

Part B—Progress Report

1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

School response:



As one of only four Montessori charter schools statewide¹, The Montessori Elementary and Middle School's (TMEMS) implementation of the Montessori Method is unique, innovative, and provides a significant contribution to public education.

Mission Statement

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 Strings 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.

TMEMS adheres to the Montessori Method and demonstrates its accountability to all state and federal laws governing public education.

The Montessori Method

The Montessori Method 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 not a system for training children in academic studies. It is a method of observing and supporting the natural development of children. Montessori educational practice helps children develop creativity, problem solving, critical thinking and time-management skills to contribute to society and the environment, and to become fulfilled persons in their particular time and place on Earth.

Dr. Montessori felt that the goal of early childhood education should not be to fill the child with facts from a preselected course of studies, but rather to cultivate their own natural desire to learn. In the Montessori classroom this objective is approached in two ways: first, by allowing each child to experience the excitement of learning by their own choice rather than by being forced; and second, by helping the child to perfect all their natural tools for learning, so that their ability will be at a maximum in future learning situations. The Montessori materials have this dual long-range purpose in addition to their immediate purpose of giving specific information to the child.

¹ The Montessori Elementary and Middle School (State-Authorized and located in Albuquerque); Montessori of the Rio Grande (District-Authorized and located in Albuquerque; La Tierra Montessori School of the Arts and Sciences (State Authorized and located in Ohkay Owingeh near Española); and, Jefferson Montessori Academy (District-Authorized and located in Carlsbad).

In summary, the Montessori method and curriculum fosters and supports the child's growth in the following ways:

Social: Grace and courtesy lessons help with the development of compassion, respect and helpfulness. Children become cooperative members of the classroom community.

Emotional: Children gain a sense of competence and experience self-respect as they master new skills. They make choices and practice appropriate and effective communication.

Physical: Specially designed materials and lessons help children develop fine and large motor control, and coordination.

Intellectual: Lessons and materials promote independence, concentration, and academic development. Children work with lessons that include Language Arts, Mathematics, Geography, Science and Art.



School Organization to Support the Montessori Method in a Public-School Setting

TMEMS serves students in grades K-8 and maintains fidelity to the Montessori multiage grouping philosophy as much as possible within the context of public education. Although students are assigned to a traditional grade level, the school is organized by ages and levels as follows: PreK/K, ages 4-6; Lower Elementary Program, ages 6-9; Upper Elementary Program, ages 9-11; and Middle School Program, grades 6th - 8th.

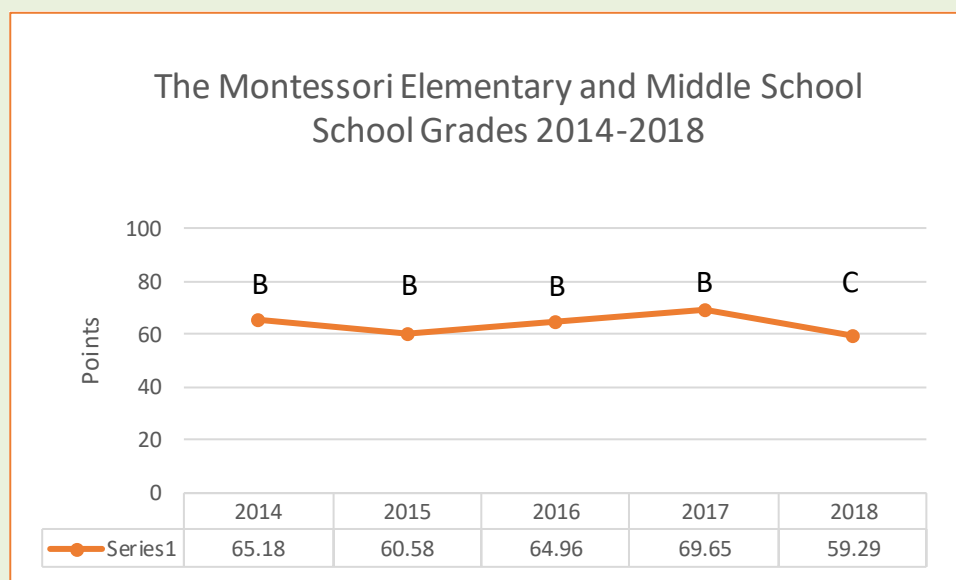
Younger children learn from older children; older children reinforce their learning by teaching concepts they have already mastered. The Montessori philosophy and methodology continue to be used with middle school students, but in a more traditional single-grade classroom structure. We determined that single-grade classrooms would better support older students when transitioning to traditional high schools.

Student grade levels are used for all state assessments and reporting requirements as well as any communication with the Public Education Department and Public Education Commission.

Measures of Student Achievement

Maintained Standards of Excellence

TMEMS maintained a letter grade of B from 2014 through 2017. In 2018, TMEMS missed a letter grade of B by less than one point. See chart below.



One of 10 Highest-Performing Charter Schools in PARCC Mathematics

TMEMS was recognized as one of the 10 highest-performing state charter schools in terms of growth in Mathematics over a four-year period (2015-2018). This distinction was included in a publication titled *NMPED 2017-18 Student Assessment Results, July 2018*.²

² <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf> , page 30.

High Performance in New Mexico Science Standards

TMEMS students performed at a high rate of proficiency on the 2017-2019 New Mexico Science Standards-Based Assessments (SBA) in grades 4 and 7. In the tables below, Level 3 and Level 4 indicate that students are proficient. Percentages are reported in ranges.³

	Grade 4		Grade 7	
	Level 3	Level 4	Level 3	Level 4
2019	60-64%	≤ 5%	40-49%	20-29%
2018	60-64%	10-14%	50-59%	20-29%
2017	55-59%	6-9%	30-39%	40-49%

Note: The SBA is only administered in grades 4, 7 and 11.



Niche.com Best Charter Middle and Elementary Schools⁴



Based on a popular website, Niche.com, The Montessori Elementary and Middle School received an overall grade of A and ranked:

- #3 in Best Charter Middle Schools in New Mexico;
- #2 in Best Charter Middle Schools in the Albuquerque Area;
- #6 in Best Charter Elementary Schools in New Mexico; and
- #4 in Best Charter Elementary Schools in Albuquerque Area.

³ <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

⁴ <https://www.niche.com/k12/montessori-elementary-school-albuquerque-nm/rankings/>

Niche.com “. . . combines rigorous analysis with authentic reviews to highlight the best schools, companies, and neighborhoods.”

Montessori-Trained Teachers

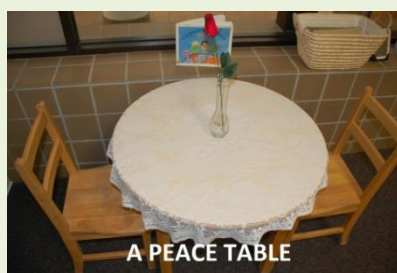
All TMEMS teachers hold a New Mexico Teaching License *and* are Montessori-trained or will be in the process of becoming Montessori-trained by December of the year they are hired. All teachers implement the Montessori theory, curriculum, materials, scope and sequence, and strategies.

In addition to the focus on Montessori training, ongoing professional development in other areas is an integral part of staff meetings, Professional Learning Community (PLC) meetings, and grade level meetings. Full-day and partial-day professional development activities are also scheduled as part of the school calendar each year.

Unique Learning Programs

The Montessori Peace Table

All TMEMS 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 in their mind and gives them a specific place and method to achieve an agreeable solution.



In addition, the United Nations' (UN) International Day of Peace is celebrated on September 21 each year to recognize the efforts of those who have worked hard to end conflict and promote peace.

A Unique Fine Arts Program – “Acquisition of Culture”

The Montessori-based education includes a strong fine-arts curriculum that *provides a foundation for a world-class education*. TMEMS Fine Arts education includes the disciplines of Visual Arts, Suzuki Strings (violin, cello and viola) and General Music. Education and engagement in the fine arts are an important component of the School’s mission and an essential part of the school curriculum. Students of all ages are constantly encouraged to express themselves through art and music. Benefits include promoting self-esteem, motivation, aesthetic awareness, cultural exposure,

creativity, improved emotional expression, as well as social harmony and an appreciation of diversity. We are passionate about using the arts as a way for students to experience life through the beauty of arts.

Visual Arts

Visual Arts at TMEMS 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 Strings and General Music.



Suzuki Strings (Violin, Viola and Cello)

Students participate in Suzuki Strings including violin, viola, and cello. 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

General 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.



Students participate in several performances and events throughout the year. Classroom concerts in the fall and spring highlight student work at every level. Students have performed annually for the New Mexico Legislature at the Rotunda in the Roundhouse, for the New Mexico Senate, Concerts for Veterans, senior citizens, at neighborhood parks, and annually at the TMEMS Spring Gala: An Evening of the Arts held at the Albuquerque Convention Center.

Community Learning Experiences Plan: Fieldtrips, Land Labs and Big Trips

"If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future."

Maria Montessori

Exploring and utilizing the world outside the classroom are integral components of the TMEMS experience. As students mature and display appropriate levels of responsibility through each level of education, our trips out into the community expand by building upon each experience. "Going out", as it is known in Montessori terms, is designed to foster independence and resourcefulness, and give children important real-life experiences. As students grow and learn through the different levels at our school, so do their Community Learning Experiences.

Community Learning Experiences build up as students progress and mature. Our youngest students in the 4-6 level (PreK/K) learn through in-house "Community Experiences". Once students move onto the 6-9 level (grades 1-3), they are ready to explore their community outside of the school walls through various "Going Out" trips. Student's in our 9-11 level (Grades 4-5) focus on "Community Building Adventures".

Once students have graduated into the middle school level, the main focus is on "Cultural Discovery". Our 6th grade students enjoy a "NM Experience" trip at the end of the year. In 7th grade, students expand on the previous trip with their "NM Exploration" trip. Finally, once students reach 8th grade, they are ready to expand their horizons internationally through a two-week-long trip to a foreign country on their "International Big Trip".

Students are involved in a variety of trips every year, each of which fall under at least one of three categories:

- Community Building -- Our Community Building trips focus on our students developing socially, becoming productive members within their community (classroom, school, local and international) and growing through experiencing environments different than their everyday life. Examples follow:

The Middle School students' year traditionally begins with overnight community-building trips. Students get to know their peers outside of the classroom and get to know their teachers before the busy school year gets going. They learn school expectations for homework, schedules, how to interact with one another, how to use Google Classroom, and other skills necessary for student well-being. They may challenge themselves on a ropes course, focus on fine arts projects, and build relationships through team building activities.

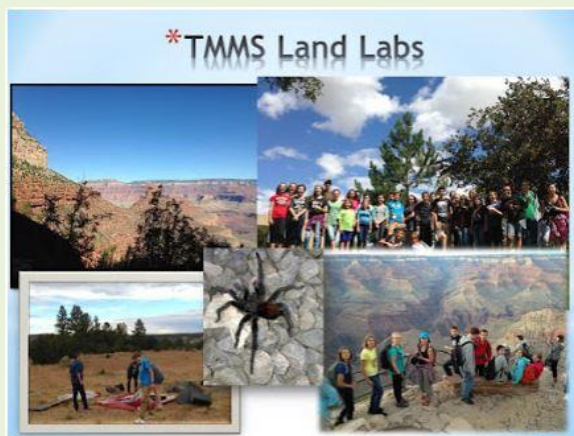
Camp Oro Quay is a regular destination for 6th and 7th grade students.



- Curricular Trips-- Curricular trips are designed to support and enhance the students' natural curiosities and provide students with a comprehensive understanding of specific concepts. For example, visits to the museums, art galleries, theaters, and behind the scenes at a local performance, provide students an understanding of the theory and importance of arts in their world. Observing the senate floor, and then reenacting a mock legislative process, opens up the world of civic engagement.

During Middle School "Land Lab" trips, students embark on various curricula-based trips throughout New Mexico and beyond. Students are invited to challenge themselves as they climb, explore, hike and become stewards of the land. Below are some examples of trips our students have enjoyed!

- Bandelier
- Tent Rocks
- Chaco Canyon
- Sandia mountains
- NM State University
- Slot Canyon
- Jemez mountains
- Santa Fe
- Valley of Fire
- Bisti/De-Na-Zin Wilderness
- Mesa Verde



This year 8th grade students traveled to Mesa Verde, CO for a 3-night/4-day tent camping trip.



- Community Service & Awareness -- These trips are designed to take full advantage of our Grace and Courtesy lessons by encouraging children to be doers in their world and to give back to their community. Examples include performing and volunteering at Joy Junction (the largest homeless shelter in Albuquerque), collecting food and other necessities during our Giving Tree drive every December and other service-minded trips. Service is incorporated into all trips!

International Exchange Program – 8th Grade “Big Trip”

To 'Globalize' our students, TME MS students build up to international travel through the Community Learning Experiences plan. Throughout their educational career at our school, students are learning the key elements and goals in the Community Learning Experiences plan to be able to go on an international 2-week trip with their fellow students and our staff.

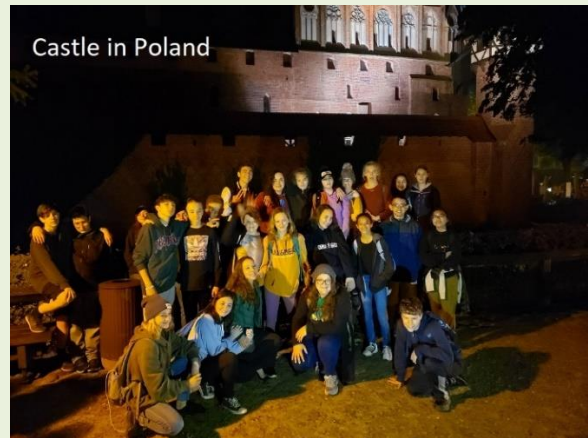
Our 8th grade students participate annually in a Polish-American exchange program where they will travel through Poland for 2 weeks with Polish students! In October, Polish students and teachers travel to New Mexico and in May, TME MS students and teachers travel to Poland. Families in both countries host students in their homes. Polish students and teachers have the opportunity to familiarize themselves with the many aspects of New Mexico that make it so unique, including its Native American culture and unique history.

Historical Empathy and Tolerance are important aspects of “Cultural Discovery” trips. We strive to give our students the ability to understand and appreciate what life was like for people who lived in a different time and place or are just different than themselves. We want our students to be culturally aware and tolerant. Preparation for the “8th Grade Big Trip” begins in the 6th grade with a visit to the Holocaust Museum of New Mexico. Students begin learning about human rights and social justice. 7th grade students learn about compassion and empathy. 8th grade students learn about the history of Poland through reading novels. A culminating experience on the trip to Poland is a visit to Auschwitz.





Salt Mine in Poland



Castle in Poland



Castle in Poland

“Moving Up” Trips:

There is a tradition at TMEMS where students partake in special “Moving Up” Trips in the spring of each year at certain grade levels. We combine the grade that is “moving up” to the next level (3rd graders for example) with their soon to be peers in the grade ahead of them (4th graders for example). This is a special time in which students have an opportunity to form community and friendships even before the start of the next school year. It is a fun and useful tradition that is very popular amongst our students.

8th Grade Internships

At TMEMS, 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:

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 TMEMS 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.

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

Encouraging Parental and Community Involvement

Parental Involvement

TMEMS plans numerous annual opportunities for parents to become involved in their child's education and to learn about the Montessori theory and curriculum. 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
Meet TMEMS Day	Meet TMEMS 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, viola and cello, get questions answered by the experts (our incredible teachers) and learn more about the first class education children receive at TMEMS. 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. A group of students carrying their instruments and directing themselves wander through the school and offer impromptu performances.
The Suzuki Strings Program	Parents of new strings 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 TMEMS! Their extra hard work is an indispensable part of the Strings program at our school. This class allows parents to also gain the basic knowledge needed to help their

	<p>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 TMEMS fine arts curriculum.</p>
Montessori Community Collaborative (MCC)	<p>The MCC meets on the first Monday of each month to keep parents informed and engaged. Dedicated staff at TMEMS offers opportunities 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 TMEMS parents and anyone wanting a refresher on basic Montessori principles. MCC also encourages parent involvement in assisting with fundraising events and other volunteer activities such as the Giving Tree, Field Days, Grade-Level Parent Meetings, Mix It Up Day, Guest Speakers in Classrooms, Parent Volunteer Presentations, Parent Volunteer Appreciation Breakfasts, and Class Day Trips. Volunteer activities are a part of the TMEMS culture.</p>
International Children's Day	<p>International Children's Day was started by the United Nations in recognition of children around the world. TMEMS 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 TMEMS community. This wonderful celebration includes a school wide flag parade, musical entertainment and more.</p>
Jog-A-Thon	<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>
TMEMS Conferences	<p>Three times a year, TMEMS 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. All Middle School conferences include students.</p>

<p>Science Fair, Art Fair, Invention Convention</p>	<p>The TMEEMS staff has created a three-year cycle of learning opportunities for our students. TMEEMS rotates through a Science Fair, Art Fair, and an Invention Convention. All students participate at their age appropriate level to create and present their final product. Kindergarten, 1st, and 2nd grade students will be involved in a class project (and may do their own project as well) and 3rd - 8th 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.</p>
<p>TMEEMS Spring Gala and Silent Auction - A Night for the Arts</p> 	<p>TMEEMS holds an Annual Spring Gala and Silent Auction at the Albuquerque Convention Center. 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 TMEEMS 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.</p>  <p>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</p>

	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.
Read-Aloud Program	The student Read-Aloud Program is ongoing weekly. Retired teachers, 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.
American-Polish Student Exchange Program	TMEMS sponsors an American-Polish Student Exchange Program. In October, Polish students and teachers travel to New Mexico and in May, TMEMS student and teachers travel to Poland. Families in both countries host students in their homes.

Community involvement/Community Service

Community Service is part of the culture of TMEMS 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.

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

- Food collection for the Storehouse;
- The Giving Tree (Items are collected for local charities to help others in our community);
- Earth Day Open Space Clean-up;
- Native fish (silvery minnows) release;
- Park and community trash cleanup along Montaña Road;
- Musical performances offered to the public at no charge.

GoodDeeds, GoodCommunity: TME MS has teamed up with Goodwill Industries of New Mexico (GINM). GINM provides skills training, job development and social services to New Mexicans at no charge to them. These services are vital to our community and funded by the sale of gently used items in Goodwill's thrift stores. TME MS will receive a small fee from Goodwill to benefit our EA Fund!

In the summer of 2017, we worked in conjunction with The New Mexico Water Collaborative and US Fish and Wildlife Service who paid underprivileged Albuquerque teenagers to build two outdoor classrooms at our school.

Summary

TME MS has made unique, innovative and significant contributions to public education within the same grade level and geographic area in which it is located, throughout the state of New Mexico and some international communities.

2. Academic 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 or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department’s Standards of Excellence

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 provide a narrative that describes the improvement actions targeted to improve the school’s letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the “desk audit” review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.

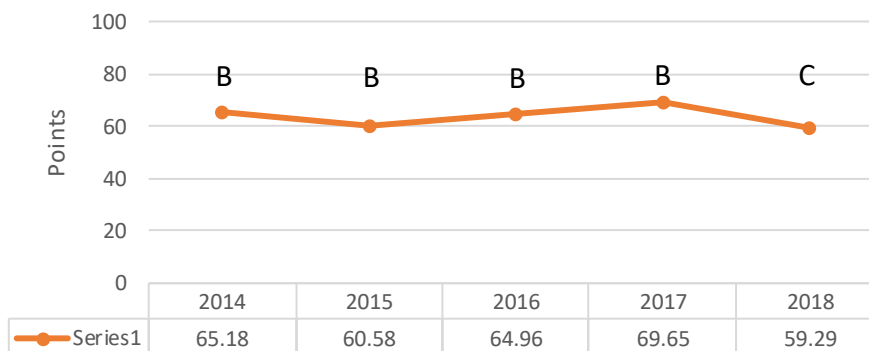
NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

School response:

Standards of Excellence

The Montessori Elementary and Middle School (TMEMS) maintained an overall letter grade of B from 2014 through 2017. In 2018, TMEMS missed a letter grade of B by less than one point. During the current charter term in which School Grading Report Cards have been available (2016 through 2018), and in previous years, TMEMS consistently met or exceeded the Standards of Excellence. See chart below.

The Montessori Elementary and Middle School School Grades 2014-2018



Academic Performance

PARCC Assessment

TMEMS received recognition as one of the 10 highest-performing state charter schools in terms of growth in Mathematics over a four-year period (2015-2018). This distinction was included in a publication titled *NMPED 2017-18 Student Assessment Results, July 2018*.⁵ Growth in Math proficiency increased 10.1%. A similar increase of 9% in Reading proficiency was achieved over the same four-year period.⁶

The School Grading Report Card Indicators

The overall School Grades are derived from each school's performance in six individual indicators. "Improvement of Higher-Performing Students" and "Improvement of Lower-Performing Students" are two of the six indicators. During the charter contract term "Improvement of Higher Performing Students" has consistently received a grade of B. "Improvement of Lowest-Performing Students" also received a grade of B in 2017. However, in 2016 and 2018, this indicator received a D. The following narrative describes actions targeted to improve this indicator's grade and thus to improve the school's overall letter grade.

Improvement of "Lowest Performing Students Indicator"

School Report Card

Improvement is measured in terms of student growth. Every student's prior test scores are used to estimate how they should have performed in each year. A student-growth indicator of **Above Zero** indicates that a group has performed "higher than expected". This means that students are catching up with their higher-performing peers. **Near Zero** indicates a performance that is "as expected" based on the group's academic history. **Below Zero** indicates a performance that is "below expectations" and that students are falling behind when compared to their peers.

⁵ <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf> , page 30.

⁶ <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

A review of the 2016-18 performance of lowest-performing students indicates that in both Reading and Math, **Above Zero** scores were earned in each year of the charter contract term. Therefore, TMEMS students performed **higher than expected** in both Reading and Math in each year as illustrated in the table below.

Year of Charter Contract Term	Above Zero Group Reading Score	Above Zero Group Math Score
2016	0.37	0.64
2017	1.43	0.63
2018	0.62	0.17

TMEMS notes that although scores have been consistently Above Zero (higher than expected) in each year of the term of the charter contract, 2018 yielded a decrease that needs additional attention through in-depth data analysis to identify root causes and intervention strategies. Following are actions and strategies that were taken to improve growth of the lowest-performing students.

TMEMS uses the STAR Reading and Math Short-Cycle Assessments that are fully aligned with the Common Core Standards. Over the years the STAR data have been carefully analyzed and used for targeted instruction as well as to inform the school's selection of appropriate intervention programs and materials to support lowest performing students.

Based on the noted decrease in growth of lowest performing students, TMEMS' analysis concluded that the school has lost some its focus on the data provided by the STAR Reading and Math Short-Cycle Assessments. Therefore, the first and most important action taken will be to refocus on analysis of the data provided by the STAR Assessments. The focus on STAR data will continue to drive reading interventions.

School-Specific Goals

TMEMS also focuses on improvement of lower-performing students with its school-specific goals. Two school-specific goals were negotiated that focus on student proficiency based on the STAR Math and Reading Assessments. Students are grouped into two cohorts. Cohort 1 represents full-academic year students performing in the top 75% based on fall test results; Cohort 2 represents full-academic year students performing in the bottom 25% based on fall test results. Because these cohorts are established by TMEMS each year using STAR data rather than based on the School Report Card criteria which uses multiple years of data, the two cohorts may or may not contain the same students in each group. However, Cohort 2 results using STAR data have been relatively high, averaging 75% proficiency in Math and 68% proficiency in Reading over the contract term.

Reading:

Improvement Action: Use STAR Reading data to identify root causes of low performance: phonics, fluency, spelling, comprehension. Beginning in 2016 and continuing through present, specific intervention programs/materials purchased and implemented to address root causes:

- STAR Reading Intervention Programs (Renaissance Learning)
- Read Naturally - Signs For Sounds Systematic Spelling Intervention Level I and II, supports students with dyslexia.
- Waseca - Phonics Curriculum and Addendum (Teacher made Intervention), made in spring 2019 showing high progress for lowest students.
- Phonics Readers - Bob Books, MCP, EPS - Educational Publishing Services is an approved Phonics/Reading Comprehension Intervention.
- Six Minute Solution (Sopris West) - Reading Fluency Intervention (Assessment tools for benchmark and progress monitoring including phonics and whole language reading fluency passages).
- Accelerated Reader Quizzes- to monitor/track lexile and comprehension scores.
- Reading Coach Program

Evidence: STAR Reading data; Purchase Orders; Visible evidence in classrooms

Success of Improvement Action Taken:

Based on 2016, 2017 and 2018 School Report Card data, the lowest-performing students received scores **Above Zero in each year of the charter contract term, indicating higher than expected** performance in Reading/English Language Arts.

Based on 2016-19 STAR Reading Assessment data, Cohort 2 students (lower 25%) averaged an overall 68% proficiency in Reading. Please refer to the School-Specific Goals Section of this application for data.

Evidence of Success:

2016-18 School Grading Report Cards, Lowest-Performing Student Growth Analysis in Reading.
2016-19 STAR Reading data located in the School-Specific Goals Section of this application and in the WebEPSS.

Math:

Improvement Actions:

Use STAR Math data to identify root causes of low performance. Beginning in 2016 and continuing through present, specific intervention programs, strategies and materials were acquired to address root causes:

- Accelerated Math program and Montessori Teacher-Made Intervention lessons will be used for remediation to address identified deficiencies/root causes. Students will focus on areas of need

(root causes) 2-3 times a week for a minimum of 30 minutes through the Accelerated Math program.

- IXL - Allocate resources to purchase IXL as an Intervention to further assist lowest level students. IXL has self-correcting as well as progress monitoring and tracking unlike the Accelerated Math.
- Kahn Academy Online non-profit - Students practice at their own pace, first filling in gaps in their understanding and then accelerating their learning.

Evidence: STAR Math data; Purchase Orders; Visible evidence in classrooms

Success of Improvement Actions Taken:

Based on 2016, 2017 and 2018 School Report Card data, the lowest-performing students received scores **Above Zero in each year of the charter contract term, indicating higher than expected** performance in Math.

Based on 2016-19 STAR Math Assessment data, Cohort 2 students (lower 25%) averaged an overall 75% proficiency in Reading. Please refer to the School-Specific Goals Section of this application for data.

Evidence of Success:

2016-18 School Grading Report Cards, Lowest-Performing Student Growth Analysis in Math.

2016-19 STAR Reading data located in the School-Specific Goals Section of this application and in the WebEPSS.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

The Montessori Elementary and Middle School (TMEMS) **Met or Exceeded Standards of its school-specific goals in each year of the contract term.** Two goals were agreed upon during negotiations between TMEMS and the Public Education Commission, one in Reading and one in Math.

Following is a summary analysis that includes the Goal Statements with Standards and a visual representation of the longitudinal data.

Math Goal Statement

Mission Specific Indicator #2: Full-Academic-Year (FAY) students in grades 1st through 8th at The Montessori Elementary & Middle School, will be tested in the fall and spring of the school year, and will increase their **math proficiency** as determined by the STAR Math Publisher's Reports (Renaissance Learning). Math proficiency is shown by the "Growth Report" with a child scoring at grade level on the "GE" (Grade Equivalence) on either the winter or spring test. A student will show "one year's growth" will be shown by the "Growth Report" showing at least +1 on the GE change.

Cohort 1: FAY students (highest performing students the top 75%) based on fall test results.
Cohort 2: FAY students (lowest performing students the bottom 25%) based on fall test results.

2. Did the school meet its mission-specific indicator for math?

Exceeds Standard:

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

Cohort 1. 80% or more of Cohort 1 students will be at “grade level equivalence” in Math on winter or spring test; AND

Cohort 2. 70% 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.

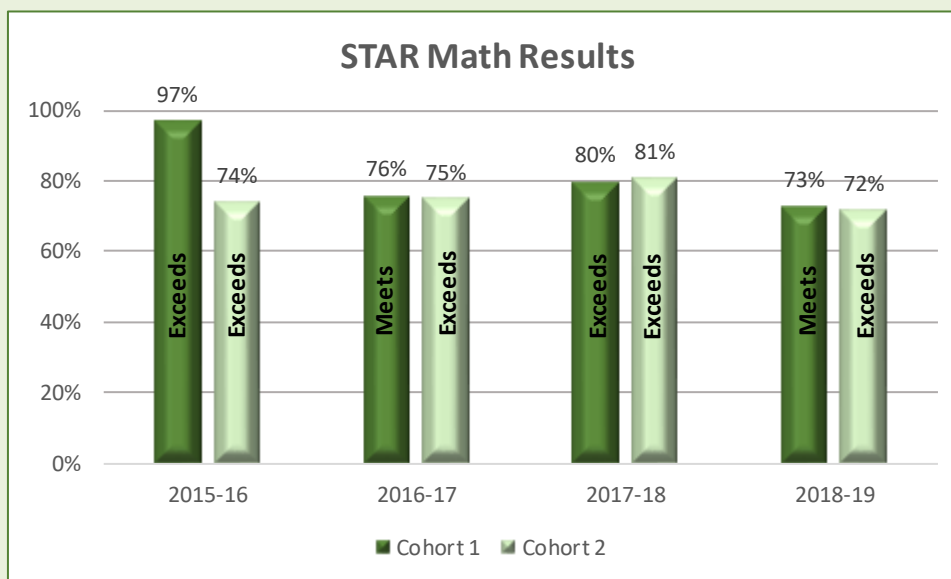
Meets Standard:

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

Cohort 1. 70 - 79% or more of Cohort 1 students will be at “grade level equivalence” in Math on winter or spring test AND

Cohort 2. 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.

Math Longitudinal Results:



Reading Goal Statement:

Mission Specific Indicator #3: Full-Academic-Year (FAY) students in grades 1st through 8th 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). Reading proficiency is shown by the “Growth Report” with a child scoring at grade level on the “GE” (Grade Equivalence) on either the winter or spring test. A student will show “one year’s growth” will be shown by the “Growth Report” showing at least +1 on the GE change.

Cohort 1: FAY students (highest performing students the top 75%) based on fall test results.
Cohort 2: FAY students (lowest performing students the bottom 25%) based on fall test results.

3. Did the school meet its mission-specific indicator in Reading?

Exceeds Standard:

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

Cohort 1. 80% or more of Cohort 1 students will be at “grade level equivalence” in Reading on winter or spring test; **AND**

Cohort 2. 70% or more of Cohort 2 students will be at “grade level equivalence” in Reading OR achieve more than one year’s growth in Reading on winter or spring test.

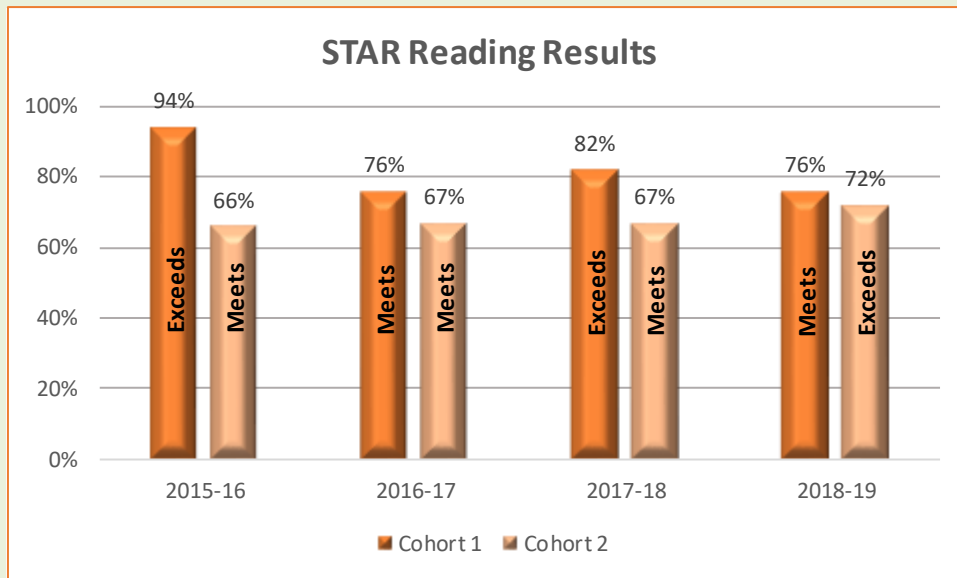
Meets Standard:

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

Cohort 1. 70 - 79% or more of Cohort 1 students will be at “grade level equivalence” in Reading on winter or spring test **AND**

Cohort 2. 60 - 69% or more of Cohort 2 students will be at “grade level equivalence” in Reading OR achieve more than one year’s growth in Reading on winter or spring test.

Reading Longitudinal Results:



Math and Reading School-Specific Goals for both Cohort 1 and Cohort 2 were met or exceeded in each year of the current Charter Contract.

3. Financial Compliance

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.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY18	1	<p>2018-001 Internal Control over Financial Reporting (Other Noncompliance)</p> <p><i>Condition:</i> One disbursement of \$3,565 should have been identified as accounts payable as of June 30, 2018 by management.</p>	<p>2018-001</p> <p><i>Management's Response:</i> 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.</p> <p><u><i>Additional Analysis</i></u></p> <p><i>Root cause:</i> One of several items was received after year-end.</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> • Audit Committee discussed how to prevent the finding from occurring in the future: Review the AP to make sure all subsequent disbursements are reported to the auditors. • The School's Business Manager will continue to implement the established internal controls to report year-end liabilities. <p><i>Evidence:</i> Audit Committee Exit Conference Minutes of 04/23/2019; Finance Committee Meeting of 4/23/2019.</p>

			<p>Success: Finding will not be repeated in FY19 and future Audit Reports.</p> <p><i>Evidence:</i> FY19 and future Audit Reports</p>
FY17	0	No Matters were reported.	N/A
FY16	2	<p>2016-001 Budgetary Condition (Compliance)</p> <p>Condition: Fund 31400 actual expenditure exceeded budget</p> <p>2016-002 Cash Management (Compliance)</p> <p>Condition: The school did not carry enough cash to cover expenditures waiting on reimbursement from PED.</p>	<p>2016-001</p> <p>Management's Response: The Schools Audit Committee and Management are aware of the finding and are making changes to address the issue. The condition will be corrected and reviewed on a quarterly basis by the Director of Finance.</p> <p><u><i>Additional Analysis:</i></u></p> <p>Root cause: A budget adjustment request was not submitted to account for the additional expenditures incurred.</p> <p>Action: The School's Audit Committee and Management made changes to address the issue. The school has in place a process to review the budget quarterly to make any adjustments as necessary.</p> <p><i>Evidence and Success:</i> Finding was not repeated in FY17 or FY18.</p> <p>Evidence: FY17 Audit Report Vol. II Pg. 99</p> <p>2016-002</p> <p>Management's Response: The Schools Audit Committee and Management are aware of the finding and issues that created the condition. We are making changes to address the condition which</p>

			<p>will be corrected at year end by the Director of Finance. The funds in question were booked as a receivable and received in July of 2016.</p> <p><u><i>Additional Analysis:</i></u></p> <p><i>Root cause:</i> The cash balance in the General Fund was not monitored to ensure that it had sufficient cash balances to cover any program overages in other funds.</p> <p><i>Actions:</i></p> <ul style="list-style-type: none"> • The condition was corrected at year end. The funds in question were booked as a receivable and received in July of 2016. • Worked with PED to get reimbursements on a timely manner. <p><i>Evidence and Success:</i> Finding was not repeated in FY17 or FY18.</p> <p><i>Evidence:</i> FY17 Audit Report Vol. II Pg. 99</p>
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b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

The Montessori Elementary and Middle School maintained all Board of Finance authority during the entire term of the contract.

4. Contractual, Organizational, and Governance Responsibilities

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.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received “working to meet” or “fall far below” in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School response:

The Montessori Elementary and Middle School met the requirements of the Charter Material Terms Section in all years of the Contract.

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

The Montessori Elementary and Middle School received one repeated “working to meet” rating on the most recently completed organizational performance framework evaluation (2018-19).

Organizational Performance Framework Indicator	Concern(s) Identified	Improvement Actions and the Effectiveness of those Actions
III-A.03: 1d) Education Plan: students w/special needs Rated “Working to Meet Standard”	The Special Education Coordinator’s caseload waiver on-file was incomplete and in need of additional follow-up.	<i>Improvement Action:</i> As stated in the WebEPSS under Indicator III-A.03: 1d), the school provided an approved Special Education Case Load waiver for the Special Education Coordinator signed by the Secretary of Education on 14 FEB 2019.

		<p><i>Evidence:</i> Approved Special Education Case Load Waiver uploaded in WebEPSS and available on site.</p> <p><i>Effectiveness:</i> The approved Case Load Waiver is in compliance with PED requirements.</p> <p><i>Evidence:</i> Approved Special Education Case Load Waiver uploaded in WebEPSS and available onsite.</p>
<p>III-A.04: 1e) Educational Plan: English Language Learners</p> <p>Rated "Working to Meet Standard"</p>	<p>1. Some EL files did not contain annual parental notification letters.</p> <p>2. Fourteen students were listed on STARS EL Error Report.</p>	<p><i>Improvement Actions</i></p> <p>1. Existing Parent Notification Procedures were revised and updated (including identification of responsible parties and timelines) to ensure annual parental notification letters for EL-eligible students are provided as required.</p> <p><i>Evidence:</i> Revised/updated Parent Notification Procedures uploaded in WebEPSS.</p> <p><i>Effectiveness:</i> All files of EL-eligible students will contain a copy of required annual parental notification letters.</p> <p><i>Evidence of Effectiveness:</i> CSD review of files during Renewal Site Visit and subsequent Annual Site Visits.</p> <p>2. Guidance sought from the Language and Culture Bureau regarding RFEP and EL Error Report. STARS EL Error Report investigated for proper identification of students from previous NM public schools, corrected coding of reclassified students and/ or properly coded EL students that were previously miscoded by the previous school. All errors corrected.</p>

	<p>3. CSD's review of the EL policy/procedures appeared to indicate that all EL students would be referred to SAT.</p>	<p><i>Evidence:</i> Corrected STARS EL Error Report uploaded in WebEPSS.</p> <p><i>Effectiveness and Evidence:</i> EL status of all students will be correct in STARS.</p> <p>3. Although the concern was a misinterpretation of the intent of the policy/procedures, language was added to clarify that use of the <u>SAT Model</u> meant that a group of relevant parties for the EL student would come together to evaluate the data, identify goals, implement supports and then monitor for growth. It was not an intention to imply that all EL students would be referred to the SAT.</p> <p><i>Evidence:</i> Revised EL policy/procedures (Sheltered Instruction Approach) uploaded in WebEPSS.</p> <p><i>Effectiveness:</i> The policy has been clarified to ensure that it will not be misinterpreted.</p> <p><i>Evidence:</i> Revised EL policy.</p>
<p>IV-A.00: 2a) Business Mgmt/Oversight: financial compliance</p> <p>Rated "Working to Meet Standard"</p>	<p>1. Prior to release of the FY18 Audit Report, the PED team requested follow-up by the school to upload into web-EPSS evidence of actions it has taken to remedy finding(s) (if any) identified in the FY18 audit report.</p> <p>TMEMS had one audit finding in the FY18 Report.</p>	<p>1. <i>Improvement Action:</i></p> <p>As stated by the PED team in the WebEPSS, "The PED team has rated this indicator as, 'Working to Meet Standard', because the school received an audit finding on the FY18 Audit Report; AND submitted a financial corrective action plan to address the audit finding(s) and move the school toward compliance, AND provided evidence of sufficient implementation of its financial CAP."</p> <p><i>Evidence:</i> As stated above by PED team.</p> <p><i>Effectiveness:</i> Follow-up to the audit finding was completed as normally required.</p> <p><i>Evidence:</i> Financial CAP uploaded in WebEPSS and meeting minutes in which the issue was thoroughly addressed.</p>

	<p>2. At the time of the PED team's site visit on January 18, 2019, the CPO's certification was valid, dated October 23, 2017. Re-certification is required every two years. The PED team stated that they will ask the school to provide evidence that it has been updated prior to expiration.</p> <p>This item was not related to the Audit finding above.</p>	<p>2. Improvement Action: Prior to the certification's expiration date, the CPO provided evidence of on-line registration with the NM State Purchasing Department dated 1/22/2019.</p> <p>Evidence: Screenshots - verification of submittal and CPO listing uploaded in WebEPSS and available onsite.</p> <p>Effectiveness: CPO certification continues to be valid without interruption.</p> <p>Evidence: https://www.generalservices.state.nm.us/stat_epurchasing/chief-procurement-officer-list.aspx </p>
<p>VI-A.01: 4b) Employees: employee rights</p> <p>Rated "Falls Far Below Standard.</p>	<p>PED team indicates that the school's verification of employment process is not in compliance with T&E requirements.</p>	<p>TMEMS respectfully disagrees with the PED team's assessment and rating of this Indicator.</p> <p>Many of our teachers begin their career at TMEMS; therefore, they do not have previous employment to "support their training and experience". Employment verification documentation for experience earned outside of the school is not available in their personnel files for this reason.</p> <p>TMEMS has made several attempts to resolve this issue and to date has been unable to do so.</p> <p>This is a first-time "Falls Far Below" rating for this indicator since school year 2005-06 when the school first opened.</p>
<p>VII-A.01: 5b) School Environment: health & safety</p> <p>Rated "Falls Far Below Standard.</p>	<p>PED Team indicated that a Master Immunization Log was not readily available at the time of the site visit.</p>	<p>TMEMS respectfully disagrees with the PED team's assessment and rating of this Indicator.</p> <p>TMEMS has made several attempts to resolve this issue and to date has been unable to do so. Three versions of Immunization Reports have been submitted to the Charter Schools Division via WebEPSS. We have contacted the Dept. of Health and asked for clarification concerning the log. They stated that what we</p>

		<p>are using is fine. Also, we can run a report in multiple formats as needed by any situation presented. We have respectfully requested that the rating for this indicator be changed to “Meets Standard”.</p> <p>All information and evidence are in the WebEPSS including several responses by the school.</p>
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c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

The Montessori Elementary and Middle School met all governance responsibilities during the term of the contract.

The membership of the Governing Council (with roles and service terms for all members) follows:

Members 2019-2020	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Jill Riester	President	08/27/2015		Nominating
Allie Sisneros	Vice President	06/14/2016		
Alan Li	Secretary	07/01/2018		
Ed Gonzales	Treasurer	02/14/2017		Nominating
Jordan Reed	Member	07/01/2018		

Member 2018-2019	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Jill Riester	President	08/27/2015		Nominating
Allie Sisneros	Vice President	06/14/2016		Nominating
Alan Li	Secretary	07/01/2018		
Ed Gonzales	Treasurer	02/14/2017		Finance/Audit
Jordan Reed	Member	07/01/2018		
Members 2017-2018	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Jill Riester	President	08/27/2015		Nominating
Jeff Li	Vice President	08/16/2011	07/01/2018	Audit/Nominating
Joanne Li	Secretary	08/16/2014	07/01/2018	
Ed Gonzales	Treasurer	02/14/2017		Finance/Audit
Allie Sisneros	Member	06/14/2016		
Members 2016-2017	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Jeff Li	President	08/27/2015	07/01/2018	Nominating/Audit
Cindy Carter	Vice President	08/09/2016	06/28/2017	Nominating
Joanne Li	Secretary	08/16/2014	07/01/2018	
Jill Riester	Treasurer	08/27/2015		Finance
Allie Cisneros	Member	06/14/2016		
Ed Gonzales	Member	02/14/2017		Finance/Audit
Members 2015-2016	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Jeff Li	President	08/27/2015	07/01/2018	Nominating
Ira Cooper	Vice President	07/01/2014	06/14/2016	Finance/Audit
Jill Riester	Treasurer	08/27/2015		Finance/Audit
Joanne Li	Secretary	08/16/2014		
Cindy Carter	Member	08/09/2016	06/28/2017	Nominating

- The Governing Council met the membership requirements of its by-laws and the statutory minimum of five members at all times.
- The Governing Council maintained the required committee membership at all times.
- There was no time in which any vacancies were open.
- All Governing Council members completed the required training hours in each year of the contract term.

*** All schools must provide a response for this section of the application.**