

THE MONTESSORI ELEMENTARY AND MIDDLE SCHOOL RESPONSE TO CSD'S ANALYSIS AND SITE VISIT

SUMMARY OF REFERENCES

Department's Standards of Excellence— A-F School Letter Grades  
Response to CSD Rating of "Failing to Demonstrate Substantial Progress"

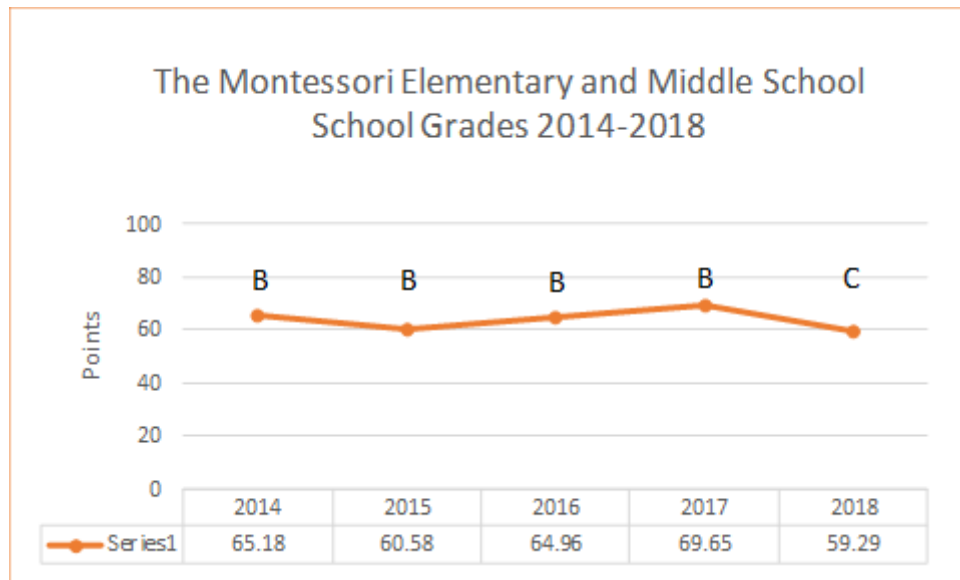
**Rubric from Application used to rate Part B**

Ratings available are "Meets the Standard", "Demonstrates Substantial Progress" and "Failing to Demonstrate Progress"

CSD rating on 1.a of the Analysis of Renewal Application and Site Visit is: **"Failing to Demonstrate Substantial Progress"**

The Montessori Elementary and Middle School is requesting that the academic performance rating given by CSD be changed to Meets Standard as we are contesting this rating for the following reasons:

1. "Meets standards" description on rubric. In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. **TMEMS has met or exceeded the A-F goal in our contract.**
2. The TMEMS Performance Framework that accompanies our Contract for the current charter term states on page 2, "Meets Standard" if the school received a B or C on the state's grading system. TMEMS received a grade of C or better each year. 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.



3. Please refer to the **Organizational Performance Framework Table of the Preliminary Analysis from CSD, Part A, Page 20 of 21 (red, yellow, green table above), Item I-A.00 NM A-F School Grading System:** 2016-17 was rated by CSD as "Meets (or Exceeds) Standard; 2017-18 was rated as "Meets (or Exceeds) Standard. The 2015-16 rating is not included on the chart; however, the CSD rating in the WebEPSS is "Meets Standard" for 2015-16. It is not clear why TMEMS has been rated overall as "Failing to Demonstrate Substantial Progress" rather than "Meets Standard" (the first line of the

Rubric used to rate this section).

4. The Charter contract we entered into with the PEC for SY 2015-2020 does not contemplate using our School Grade individual indicators as a way of rating our school. However, the data below and in our renewal packet demonstrate substantial growth towards meeting the indicator goal for our lowest performing students.

The Chart below from page 20 of the renewal application uses data from our report cards. 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 terms.

Lowest Performing Students Growth

Year of Charter Contract	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

The definition from the school grade report card of "Above 0" means that the group, in general, scored higher than expected. Therefore, TMEMS lowest performing students performed higher than expected in both Reading and Math in each year as illustrated in the table above. TMEMS notes that scores have been consistently above zero.

This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher performing classmates.

5. It appears that our highest performing students (top 75%) have not been taken into account. They have performed at a B level exceeding the state Benchmark of a C as indicated in chart below (highest performing students).

Highest performing Students

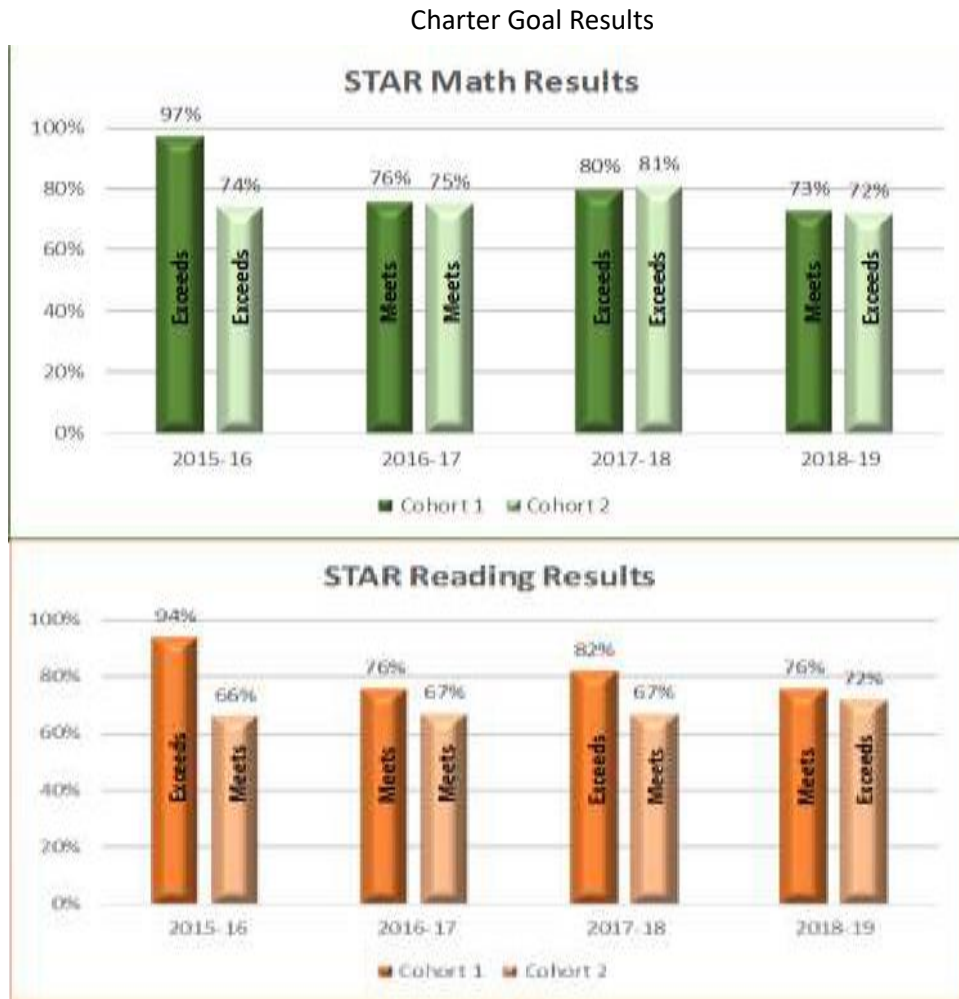
Year of Charter Contract	Grade on Highest performing 75%
2016	B
2017	B
2018	B
2019	NA

6. TMEMS was recognized for growth in Mathematics 2015-2018 by NMPED: NMPED 2017-18 Student Assessment Results page 30 <https://webnew.ped.state.nm.us/wp->

<content/uploads/2018/07/PARCCBriefingPacket2018.pdf> . 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. Growth in Math proficiency increased 10.1%.

A similar increase of 9% in Reading proficiency was achieved over the same four-year period.

7. Performance on our School’s negotiated contract goals for both lowest and highest performing students also support a Meets Standard rating. Cohort 2 in the charts below (using our short cycle assessment data) shows the performance our lowest performing 25% of students. Cohort 1 shows the performance of our highest performing 75% of students. The data show that we have met or exceeded our goals for each of the contract years as indicated on page 22 of the renewal application. CSD has validated this data and rated the Goals as MEET or Exceeds.



In summary, TMEMS has shown that the rubric’s rating given of “failing to demonstrate progress” is not correct. We have shown that we have met all the standards in each of the years of the contract by consistently meeting or exceeding a grade of C, by our consistent lowest-performing student groups’ above zero performance on our School Report Cards, and meeting or exceeding all of our negotiated charter goals. We feel that the rating

*completely misrepresents our school's overall academic record and results over the past four years. It is unwarranted to rate our overall performance as "failing to demonstrate progress".*

### **Contractual, Organizational, and Governance**

#### **3. b Indicator 1e English Language Learners**

Rating Demonstrates Substantial Progress. We have made the changes needed to correct the concerns CSD has stated. During our final site visit on 10/29/19 the team checked our EL files and stated that they were in order. We are continuously reevaluating our procedure to make sure we stay in compliance.

### **EPSS Ratings Chart Schools Response**

III-A.03protecting the rights of students with special needs (IDEA, 504, Gifted) Rating: Working to meet Standards.

Schools response: We are asking to have this rating changed to Meets (or Exceeds) standard. The waiver was requested in November and approved by Email due to the change in processing of waivers by PED. It took until February 14<sup>th</sup> for the PED get us a signed copy of the waiver. During the time the waiver was circulating through PED, a new secretary of Education Secretary took office a causing a delayed process of getting the waiver signed. We see no reason to rate the school as working to meet when we turned in the waiver on a timely basis and have no control over the changes that took place at PED.

III\_A.05 complying with the compulsory attendance laws Rating: Working to meet Standards

Schools response: The review of our 10-day attendance letter over the past 10 years of our charter has been stated as meets standard. We changed the letter as requested by CSD ASAP. The issue was resolved and corrected as requested. We ask that this rating be changed to Meets (Or Exceeds) because there is nothing to work towards as the correction was made and used from that point on by our school.

IV-A.00 Business Management & Oversight: Meeting financial reporting and compliance requirements.

Rating: Working to meet Standard

Schools response: In our contract there is no standard written as to what the standard is for receiving a Meets (or Exceeds) rating. Rating a school that has 1 finding for FY 18 and a total of 3 findings over a three-year period as working to meet standards seems punitive. Again, what is the rubric for accessing this goal? Also, the reference to the school using the CAP that was provided by PED is very misleading. When in contact with Molly at Audit & Accounting Bureau she stated that the form was ok with her because it provided the requested information. The form the school uses has all the requested information and gives more detail and information on the findings. Our Finance and Audit Committees prefer to use this form because of the information it provides.