

1.4 Performance Management

14 Del. C. §§ 512(4)-(7)

The DDOE will evaluate every charter school's performance annually and for renewal purposes according to a set of academic, financial, and organizational performance standards, known as the Charter Performance Framework, which will be incorporated into the Performance Agreement. **(Note!** The Performance Agreement is enforceable as part of the school's Charter Contract.)

- The academic performance standards will be in accordance with 14 Del. C. § 512(4) and will consider status, growth, and comparative performance based on federal, state, and school-specific measures.
 - The financial performance standards will be based on standard accounting and industry standards for sound financial operation.
 - The organizational performance standards will be based primarily on compliance with legal obligations, including the fulfillment of the Board's fiduciary obligations related to sound governance.
 - The Charter Performance Framework may be found [here](#):
 - Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).
1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

SMS will track students' growth and proficiency in ELA, mathematics, science, and social studies as described below.

SMS will open with children in grades K-3rd grade. This will require that we have adequate performance assessments to monitor children's progress prior to their first state assessments. The school will follow a timeline for formative and summative assessments reflected in the tables below.

ELA formative and summative assessments will be administered on the following timeline:

Language Arts Data Collection Timeline for Summative Assessments			
The following assessments are summative assessments that document children’s progress over longer periods of them. They are administered at the beginning, middle, and end of the school year.			
DIBELS - Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, Retell Fluency and Oral Reading Fluency (Kaminski, Good, Smith, & Dill, 2003). TROLL – (Dickinson, McCabe, & Sprague, 2003). Developmental Reading Assessment Text Levels and Word Analysis. (Beaver & Carter, 2003) Writing Samples – DDOE writing rubrics Spelling Inventory – Words Their Way		DIBELS - Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, Retell Fluency and Oral Reading Fluency (Kaminski, Good, Smith, & Dill, 2003). Developmental Reading Assessment Text Levels and Word Analysis. (Beaver & Carter, 2003) Writing Samples – DDOE writing rubrics Spelling Inventory – Words Their Way	
	Fall	Winter	Spring
Kindergarten	DIBELS Writing Assessment	DIBELS DRA (Developmental Reading Assessment) Spelling Inventory Writing Assessment	DIBELS DRA (Developmental Reading Assessment) Spelling Inventory Writing Assessment
Grade 1	DIBELS DRA (Developmental Reading Assessment) Spelling Inventory Writing Assessment	DIBELS Spelling Inventory Writing Assessment	DIBELS DRA (Developmental Reading Assessment) Spelling Inventory Writing Assessment

Mathematics Formative and Summative Assessment Schedule:

Common Core Domain	Third Period of Montessori Lesson: Observation		TERC Investigations ³ / Connections (6 th grade)			DIBELS Math 3 time a year
	Anecdotal Records	Journals	Assessment Checklists	Portfolios	Embedded Benchmark Assessments	
Mathematics Processes and Proficiencies	X	X	X	X	X	
Counting and Cardinality	X	X	X	X	X	X
Numbers and Operations in Base 10	X	X	X	X	X	X
Numbers and Operations Fractions	X	X	X	X	X	
Operations/Algebraic Thinking	X	X	X	X	X	X
Geometry	X	X	X	X	X	X
Measurement and Data	X	X	X	X	X	X

Science: Sussex Montessori School has a memorandum of understanding with the Delaware Science Coalition, and will use assessments described on the DSC website: <https://www.doe.k12.de.us/Page/513>

Social Studies: Sussex Montessori School has a memorandum of understanding with the Social Studies Coalition of Delaware, and will use assessments such as those listed on the SSCD website: <http://www.sscde.org/lessons/search.asp>

Data will be reviewed for individual students, and cohorts will be analyzed with aggregated data for individual classrooms and for the following demographic groups:

- All students
- American Indian/Alaska Native
- African American
- Asian
- Hawaiian/Pacific Islander

- Hispanic
- White
- Multiracial
- English Learners
- Students With Disabilities
- Students who are Economically Disadvantaged

Performance data will be shared with parents, teachers and the Board to determine areas of success and needed improvement. This data, collected over time, will be provided to DDOE as a part of the charter contract.

- 2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.**

SMS teachers will collect data on student performance through the use of standardized assessments described above. In addition, journals, observational notes, and student work will be collected for baseline information, and for formative progress and summative data. SMS's Head of School and Education Director will aggregate, analyze, and distribute the information on academic performance. All information will be used to inform professional development to improve curriculum content, delivery, and application within the Montessori setting, and teacher classroom management. Summative assessments will be used to demonstrate a students' progress in both their personalized educational plans and in comparison to peers.

- 3. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.**

Each year, the Head of School will participate in a full-day review of student achievement with teachers and support staff to discuss the academic performance of the school based on the aggregated data from standardized assessments and other data (classroom observations, discipline data, etc.) to determine the needs of the school for improving school-wide performance. This includes understanding the assessment data, how the information aligns with the approach of the Montessori Method, and if there are additional needed materials, professional development for teaching staff, or services for students. The outcome of this review will inform the development of the budget for improving student performance in the upcoming school year. The head of school and staff will also discuss and set targets to be achieved for the following year based on the Delaware School Success Framework.

The information from this review will be provided to the SMS Operational Board by the Head of School. If the school continues to perform poorly through a subsequent year, the Board will address the issue through the School Leader's and Educational Director's performance reviews, by reviewing and/or amending expectations of teacher quality and performance, and in appraising operational management of the school and the delivery of needed resources to the classroom. This will include whether the pedagogic approach needs to be modified to address how student performance can meet state assessment targets. If by the third year, student performance has not improved, the Board will address the operational and leadership approach of the school and determine what changes are needed.

In the case of a particular teacher having unmet achievement goals for students, the Head of School will meet with the teacher to develop an improvement plan for the area(s) in question and a plan for monitoring student progress in those areas more closely. If the teacher does not meet improvement goals in the agreed upon time frame, the Head of School will determine what change is needed.

4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

SMS will utilize the tools on the Delaware System of Student Assessments (DeSSA) portal applications, including the Online Reporting System. SMS will align its assessment application schedule to the State schedule.

SMS will also utilize the First State Financials system as its accounting system and PHRST as its payroll accounting system. These tools will provide on-demand reports (which will be used weekly, monthly, and yearly) for continuous assessment of the financial status of the school. It will also be used to assist with budgeting and reviewing projections for long-term financial planning. The information will be shared monthly with the Operating Board and the Citizens Budget Oversight Board.

Lastly, the school will utilize E-School as its primary source of information on students, including enrollment, attendance, demographic data, tracking of student address (particularly important in serving transient student populations) and for the application of the unit count system. This information will supply enrollment information for the purposes of establishing the budget.

School employees will participate in on-going technical assistance sessions provided by DOE and others to ensure appropriate competence in managing data and its application.

- 5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.**

The school leadership team and SMS Operational Board will use the Organizational Framework to monitor all areas of the school's performance. Board Committees will be developed to focus on each area of the Organizational Framework including student achievement, financials, enrollment, the education program, and human resources. Monthly board meeting will devote time to specific areas of the Organizational Framework and progress related to the specific areas that have been identified for detailed monitoring. Specifically, particular areas of the Organizational Framework will be monitored as outlined in this chart:

Organizational Framework Area	Accountable Staff/ Board Committee	Reports to the Board:
Student Progress, Overall Student Achievement, proficiency of subgroups in math and reading	Education Director Head of School Teachers	Reports timed with DeSSA assessment results
Financial Performance including: current ratio, unrestricted cash, cash flow, debt service, contracts with service providers	Head of School Board Finance Chair Board Finance Committee	Monthly financial reports Annual Audit Report
Enrollment and Marketing reports - ensure that the school complies with all policies and practices related to admissions, lottery, wait lists and recruitment. Monitors school's attendance goals.	Board Committee Head of School	Monthly report to the board
Compliance with Legal requirements for educational program for students with disabilities	Leadership Team – Head of School, IST Team, and Education Director	Annual Report to Board about compliance issues and areas to be addressed
Record Maintenance – Student, Personnel, and other records are maintained and accessed according to privacy guidelines. Maintains staff credentials and CBC records.	Head of School Education Director	No reporting required unless there is an issue

Management of service contracts	Head of School Finance Committee	Reporting as needed for board approval according to bylaws.
Governance – review of bylaws, hold elections for board offices and positions	Executive Board – Meets by-monthly	Annual review of bylaws Annual election process Annual signing of conflict of interest statement
Facilities, grounds, transportation, nursing, food services, fire codes, certificates of occupancy, insurance	Board Committee Head of School	Meets Monthly and provides a monthly report to the Board.
Performance Goals – HOS	Board Chair and Executive Committee complete performance review of Head of School annually	Provides confidential annual report to Board

- 6. Describe any mission-specific academic goal(s) that the school plans to use. State your mission-specific goal(s) clearly in terms of the measure(s) to be used, the rationale(s) for each measure, and the targets that you plan to use to assess student academic performance against these goals. (Note! mission-specific goals are optional unless you are proposing to serve students at-risk of academic failure.)**

The mission of the Sussex Montessori School (SMS) is to nurture the development of empathetic, collaborative, persistent and innovative global and community citizens in accordance with the time-tested philosophy of Maria Montessori. Accordingly, a mission-specific goal is to ensure that Sussex Montessori School provides an authentic Montessori education.

This goal will be monitored by the leadership team and the Board using the National Center of Montessori in the Public Sector's [Rubric of Essential Elements of Montessori Practice in the Public Schools](#). The rubric provides a set of descriptors that can assist SMS in determining how well it is implementing a Montessori program. The rubric addresses, 1) the Montessori adults, including qualifications for teachers, recruitment strategies, and preparation of assistant teachers, 2) the Montessori Learning Environment, including mixed-age groupings, the Montessori scope and sequence, specialty programs, uninterrupted work periods, fully equipped classrooms, student choice, access to real-world activities, and integration of the Montessori curriculum with CCSS, state standards, ELL and Special Education students, 3) family engagement including home/school partnership, parent education, a home-school association, 4) Leadership and Organizational development including credentials of school leadership, vision, membership in Montessori professional organizations, and 5) assessment including measures of academic achievement and

alternative measures of executive functions, observation and qualitative assessment, classroom-based assessment, and student self-assessment.

This rubric will be used by the school leadership, teaching teams, and the Board to continually evaluate and refine the practices at SMS to ensure delivery of a high-quality Montessori program.

- 7. If you are proposing to serve students who are at-risk of academic failure, pursuant to 14 DE Admin. Code § 275.4.2.1.5, describe the expected performance of each student on the State’s mandatory assessments in each grade during the initial charter period and what, if any, portion of the Performance framework (see link below) shall or shall not apply to the school, or shall be modified to more appropriately measure the performance of the school. (Note! Applicants proposing to serve students who are at-risk of academic failure are required to have one or more mission-specific goals.)**

Since SMS is not proposing to predominantly serve students who are at-risk of academic failure, this is Not Applicable.

<http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/151/CharterPerfFramework.pdf>