



**PULLMAN PUBLIC
COMMUNITY FREE
MONTESSORI K-9**

Pullman Community Montessori

Board Meeting Special

Date and Time

Mon Mar 25, 2024 at 4:30 PM PDT

Location

Room 115

Gladish Center

115, Olsen Street, Pullman, WA 99163

Public comment is reserved for regular board meetings. If you would like to make public comment please attend one of the regularly scheduled board meetings.

The purpose of this special session of the board is to take care of business that was postponed from the regular board meeting session of 3/21/2024:

- Review annual report for 22 - 23 school year
- Discuss enrollment projections for 24 - 25 school year, ahead of the Open Public lottery on March 28th.

Additional business:

- Brainstorm and prioritize action items in response to the Notice to Revoke

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance		Beverley Wolff	1 m

	Purpose	Presenter	Time
B. Call the Meeting to Order		Robin McDonald	1 m
II. Business postponed from 3/21/2024			4:32 PM
A. Annual Report	Discuss	Robin McDonald	5 m
Since our last meeting, trustees have individually reviewed the annual report. This time is set aside for discussions and questions.			
B. Projected enrollment for 24 - 25 school year	Discuss	Robin McDonald	10 m
Trustees have reviewed preliminary scenarios for the 24 - 25 academic year, and will discuss projected enrollment.			
III. Other Business			4:47 PM
A. Planning Session	Discuss	Robin McDonald	25 m
Brainstorm and prioritize action items in response to the Notice to Revoke			
IV. Closing Items			5:12 PM
A. Adjourn Meeting	Vote	Beverley Wolff	1 m

Grounding Docs: [Board Norms-We are LEADERS too-Structure and Responsibilities Overview](#), [PCM Logic Model](#), [EEMPS Rubric](#), [School-Wide Reflective Practice Inventory](#), [Bylaws](#)

Resources: Key Resources BOX Folder, [OPMA Resources](#), [App Board Commitments & Background](#), [Committee Descriptions](#), [Org Charts](#), [Board Member Application Full Packet](#), [Prospective Board Member Questionnaire](#)

Coversheet

Annual Report

Section: II. Business postponed from 3/21/2024
Item: A. Annual Report
Purpose: Discuss
Submitted by:
Related Material: PCM Annual Performance Report - 2022-23 SY (005) (1).docx



Annual Performance Report

2022-2023

Pullman Community Montessori (PCM) is Washington States first Public Montessori charters school and Pullman's first and only public choice option. We believe ALL students deserve the opportunity to have the education that works best for them! PCM's mission is to prepare all students to reach their full potential for future success in high school, college, career, and life, using the rich resources of our community.

The following information provides a snapshot of the data collected about PCM during the 2022-23 school year. The 2022-23 school year marked the second year of operation for PCM. Our recurrent enrollment was 76% for the 2022-23 SY, 20% up from our first year of operation and 2% below our desired target for the year. Parent satisfaction rating by the end of the 2022-23 school year were in excess of an 80% satisfaction rate. PCM experienced a number of challenges opening during COVID but was able to improve on the base that it established, including securing a hybrid Montessori Coach – Director of Academic Programs, expanding our food service program, and starting our Transportation program, which included two buses and a qualified driver. The school's growth required the hiring of 6 new staff positions: bus driver, office assistant, a second younger elementary guide (AKA teacher), an Instructional Assistant to support the second younger elementary guide, a second special education Instructional Assistant, and a school counselor. While the school received funding in the mid-fall to hire a school counselor, we were unable to secure a counselor for the school year. There was a significant shortage of counselors in the area. Our schoolwide staff retention rate at the end of the school year was 69% (includes classroom, administrative, and operational staff).

According to NWEA MAP¹ assessment data, over half of our students came in between 1 to 2.5 years below grade level. While many students realized significant academic growth, the needs of mental health and social-emotional growth were high and had more impact than in pre-pandemic years on students' ability to make pre-pandemic projected academic growth. This year students in grades 3-5 participated in the statewide Smarter Balanced Assessment (SBA) for Reading and Math. The 5th grade participated in the Washington Comprehensive Assessment of Science (WCAS).

From reflections, data analysis, and feedback from last year, PCM's staff will focus on the following for the 2022-23 school year:

- Amplify the emphasis on place-based and project-based learning for older elementary students, in anticipation of a shift towards a student demographic that supports a more authentic Montessori environment in the coming years. This period will focus on utilizing place-based project-based learning to equip students with the leadership skills necessary

¹ NWEA MAP (Northwest Evaluation Association – Measure of Academic Performance) is a widely used adaptive assessment for English Language Arts and Math performance that is taken three time per year at PCM. MAP is nationally normed and used to measure and support student growth.



Annual Performance Report

2022-2023

for success in the Adolescent Community Program, ensuring a seamless transition that aligns with Montessori principles.

- Fortify the special education inclusion model by increasing dedicated planning time for collaboration between special educators and classroom guides. This will ensure that all students receive the support they need within a fully inclusive environment.
- Establish a comprehensive and vertically integrated social and emotional learning (SEL) curriculum to foster a positive atmosphere within classrooms and throughout the school. This initiative aims to build a cohesive, supportive community for all students and staff.
- Initiate the formation of student, parent, and community councils, and enhance educational opportunities for parents. These councils will serve as platforms for active engagement, feedback, and collaboration, strengthening the school-community partnership.

If you have any questions about the data, please feel free to reach out to office@myPCm.org. Families and community members are encouraged to provide feedback to the school through surveys, our website, email, phone, and/or 1:1 meetings. This can be any time of year. Our program is dedicated to a continuous cycle of improvement and feedback is imperative for the process.

Sincerely,

Laylah Bewick
Pullman Community Montessori - Head of School



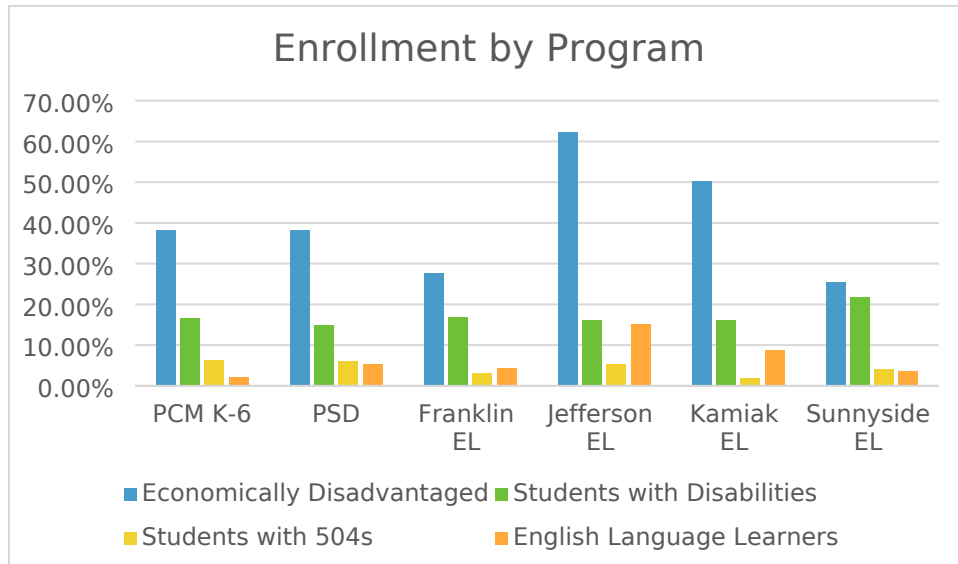
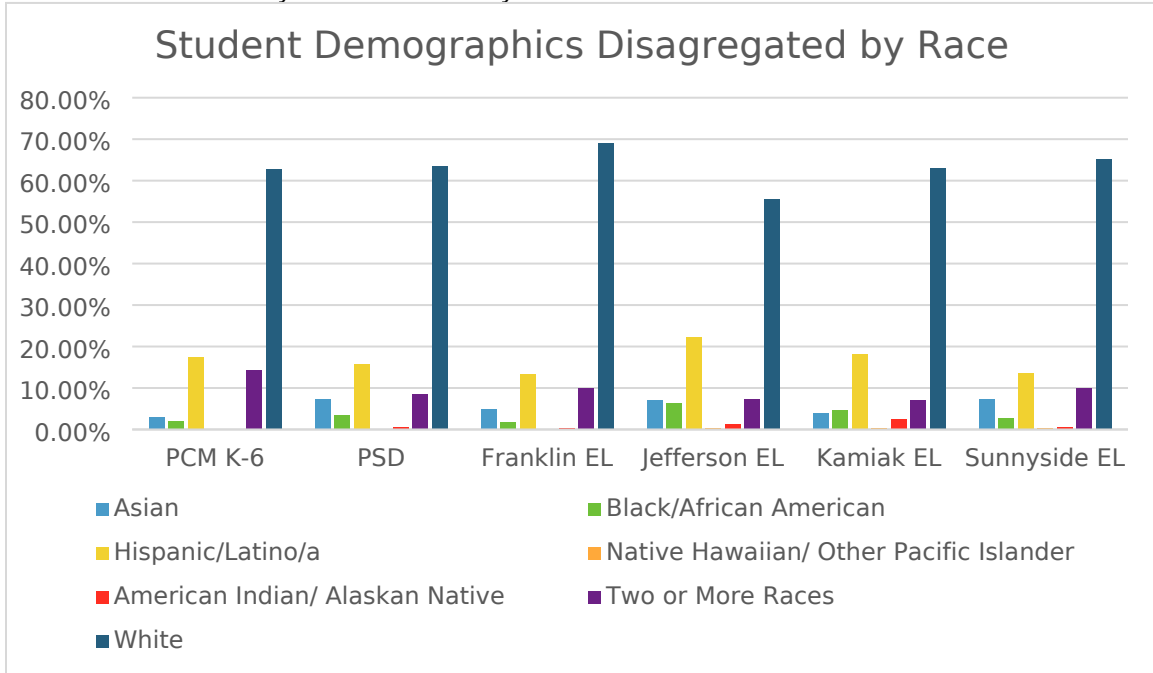
Annual Performance Report 2022-2023

PCM 2022-23 CORE DATA SUMMARY

2022-23 Demographic Data Comparisons

PCM 2022-23 enrollment data is based off of 97 students.

Key: EL = Elementary, PSD = Pullman School District



Average Daily Attendance

(Students attending 90% or more of the school days.)

43.8%



Annual Performance Report 2022-2023

Social Emotional Learning

As PCM’s model is focused on whole-child development, elevating executive functioning and social-emotional skills development to that of academics, PCM measure growth in the area through an assessment called EFgoPro. The assessment is administered three times per year and focuses on measuring growth over time.

PCM students ranked in the 58th national percentile. With intensified efforts PCM expects to see more growth in future years.

2022-23 SEL Results



Class National Percentile **58th**

Score Interpretation				
Approaching	Meets-Low	Meets-Mid	Meets-High	Exceeds
Scored in the 16th percentile or lower for their age.	Scored in the 17th to 83rd percentile for their age.	Scored in the 84th percentile or higher for their age.		
Immediate instruction is highly recommended	Behavior-informed instruction may be appropriate.	Behavior-informed instruction may be appropriate.		
Standard Score Range: 60-84	Standard Score Range: 85-115	Standard Score Range: 116-140		



Annual Performance Report 2022-2023

SEL Growth

The tables below were extracted from the one-pager created in collaboration with Reflection Sciences, creator and host of the EFGoPro Assessment System. To read more about how this assessment is used please read [this one-pager](#).

What are the results?

EF Trend



EF Improvement



The MEFS™ results for each child are adjusted to reflect their standing in a national percentile, considering their age group. The MEFS™ scores for each child reflect their standing, individual scores are then averaged to present a view of our school's EF measurement, as shown in the charts above.

As you'll observe, there was a decline in scores starting in 2020. This trend is not unexpected, given the challenges faced during this period. However, it's encouraging to see a recovery in the subsequent period, especially in Montessori schools. Most notably, Pullman Community Montessori has demonstrated higher growth, as compared to national norms.



Annual Performance Report 2022-2023

State Assessment Results

Academic Performance Score Comparisons: WA State, Home Districts, and Charter Public Schools

- Blank data points are due to no available data or suppression.
- The Home District data below is grade level and student group matched for each school and the sector with their respective home district(s). State data is not matched to charter school grade levels, only student groups.
- * Home District is defined as the traditional public school district in which a charter public school is physically located.
- ** Sector data doesn't include suppressed data

School Year: School Name: Data Source: OSPI Academic Performance

Student Group: Grade Level:

■ % Met Charter**
■ % Met Home District*
■ % Met State

School Name	District Name	Student Group	Grade Level	School Year	ELA			Math			Science		
Pullman Community Montessori	Pullman School District	All Students	All Grades	2022-23	30.0%	62.7%	50.7%	30.0%	61.0%	39.1%	63.6%	67.8%	42.9%
			3rd Grade	2022-23		60.3%	47.7%		65.5%	50.3%			
			4th Grade	2022-23		60.1%	49.0%		60.3%	48.2%			
			5th Grade	2022-23	45.5%	68.8%	52.5%	36.4%	58.9%	40.9%	63.6%	67.8%	50.9%
			6th Grade	2022-23		60.9%	46.3%		59.8%	36.7%			
					% Met C..	% Met Hom..	% Met State	% Met C..	% Met Hom..	% Met State	% Met C..	% Met Hom..	% Met State



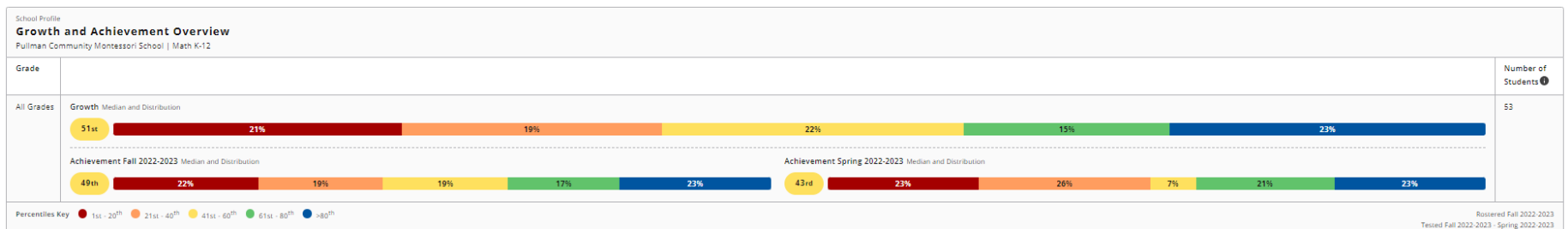
Annual Performance Report 2022-2023

State Assessment Results by Skill Level

	ELA	Math	Science
Percent Level 1	33.3%	53.3%	36.4%
Percent Level 2	36.7%	16.7%	0.0%
Percent Level 3	13.3%	20.0%	54.5%
Percent Level 4	16.7%	10.0%	9.1%
Percent Met Standard	30.0%	30.0%	63.6%

While PCM intends to continue to focus and strengthen our support to increase student academic performance, perspective should be maintained when interpreting SBA scores keeping in mind the number of students coming in significantly below grade level and accounting for student growth within the academic year (according to NWEA MAP) that is not reflected in these summative scores. Additionally, our student population level in grades 3 through 6 can be significantly small (as low as 3 students in a grade level). An example of growth that would not be reflected in SBA scores is displayed below. A student with growth in the 80th percentile or above is making the maximum growth that can be expected while still learning other critical skills and retaining their love of learning.

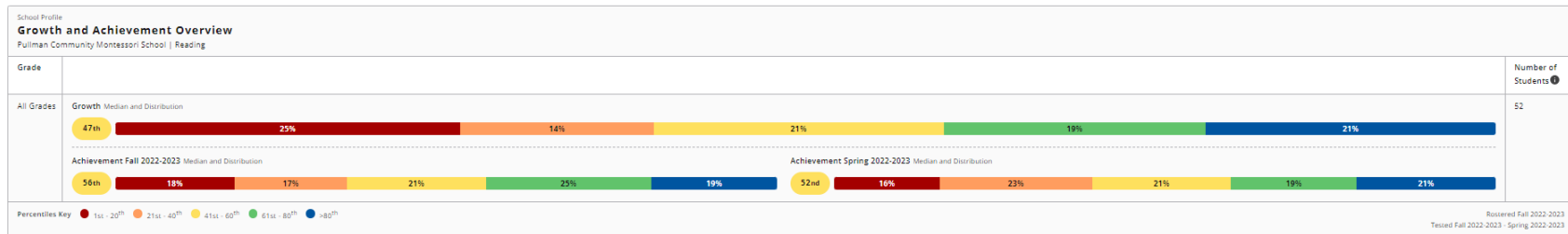
MAP Growth & Achievement – Math





Annual Performance Report 2022-2023

MAP Growth & Achievement – Reading





Annual Performance Report 2022-2023

School Specific Goal Results

Annually, Washington charter schools are required to identify a minimum of two school specific goals, one operational and one academic. PCM's academic school specific goal states: of the students who score Lo and LoAvg on their MAP Reading and Math in Fall 2022, half of them will achieve their MAP Projected Growth goals by the Spring 2023 testing session.

For PCM's Operational School Specific goal, PCM met our goal as assessed using the Essential Elements of Montessori in the Public Sector Rubric that was created by the National Center for Montessori in the Public Sector. The areas of significant struggle were securing and maintaining dual certificated Montessori Guides (aka Teachers) and securing a full-time qualified Montessori instructional coach who also serves as the Director of Academic Programs. It is hoped this will improve as our school grows and implications of COVID reduce over time.

For PCM's Academic School Specific Goal, PCM exceeded our goal in Reading and met our goal in Math:

READING EXCEEDS: >60% of students scoring Lo/LoAvg meet their individual growth projection goals on Spring MAP
PCM = 76% of students classified as Lo or LoAvg on the fall 2022 assessment met or exceeded their projected growth on the Spring 2023 assessment.

MATH MEETS: 50-59% of students scoring Lo/LoAvg meet their individual growth projection goals on Spring MAP
PCM = 50% of students classified as Lo or LoAvg on the fall 2022 assessment met or exceeded their projected growth on the Spring 2023 assessment.



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The school wide data for MAP Reading and Math are reflected in the tables below.

The percentages in column one shows the percentage of students who met or exceeded their growth targets as projected by the fall 2022 MAP assessment. The percentages in the second column, reflect the percentage of students whose achievement level was considered to be in the average or above quintile on the fall 2022 MAP assessment.

KEY

F-S = Fall 2022 to Spring 2023 growth
W-S = Winter 2022 to Spring 2023 growth

School Specific Goal – Reading Results

	F-S Reading Growth	% with achievement AVE or above in F
Whole School	52%	
Younger Elementary (1, 2, 3)	47%	67%
Older Elementary (4, 5, 6)	60%	75%
K (W-S only)	43%	74%

School Specific Goal – Math Results

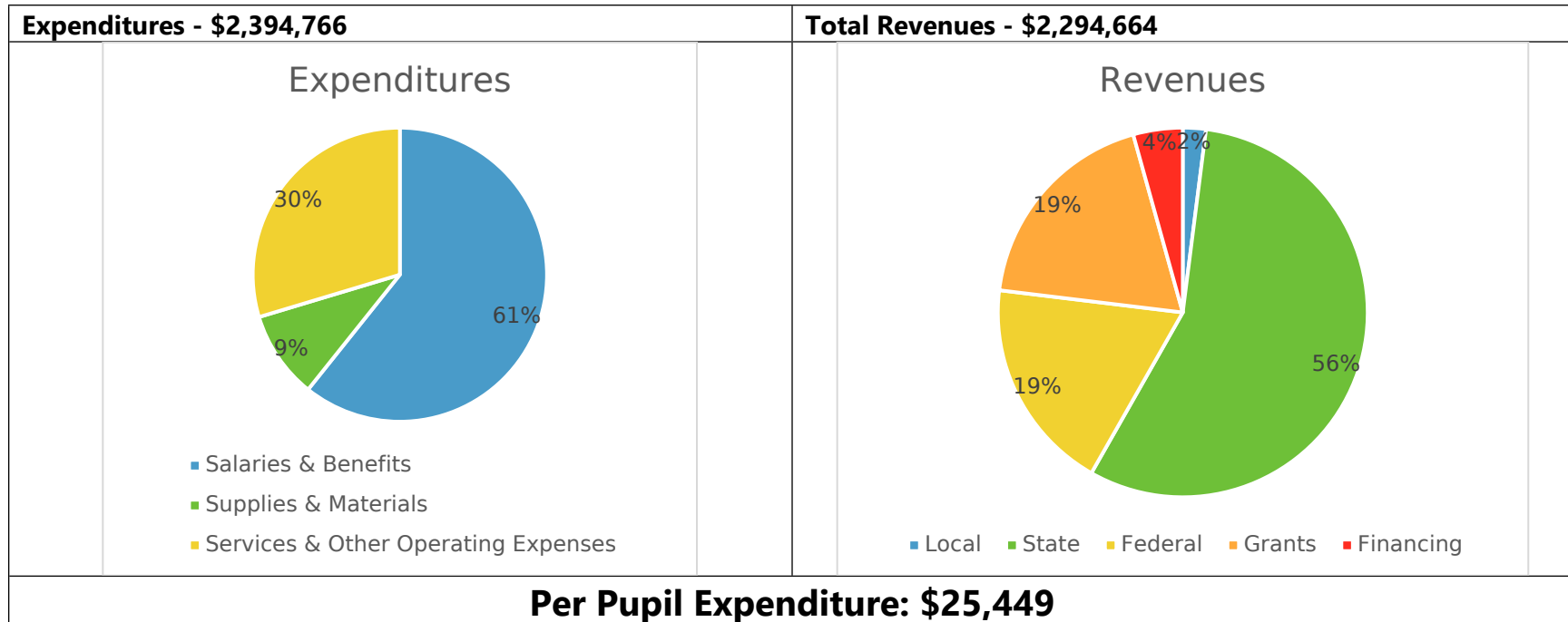
	F-S Reading Growth	% with achievement AVE or above in F
Whole School	55%	
Younger Elementary (1, 2, 3)	50%	50%
Older Elementary (4, 5, 6)	68%	53%
K (W-S only)	77%	88%

*Kindergarten engages in the WaKIDS Inventory of Skills in the fall so kindergarten does not participate in the fall assessment. Kindergarten does participate in the winter and spring assessment to provide them opportunity to engage with computers and assessments prior to their first-grade year.



Annual Performance Report 2022-2023

Per Pupil Expenditure & Budget Overview



Our Facility

Pullman Community Montessori is located within the Gladish Community and Cultural Arts Center. During the 2022-23 school year, we leased a total of 4 classrooms with attached bathrooms, classroom storage spaces, a commercial kitchen space, and an office suite where the main office and breakroom is located. We also had shared usage rights to the gymnasium and outdoor play yard. In the 2023-24 school year we will be adding an additional classroom and a counseling suite to accommodate the school's growth. All of PCM's leased classroom and office spaces have been newly renovated: new floors, paint, acoustic drop ceilings with improved lighting, additions of bathrooms within classroom spaces (if not already present), addition of small kitchenettes (if not already present), updating or adding fire suppression systems, new paint, reconfiguring of some classroom layouts, replacement of main classroom doors with high security metal doors with a high fire rating, bullet resistant glass, and key fab auto-locking doorknobs.