

National Center for Montessori in the Public Sector Wide-Scope Assessment: Recommended Practices

Charter authorizers are tasked with ensuring that each school in their portfolio is living up to the promises of its charter in serving students well. The fact that this promise looks different for different models, including for Montessori, has been somewhat lost to a unique focus on math and language achievement assessments.

In response to this, the US Department of Education funded the Charter School Institute's A-Game Initiative to work with authorizers and school models to develop recommended practices for assessing unique models of schooling.

To address the unique promise of Montessori education, A-GAME worked with the National Center for Montessori in the Public Sector (NCMPS) to develop rigorous, attainable goals for public Montessori schools:

- The metrics outlined below include academics as well as measures that fall outside of most states' required assessments, such as executive function, creative thinking, social-emotional development, and student engagement. All measures assess developmental growth over time.
- Research has shown a cumulative effect of exposure to Montessori pedagogy and curriculum. For this reason, these **targets take into account the length of time a student has engaged with the curriculum.**

Using this Guide for Wide-Scope Assessment

This approach recommends three categories of measures to assess public Montessori programs:

- Executive Functioning, Creative Thinking, and Social-Emotional Development
- Academics
- School Climate

In the goals below, the following abbreviations are used to recognize length of time a student has engaged with the curriculum:

- FYOE: First full academic year of enrollment
- SYOE: Second full academic year of enrollment
- TYOE: Third full academic year of enrollment

Calculations are shown as fractions:

$$\frac{\text{numerator}}{\text{denominator}}$$

Executive Functioning, Creative Thinking, and Social-Emotional Development

#	Goal	TYOE	SYOE	FYOE
1	Students will show EF skills by meeting or exceeding national developmental benchmarks using the Minnesota Executive Function Scale (MEFS).	80% of students are at or above 45th percentile, or have improved since the start of the year.		
<p>Percentage calculation:</p> $\frac{\begin{array}{c} \# \text{ of students at or above 45th percentile} \\ + \\ \# \text{ of students who improved since the start of the year} \end{array}}{\# \text{ of enrolled students for that full academic year (FAY)}} \text{ per your state, authorizer, or school policy}$				
#	Goal	TYOE	SYOE	FYOE
2	Students will demonstrate creativity as measured by an assessment (TBD).			
#	Goal	TYOE	SYOE	FYOE
3	Students will demonstrate Social Emotional Competency by scoring in the <i>Strength</i> and <i>Typical</i> ranges on the Devereux Center for Resilient Children’s DECA (PK3-5) or DESSA (K-8) assessment, or by showing growth towards these ranges.	Each school sets targets based on regional or first-year data. Only FAY students are assessed.		
<p>Percentage calculation:</p> $\frac{\begin{array}{c} \# \text{ of students who score in Strength} \\ + \\ \# \text{ of students who score in Typical} \\ + \\ \# \text{ of students who do not score Typical or Strength,} \\ \text{but who show measurable growth} \end{array}}{\# \text{ of FAY students eligible for the DESSA/DECA assessment}}$				
<p>Note: You can include non-test takers in the denominator or remove them from the equation if you have another way of capturing participation rates.</p>				

Academics

#	Goal	TYOE	SYOE	FYOE
4	Students in grades K, 3, and 6 will achieve the expected academic outcomes of a 3-year Montessori cycle as measured by the NCMPS Montessori Skills Inventory .	90% of students in grades K, 3, and 6 apply at least 75%, and refine 25% of the skills.	90% of students in grades K, 3, and 6 apply or refine at least 75% of the skills.	90% of students in grades K, 3, and 6 apply or refine at least 60% of the skills.
<p>Percentage calculation:</p> $\frac{\begin{aligned} &\# \text{ of TYOE students in grades K, 3 and 6 applying at least 75\% AND refining 25\% of the skills} \\ &+ \\ &\# \text{ of SYOE students in grades K, 3 and 6 applying at least 75\% of the skills} \\ &+ \\ &\# \text{ of FYOE students in grades K, 3 and 6 applying or refining at least 60\% of the skills} \end{aligned}}{\begin{aligned} &\# \text{ of TYOE students in grades K, 3, and 6} + \\ &\# \text{ of SYOE students in grades K, 3, and 6} + \\ &\# \text{ of FYOE students in grades K, 3, and 6} \end{aligned}}$				
#	Goal	TYOE	SYOE	FYOE
5	Students will demonstrate achievement or growth in Reading/ELA as measured by NWEA MAP, STAR, i-Ready, DIBELS or other benchmark reading assessment.	<p>Median growth percentile (MGP):</p> <p>50 or higher</p> <p>OR</p> <p>90% of students score at grade level OR meet their growth targets</p>	<p>MGP:</p> <p>45 or higher.</p> <p>OR</p> <p>90% of students score at grade level OR meet their growth targets</p>	<p>MGP:</p> <p>40 or higher</p> <p>OR</p> <p>90% of students score at or above grade level OR meet their growth targets</p>
<p>Percentage Calculation:</p> <p>Median Growth Percentile (MGP) in Reading/ELA (calculated by Testing Company)</p> <p>MGP for TYOE students is 50 or higher MGP for SYOE students is 45 or higher MGP for FYOE students is 40 or higher</p> <p>OR</p> <p>For Reading/ELA</p> $\frac{\begin{aligned} &\# \text{ of FAY students at grade level per the testing company} + \\ &\# \text{ of FAY students not at grade level and meet growth target} \end{aligned}}{\# \text{ of FAY students}}$				

#	Goal	TYOE	SYOE	FYOE
6	Students will demonstrate achievement or growth in Math as measured by NWEA MAP, STAR, i-Ready or other benchmark math assessment.	Median growth percentile (MGP): 50 or higher OR 90% of students score at grade level OR meet a growth percentile of at least 45	MGP: 45 or higher OR 90% of students score at grade level OR meet a growth percentile of at least 40	MGP: 40 or higher. OR 90% of students score at or above grade level OR meet a growth percentile of at least 35
<p>Percentage Calculation:</p> <p>Median Growth Percentile (MGP) in Math (calculated by testing company)</p> <p>MGP for TYOE students is 50 or higher MGP for SYOE students is 45 or higher MGP for FYOE students is 40 or higher OR For Math</p> $\frac{\text{\# of FAY students at grade level per the testing company} + \text{\# of FAY students not at grade level but meet growth target}}{\text{\# of FAY students}}$				
#	Goal	TYOE	SYOE	FYOE
7	TYOE students in 3rd grade and above meet or exceed grade level expectations on end-of-year state assessment in Reading/ELA.	TBD – based on local state context and average proficiency rates	N/A	N/A
<p>Percentage Calculation:</p> $\frac{\text{\# of TYOE students who score on grade level}}{\text{\# of TYOE students}}$				
#	Goal	TYOE	SYOE	FYOE
8	TYOE students in 3rd grade and above meet or exceed grade level expectations on end-of-year state assessment in Math.	TBD – based on local state context and average proficiency rates	N/A	N/A
<p>Percentage Calculation:</p> $\frac{\text{\# of TYOE students who score on grade level}}{\text{\# of TYOE students}}$				

School Climate

#	Goal	TYOE	SYOE	FYOE
9	Families will re-enroll in the school.	At least 85% re-enroll each year, with a target of 95%.		
<p>Percentage Calculation:</p> $\frac{\text{\# of students who re-enrolled in the fall}}{\text{\# of students enrolled last fall who were ELIGIBLE to return to school}}$				
<p>Ineligible students</p> <ul style="list-style-type: none"> • Students in their final year at the school (e.g., grade 3 or 6) • Cohort of students transitioning from grade 5 to 6 (there are extenuating valid reasons for families to switch schools for grade 6) • Students who moved out of state or district or are otherwise unable to attend school (e.g., chronic illness) 				
#	Goal	TYOE	SYOE	FYOE
10	Students will attend school regularly.	At least TBD% attendance based on local attendance averages (should be same or better than local averages)		
<p>Percentage Calculation:</p> $\frac{\begin{aligned} &\text{\# of days student A attended school} + \\ &\text{\# of days student B attended school} + \\ &\text{\# of days student C attended school [...] } \end{aligned}}{\begin{aligned} &\text{\# of days student A was enrolled in school} + \\ &\text{\# of days student B was enrolled in school} + \\ &\text{\# of days student C was enrolled in school [...] } \end{aligned}}$				
(NOTE: Excused or unexcused absences are treated the same or differently in accordance with state or authorizer policies.)				

Disaggregated Measures

For every goal above, measure the results disaggregated by groups represented in your community such as:^{1, 2}

- Gender
- Race and ethnicity
- Students with disabilities
- Students from low-income families
- Students learning English
- Students in foster care
- Students experiencing homelessness
- Students from military families
- Students from migrant families

Schools should strive for no performance gaps and should address gaps when they arise.

For reporting, schools should follow state guidelines on minimum numbers of students represented in the denominator. For school improvement planning, schools may look at disaggregations with any size denominator for internal use only.

Calculations are done as follows for all groups being examined:

$$\frac{\begin{array}{l} \# \text{ of TYOE students who identify as [X] who met target} + \\ \# \text{ of SYOE students who identify as [X] who met target} + \\ \# \text{ of FYOE students who identify as [X] who met target} \end{array}}{\# \text{ of students who identify as [X]}}$$

For categories such as race with multiple identifiers, the above calculation is done for each subgroup separately. For example, a student identifying as both Latine and Black is counted in both groups' totals.

¹ Data Quality Campaign, <https://dataqualitycampaign.org/>

² For internal school improvement, A-Game and NCMPs recommend that the disaggregation of each of these measures be looked at regardless of size of subgroup.