2013-2014 Application Cycle – Results of the In-Person Interview
P. V. Montessori School, Inc.

The Technical Review Panel (TRP) conducted an interview of the applicant, P. V. Montessori School, Inc. (PVM) on November 1, 2012 for the following purposes:

- To evaluate the capacity of the applicant to successfully implement the plan to operate a high-quality charter school,
- To provide the applicant team the opportunity to demonstrate how well they understand and have thought through the plan presented in the written application.

The applicant team present for the interview included the following members of the corporate board: Eva Foster and Daniel Foster.

The interview questions posed by the interview panel addressed the Education Plan, Organization Plan, and Business Plan. The results of the in-person interview are divided into sections aligned to scoring areas of the application. Each row begins with an overall rating for that portion of the interview. The rating options for each section are:

- The applicant provided additional information that improved the TRP's overall evaluation of the applicant.
- The information provided by the applicant did not change the TRP's overall evaluation of the applicant.
- The information provided by the applicant raised additional questions and/or concerns in the TRP's overall evaluation of the applicant.

The last column provides a summary of the responses given by the applicant in italics, and includes the primary questions asked by TRP members.

Rating	Section	Interview Summary
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	Education Plan	1. Walk us through a typical day in the life of a 3rd grade student at your school. *PVM described a typical day in the life of a 3rd grade student. The description demonstrated a clear understanding of the program of instruction, and provided specific details regarding the role of 3rd grade students in a multiage classroom.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>

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The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	Education Plan	2. What does the Montessori education model look like throughout the day for a student who enters below grade level? • If you notice as a Montessori teacher that a student is actively avoiding a certain topic or subject, how do you direct them into it? *PVM described what the Montessori education model provides for a student that enters the school below grade level. The description specifically addressed the support provided to students by the Montessori model and multiage classrooms, as well as the role of teachers in facilitating learning.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	A.1 Educational Philosophy A.2 Target Population	3. Provide detail regarding the connection between the Montessori method and improving pupil achievement in the target population. • How would the Montessori method improve the pupil achievement of this population. • Do you know of any published research that supports the Montessori method with a Hispanic population? *PVM described the target population as including a large Hispanic population and low-income populations in the area that would benefit from the individualized attention and sense of control of the Montessori program. They described published research supporting this program with a comparable population.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	A.3 Program of Instruction	4. If I were to visit a classroom at your school, what would I see that would demonstrate that students were receiving instruction aligned to grade-level Arizona Academic Standards? • How does Montessori instruction and assessment address the increasing rigor of the Common Coe standards? *PVM stated that Montessori methods involve use of concrete materials so alignment may clearly be observed, and gave examples from specific curriculum samples. They stated that the multiage model has the students working on standards at increasing levels of rigor each year.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>

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The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	A.3 Program of Instruction	5. Provide additional details regarding how Montessori methods of assessment allow determination of mastery of Arizona Academic Standards. • The Program of Instruction narrative lists the mastery level of summative assessments as 80%, but the Mastery & Promotion narrative and PMP Strategy III list mastery level as 85%. Can you discuss what the mastery level will be? • Do summative assessments in math always involve manipulatives, or do you also give tests that involve paper calculations? *PVM described a wide range of ongoing formative assessments that are a feature of Montessori education including training students in self-assessment and self-correction. They stated that they would revise the application to ensure a consistent mastery level of 85%.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	A.3.1 Mastery & Promotion	6. Describe the process the school will use to determine grade level promotion/retention. • The Mastery & Promotion narrative states that "if a student is not meeting the grade level standards, a teacher may make a decision to retain a student at his current grade level." Under what circumstances would a teacher make this decision? *PVM described how multiage classrooms allow students to move at an appropriate pace in different areas, with decisions about changing classrooms occurring infrequently and when developmentally appropriate, without social impact.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	A.5 Performance Management Plan	7. The PMP narratives state "Upon gathering and analyzing data on the effectiveness of the action steps, the School Director will present to the Governing Board [a] proposal to update or adopt new action steps." Could you describe how you would analyze the data in more detail? *PVM described the use of the MRX software for teachers to gather data on students several times a day. They stated teachers and the board would monitor the data for trends. They stated that all members of the board except for Mr. Foster are trained educators.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>

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The information provided by the applicant did not change the TRP's overall evaluation of the applicant.	A.6 Curriculum Samples	8. What components will your administrators be looking for to identify an effective lesson plan aligned to Arizona Common Core standards? • You brought up the 3d grade Writing sample. Looking at the assessment and the rubric, could you describe how the listed mastery level demonstrates mastery of the standard that you're addressing? • In the "Scoring Scale and Mastery Level" you identify 8 to 10 points as mastery of the standard, and I would like you to show me on the rubric how the student earns the 8 to 10 points that indicates mastery of that particular Writing standard. • Does the standard address spelling, presentation, references and timeliness? *PVM described a process of working backwards from the standards and identifying what would make the learning engaging to students. They stated that they would need to revise the mastery level on the rubric, but identified alignment between the rubric and the standard.*
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	B.1 Applicant Organization B.2 Governing Body	9. The application states "The Corporate Board has delegated authority on daily operations to the School Board." How will your reporting structure provide effective oversight when the Corporate Board President, School Governing Body President, and School Director are all the same person? *PVM described how, starting as a small school, each member would have several roles, and as they grew the roles would be separated. They stated that having the leadership closely involved in operations allowed for rapid response to concerns.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>
The information provided by the applicant did not change the TRP's overall evaluation of the applicant.	B.3 Management & Operation	10. B.3 indicates that Eva Foster, as School Director, will oversee all instructional operations and a number of business functions, while also being "present in the classroom in a teaching capacity." How will you allocate your daily schedule so that you can meet the needs of your students while also performing the administrative duties with fidelity? • In order to get a better picture, how many students do you have enrolled in your current school? • Could you give us a description of the role of the other adults? *PVM stated Ms. Foster currently performs both instructional and administrative roles in the private school, with the support of other employees. They stated that the school has 54 students enrolled. PVM described the roles of the other employees consistent with the written application package.*

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The information provided by the applicant did not change the TRP's overall evaluation of the applicant.	C.2 Advertising & Promotion	12. How were the costs of your marketing plan determined? • Who were those vendors and which churches are we speaking of? • Does that package deal include a website? *PVM identified vendors not included in the written application package for print advertising and for marketing through nearby churches, but did not identify the vendors contacted for web services.*
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	C.3 Personnel	13. Describe how facility, personnel and resource costs will be divided between the existing private preschool and the charter school. • The C.3 narrative states "In keeping with the Montessori Method of instruction and child development the kindergarteners will be educated together with the private preschool students. The teacher salary for educating the KG students will be allocated to the charter." Why is the Kindergarten teacher's salary fully allocated to the charter school? *PVM stated that the charter school would rent space in the same building as the private preschool. PVM stated that the salary of the Kindergarten teacher would be funded by both the preschool and the charter school based on the number of students from each school in the classroom.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>

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The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	Business Plan	14. The B.3 narrative states "Eva Foster will be the founding School Director. Her experience as a Montessori teacher and successful small business owner uniquely qualifies her for this job." Provide more details regarding the financial history of PV Montessori preschool as evidence of this business success. • The application and your interview you stated that you will be the school director and lead teacher for the charter school. Will you have the same roles in the private preschool or will someone else be running the private preschool. *PVM stated that the preschool opened in 2008 at the start of the recession and that the growth of the business, demonstrated by a waitlist for the preschool, provided the funds to start up the charter school. They stated that Ms. Foster will work exclusively at the charter school, with a current teacher leading the private preschool, and that Mr. Foster would divide his time as business manager between the schools.* <u>The applicant provided information in the interview which should be incorporated in the narrative.</u>