency in Reading**



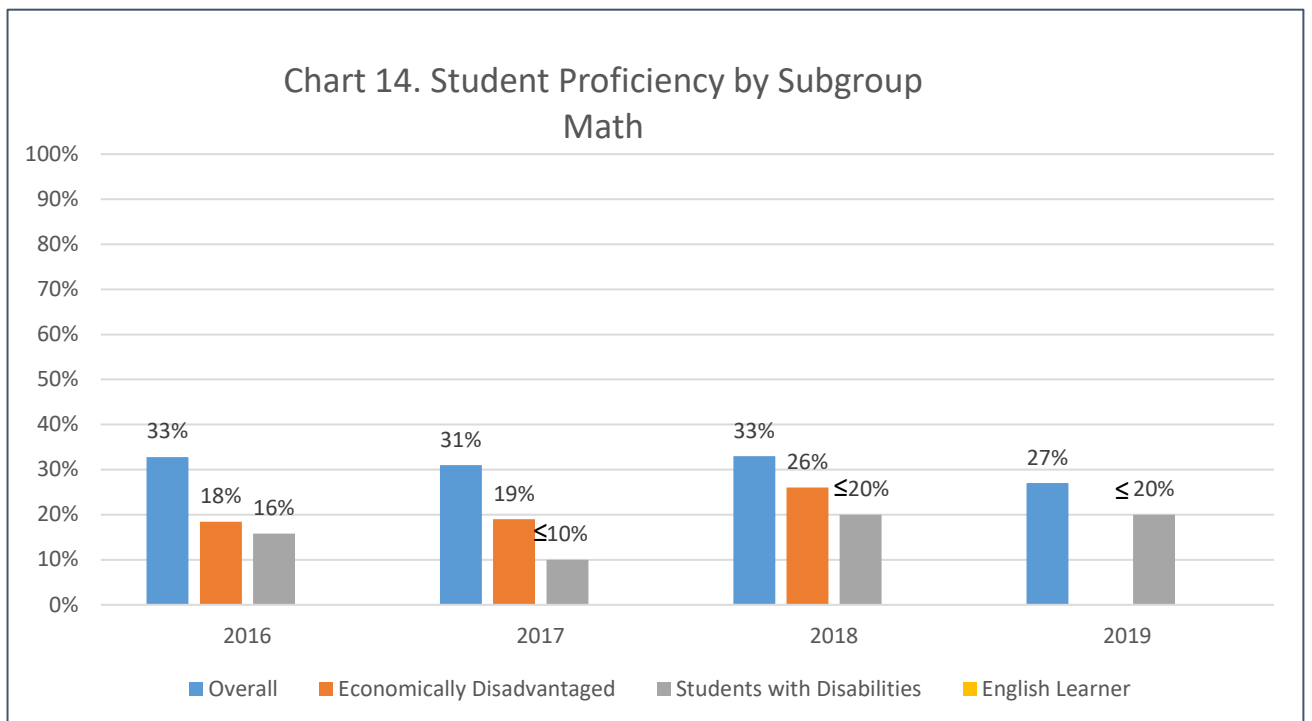
**Race/Ethnicity Subgroups - Proficiency in Math**



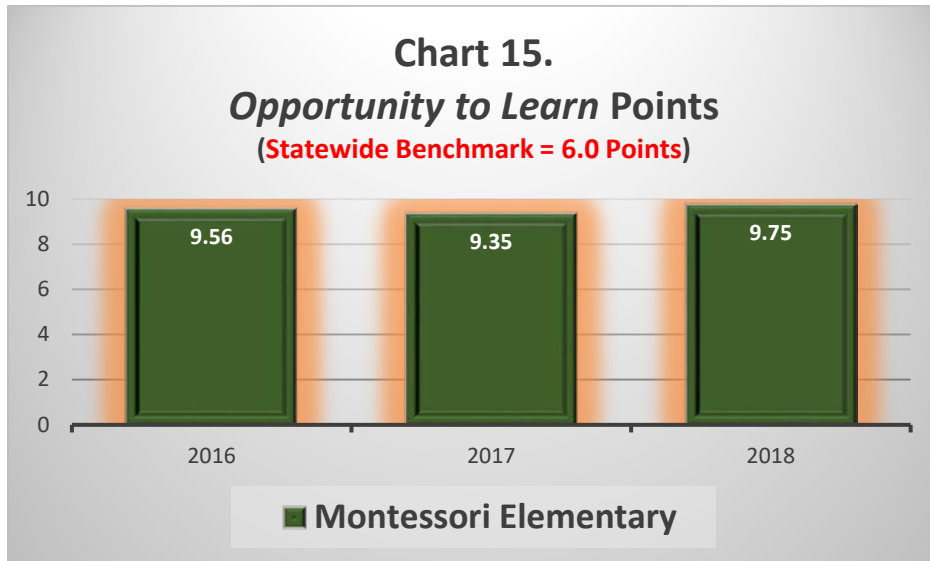
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**



**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



1b. Specific Charter Goals

This section contains a summary of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

### Charter Specific Goals

1. Full-Academic-Year (FAY) students in grades 1<sup>st</sup> through 8<sup>th</sup> at The Montessori Elementary & Mid School will increase their math proficiency as determined by the STAR Math Publisher’s Reports (Renaissance Learning). The school meets the standard if 70 - 79% of Cohort 1 students will be at “grade level equivalence” in Math on winter or spring test AND 60 - 69% or more of Cohort 2 students will be at “grade level equivalence” in Math OR achieve more than one year’s growth in Math on winter or spring test.
  
2. Full-Academic-Year (FAY) students in grades 1<sup>st</sup> through 8<sup>th</sup> at The Montessori Elementary & Mid School, will be tested in the fall and spring of the school year, and will increase their reading proficiency as determined by the STAR Reading Publisher’s Reports (Renaissance Learning). The school meets the standard if 70 - 79% of Cohort 1 students will be at “grade level equivalence” in Math on winter or spring test AND 60 - 69% or more of Cohort 2 students will be at “grade level equivalence” in Math OR achieve more than one year’s growth in Math on winter or spring test.

*Figure 2. Progress towards Charter Specific Goals.<sup>1</sup>*

	Goal 1	Goal 2
<b>2016</b>	Meets	Meets
<b>2017</b>	Meets	Meets
<b>2018</b>	Exceeds	Meets
<b>2019</b>	Meets	Meets

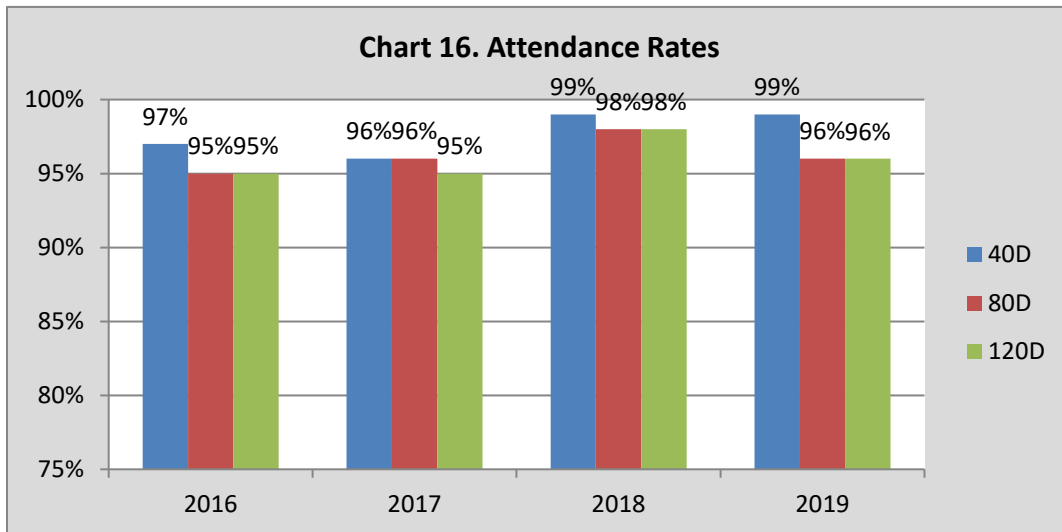
<sup>1</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

**Attendance Rate (The statewide target is 95% or better.)**

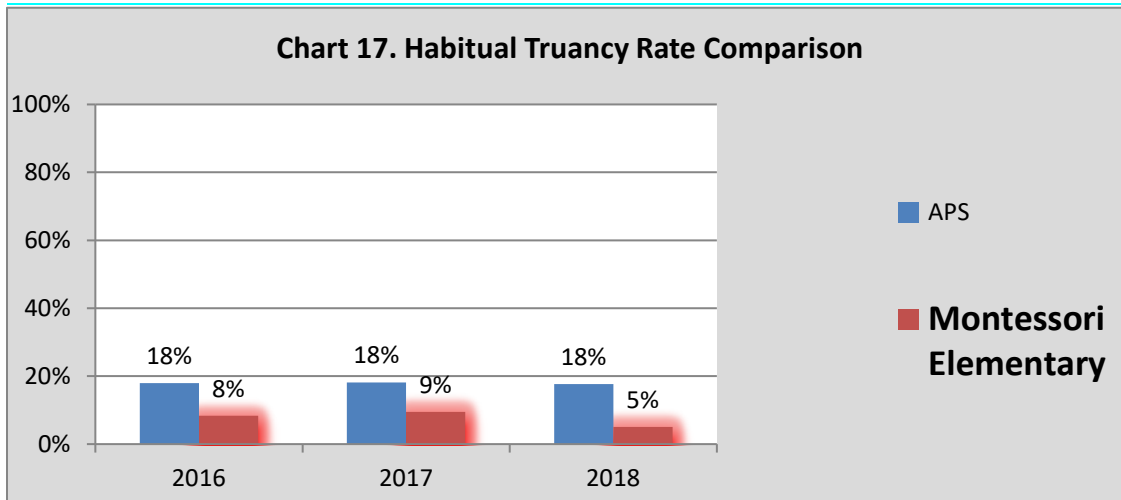
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



**Habitual Truancy (The statewide target is 2% or less.)**

Chart 17 reflects the school's habitual truancy rate compared to the local district.

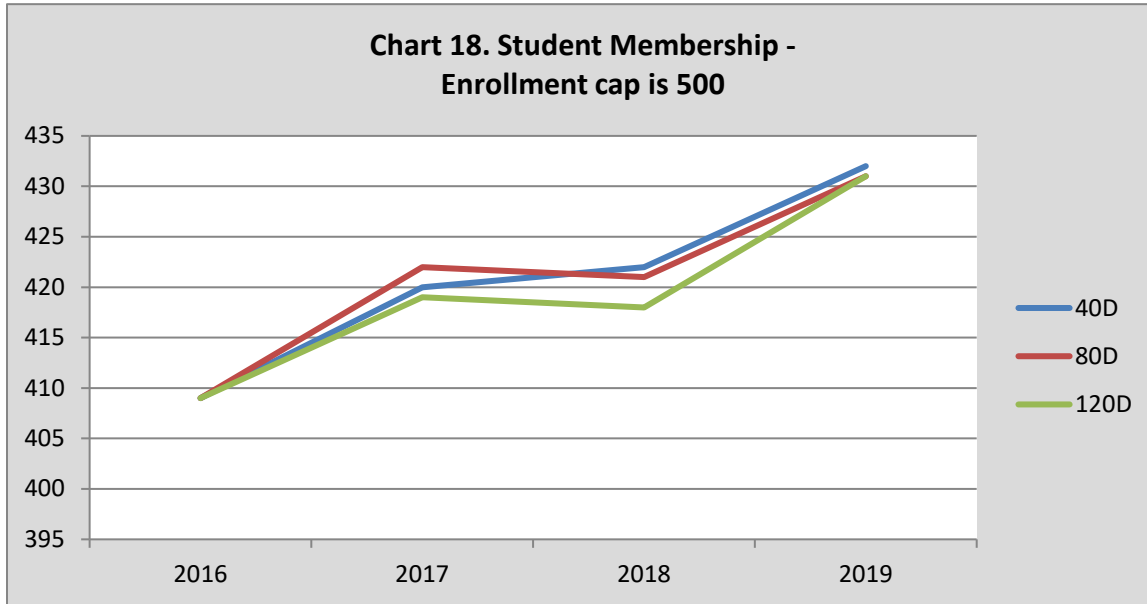
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



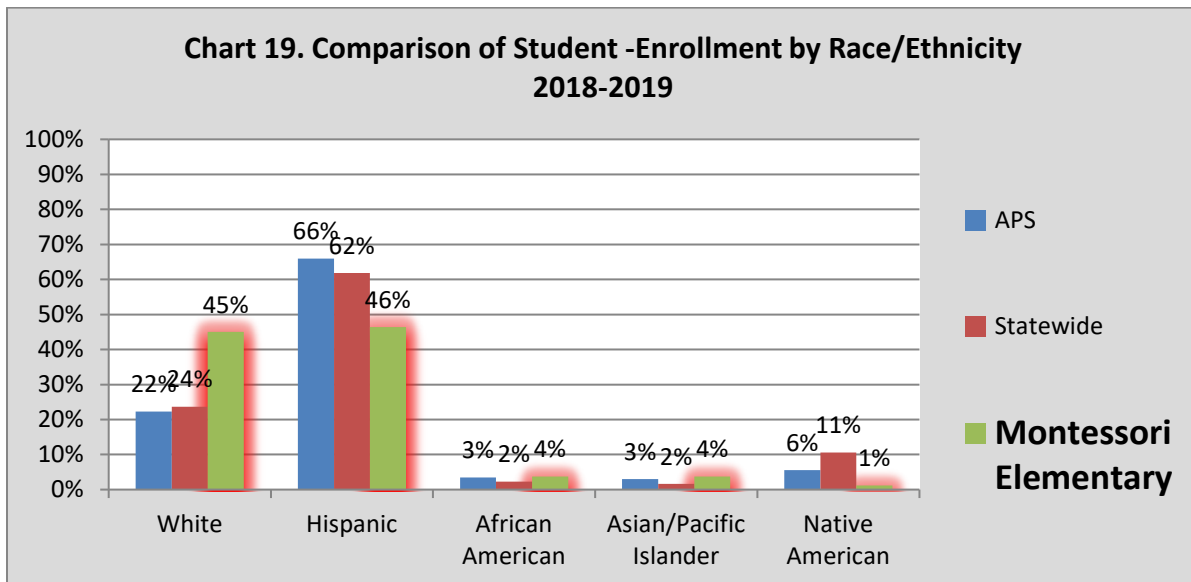
**Student Membership (Enrollment)**

The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

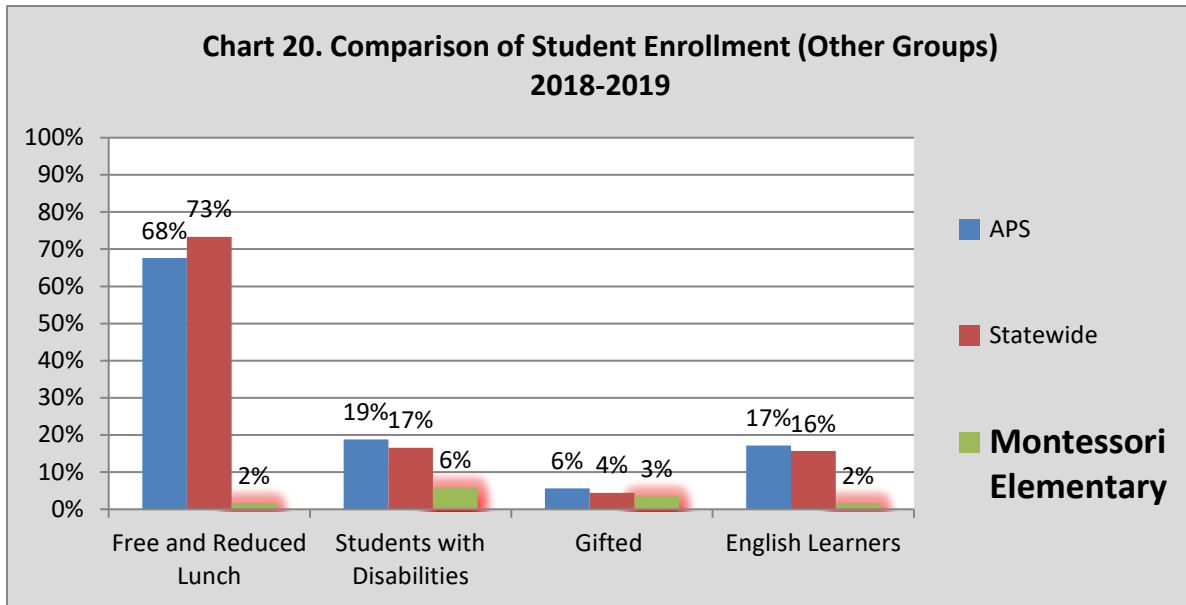


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

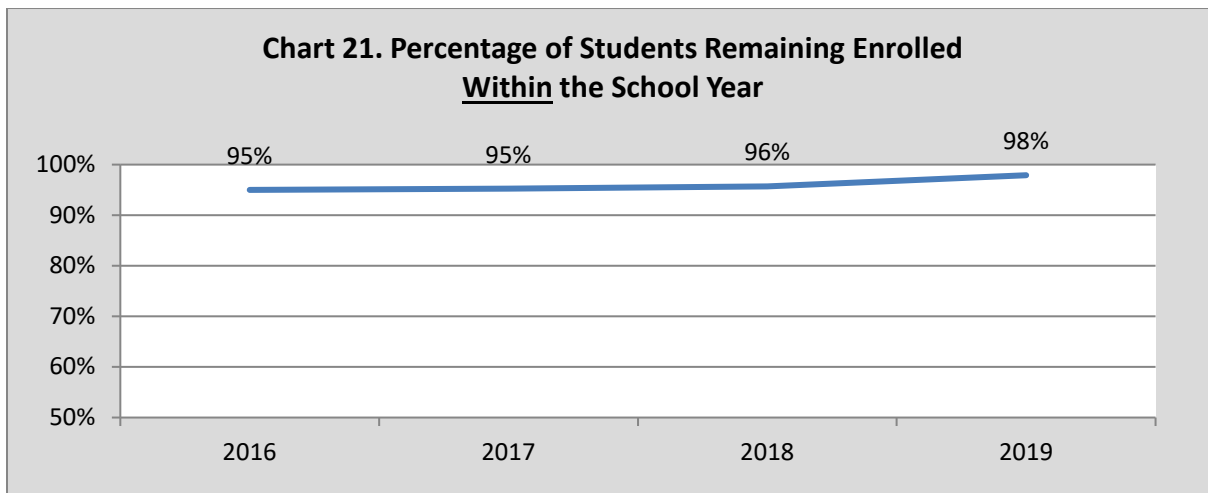


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Retention and Recurring Enrollment**

In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

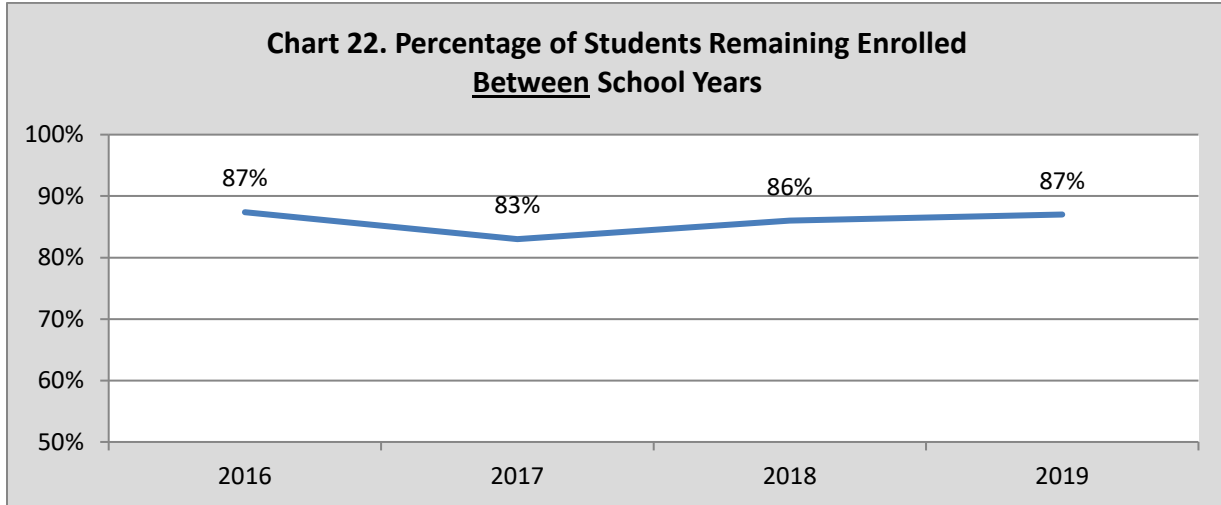
Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report



To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

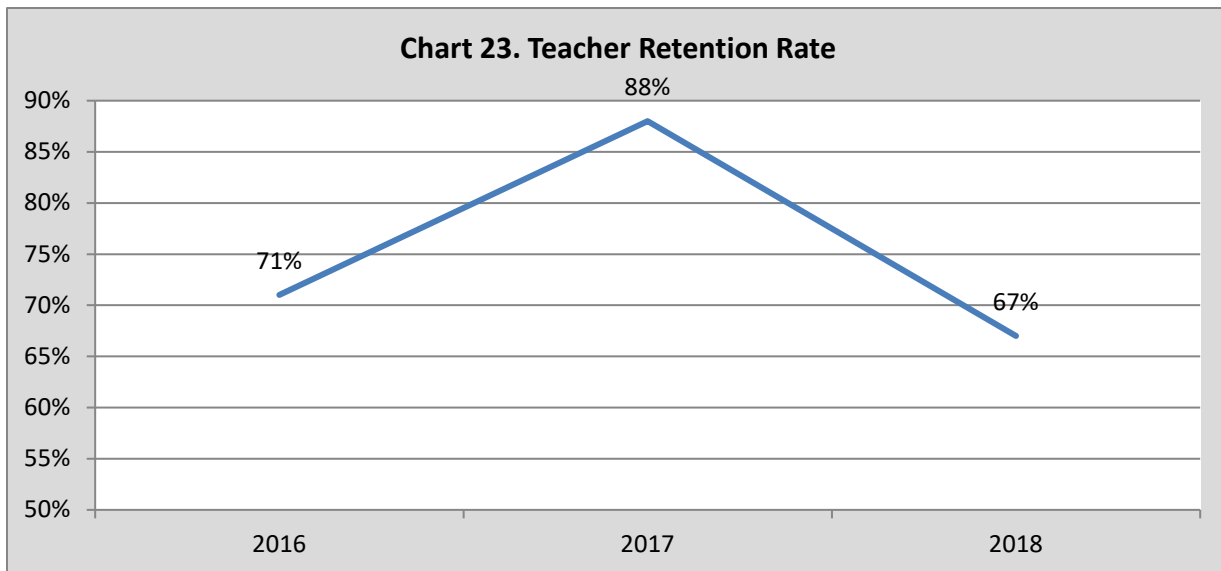


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### 1d. Teacher Retention Rate

Chart 23 demonstrates the school’s retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

*Figure 3. Fiscal compliance over term of contract.*

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	1	0	0
FY17	0	0	0
FY16	2	0	0

### *Summary of Most Recent Fiscal Report*

In FY18, the school received the following audit findings:

**2018-001 Internal Control over Financial Reporting (Other Noncompliance)**

**Condition/Context:** During our review of subsequent disbursements, we identified one disbursement of \$3,565 that should have been identified as accounts payable as of June 30, 2018 by management.

**Management's Response:** The School's Audit Committee and Management are aware of the finding and are making changes to address the issue. The School's Business Manager will continue to implement the established internal controls to report year-end liabilities. The liability in question payment was made after year-end close because the items received were missing one item which was received after year-end.

### 2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### 3a. Educational Program of the School

#### *Educational Program of the School*

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. 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.

The School maintains fidelity to the Montessori multiage grouping philosophy as much as possible within the context of public education. Younger children learn from older children; older children reinforce their learning by teaching concepts they have already mastered.

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, the School determined that a more traditional middle school grade structure would better support that transition.

In order for self-directed learning to take place the School 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.

All of the School’s 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.

#### *Student – Focused Term(s).*

Fine Arts Education is a core element of The Montessori Elementary & Middle Schools mission. All the School’s students are immersed in music and art. Students in 1<sup>st</sup> through 8<sup>th</sup> grades at The Montessori Elementary & Mid School will master skills in Suzuki Strings, General Music, and Visual Arts.

Students at The Montessori Elementary & Middle School also participate in going out trips, moving up trips, land labs and end of the year trips. These trips may include but are not limited to trips involving students doing community service for various organizations which change according to need.

Moving up trips involve students moving for one level to next. For example; 3<sup>rd</sup> graders moving up to 4<sup>th</sup> grade go on an overnight with the 4<sup>th</sup> graders to help with the transition and help build community.

Land labs are curriculum driven one day outings designed to supplement topics being taught at the time.

End of the year trips mid school trips. For example, our 6<sup>th</sup> & 7<sup>th</sup> graders are going on a 4 day trip to northern and southern New Mexico to help enrich their studies on NM. Our 8<sup>th</sup> graders are participating in an International Exchange Program.

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 the School in various performances, and demonstrating social responsibility.

*Teacher – Focused Term(s).*

All the School's teachers are Montessori trained or will be in the process of becoming Montessori trained by December of the year they are hired as determined by their Professional Development Plan and hold a New Mexico Teaching License. Teachers implement the Montessori theory, curriculum, materials, scope and sequence, and strategies.

The annual school calendars identify scheduled full-day and partial-day professional development activities at which all staff members are 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 when budget is available.

*Parent – Focused Term(s).*

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

- Meet TMES/TMMS annual open house
- Suzuki Strings Program
- Parent Teacher Circle (PTC)
- International Children's Day
- Jog-A –Thon
- TMES/TMMS Conferences

3b. Organizational Performance Framework

Montessori Elementary Charter	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00</b> NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
<b>I-A.01</b> Required Academic Performance Indicators	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06</b> Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00</b> Educational Plan: <a href="#">material terms</a> of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01</b> Education Plan: applicable education requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.02</b> Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.03</b> Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.04</b> Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.05</b> Educational Plan: complying with the compulsory <a href="#">attendance</a> laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.06</b> Educational Plan: meet their <a href="#">recurrent enrollment</a> goals	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>IV-A.00</b> Business Management & Oversight: meeting <a href="#">financial</a> reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>IV-A.01</b> Business Management & Oversight: following generally accepted <a href="#">accounting</a> principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.00</b> Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.01</b> Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00</b> Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>VI-A.01</b> Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>VI-A.02</b> Employees: completing required <a href="#">background checks</a>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.03</b> 4d. General Info: Staff Turnover, if applicable			
<b>VII-A.00</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.01</b> School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
<b>VII-A.02</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school’s Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
<b>Alan Li</b>		7/1/2018	Active	6	6	0
<b>Allie Sisneros</b>		6/14/2016	Active	6	6	0
<b>Edward Gonzales</b>	Treasurer	2/14/2017	Active	6	6	0
<b>Jill Riester</b>	President	8/27/2015	Active	6	6	0
<b>Jordan Reed-Brock</b>		7/1/2018	Active	10	10	0

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.

The school was awarded a 2 hour exemption in Fiscal training.