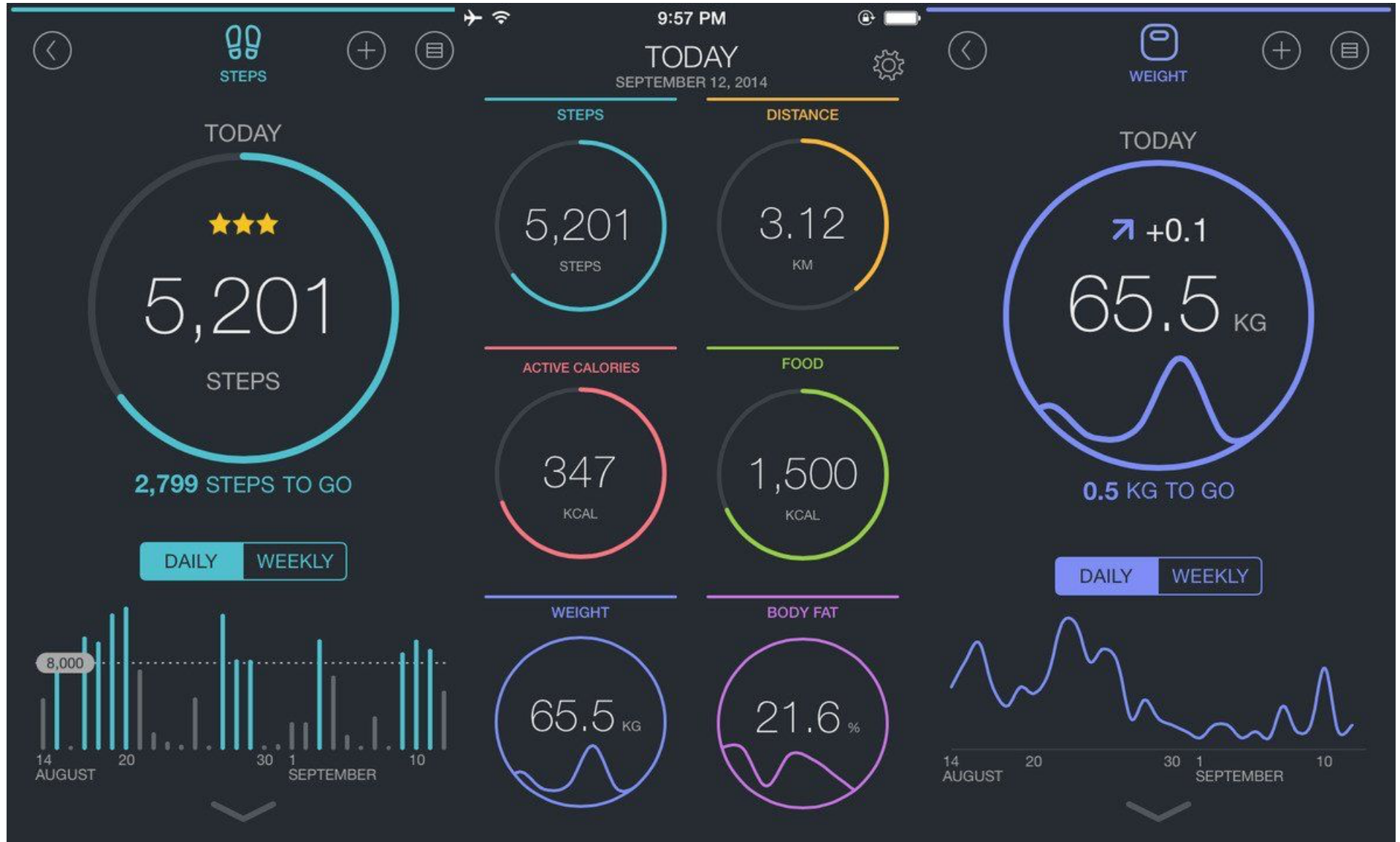


DATA!

Toward a More Expansive Developmental Dashboard



NATIONAL CENTER for
MONTESSORI in the PUBLIC SECTOR



NY Sample School-At-A-Glance

HS GRAPHICS DRAFT

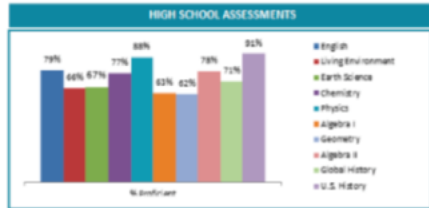
2017-2018 New York Sample School At-a-Glance

At-a-Glance Environment Serving Special Needs Educators Financial Supports Annual Assessments Preparing Students for College & Careers Accountability

ACCOUNTABILITY STATUS: IN GOOD STANDING

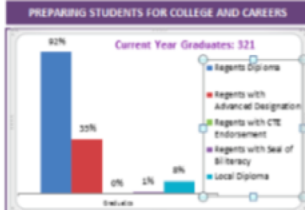


Scored out of 4
Academic Achievement: Test scores
Progress: Improvement made in test scores over previous year
English Language Proficiency: Progress over previous year made by English language learners in becoming proficient in English
State: Achievement: Absent at least 10% of school days student entered classroom. Rate: Students who entered grade 3 in the same year who earned a total of Regents diploma
College, Career & Civic Readiness: Diploma, advanced-level coursework, & CTE & Biliteracy achievement

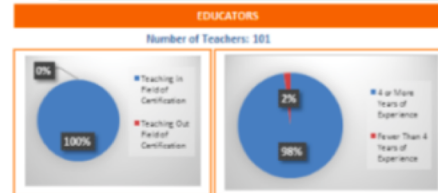


ENVIRONMENT

School Grade Configuration	9-12
Enrollment	1,635
Attendance	93%
Suspensions	4%
Incidences of Violence	3

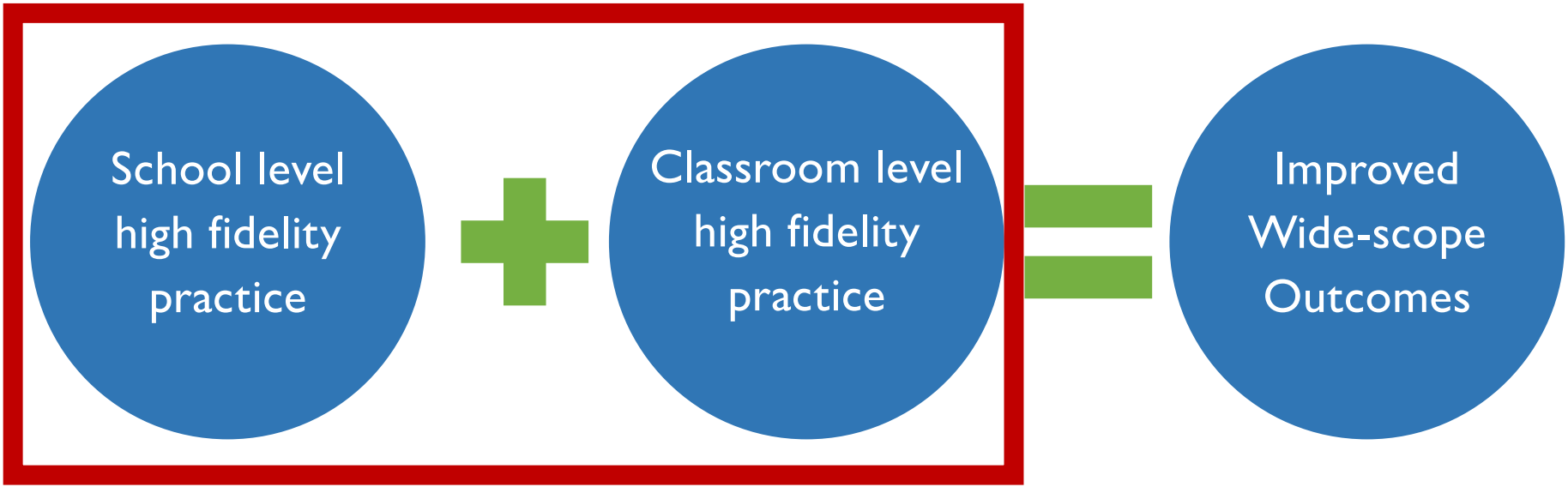


Graduates Enrolled in NY College after Graduating...	35%
Students who Earned HSE Diploma in Current Year...	0%
12 th Graders Still Enrolled	8%
Grades 7-12 Who Dropped Out...	7%
Grades 9-12 Enrolled in Accelerated Coursework...	9%



Developmental Dashboard

INPUTS		CHILD OUTCOMES			INSTITUTIONAL OUTCOMES	
Program Level	Classroom Level	Screens	Benchmarks	Summative	Families	Staff
FAMILY EVENTS #	LESSON STUDY #	MEFS Scores	EFs & SEL Inventories	EFs & SEL Surveys	ENGAGEMENT Attendance #/%	GROWTH Appraisal Results
HOME VISITS #	CHILD STUDY #	PPTV Scores	LANGUAGE Inventories	LANGUAGE State Scores	RETENTION #/%	RETENTION #/%
PIPELINE #	OBSERVATIONS #	NEW FAMILY QUESTIONNAIRE	MATHEMATICS Inventories	MATHEMATICS State Scores	WAITING LIST #	
PD HOURS #	DERS Scores		CULTURAL Inventories	CULTURAL Inventories	CLIMATE/SATISFACTION Surveys, Focus Groups	
EER Scores	ACSES Scores					



INPUTS

INPUTS

School/Program Level	Classroom Level
FAMILY EVENTS # of orientations, potluck, Education Evenings	LESSON STUDY # hours devoted to calibrating classroom-level quality
HOME VISITS # visits to homes	CHILD STUDY # hours devoted to supporting children who are not thriving
PIPELINE # teachers in training	OBSERVATIONS #
PD HOURS # workshops/time spent supporting growth	DERS Scores
EER Scores	ACSES Scores

Bar Rating

Montessori Adults

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
-----------	--------------	-------------------	----------------

Montessori Learning Environment

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
-----------	--------------	-------------------	----------------

Family Engagement

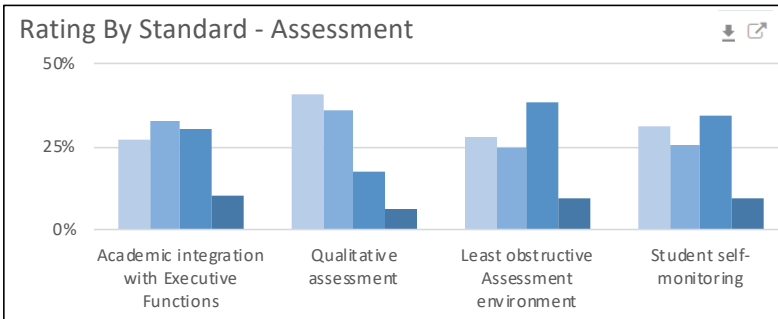
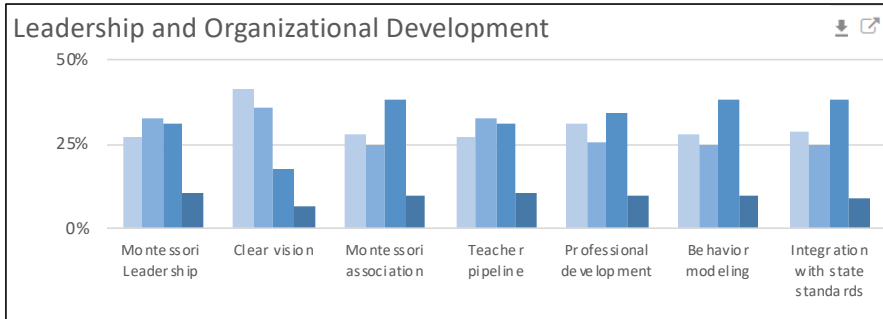
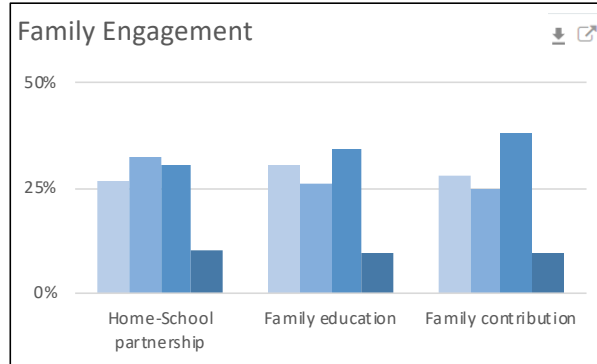
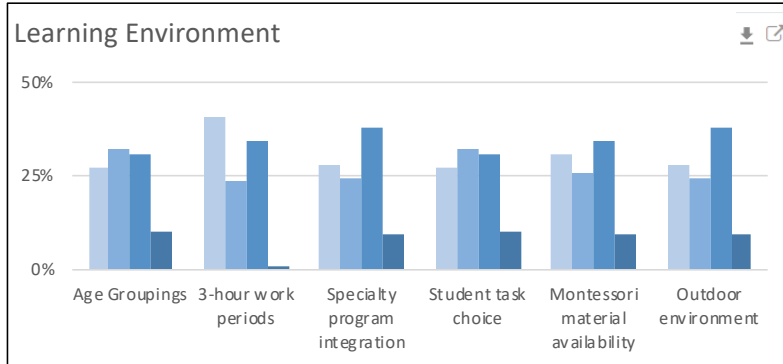
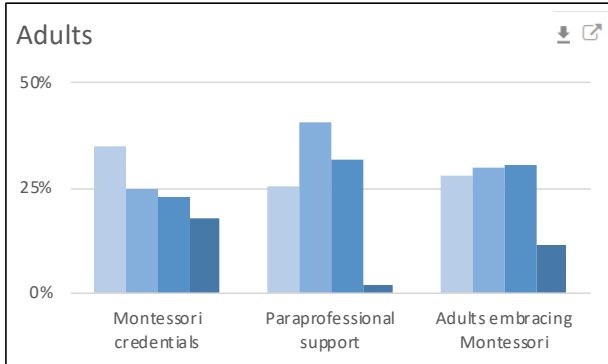
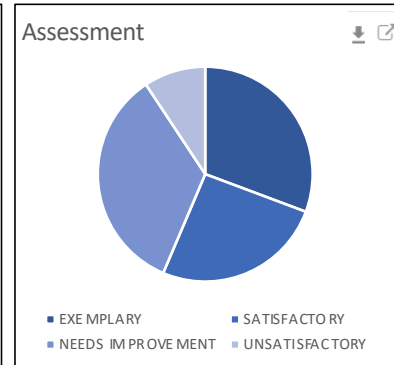
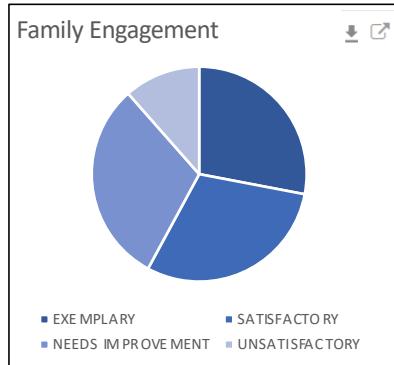
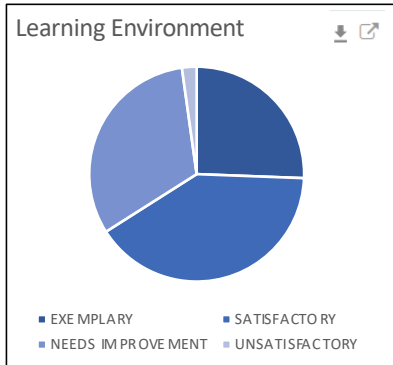
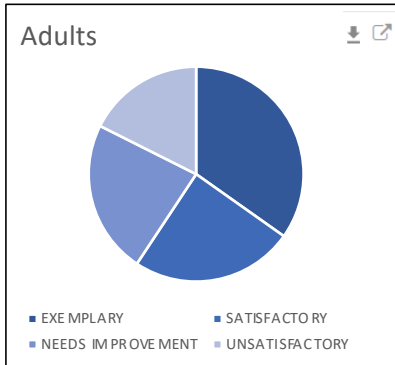
Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
-----------	--------------	-------------------	----------------

Leadership & Organizational Development

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
-----------	--------------	-------------------	----------------

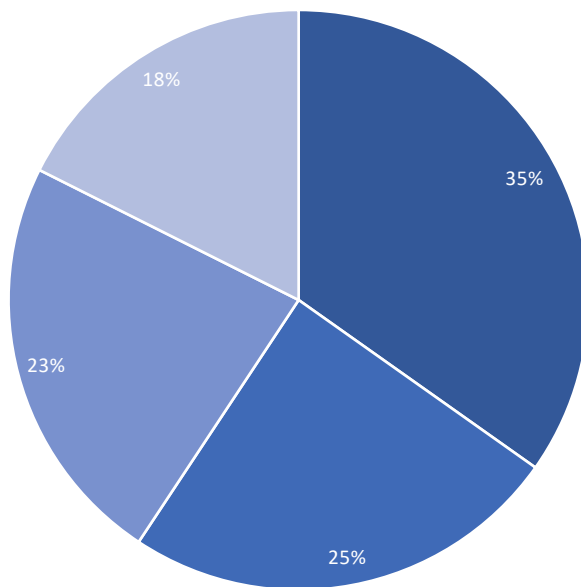
Assessment

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
-----------	--------------	-------------------	----------------





How are schools performing in
The standards associated with
The Adults domain of the
Essential elements rubric?



■ EXEMPLARY

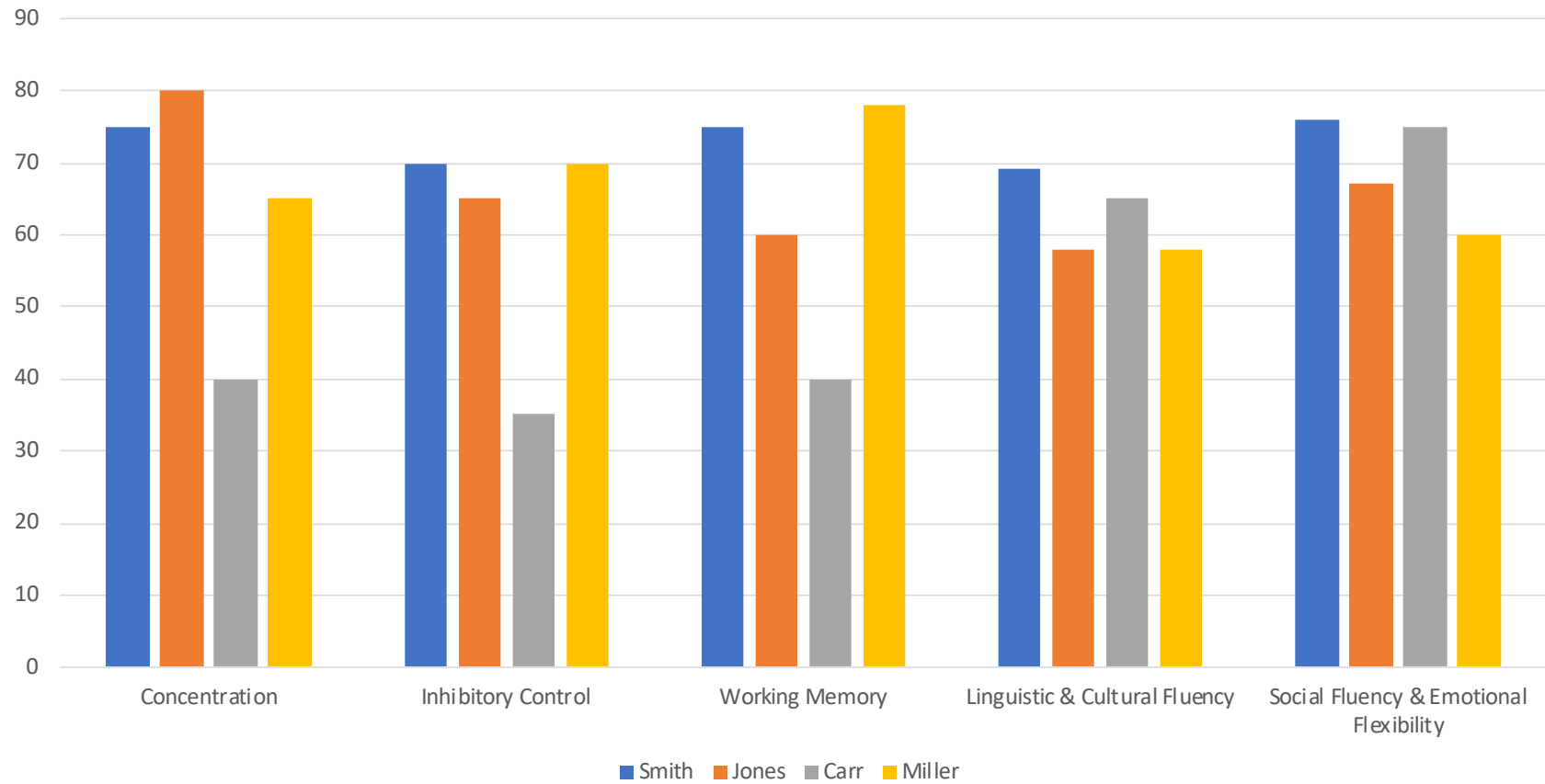
■ SATISFACTORY

■ NEEDS IMPROVEMENT

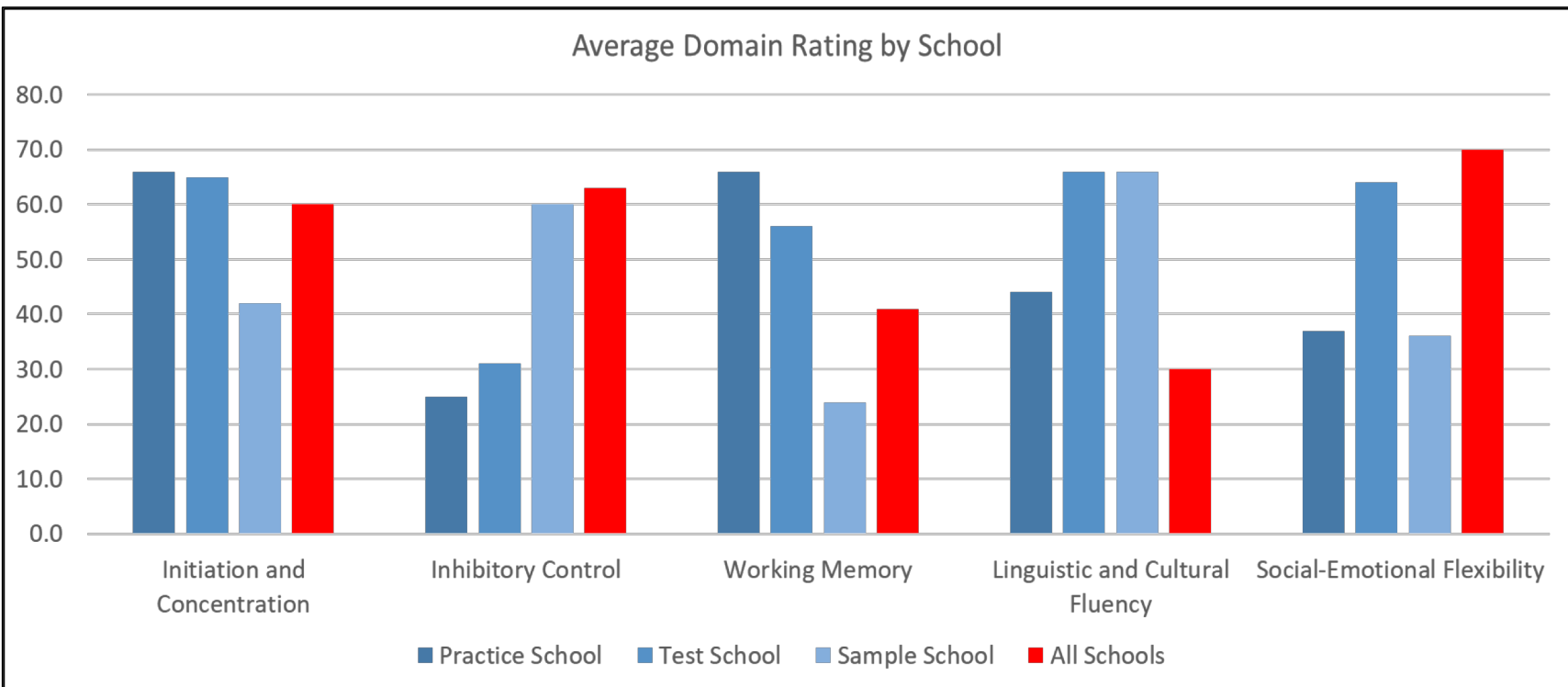
■ UNSATISFACTORY

Domain	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
Adults	35%	25%	23%	18%

Primary DERS Scores



Average Domain Rating by School



CHILD OUTCOMES

Screens	Benchmarks	Summative
MEFS Scores	EFs & SEL Inventories	EFs & SEL Surveys
PPTV Scores	LANGUAGE Inventories	LANGUAGE State Scores
NEW FAMILY QUESTIONNAIRE	MATHEMATICS Inventories	MATHEMATICS State Scores
	CULTURAL Inventories	CULTURAL Inventories

u

	A	U	S	N	COMMENTS
FOLLOWS DAILY ROUTINES <ul style="list-style-type: none"> • Greets adults and peers • Participates willingly in daily responsibilities • Spontaneously cares for the environment 					
ENGAGES IN PURPOSEFUL WORK <ul style="list-style-type: none"> • Independently selects and begins work • Exerts maximum effort • Persists when frustrated • Able to focus amidst peer interactions 					
PARTICIPATES IN LESSONS <ul style="list-style-type: none"> • Accepts invitations • Engages with teacher and peers 					
MANAGES ACADEMIC EXPECTATIONS <ul style="list-style-type: none"> • Maintains a substantive work journal • Completes work and meets deadlines 					
MANAGES FREEDOM WITHIN LIMITS <ul style="list-style-type: none"> • Manages transitions • Successful beyond the classroom 					
REGULATES SOCIAL BEHAVIOR <ul style="list-style-type: none"> • Refrains from interrupting ongoing conversations • Observes peers' work without interrupting • Follows conventions of grace & courtesy 					
REGULATES PHYSICAL BEHAVIOR <ul style="list-style-type: none"> • Safely navigates room • Shows restraint when upset • Engages in cooperative play during free and/or outdoor time 					
ADDITIONAL NOTES: Parent Communication Dates: _____ Support Strategies Attempted: _____					

Elementary Progress Report

Social, Emotional & Executive Development

Student's Name: _____ D.O.B. _____

Teacher's Name: _____

Term: _____ Absent: _____ Tardy: _____

KEY: **F** = Frequently **O** = Occasionally **R** = Rarely

SOCIAL FLUENCY & EMOTIONAL FLEXIBILITY	MID	END		MID	END
Shows gratitude			Manages frustration and conflict with flexibility		
Accepts responsibility for actions			Interacts appropriately with adults		
Speaks and listens with understanding and respect			Contributes as a community member		
Interacts cooperatively with peers			Maintains healthy habits		
Shows sensitivity to the needs and feelings of others			Models integrity; is truthful in actions and words		
EXECUTIVE FUNCTIONS	MID	END		MID	END
Demonstrates initiative			Uses time effectively		
Makes appropriate work choices			Manages impulses		
Sustains appropriate focus during work			Follows multi-step directions		
Persists and follows work through to completion			Seeks help when needed		
Transitions between activities smoothly			Embraces and pursues challenges		
CRITICAL & CREATIVE THINKING	MID	END		MID	END
Tolerates uncertainty			Challenges assumptions		
Uses reflection/feedback as a tool for growth			Shows concern for quality of work		
Investigates/Explores interests with passion			Makes conceptual, experiential connections		
Provides detailed observations & descriptions			Supplies evidence for arguments		
COMMENTS:					
MID:					

LEVEL KEY: **E** = Emerging **P** = Practicing **M** = Mastery

SKILL	LEVEL	NOTES
SOCIAL FLUENCY AND EMOTIONAL FLEXIBILITY		
Assumes responsibility for fostering the well-being of the class-room community (fixing a mess, participating in group games).		
Includes peers in daily activity – lunch/snack, group work, outdoor play.		
Recovers from disappointment.		
Embraces new experiences.		
Collaborates and compromises in group interactions.		
Follows social interaction conventions (“please”, “thank you”, “excuse me” etc.).		
Identifies virtues in self and others.		
Respectful of others body space and work space.		
EXECUTIVE FUNCTIONS		
Chooses appropriate work independently.		
Completes a work cycle independently.		
Maintains focus amid peer interactions.		
Attends to detail and care in final products (projects, papers, presentations).		
Invests maximum effort in projects that can take more than one day to complete.		
Persists in the face of challenge.		
Works toward mastery rather than adult approval.		
Refrains from interrupting ongoing conversation.		
Plans and reflects on work—as represented in a work journal or daily/weekly planner.		

Alumni Questionnaire

Please circle the response that best describes you

- | | | | | | |
|--|-----------|--------|----------|----------|------------|
| 1. I am well-prepared for the work that is expected of me in my new school. | Very much | Mostly | Somewhat | Not much | Not at all |
| 2. I enjoy most of the work I am expected to do at my new school. | Very much | Mostly | Somewhat | Not much | Not at all |
| 3. When focused on a task, I usually stick with it until it is complete. | Very much | Mostly | Somewhat | Not much | Not at all |
| 4. I am really good at _____ | Very much | Mostly | Somewhat | Not much | Not at all |
| 5. I am less good at _____ | Very much | Mostly | Somewhat | Not much | Not at all |
| 6. When I have trouble with work, I feel comfortable asking for help. | Very much | Mostly | Somewhat | Not much | Not at all |
| 7. When conflicts happen at school, I try to help resolve them peacefully. | Very much | Mostly | Somewhat | Not much | Not at all |
| 8. When I see another student having difficult, I try to help them. | Very much | Mostly | Somewhat | Not much | Not at all |
| 9. I generally get along with my classmates. | Very much | Mostly | Somewhat | Not much | Not at all |

What else would you like to tell us about your experience in your new school?

To the receiving teacher:

We are committed to ensuring that our graduates are well prepared for the challenges of new learning environments. We appreciate you taking a few minutes to complete the questionnaire below

Please circle the response that best describes this student

1. The student is genuinely curious about the academic work offered in my classroom.
Very much Mostly Somewhat Not much Not at all
2. The student has strong interests in certain subjects and communicates those interests clearly.
Very much Mostly Somewhat Not much Not at all
3. When focused on a task, the student sticks with his/her work until it is complete.
Very much Mostly Somewhat Not much Not at all
4. The student seems happiest when engaged in highly concentrated work.
Very much Mostly Somewhat Not much Not at all
5. The student has overcome setbacks in order to meet an important challenge.
Very much Mostly Somewhat Not much Not at all
6. When a classmate or peer is in need, the student offers to help.
Very much Mostly Somewhat Not much Not at all
7. When conflicts arise, the student participates in peaceful resolutions.
Very much Mostly Somewhat Not much Not at all
8. When encountering problems or challenges, the student asks for help.
Very much Mostly Somewhat Not much Not at all
9. The student is adept at working or playing as part of a team.
Very much Mostly Somewhat Not much Not at all

What else would you like to tell us about this student?

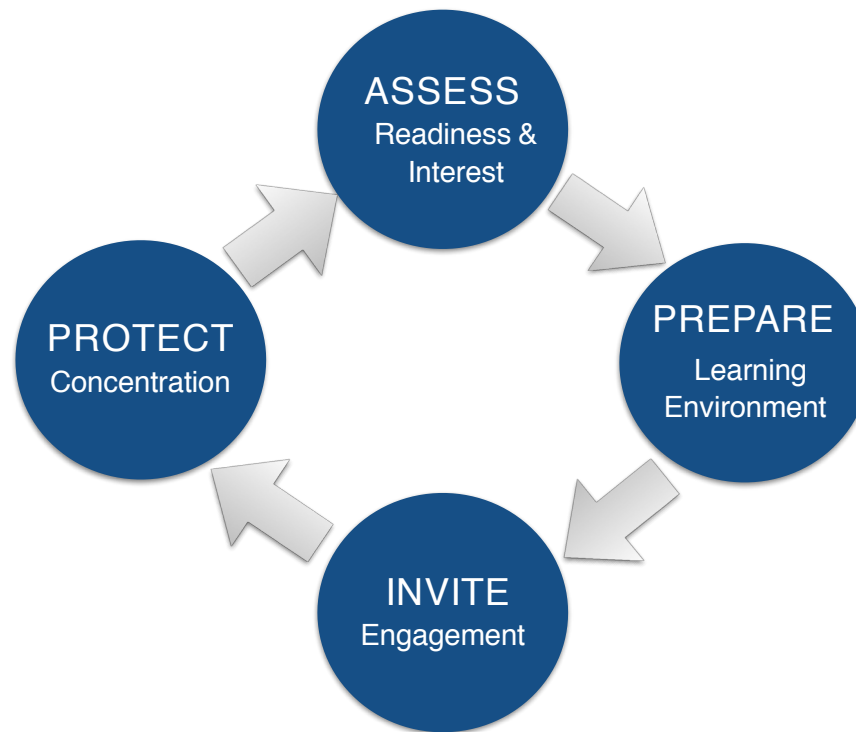
INSTITUTIONAL OUTCOMES

Families	Staff
ENGAGEMENT Attendance #/%	GROWTH Appraisal Results
RETENTION #/%	RETENTION #/%
WAITING LIST #	
CLIMATE/SATISFACTION Surveys, Focus Groups	

Key Primary Teacher Moves



A Cycle of Practice



Key Elementary Teacher Moves



Developmental Dashboard

INPUTS		CHILD OUTCOMES			INSTITUTIONAL OUTCOMES	
Program Level	Classroom Level	Screens	Benchmarks	Summative	Families	Staff
FAMILY EVENTS #	LESSON STUDY #	MEFS Scores	EFs & SEL Inventories	EFs & SEL Surveys	ENGAGEMENT Attendance #/%	GROWTH Appraisal Results
HOME VISITS #	CHILD STUDY #	PPTV Scores	LANGUAGE Inventories	LANGUAGE State Scores	RETENTION #/%	RETENTION #/%
PIPELINE #	OBSERVATIONS #	NEW FAMILY QUESTIONN AIRE	MATHEMATICS Inventories	MATHEMATICS State Scores	WAITING LIST #	
PD HOURS #	DERS Scores		CULTURAL Inventories	CULTURAL Inventories	CLIMATE/SATISFACTION Surveys, Focus Groups	
EER Scores	ACSES Scores					