



SUSSEX
MONTESSORI
PUBLIC CHARTER SCHOOL

Student Success

END OF YEAR REPORT SY'24

MAY 28, 2024

Agenda

Welcome – Please Sign In

Introductions –

Defining Success – What does success look like in the Montessori environment?

Overview of School and Student Growth, Progress, Initiatives and Success – Our team shall review Education/School Plan, Goals, Initiatives, Interventions and Accomplishments.

Feedback / Input

Looking Ahead – What's in store for next year? Things we're looking to put in place next year in terms of systems, procedures/policies, trainings, curriculum, etc.

Purpose

The purpose of this meeting is to provide an overview of student growth, progress, initiatives, and success at Sussex Montessori School for the 2023-2024 school year.

And to gain important insight/ feedback to support student/school growth moving forward

What does success look like in the Montessori environment?

The way into experiencing what success looks like in a Montessori environment is to observe it in real time. You will see the learners on a progression to attaining the following:

- *Inner motivation*
- *Well-adjusted and prepared for anything life brings them*
- *Prepared for the world*
- *Able to appreciate a variety of strengths in themselves and others*
- *Finding joy in everything they do*
- *Contributes their talents to others*
- *Loves learning about what they are interested in*
- *Growth mindset when met with a challenge*
- *Able to meet their own goals for life*
- *Follows the classroom agreements*
- *Shows perseverance while problem solving*
- *Can work independently as well as collaboratively*
- *Cares for the environment around them, inside and outside the classroom.*
- *Asks for help*
- *Goes to the Peace table to resolve conflicts*
- *Knows their strengths and areas for growth*
- *Respects nature and other nonhuman life*

The Role of the Guide in Success

The Lead Guide intentionally prepares lessons, offers continuous practice and experiences that nurture these ways of being in community.

A tool called the DERS, the developmental rating scale, created by the National Center for Montessori in the Public Sector, (NCMPS), is a way that we observe for these ways of being in a Montessori classroom.

It is an hour-long observation of the Learners, the adults and the environment.

The goal of this tool is to develop sophisticated independence, self-awareness and interdependence skills within a classroom.



Student Engagement

Do you Notice... ?

- Focus/Concentration
- Collaboration
- Joy
- Curiosity
- Creativity
- Choice
- Independence /Agency
- Problem Solving



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Overall, Holistic View of Success

As a public Montessori School, we also assess for State Standards, and use diagnostic assessments to assist Guides to identify specific areas of strength and areas for growth for each learner.

In addition, we look for signs that the learner isn't thriving and address them holistically.

Aperture is used to assess and identify mental health strengths and concerns.

Together, these practices along with powerful observational skills give us a well-rounded understanding of each of our learners' needs.

Student Success Indicators:

Our team shall review Education/School Plan, Goals, Initiatives, Interventions and/or Accomplishments as it relates to:

- Attendance
- Behavior / Incident Levels
- DIBELS
- Star (Reading & Math Progress Monitoring)
- DESSA-ELA & MATH
- Special Populations Report
- Aperture / Child Study



Success Cont.

We will also review goals, initiatives, and interventions applied:

- **Student & Family Support Services:**
 - Parent Engagement/Parent Camp
 - Transportation
 - Mental Health & Counseling
 - Homeless / Social Services

5/23/2024

ADA/ADM Statistics Report

Page 1 of 1

Building List: 96144090
Date Range: 09/06/2023 - 05/23/2024

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
96144090 - Sussex Montessori School									
Grade KN Totals	4996	5627	10623	5415	6163	11578	72.27	78.76	91.75
Grade 01 Totals	4926	3676	8602	5461	4029	9490	58.52	64.56	90.64
Grade 02 Totals	4540	5439	9979	5069	6037	11106	67.88	75.55	89.85
Grade 03 Totals	4478	4261	8739	4913	4659	9572	59.45	65.12	91.3
Grade 04 Totals	4007	2147	6154	4381	2451	6832	41.86	46.48	90.08
Grade 05 Totals	3715	3975	7690	4084	4365	8449	52.31	57.48	91.02
Grade 06 Totals	2381	2430	4811	2646	2615	5261	32.73	35.79	91.45
96144090 - Sussex Montessori School	29043	27555	56598	31969	30319	62288	385.02	423.73	90.87
Report Totals	29043	27555	56598	31969	30319	62288	385.02	423.73	90.87

Attendance

Average Daily Attendance (K-6):
90.87%

- Overall average attendance was consistent since last year.

Approximately 10% of learners are chronically absent (15 days or more)

Attendance & Academic Performance

- Over 50% of learners performed at/or above grade level overall
 - 71% of learners who were absent 15 or more days, performed below or well below academic grade level
 - There appears to be a significant correlation between chronic absenteeism and poor academic performance *
- 23-24 STAR MATH / READING DATA

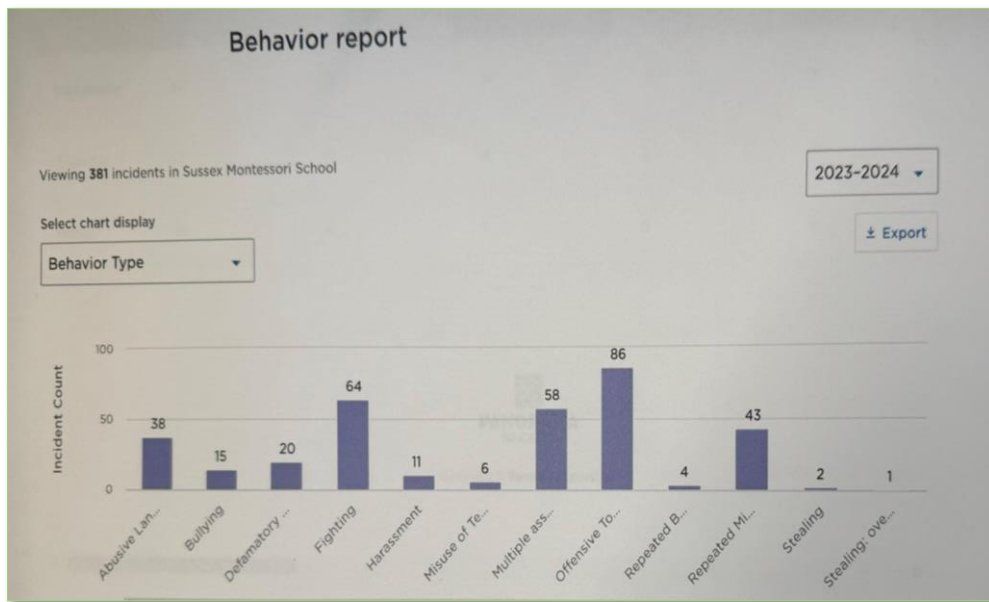
Grade	Adoption Rate	Total Incidents	Major Incidents	Minor Incidents	Most Common Incident Type
2	0%	50	23	27	Offensive Touching
3	0%	34	15	19	Offensive Touching
4	0%	20	3	17	Offensive Touching, Defamatory
5	0%	15	6	9	Abusive Language
6	0%	9	2	7	Abusive Language

Behavior / Incidents

Panorama data – positive behavior practices versus incidence rates

As a school community, we are NOT in alignment with the way in which Panorama identifies and labels student behavior. We will not be going forward with this language and platform.

EdInsight is our new data dashboard and we are able to create identifiers and language that is in alignment with our vision and mission for our learners at SMS.

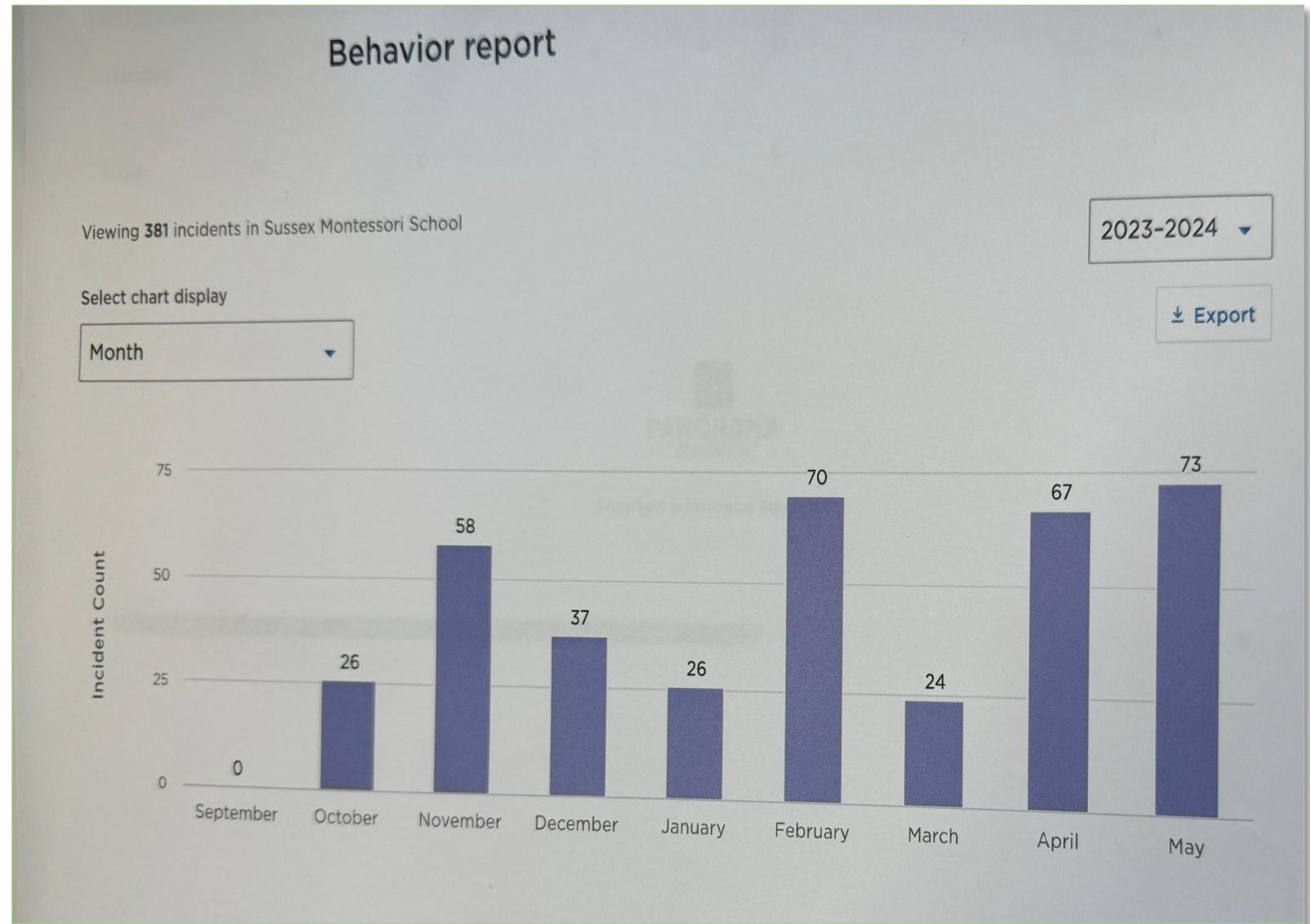


Behavior / Incidents cont.

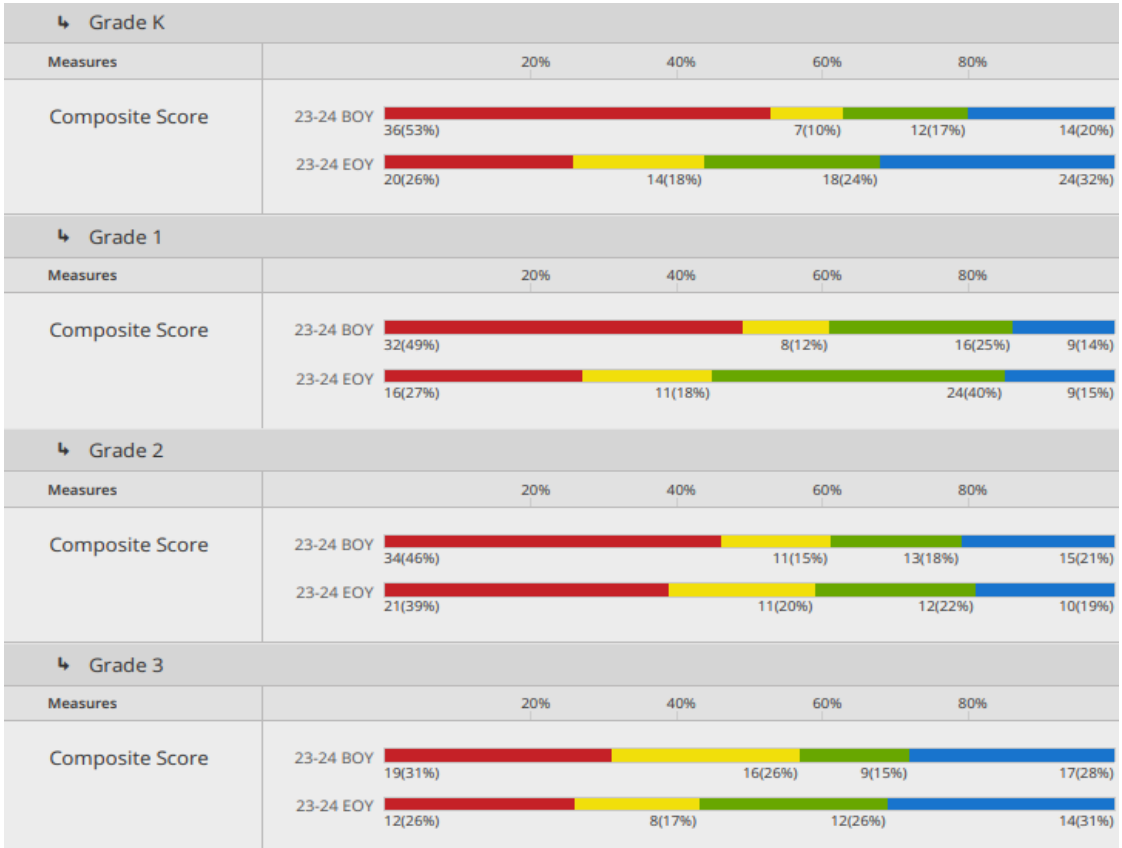
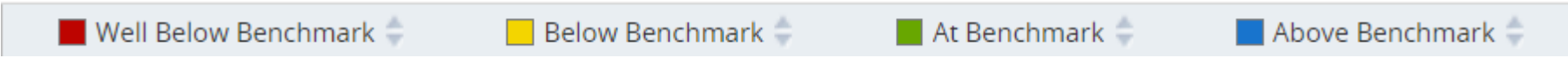
What we can learn from this data are trends. As we look at the type of behaviors by age, we see that some of our youngest students are struggling with using their hands appropriately; likewise, some of our older youth are struggling with using their words appropriately.

This gives us a place to implement SEL lessons and practice within the classroom and with our Student Support Staff.

The monthly display tells us when the greatest number of incidents occurred so that we can be proactive by discussing what we see.



DIBELS – SY 2023-2024



DIBELS

Beginning of Year

- K – 37% at or above grade level
- 1 – 39% at or above grade level
- 2 – 28% at or above grade level
- 3 – 32% at or above grade level
- 4 – 43% at or above grade level
- 5 – 43% at or above grade level
- 6 – 41% at or above grade level

Celebrate! Overall growth in literacy this school year!

We see a significant increase in DIBELS literacy skills in grades K-3.

End of Year

- K – 56% at or above grade level. (We saw a 19% increase in number of learners at or above grade level from beginning of year)
- 1 – 55% at or above grade level (17% increase)
- 2 – 41% at or above grade level (13% increase)
- 3 – 57% at or above grade level (25% increase)
- 4 – 37% at or above grade level (6% decrease) * The greatest growth was for learners just below growing from BOY 11% to EOY 37%
- 5 – 41% at or above grade level (2% decrease)
- 6 – 44% at or above level (3% increase)

School
 All Schools Demographics
 Sussex Montessori School All Demographics

Star Early Literacy - District
 Urgent Intervention Intervention On Watch At/Above Benchmark

School
 Sussex Montessori School

Grade ▲	Star Early Literacy Benchmark - Distribution of Students in Each Category - District							
	Spring							
	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
K	12	16%	7	9%	14	19%	42	56%
1	14	25%	16	29%	3	5%	22	40%
2	4	67%	1	17%	1	17%	0	0%
3	4	80%	1	20%	0	0%	0	0%
4	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-
Summary	34	24%	25	18%	18	13%	64	45%

Star Early Literacy

Early Literacy (all grades)

- 21% are proficient in BOY
- 45% are proficient at EOY
- 24% increase



Star Early Literacy Impact

BOY and EOY Star Math, Reading and Early Literacy Scores

Celebrations:

Early Literacy:

- Star Early Literacy scores went from 21% At/Above in the Fall to 45% At/Above in the Spring. That is a 24% improvement.

Impact:

- We believe using the Literacy Cadence alongside the Montessori classroom materials with our 5–7-year-old learners on a daily basis made a significant impact on their journey towards reading.

School
 All Schools Demographics
 Sussex Montessori School All Demographics

Star Math Enterprise - District

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

School
Sussex Montessori School

Grade ▲	Star Math Enterprise Benchmark - Distribution of Students in Each Category - District							
	Spring							
	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
K	7	15%	14	30%	3	6%	23	49%
1	7	12%	7	12%	12	20%	33	56%
2	24	34%	11	16%	9	13%	26	37%
3	18	31%	9	16%	6	10%	25	43%
4	10	26%	7	18%	3	8%	19	49%
5	16	31%	7	14%	4	8%	24	47%
6	9	30%	5	17%	8	27%	8	27%
Summary	91	26%	60	17%	45	13%	158	45%

Star Math Grades 1-6



Star Math

Note: When learners score below 768 on the Star Literacy assessment they must take the Early Literacy Assessment. This comes with a numeracy assessment for math. This assessment is designed for k-3rd grades.

- We went from 32% proficiency in the fall to 45% proficiency in the Spring

Impact:

We believe that the use of the didactic Montessori materials, as children are in the concrete stage of concept development, impacts student's ability to demonstrate abstract mathematical algorithms on a computerized assessment. Research shows that learners who have entered Montessori at age 5 and stay with the Montessori curriculum, perform at grade level or above once moving up to Upper Elementary and have begun their shift from concrete to abstract thinking.

Not rushing learners through the concrete stage before they are ready is a cornerstone of the Montessori educational theory.



Star Reading Grades 1-6

- 17% of learners across the grades were proficient in the BOY
- 43% of learners across the grades were proficient at the EOY
- This is a new tool for us. We will be reviewing the testing protocols and practice required for learners to grow their technology literacy skills.

RENAISSANCE[®] Create New Report

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School
 All Schools Demographics
 Sussex Montessori School All Demographics

Star Reading Enterprise - District

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

School
Sussex Montessori School

Grade ▲	Star Reading Enterprise Benchmark - Distribution of Students in Each Category - District							
	Spring							
	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
K	-	-	-	-	-	-	-	-
1	0	0%	0	0%	0	0%	7	100%
2	19	28%	11	16%	6	9%	32	47%
3	13	25%	12	23%	7	13%	20	38%
4	9	25%	9	25%	5	14%	13	36%
5	12	26%	8	17%	4	9%	22	48%
6	11	38%	4	14%	6	21%	8	28%
Summary	64	27%	44	18%	28	12%	102	43%

Star Reading Impact Grades 1-6

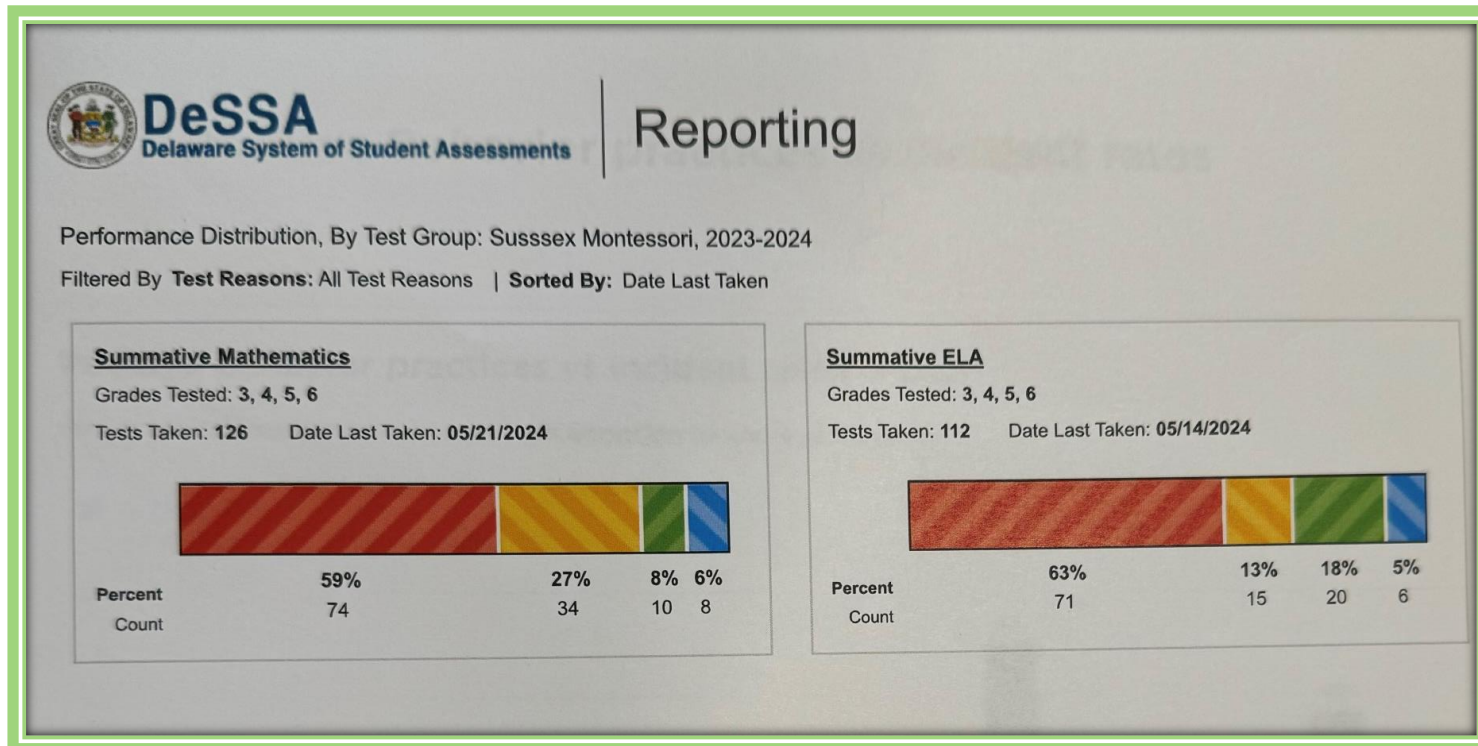
Celebrations:

- We celebrate the impact that they use of the daily literacy cadence, the added reading support and the additional training for all Associate Guides had on our learners improved reading scores across the board.
- Star Reading scores went from 17% proficient in the Fall to 43% in the Spring. A 26% increase.
- Star Early Literacy Reading scores went from 21% At/Above in the Fall to 45% At/Above in the Spring. That is a 24% improvement. By Spring, each classroom had a Guide and the support of 4 reading special specialists.

Areas for Growth

- We see that targeted literacy professional development of both Lead and Associate Guides made a significant difference in student learning. We must continue to deliver daily literacy instruction in every classroom by using the literacy cadence which has had a significant impact on our learner's reading scores.
- We must begin focusing on math instruction in a similar fashion.
- Our MLL teacher was able to instruct our multi-language learners more consistently across this year. We are excited to be adding another MLL teacher to our staff next year to offer more services.
- We need more tutors on campus on a regular basis. We may wish to recruit from Del Tech to have their students either get work study or in another capacity that we can budget for.
- We need to continue to learn from and partner with other public charters who are starting to see a positive correlation between using the didactic Montessori materials and how learners perform on standardized assessments.
- We need to develop a plan for media and computer literacy education for our learners and be strategic in how it is used to develop their skills. Learners need to learn to type using a keyboard.

DeSSA / Smarter Balanced



Summative Math (Grades 3-6)

- 14% at or above grade level on Delaware State Standards

Summative Reading (Grades 3-6)

- 23% at or above grade level on Delaware State Standards

Impacts:

- Test fatigue may factor into the performance
- Strong use of Montessori didactic materials which extends the concrete stage of learning

Interventions:

- Increased one-to-one access to Chromebooks
- Increased computer literacy skills
- Continued training and increased instruction around computer literacy

Special Populations

Dr. Stephanie Reissner
Special Education Coordinator



WHAT DATA IS MOST IMPORTANT?



100% OF OUR STUDENTS WITH IEPS MET AT LEAST ONE GOAL



90% MET ALL GOALS



WHY IS THIS IMPORTANT?

Special Education: Star Early Literacy

15 students

96 points growth on average

5 moved at least one category

Student Growth Percentile: 41



Special Education: STAR Literacy

22 students

45 points growth on average

8 moved at least one category

Student Growth Percentile: 43



Special Education: STAR Math

- 36 students
- 33 points growth on average
- 10 moved at least one category
- Student Growth Percentile: 37



Aperture

Aperture assesses student's mental health and social-emotional learning competencies and identifies early interventions needed

- 60% of learners demonstrated strength in social-emotional competencies
- 38% of learners displayed typical social-emotional competencies
- 2% were identified as needing immediate support (social worker, school psychologist, counselor)

98% of learners demonstrate social-emotional competencies when observed by their teacher.



Student and Family Support Services



Homeless/Foster

Family/Parent Engagement –

- Family Visiting Days – Over 300 adults attended
- ParentCamp: Promoting positive school-family-community engagement
 - Total 362 total attendees since 2022
 - 256 (79%) families
 - 43 (13%) school
 - 27 (8%) community

Transportation (Bussing and Van)

Mental Health/ Social Services / Resources

Feedback / Looking Ahead

- Ideas and Recommendations to effectively address the needs and ensure success
- Community Resources & Partnerships to consider
- Recommended Systems, procedures/policies, trainings, curriculum updates next year and the years to come....

