

**AGENDA ITEM EXECUTIVE SUMMARY**

- I. **Public Education Commission Meeting Date:** January 15, 2016
- II. **Item Title:** Discussion And Possible Action On Performance Frameworks  
For The Following Charter Schools
  - A. Taos International School
  - B. Explore Academy
  - C. La Tierra Montessori School of the Arts and Sciences
  - D. Sandoval Academy of Bilingual Education
  - E. Health Leadership Charter High School
  - F. Cottonwood Classical Preparatory School
  - G. Taos Academy
  - H. North Valley Academy

I. **Executive Summary and Proposed Motions:**

The performance frameworks presented in today's materials include performance frameworks for which the individual academic and mission specific goals were retained from the prior year as well as for which renegotiations were conducted by a subcommittee of the PEC to make revision to the prior years' individual academic and mission specific goals.

**Proposed Motions:**

-Move to approve the 2015-2016 Performance Framework with performance indicators for [SCHOOL NAME].

-Move to deny the 2015-2016 Performance Framework with performance indicators for [SCHOOL NAME] (PEC to list the reasons).

# Taos International School

# **New Mexico Public Education Commission Charter School Performance Framework**

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**For the 2015-2016 Academic School Year**

**For Taos International School**

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

### **Conditions placed on the School by the Authorizer, if any:**

The following conditions were placed on the school by the cabinet secretary in her decision, dated February 12, 2013.

<b>Conditions</b>	<b>Actions</b>	<b>Status</b>
The Taos International School (TIS) Board will meet its Board of Finance standing requirements by end of year 1	The PEC voted approval of the school's Board of Finance standing at its June 6, 2013 meeting.	Completed
The TIS Board will complete the Planning Year Checklist by end of year 1.	TIS has worked on its checklist and it will be reviewed by CSD staff on May 13, 2014, and reported to the PEC at its June 14, 2014 meeting.	Completed
The TIS will secure a facility that meets PSFA approval.	TIS has identified a facility and is working with PSFA to ensure that the facility meets state requirements.	Completed

### **NOTES**

The school has requested to drop the WIDA/ACCESS goal from last year. The PEC has agreed.

The school does not plan to implement the Mandarin Chinese language learning program until students reach grade 4, or in 2016-17. They will add a Mandarin Chinese language performance indicator at that time.



# **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

## **REQUIRED ACADEMIC PERFORMANCE INDICATORS**

### **1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM**

#### **1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?**

**Exceeds Standard:**

☐ The school received an A on the state's grading system.

**Meets Standard:**

☐ The school received a B on the state's grading system.

**Meets Standard:**

☐ The school received a C on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

**Does Not Meet Standard:**

☐ The school received a D on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades

**Falls Far Below Standard:**

☒ The school received an F on the state's grading system.

The school will write an improvement plan which they

believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

## 2. MISSION-SPECIFIC INDICATOR(S)

**2.a. SHORT CYCLE ASSESSMENT READING** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

**Grade Level Proficiency.** In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring test as shown on the NWEA MAPS *Grade or Class report*.

**Exceeds Standard:**

☐ The school surpasses the target of this indicator if:

80% or more of students made more than one full year's growth in the reading short-cycle assessment

OR

The student tests "average," "high average" or "high" on the winter or spring short-cycle assessment.

**Meets Standard:**

☐ The school meets the target of this indicator if:

70-79% scores made more than one full year's growth in the reading short cycle assessment

OR

The student tests "average," "high average" or "high" on the winter or spring short-cycle assessment.

**Does Not Meet Standard:**

☐ The school does not meet the target of this indicator if:

60-69% of students made at least one full year's growth in reading short-cycle assessment

OR

The student tests "average," "high average" or "high" on the winter or spring short-cycle assessment.

**Falls Far Below Standard:**

☐ The school falls far below the target of this indicator if:

Less than 60% of students made at least one year's growth in reading short-cycle assessment

OR

The student tests "average," "high average" or "high" on the winter or spring short-cycle assessment.

2.b. **SHORT CYCLE ASSESSMENT MATH.** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

**Grade Level Proficiency.** In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS *Grade or Class report*.

**Exceeds Standard:**

☐ The school surpasses the target of this indicator if:

80% or more of students made more than one full year's growth in the math short-cycle assessment

OR

The student tests "high average" or "high" on the winter or spring short-cycle assessment.

**Meets Standard:**

☐ The school meets the target of this indicator if:

70-79% of students made at least one full year's growth in the math short-cycle assessment

OR

The student tests "average," "high average" or "high" on the winter or spring short-cycle assessment.

**Does Not Meet Standard:**

☐ The school does not meet the target of this indicator if:

60-69% of students made at least one full year's growth in the math short-cycle assessment

OR

The student tests "average," "high average" or "high" on the winter or spring short-cycle assessment.

**Falls Far Below Standard:**

☐ The school falls far below the target of this indicator if:

Less than 60% of students made at least one year's growth in the math short-cycle assessment

OR

The student tests "average," "high average" or "high" on the winter or spring short-cycle assessment.

## **2.c. SPANISH LANGUAGE READING**

FAY K-3<sup>rd</sup> grade students attending Taos International School who have taken both the beginning of the year and end of year assessments will grow in Spanish Language Reading skills as measured by Indicadores Dinamicos del Exito En La Lectura (IDEL) levels of proficiency.

### **Exceeds Standard:**

☐ 80% or above of Taos International School K – 3<sup>rd</sup> grade students who have taken both the beginning of year and end of year assessments will grow in IDEL scores from one performance level to the next in Spanish Language Reading Proficiency. Students scoring at the Green performance level on the beginning of the year assessments will maintain that performance level on the end of year assessment.

### **Meets Standard:**

☐ 70%-79% of Taos International School K-3<sup>rd</sup> grade students who have taken both the beginning of year and end of year assessments will grow in IDEL scores from one performance level to the next in Spanish Language Reading Proficiency. Students scoring at the Green performance level on the beginning of the year assessments will maintain that performance level on the end of year assessment.

### **Does Not Meet Standard:**

☐ 60%-69% of Taos International School K-3<sup>rd</sup> grade students who have taken both the beginning of year and end of year assessments will grow in IDEL scores from one performance level to the next in Spanish Language Reading Proficiency. Students scoring at the Green performance level on the beginning of the year assessments will maintain that performance level on the end of year assessment.

### **Falls Far Below Standard:**

☐ Less than 60% of Taos International School K-3<sup>rd</sup> grade students who have taken both the beginning of year and end of year assessments will grow in IDEL scores from one performance level to the next in Spanish Language Reading Proficiency. Students scoring at the Green performance level on the beginning of the year assessments will maintain that performance level on the end of the year assessment.

## **2.d. Spanish Language Proficiency**

All Full Academic Year (FAY) students (K-8) attending Taos International School who have taken both the beginning of the year and end of year assessments will grow from one performance level to the next highest performance level in Spanish Language Proficiency as measured by Woodcock Munoz Levels of Cognitive-Academic Language Proficiency (CALP).

WoodCock Muñoz CALP levels of Spanish proficiency are based on a scale of 1 through 6.

- 1 – Negligible
- 2 – Very Limited
- 3 – Limited
- 3.5 – Limited to Fluent
- 4 – Fluent
- 4.5 – Fluent to Advanced
- 5 – Advanced
- 6 – Very Advanced

### **Exceeds Standard:**

☐ 75% or more of the FAY 6-8 grade students attending Taos International School who have taken both the beginning of year and end of year assessments will grow in CALP scores from one performance level to the next in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment;

**AND**

80% or more of the FAY K-5 grade school students attending Taos International School who have taken both the beginning of year and end of year assessments will grow in CALP scores from one performance level to the next in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment.

**Meets Standard:**

☐ 60% - 74 % of the FAY 6-8 grade students attending Taos International School who have taken both the beginning of year and end of year assessments will grow in CALP scores from one performance level to the next in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment.

**AND**

65% - 79 % of the FAY K- 5 grade students attending Taos International School who have taken both the beginning of year and end of year assessments will grow in CALP scores from one performance level to the next in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment

**Does Not Meet Standard:**

☐ 45%- 59% of the FAY 6-8 grade students attending Taos International School who have taken both the beginning of year and end of year assessments will grow in CALP scores from one performance level to the next in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment;

**AND**

50%- 64% of the FAY K – 5 grade students attending Taos International School who have taken both the beginning of year and end of year assessments will grow in CALP scores from one performance level to the next in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment.

**Falls Far Below Standard:**

☐ Less than 45% of the FAY 6-8 grade students attending Taos International School who have taken both the beginning of year and end of year assessments will grow in CALP scores from one performance level to the next in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment;

**AND**

Less than 50% of the FAY students attending Taos International School who have taken both the beginning of year and end of year assessments will grow in CALP scores from one performance level to the next in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment.

**Note:** The school does not plan to implement the Mandarin Chinese language learning program until students reach grade 4, or in 2016-17. Therefore, this goal is indicator is not relevant included as a mission-specific indicator for the first year of operation.

# **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

## **Process:**

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

## **1. OPERATING BUDGETS**

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?

### **1. Is the school timely submitting budget information?**

#### ***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

#### ***Working to Meet Standard:***

- ☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

- ☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

## 2. AUDITS

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
- If not, why not?
  - If not, how long was it before it was turned in?
  - What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### 2. Is the school timely submitting audit information?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

**Working to Meet Standard:**

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 3. PERIODIC REPORTS

### 3. Cash report and Actual report

- Is this school on quarterly or monthly reporting?
  - If on monthly, please identify the reason for the monthly requirement.
  - During the current fiscal year, was the school ever required to report monthly?
    - If so, please identify the reason for the monthly requirement.
- Were the reports for the current year turned in on time? (Please explain for each late report)
  - If not, why not?
  - If not, how long was it before it was turned in?
- For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - If so, why did that occur?
  - If so, was it corrected with a budget adjustment?

- iii. How long did that process take to correct the issue(s)?
- iv. If it was not corrected, why not?
- v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
  - i. If not, why not?

### 3. Is the school timely submitting required reports which show sufficient financial management?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

**Working to Meet Standard:**

☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 4. EXPENDITURES

- 4. Were there any invoices pending for more than 90 days in the current year?
  - a. If so, why were these invoices pending for so long?
  - b. Are any of these pending now?
  - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
  - a. If not, why not?
  - b. Are any of these liabilities not up-to-date now?
  - c. If not, what is the anticipated payment schedule?



#### 4. Is the school timely paying expenditures?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

**Working to Meet Standard:**

- ☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 5. REIMBURSEMENTS

#### 5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

**Working to Meet Standard:**

- ☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 6. AUDIT REVIEWS

#### 6. The last released audit by the State Auditor was for FY \_\_\_\_\_. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?
- b. What were the audit findings from the last released audit?
- c. Were any findings considered Material Weaknesses?

- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
  - i. If so, what was the repeat finding(s)?
  - ii. Please explain the reason for the repeat finding(s).
  - iii. What has the school done to correct it?

## 6. Is the school responsive to audit findings?

### **Meets Standard:**

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

### **Working to Meet Standard:**

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### **Falls Far Below Standard:**

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 7. MEALS

- 7. Do you serve meals to students?
  - a. If yes, do you enter into contracts with food service management companies?
  - b. Were any audit findings noted regarding those food contracts?
  - c. Please explain the reason(s) for the finding(s).
  - d. What has the school done to correct these audit finding(s)?

## 7. Is the school managing food service contracts appropriately?

### **Meets Standard:**

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

### **Working to Meet Standard:**

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### **Falls Far Below Standard:**

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 8. GENERAL INFORMATION

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
  - a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?

## **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the PEC deems the matter relevant to:

1. The PEC's accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

***Meets Standard:***

The school meets the standard if it satisfies each of the conditions described in the paragraph.

***Working to Meet Standard:***

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 1. EDUCATIONAL PLAN

### 1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

**Meets Standard:**

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.b. Is the school complying with applicable education requirements?

**Meets Standard:**

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.c. Is the school protecting the rights of all students?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings,

suspension and expulsion policies.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.d. Is the school protecting the rights of students with special needs?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.e. Is the school protecting the rights of English Language Learner students?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.f. Is the school complying with compulsory attendance laws?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.g. Did the school meet the following recurrent enrollment goals?**

*(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)*

At the end of the first year of operation, these numbers will be defined. Taos International School is a start-up school and this section is not applicable at this time

A. The school has the following enrollment at the present time:

\_\_\_\_\_

B. Out of these total students, the following students are eligible for re-enrollment at the school:

\_\_\_\_\_

C. Out of these total students, the following students are not eligible for re-enrollment at the school:

\_\_\_\_\_

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

\_\_\_\_\_  
\_\_\_\_\_

**OR Other method for assessing recurrent enrollment goals**

\_\_\_\_\_  
\_\_\_\_\_

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

**CSD Comments:** The school did not provide appropriate evidence to the CSD regarding recurrent enrollment. Therefore the CSD is unable rate this section of the Performance Framework for the 2014-15 SY.

## 2. BUSINESS MANAGEMENT AND OVERSIGHT

### 2.a. Is the school meeting financial reporting and compliance requirements?

**Meets Standard:**

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 2.b. Is the school following Generally Accepted Accounting Principles?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



### 3. GOVERNANCE AND REPORTING

#### 3.a. Is the school complying with governance requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

**Working to Meet Standard:**

☒ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 3.b. Is the school holding management accountable?

**Meets Standard:**

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.b. Is the school respecting employee rights?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.c. Is the school completing required background checks?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt

and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**4.d. General Information**

(Complete with regard to the present fiscal year and the previous fiscal year)

Note: The PEC may choose to negotiate an indicator with the school for the next year, depending on the information provided

Has the school had more than 20% turnover in personnel in each of the past two years?

\_\_\_ Yes      X No

If so, please complete the following:

a. Please identify the reason for the turnover. \_\_\_\_\_

\_\_\_\_\_

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_

\_\_\_\_\_

c. What actions are you taking to retain staff?

\_\_\_\_\_

d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

**5. SCHOOL ENVIRONMENT**

**5.a. Is the school complying with facilities requirements?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.b. Is the school complying with health and safety requirements?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.c. Is the school handling information appropriately?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **6. SCHOOL SPECIFIC TERMS**

### **6.a. Woodcock Muñoz Levels of Cognitive-Academic Language Proficiency (CALP).**

Taos International School will administer the CALP within each of the two testing windows at each grade level so that at least 95% of the TIS student population who begin the school year enrolled at TIS are assessed two times during the school year.

#### **6.a. Is the school administering the assessment in a consistent manner as described above?**

***Meets Standard:***

☐ The school has submitted assessment data that demonstrates that TIS is in compliance with the conditions of this indicator.

***Working to Meet Standard:***

☐ The school has submitted assessment data that demonstrates that TIS is not in compliance with the conditions of this indicator, but is working toward compliance.

***Falls Far Below Standard:***

☐ The school has either not submitted assessment data or the data demonstrates that TISMS is not in compliance with the conditions of this indicator and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance.

### **6.b. Implementing Bilingual Primary Years Programme**

Taos International School will implement the International Baccalaureate (IB) Primary Years Programme (PYP) in a Spanish Language Immersion learning environment in grades K, 1, and 6.

In order to obtain IB authorization to offer the Primary Years Programme and provide it in a Spanish language immersion learning environment, Taos International School will do the following in 2015-16:

- Train new teachers in IB
- Prepare three IB program inquiry units
- Submit the application of candidacy, Phase 1

By the conclusion of the second year of operation, TIS will have its second year of implementing the IB PYP and the Spanish Language Immersion Program externally reviewed and assessed by experienced IB PYP practitioners and by experienced administrators of successful Spanish language Immersion Programs, resulting in a written report to the TIS head administrator and governing council and a plan of action in response.

**6.b. Is the school working to implement the International Baccalaureate Bilingual Primary Years Programme (PYP)?**

**Meets Standard:**

☐ The school has completed the initial elements as described above that continue the IB PYP certification processes.

**Working to Meet Standard:**

☐ The school has not completed the initial elements as described above that continue the IB PYP certification process, but is working toward compliance.

**Falls Far Below Standard:**

☐ The school has not completed the initial elements as described above that begin the IB PYP certification process and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance.

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

**Approved:**

**New Mexico Public Education  
Commission**

By: Carolyn Shearman

Title: Chair

Signature:

Date:

**Approved:**

**Taos International School**

By: *Gary A. Atias*

Title: Chair

Signature:

Date:

*[Signature]*  
*11-9-15*



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11-9-15

## TAOS INTERNATIONAL SCHOOL

### DUAL LANGUAGE/INTERNATIONAL BACCALAUREATE K-8 STATE CHARTERED SCHOOL

#### GOVERNING COUNCIL (GC) EMERGENCY MEETING

**DATE:** October 23, 2015

**TIME:** 5:00 pm

**LOCATION:** Diamond Plaza 118 Este Es Rd Taos, NM 87571

#### Official Minutes

**A. Call Meeting to Order:** 5:13 p.m. Dr. Gary Atias called meeting to order.

**B. Roll Call:**

*Nadine Vigil, Head Administrator/Director-present*

*Dr. Gary Atias, President-present*

*Marilyn Montoya, Vice President-Via phone*

*Carla Romero, Member-present*

*Florina Cordova, Member-Via phone*

**C. Action Proposed-** Adoption of Agenda for October 23, 2015: (Dr. Gary Atias entertained motion for the adoption of the October 23, 2015 agenda. Carla Romero made motion for approval of agenda. Florina Cordova second, all in favor. Motion passed unanimously)

**D. Public Comment:** This is an opportunity for members of the public to address the Governing Council (GC) for up to five minutes with comments or issues, whether or not they are posted on the agenda. The Chair may reduce the time for each participant to speak to ensure adequate time to conduct GC business. The GC, by law, cannot take action nor have any discussion or deliberation on any presentation made to it concerning an item not listed on the agenda. Any item presented may be noticed on a future agenda for deliberation or action. *None*

**E. GC Member Comment:** This is an opportunity for any GC member to make a comment. *None*

**Discussion and Action Proposed:** Approval of Farm House Café contract as vendor for school lunches. (Dr. Gary Atias entertained motion for discussion of Farm House Café Contract. Carla Romero made motion to discuss. Florina Cordova second ) Discussion took place. Micah Rosenberry, Head of Farm House Café was present and answered questions from GC members in regards to the food program she will be providing the school. Head Administrator/Director, Nadine M. Vigil, stated a steam table and salad bar along with everyday items such as; plastic ware, plates, cups & napkins, will have to be purchased for the lunch program. Lunch program is scheduled to begin on Monday, November 2, 2015. Dr.

*Gary Atias entertained motion for approval. Carla Romero made motion for approval of Farm House Café contract as vendor for Taos International's school lunches. Marilyn Montoya second. All in favor. (Motion passed unanimously)*

**Discussion and Action Proposed: 2015-2016 New Mexico Public Education Commission Charter School Performance Framework :** *(Dr. Gary Atias entertained motion for discussion of 2015-2016 New Mexico Public Education Commission Charter School Performance Framework. Carla Romero second). Discussion took place. Nadine M. Vigil, Head Administrator/Director, discussed document in depth and answered questions presented to her by GC. (Dr. Gary Atias entertained motion for approval of Performance Framework as presented. Carla made motion for approval. Marilyn Montoya second, all in favor. Motion passed unanimously) Nadine M. Vigil, Head Administrator/Director, mentioned that an email from the Charter School Division advised her to complete and submit all signed documents in a timely manner by January 4, 2016 to the Charter School Division. Taos International School will then be placed on the Public Education Commission's (PEC) January 2016 agenda for Discussion and Approval of 2015-2016 Performance Framework.*

**Adjournment:** *(Dr. Gary Atias entertained motion for adjournment. Florina Cordova made motion for adjournment. Carla Romero second, all in favor. Motion passed unanimously). Meeting adjourned at 5:35 p.m.*



CERTIFICATE OF RESOLUTION  
OF THE  
TAOS INTERNATIONAL SCHOOL

The undersigned, Gary Atias, Chair of the Governing Council of Taos International School, a New Mexico Public Charter School, does hereby certify that the following Resolution was adopted by the Governing Council of the school at a board meeting of the Governing Council after proper public notice was given, effective as of 11/9/15. (date).

**IT IS THEREFORE RESOLVED** that the Governing Board, having determined that it is in agreement with the New Mexico Public Education Commission, therefore **APPROVES** the following:

Performance Framework for 2015-2106 (Exhibit 3.1 of the Contract)

Taos International School

  
\_\_\_\_\_  
Gary Atias  
Governing Council Chair

11-9-15  
\_\_\_\_\_  
Date

# Explore Academy

# New Mexico Public Education Commission Charter School Performance Framework

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For the 2015-2016 Academic School Year

For Explore Academy

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

### **Conditions placed on the School by the Authorizer, if any:**

*None.*

### **Notes:**

This short cycle assessment indicator is based on a new assessment, the Riverside Interim Assessment. The PEC and the school will look at possibly redrafting this indicator next year (2016-2017), as necessary.

The PEC would like a math goal added next year (2016-2017)

The school completed the 2014- 2015 new school Organizational Goals (Section 6 goals) and these were removed.

## **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

The PEC has specified that all schools shall propose and then negotiate two academically-oriented mission specific indicators for each school year. Those will be listed in the "Academically-oriented Mission-specific indicators" section below. Each indicator must be listed separately and have its own rating system.

**NOTE:** If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

### **REQUIRED ACADEMIC PERFORMANCE INDICATORS**

#### **1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM**

<b>1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?</b>	
<i>Exceeds Standard:</i> <input type="checkbox"/> The school received an A on the state's grading system.	
<i>Meets Standard:</i> <input type="checkbox"/> The school received a B on the state's grading system.	
<i>Meets Standard:</i> <input type="checkbox"/> The school received a C on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> The school received a D on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades

## 1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school received an F on the state's grading system.	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

### 2.a. Exit Exams

The School average exit exam score will measure at proficiency by the end of the school year. The average measured rate of proficiency will be at or above 85%. This average value will be calculated based on student exit exam scores for a Full Academic Year (FAY). Exit exams incorporated in the average will be for those students who spend, or have previously spent the FAY at Explore Academy.

NOTE: While the PEC typically does not use average scores, given the large number of exams given and the high score needed for each standard, the PEC has accepted the school's proposal to use average scores.

#### **Exceeds Standard:**

- ☐ Average exit exam score of 90% to 100%

#### **Meets Standard:**

- ☐ Average exit exam score 85% to 89.9%.

#### **Does Not Meet Standard:**

- ☐ Average exit exam score of 70% to 84.9%.

#### **Falls Far Below Standard:**

- ☐ Average exit exam score of 69.9% and below.

### 2.b. RIVERSIDE INTERIM ASSESSMENT

Based on the school's chosen short cycle assessment, Riverside Interim Assessment, 75% of students will either:

- Measure at proficiency or above in the area of reading OR
- Demonstrate one year's growth in the area of reading

Explore Academy will utilize Riverside Interim Assessments (Houghton Mifflin Harcourt) for its short cycle assessment tool. The definition of "proficiency" is based on Riverside's cut score standards set forth below. "One year's growth" is based on the movement from one proficiency benchmark *to the same range* within the next highest benchmark. For example: a student moving from the "High"

range of the Needs Improvement benchmark to the “High” range of the Approaching Proficiency benchmark would demonstrate one year’s growth.

Students whose data will be included in the goal above will be those students who attend Explore Academy for the entire eight terms of the school year.

ELA TEST-LEVEL CUT SCORES FOR THE ISS-T						
	Needs Improvement		Approaching Proficient		Proficient	
	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>
9 <sup>th</sup> Gr.	94	179	180	206	207	286
10 <sup>th</sup> Gr.	98	196	197	223	224	302

## 2. Did the school meet its mission-specific indicator(s)?

### *Exceeds Standard:*

☐ More than 86% of students measure at proficiency or above in the area of reading OR demonstrate one year’s growth in the area of reading

### *Meets Standard:*

☐ Between 75% and 85% of students measure at proficiency or above in the area of reading OR demonstrate one year’s growth in the area of reading.

### *Does Not Meet Standard:*

☐ Between 75% and 85% of students measure at proficiency or above in the area of reading OR demonstrate one year’s growth in the area of reading.

### *Falls Far Below Standard:*

☐ Less than 65% of students measure at proficiency or above in the area of reading OR demonstrate one year’s growth in the area of reading.

NOTE: This indicator is based on a new assessment. The PEC and the school will look at possibly redrafting this indicator next year, as necessary.

The PEC would like a math goal added next year (2016-2017)

# **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

Process:

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

## **1. Operating Budgets**

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?

### ***1. Is the school timely submitting budget information?***

#### ***Meets Standard:***

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

#### ***Working to Meet Standard:***

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.



## **2. Audits**

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?
  - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### ***2. Is the school timely submitting audit information?***

#### ***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

#### ***Working to Meet Standard:***

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **3. Periodic Reports**

### **3. Cash report and Actual report**

- a. Is this school on quarterly or monthly reporting?
  - i. If on monthly, please identify the reason for the monthly requirement.
  - ii. During the current fiscal year, was the school ever required to report monthly?
    1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
  - i. If not, why not?
  - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - i. If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
  - iii. How long did that process take to correct the issue(s)?
  - iv. If it was not corrected, why not?
  - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- i. If not, why not?

### 3. Is the school timely submitting required reports which show sufficient financial management?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

**Working to Meet Standard:**

☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4. Expenditures

4. Were there any invoices pending for more than 90 days in the current year?
- a. If so, why were these invoices pending for so long?
  - b. Are any of these pending now?
  - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
- a. If not, why not?
  - b. Are any of these liabilities not up-to-date now?
  - c. If not, what is the anticipated payment schedule?

#### 4. Is the school timely paying expenditures?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

**Working to Meet Standard:**

☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

**Working to Meet Standard:**

☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 6. Audit Reviews

6. The last released audit by the State Auditor was for FY \_\_\_\_\_. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?
- b. What were the audit findings from the last released audit?

- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
  - i. If so, what was the repeat finding(s)?
  - ii. Please explain the reason for the repeat finding(s).
  - iii. What has the school done to correct it?

#### 6. Is the school responsive to audit findings?

**Meets Standard:**

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

**Working to Meet Standard:**

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 7. Meals

- 7. Do you serve meals to students?
  - a. If yes, do you enter into contracts with food service management companies?
  - b. Were any audit findings noted regarding those food contracts?
  - c. Please explain the reason(s) for the finding(s).
  - d. What has the school done to correct these audit finding(s)?

#### 7. Is the school managing food service contracts appropriately?

**Meets Standard:**

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

**Working to Meet Standard:**

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **8. General Information**

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
  - a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?

## **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the PEC deems the matter relevant to:

1. The PEC's accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

### ***Meets Standard:***

The school meets the standard if it satisfies each of the conditions described in the paragraph.

### ***Working to Meet Standard:***

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### ***Falls Far Below Standard:***

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 1. EDUCATIONAL PLAN

### 1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

#### *Meets Standard:*

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

#### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.b. Is the school complying with applicable education requirements?

#### *Meets Standard:*

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

#### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.c. Is the school protecting the rights of all students?

#### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings,



suspension and expulsion policies.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.d. Is the school protecting the rights of students with special needs?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.e. Is the school protecting the rights of English Language Learner students?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



**1.f. Is the school complying with compulsory attendance laws?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.g. Did the school meet the following recurrent enrollment goals?**

*(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)*

- A. The school has the following enrollment at the present time: 112
- B. Out of these total students, the following students are eligible for re-enrollment at the school: 112
- C. Out of these total students, the following students are not eligible for re-enrollment at the school: 0
- D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

---

**OR Other method for assessing recurrent enrollment goals**

---

**85% of these students is 95 students (meets the standard.)**

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

## 2. BUSINESS MANAGEMENT AND OVERSIGHT

### 2.a. Is the school meeting financial reporting and compliance requirements?

**Meets Standard:**

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 2.b. Is the school following Generally Accepted Accounting Principles?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 3. GOVERNANCE AND REPORTING

#### 3.a. Is the school complying with governance requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 3.b. Is the school holding management accountable?

**Meets Standard:**

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

#### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

#### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.b. Is the school respecting employee rights?

#### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

#### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.c. Is the school completing required background checks?

#### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

#### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt

and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**4.d. General Information**

(Complete with regard to the present fiscal year and the previous fiscal year)

Note: The PEC may choose to negotiate an indicator with the school for the next year, depending on the information provided

Has the school had more than 20% turnover in personnel in each of the past two years?

☐ Yes

☐ No

☒ N/A

If so, please complete the following:

a. Please identify the reason for the turnover. \_\_\_\_\_

\_\_\_\_\_

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_

\_\_\_\_\_

c. What actions are you taking to retain staff?

\_\_\_\_\_

d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

## 5. SCHOOL ENVIRONMENT

### 5.a. Is the school complying with facilities requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.



**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.b. Is the school complying with health and safety requirements?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.c. Is the school handling information appropriately?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the

program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 6. SCHOOL SPECIFIC TERMS

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

**Approved:**

**New Mexico Public Education  
Commission**

By: Carolyn Shearman

Title: Chair

Signature:

Date:

**Approved:**

**Explore Academy**

By: *Jesse Pichard*

Title: Chair

Signature: *[Signature]*

Date: *11-2015*



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## **EXPLORE ACADEMY GOVERNANCE COUNCIL**

### **Explore Academy**

**3831 Midway Pl. NE – Albuquerque, NM 87109**

**Tuesday, November 10, 2015**

### **REGULAR MEETING MINUTES**

The Explore Academy Governance Council held a regular meeting at Explore Academy, 3831 Midway Pl NE, Albuquerque, NM 87109. The regular meeting was called to order at 5:30 p.m.

#### **Part II - Preliminary**

##### **PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was recited by all in attendance.

##### **ASCERTAIN QUORUM**

Members Present: Kelly Gwartney, Gloria Lueras-Kidd, Jesse Pickard

Staff members from Explore Academy: Superintendent/Principal – Vicky McCarty; Kyle Hunt; Justin Baiardo

##### **WELCOME**

Jesse Pickard, Explore Academy board president, welcomed everyone in attendance

Kelly Gwartney moved that the minutes of the October meeting be approved; Gloria Lueras-Kidd seconded the motion; vote to approve

Kelly Gwartney moved that the agenda for this meeting be approved; Gloria Lueras-Kidd seconded the motion; vote to approve

#### **PART III – BUSINESS**

- A. Budget Update by Kyle Hunt
  - a. There will be BARs for approval next month
  - b. Spreadsheets were presented: Revenue Reports, Expenditure Reports, Bills & disbursements and Outstanding POs
- B. School Safety Plan (SSP)
  - a. Discussion; The entire plan will be emailed to board members; Vote will be conducted via email with reflection of the vote in the December 2015 minutes.
- C. Medication policy
  - a. Kelly Gwartney moved to approve the medication policy as stated; Gloria Lueras-Kidd seconded the motion; vote to approve



**D. Explore Academy performance framework**

- a. Kelly Gwartney moved to approve the Explore Academy performance framework with the previously approved goals; Gloria Lueras-Kidd seconded; vote to approve

**E. PART IV - REPORTS**

**A. Facilities**

**a. Charter School Development Corporation**

- i. Kelly Gwartney moved to submit the letter of intent to enter into an agreement with the Charter School Development Corporation for the purpose of securing property/facilities for Explore Academy; seconded by Gloria Lueras-Kidd; vote to approve
- ii. Charter School Development Corporation will make a decision at their November board meeting (late November)

**B. PARCC scores**

- a. Vicky McCarty presented the Explore Academy PARCC scores for all grade levels in math and language arts. The scores exceeded state average scores in all areas except math (Algebra 1); an exceptional accomplishment for a first year school
- b. Credit the scores to class instructional time, smaller classes which enable teachers to provide more one on one time with students, tutoring
- c. The goal is to improve the math scores with current math faculty

**C. Audit Review**

- a. The school audit was conducted on November 9 and 10, 2015
- b. Audit exit conference scheduled with Vicky McCarty, Jesse Pickard and Kyle Hunt for November 13, 2015.
- c. Audit findings will be presented at the December 2015 board meeting.

**PART V – ADJOURNMENT**

Meeting adjourned 6:00 p.m.

Next meeting: Tuesday, December 8, 2015; preceded by Finance Committee meeting at 5:00 p.m.

CERTIFICATE OF RESOLUTION

OF THE

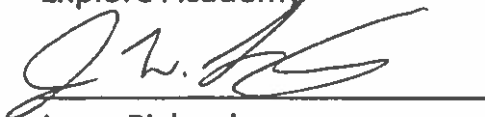
EXPLORE ACADEMY

The undersigned, Jesse Pickard, Chair of the Governing Council of Explore Academy, a New Mexico Public Charter School, does hereby certify that the following Resolution was adopted by the Governing Council of the school at a board meeting of the Governing Council after proper public notice was given, effective as of \_\_\_\_\_. (date).

**IT IS THEREFORE RESOLVED** that the Governing Board, having determined that it is in agreement with the New Mexico Public Education Commission, therefore **APPROVES** the following:

Performance Framework for 2015-2106 (Exhibit 3.1 of the Contract)

Explore Academy,



Jesse Pickard

Governing Council Chair

11/20/15  
Date

# La Tierra Montessori School of the Arts and Sciences

# **New Mexico Public Education Commission Charter School Performance Framework**

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**For the 2015-2016 Academic School Year**

**For La Tierra Montessori of the Arts and Sciences**

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

Conditions placed on the School by the Authorizer, if any:

**Note: The school requested to drop the organizational goal related to train teachers on testing. The PEC agreed.**

## **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

**NOTE:** If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

### **REQUIRED ACADEMIC PERFORMANCE INDICATORS**

#### **1. STATE AND FEDERAL ACCOUNTABILITY SYSTEMS**

##### **1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?**

***Exceeds Standard:***

☐ The school received an A on the state's grading system.

***Meets Standard:***

☐ The school received a B on the state's grading system.

***Meets Standard:***

☐ The school received a C on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

***Does Not Meet Standard:***

☐ The school received a D on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades

**Falls Far Below Standard:**

1 The school received an F on the state's grading system.

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

## 2. MISSION-SPECIFIC INDICATOR(S)

**2a.** All 4<sup>th</sup>-8<sup>th</sup> grade students who are enrolled in La Tierra Montessori School of the Arts and Sciences in the fall will take the Discovery Education Assessment (DEA) in reading in the fall, winter, and spring.

*Cohort: All 4<sup>th</sup>-8<sup>th</sup> grade students who are enrolled in La Tierra in the fall.*

**SHORT CYCLE ASSESSMENT READING** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either the winter or spring assessments.

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

☐ **Exceeds Standards:** 15% or more of students in the cohort will exceed their average growth target AND 65% or more of students in the cohort will meet their average growth target or test proficient in reading as determined by Discovery.

☐ **Meets Standards:** 65-79% of students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

☐ **Does not Meet Standard:** 50-64% of the students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

☐ **Falls Far Below Standard:** 49% or fewer of the students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

**2b.** All 4<sup>th</sup>-8<sup>th</sup> grade students who are enrolled in La Tierra Montessori School of the Arts and Sciences in the fall will take the Discovery Education Assessment (DEA) in math in the fall, winter, and spring.

*Cohort: All 4<sup>th</sup>-8<sup>th</sup> grade students who are enrolled at La Tierra in the fall.*

**SHORT CYCLE ASSESSMENT MATH.** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

- ☐ **Exceeds Standards:** 10% or more of students in the cohort will exceed their average growth target AND 60% or more of students in the cohort will meet their average growth target or test proficient in mathematics as determined by Discovery.
- ☐ **Meets Standards:** 55-69% of students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.
- ☐ **Does not Meet Standard:** 40-54% of the students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.
- ☐ **Falls Far Below Standard:** 39% or fewer of the students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.

**2c.** All K-3<sup>rd</sup> grade students enrolled in the fall at La Tierra Montessori School for the Arts and Sciences will take the DIBELS Next Reading Assessment in the fall, winter, and spring.

*Cohort: All K-3<sup>rd</sup> grade students who are enrolled at La Tierra in the fall.*

- ☐ **Exceeds the Standard:** 75% or more of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.
- ☐ **Meets the Standard:** 65-74% of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.
- ☐ **Does Not Meet Standard:** 50-64% of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.
- ☐ **Falls Far Below the Standard:** 49% or fewer of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.



**2d.** All K-3<sup>rd</sup> grade students enrolled in the fall at La Tierra Montessori School for the Arts and Sciences will take the DIBELS Next Mathematics Assessment in the fall, winter, and spring.

*Cohort: All K-3<sup>rd</sup> grade students who are enrolled at La Tierra in the fall*

☐ **Exceeds the Standard:** 70% or more of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ **Meets the Standard:** 55-69% of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ **Does Not Meet Standard:** 45-54% of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ **Falls Far Below the Standard:** 44% or fewer of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

# **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

## **Process:**

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

## **1. Operating Budgets**

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?

a. If not, why not?

b. If not, how long was it before it was turned in?

### ***1. Is the school timely submitting budget information?***

#### ***Meets Standard:***

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

#### ***Working to Meet Standard:***

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

## **2. Audits**

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?
  - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### ***2. Is the school timely submitting audit information?***

#### ***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

#### ***Working to Meet Standard:***

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **3. Periodic Reports**

### **3. Cash report and Actual report**

- a. Is this school on quarterly or monthly reporting?
  - i. If on monthly, please identify the reason for the monthly requirement.
  - ii. During the current fiscal year, was the school ever required to report monthly?
    1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
  - i. If not, why not?
  - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - i. If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
  - iii. How long did that process take to correct the issue(s)?
  - iv. If it was not corrected, why not?
  - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- i. If not, why not?

### ***3. Is the school timely submitting required reports which show sufficient financial management?***

***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

***Working to Meet Standard:***

- ☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

- ☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **4. Expenditures**

4. Were there any invoices pending for more than 90 days in the current year?
- a. If so, why were these invoices pending for so long?
  - b. Are any of these pending now?
  - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
- a. If not, why not?
  - b. Are any of these liabilities not up-to-date now?
  - c. If not, what is the anticipated payment schedule?

#### 4. Is the school timely paying expenditures?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

**Working to Meet Standard:**

- ☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5. Reimbursements

##### 5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

**Working to Meet Standard:**

- ☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 6. Audit Reviews

- ##### 6. The last released audit by the State Auditor was for FY \_\_\_\_\_. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?
- a. If so, what was the text of the specifically identified section?
  - b. What were the audit findings from the last released audit?

- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
  - i. If so, what was the repeat finding(s)?
  - ii. Please explain the reason for the repeat finding(s).
  - iii. What has the school done to correct it?

#### **6. Is the school responsive to audit findings?**

**Meets Standard:**

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

**Working to Meet Standard:**

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### **7. Meals**

- 7. Do you serve meals to students?
  - a. If yes, do you enter into contracts with food service management companies?
  - b. Were any audit findings noted regarding those food contracts?
  - c. Please explain the reason(s) for the finding(s).
  - d. What has the school done to correct these audit finding(s)?

#### **7. Is the school managing food service contracts appropriately?**

**Meets Standard:**

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

**Working to Meet Standard:**

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **8. General Information**

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
  - a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?

## **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the PEC deems the matter relevant to:

1. The PEC's accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

### ***Meets Standard:***

The school meets the standard if it satisfies each of the conditions described in the paragraph.

### ***Working to Meet Standard:***

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### ***Falls Far Below Standard:***

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



## 1. EDUCATIONAL PLAN

### 1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

**Meets Standard:**

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.b. Is the school complying with applicable education requirements?

**Meets Standard:**

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.c. Is the school protecting the rights of all students?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings,

suspension and expulsion policies.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.d. Is the school protecting the rights of students with special needs?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.e. Is the school protecting the rights of English Language Learner students?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.f. Is the school complying with compulsory attendance laws?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.g. Did the school meet the following recurrent enrollment goals?**

*(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)*

A. The school has the following enrollment at the present time:  
95

B. Out of these total students, the following students are eligible for re-enrollment at the school:  
85

C. Out of these total students, the following students are not eligible for re-enrollment at the school:  
10 graduated

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

The school has been notified that 3 students are moving out of state; 1 student will be enrolling in the online charter school due to ongoing health concerns/student absences; 1 student may not return because of the driving distance from home to school.

**Reenrollment Goal**

*85% of the students listed in C above will be required to re-enroll at the School to meet the standard in the Organizational Performance Framework. This number is 72*

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

## 2. BUSINESS MANAGEMENT AND OVERSIGHT

### 2.a. Is the school meeting financial reporting and compliance requirements?

**Meets Standard:**

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 2.b. Is the school following Generally Accepted Accounting Principles?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



### 3. GOVERNANCE AND REPORTING

#### 3.a. Is the school complying with governance requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 3.b. Is the school holding management accountable?

**Meets Standard:**

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.b. Is the school respecting employee rights?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.c. Is the school completing required background checks?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt

and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**4.d. General Information**

(Complete with regard to the present fiscal year and the previous fiscal year)

*Note: The PEC may choose to negotiate an indicator with the school for the next year, depending on the information provided*

Has the school had more than 20% turnover in personnel in each of the past two years?

☒ Yes      ☐ No

If so, please complete the following:

- a. Please identify the reason for the turnover. Two out of five teachers retired and one was not rehired.
- b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_

\_\_\_\_\_

- c. What actions are you taking to retain staff?

\_\_\_\_\_

- d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

The PEC does not believe that they need to negotiate an indicator based on this.

**5. SCHOOL ENVIRONMENT**

**5.a. Is the school complying with facilities requirements?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and

- If applicable, student transportation programs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 5.b. Is the school complying with health and safety requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 5.c. Is the school handling information appropriately?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.



**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 6. SCHOOL SPECIFIC TERMS

Approved:

New Mexico Public Education  
Commission

By: Carolyn Shearman

Title: Chair

Signature:

Date:

Approved:

La Tierra Montessori

By:

RONALD K MARTINEZ

Title: Chair

Signature:

Ronald K Martinez

Date:

11/24/15



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# **New Mexico Public Education Commission Charter School Performance Framework**

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**For the 2015-2016 Academic School Year**

**For La Tierra Montessori of the Arts and Sciences**

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

Conditions placed on the School by the Authorizer, if any:

**Note:** The school requested to drop the organizational goal related to train teachers on testing. The PEC agreed.

# **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

## **REQUIRED ACADEMIC PERFORMANCE INDICATORS**

### **1. STATE AND FEDERAL ACCOUNTABILITY SYSTEMS**

<b>1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?</b>	
<b>Exceeds Standard:</b> <input type="checkbox"/> The school received an A on the state's grading system.	
<b>Meets Standard:</b> <input type="checkbox"/> The school received a B on the state's grading system.	
<b>Meets Standard:</b> <input type="checkbox"/> The school received a C on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school received a D on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades

***falls Far Below Standard:***

The school received an F on the state's grading system.

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

**2. MISSION-SPECIFIC INDICATOR(S)**

**2a.** All 4<sup>th</sup>-8<sup>th</sup> grade students who are enrolled in La Tierra Montessori School of the Arts and Sciences in the fall will take the Discovery Education Assessment (DEA) in reading in the fall, winter, and spring.

*Cohort: All 4<sup>th</sup>-8<sup>th</sup> grade students who are enrolled in La Tierra in the fall.*

**SHORT CYCLE ASSESSMENT READING** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either the winter or spring assessments.

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

☐ **Exceeds Standards:** 15% or more of students in the cohort will exceed their average growth target AND

15% or more of students in the cohort will meet their average growth target or test proficient in reading as determined by Discovery.

☐ **Meets Standards:** 65-79% of students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

☐ **Does not Meet Standard:** 50-64% of the students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

☐ **Falls Far Below Standard:** 49% or fewer of the students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

**2b.** All 4<sup>th</sup>-8<sup>th</sup> grade students who are enrolled in La Tierra Montessori School of the Arts and Sciences in the fall will take the Discovery Education Assessment (DEA) in math in the fall, winter, and spring.

*Cohort: All 4<sup>th</sup>-8<sup>th</sup> grade students who are enrolled at La Tierra in the fall.*

**SHORT CYCLE ASSESSMENT MATH.** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

- ☐ **Exceeds Standards:** 10% or more of students in the cohort will exceed their average growth target AND 60% or more of students in the cohort will meet their average growth target or test proficient in mathematics as determined by Discovery.
- ☐ **Meets Standards:** 55-69% of students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.
- ☐ **Does not Meet Standard:** 40-54% of the students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.
- ☐ **Falls Far Below Standard:** 39% or fewer of the students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.

**2c.** All K-3<sup>rd</sup> grade students enrolled in the fall at La Tierra Montessori School for the Arts and Sciences will take the DIBELS Next Reading Assessment in the fall, winter, and spring.

*Cohort: All K-3<sup>rd</sup> grade students who are enrolled at La Tierra in the fall.*

- ☐ **Exceeds the Standard:** 75% or more of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.
- ☐ **Meets the Standard:** 65-74% of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.
- ☐ **Does Not Meet Standard:** 50-64% of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.
- ☐ **Falls Far Below the Standard:** 49% or fewer of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

**2d.** All K-3<sup>rd</sup> grade students enrolled in the fall at La Tierra Montessori School for the Arts and Sciences will take the DIBELS Next Mathematics Assessment in the fall, winter, and spring.

*Cohort: All K-3<sup>rd</sup> grade students who are enrolled at La Tierra in the fall*

☐ **Exceeds the Standard:** 70% or more of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ **Meets the Standard:** 55-69% of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ **Does Not Meet Standard:** 45-54% of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ **Falls Far Below the Standard:** 44% or fewer of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

# **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

## **Process:**

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

## **1. Operating Budgets**

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?

a. If not, why not?

b. If not, how long was it before it was turned in?

### ***1. Is the school timely submitting budget information?***

#### ***Meets Standard:***

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

#### ***Working to Meet Standard:***

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.



## **2. Audits**

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?
  - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### ***2. Is the school timely submitting audit information?***

#### ***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

#### ***Working to Meet Standard:***

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **3. Periodic Reports**

### **3. Cash report and Actual report**

- a. Is this school on quarterly or monthly reporting?
  - i. If on monthly, please identify the reason for the monthly requirement.
  - ii. During the current fiscal year, was the school ever required to report monthly?
    1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
  - i. If not, why not?
  - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - i. If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
  - iii. How long did that process take to correct the issue(s)?
  - iv. If it was not corrected, why not?
  - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- i. If not, why not?

### ***3. Is the school timely submitting required reports which show sufficient financial management?***

***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

***Working to Meet Standard:***

- ☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

- ☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **4. Expenditures**

4. Were there any invoices pending for more than 90 days in the current year?
- a. If so, why were these invoices pending for so long?
  - b. Are any of these pending now?
  - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
- a. If not, why not?
  - b. Are any of these liabilities not up-to-date now?
  - c. If not, what is the anticipated payment schedule?

#### 4. Is the school timely paying expenditures?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

**Working to Meet Standard:**

☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

**Working to Meet Standard:**

☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 6. Audit Reviews

6. The last released audit by the State Auditor was for FY \_\_\_\_\_. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?
- b. What were the audit findings from the last released audit?

- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
  - i. If so, what was the repeat finding(s)?
  - ii. Please explain the reason for the repeat finding(s).
  - iii. What has the school done to correct it?

#### **6. Is the school responsive to audit findings?**

**Meets Standard:**

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

**Working to Meet Standard:**

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### **7. Meals**

- 7. Do you serve meals to students?
  - a. If yes, do you enter into contracts with food service management companies?
  - b. Were any audit findings noted regarding those food contracts?
  - c. Please explain the reason(s) for the finding(s).
  - d. What has the school done to correct these audit finding(s)?

#### **7. Is the school managing food service contracts appropriately?**

**Meets Standard:**

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

**Working to Meet Standard:**

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **8. General Information**

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
- a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?

## **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the PEC deems the matter relevant to:

1. The PEC's accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

### ***Meets Standard:***

The school meets the standard if it satisfies each of the conditions described in the paragraph.

### ***Working to Meet Standard:***

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### ***Falls Far Below Standard:***

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



## 1. EDUCATIONAL PLAN

**1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?**

**Meets Standard:**

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.b. Is the school complying with applicable education requirements?**

**Meets Standard:**

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.c. Is the school protecting the rights of all students?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings,

suspension and expulsion policies.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.d. Is the school protecting the rights of students with special needs?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.e. Is the school protecting the rights of English Language Learner students?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



**1.f. Is the school complying with compulsory attendance laws?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.g. Did the school meet the following recurrent enrollment goals?**

*(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)*

A. The school has the following enrollment at the present time:  
95

B. Out of these total students, the following students are eligible for re-enrollment at the school:  
85

C. Out of these total students, the following students are not eligible for re-enrollment at the school:  
10 graduated

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

The school has been notified that 3 students are moving out of state; 1 student will be enrolling in the online charter school due to ongoing health concerns/student absences; 1 student may not return because of the driving distance from home to school.

**Reenrollment Goal**

*95% of the students listed in C above will be required to re-enroll at the School to meet the standard in the Organizational Performance Framework. This number is 72*

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

## 2. BUSINESS MANAGEMENT AND OVERSIGHT

### 2.a. Is the school meeting financial reporting and compliance requirements?

**Meets Standard:**

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 2.b. Is the school following Generally Accepted Accounting Principles?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 3. GOVERNANCE AND REPORTING

#### 3.a. Is the school complying with governance requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 3.b. Is the school holding management accountable?

**Meets Standard:**

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.b. Is the school respecting employee rights?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.c. Is the school completing required background checks?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt

and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**4.d. General Information**

(Complete with regard to the present fiscal year and the previous fiscal year)

*Note: The PEC may choose to negotiate an indicator with the school for the next year, depending on the information provided*

Has the school had more than 20% turnover in personnel in each of the past two years?

☒ Yes      ☐ No

If so, please complete the following:

a. Please identify the reason for the turnover. Two out of five teachers retired and one was not rehired.

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_

\_\_\_\_\_

c. What actions are you taking to retain staff?

\_\_\_\_\_

d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

The PEC does not believe that they need to negotiate an indicator based on this.

**5. SCHOOL ENVIRONMENT**

**5.a. Is the school complying with facilities requirements?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and



- If applicable, student transportation programs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 5.b. Is the school complying with health and safety requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 5.c. Is the school handling information appropriately?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 6. SCHOOL SPECIFIC TERMS

**Approved:**

**New Mexico Public Education  
Commission**

**By:** Carolyn Shearman

**Title:** Chair

**Signature:**

**Date:**

**Approved:**

**La Tierra Montessori**

**By:**

**Title:** Chair

**Signature:**

**Date:**

RONALD K. MARTINEZ

Ronald K. Martinez

11/24/15



**nacsa**  
NATIONAL ASSOCIATION OF  
CHARTER SCHOOL AUTHORIZERS

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# La Tierra Montessori School

## of the Arts and Sciences

Ron Martinez  
K/M

### DRAFT MINUTES

#### LTMAS GOVERNING COUNCIL MEETING:

**Tuesday, October 20, 2015 @ 6pm**

LANL Foundation  
1112 Plaza del Norte  
Espanola, New Mexico

#### *\*Action Item(s)*

- I. The meeting was called to order at 6:11 p.m. By Ron Martinez.
- II. Roll Call: Ron Martinez, Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, Marcie Davis, excused. Staff members present: Suzanne Lynne, Head Learner, Deanna Gomez, Business Manager, and Pamela Rodriguez, Office Manager.
- III. Approval of Today's agenda\*-Marcia Brenden made the motion to approve the agenda, and Julie Ann Hill-Clapp seconded. The motion passed 3-0.
- IV. Approval of minutes from 9.22.15 GC Meeting\*-Julie Ann Hill-Clapp made the motion to approve the minutes, and Marcia Brenden seconded. The motion passed 3-0.
- V. Public Comment and Welcome guests – Please sign the public comment sheet if you wish to make a comment- **Any and all public input be limited to a reasonable amount of time, three to five minutes**- No Public Comment
- VI. Parent, Teacher Organization Report (PTA)-Leona Hillary, PTA Vice President and Mary Shoemaker, Parent Advisory Committee Chair attended the meeting and reported that the PAC met last Wednesday and that there were no complaints, and that there was great support for the teachers. Also that there was a concern about more Montessori Training and implantation of Montessori in the classroom. There will be a Board of Directors meeting coming up. Roger Montoya is the Chair for the PTA Art Committee and will be having a meeting next week. Ben Sandoval is the Chair for the STEM Committee for the PTA and will be having a meeting at the end of the month. Margaret Lopez is the Chair for the Fundraising Committee for the PTA. The PTA is sponsoring a Halloween/Fall Event at Los Lucero's on Friday, October 30, 2015. On November 20, 2015 there will be an Arts and Craft's Fair



Fundraising event being held at Moving Arts Espanola from 5 p.m. to 7:30 p.m. to support the school.

**VII. Financial Report**

- a. Discussion and Approval of BAR(s) and Reports\*-No BARS to approve. The Governing Council was provided the monthly financial packet that also included the bank statement and reconciliation for their review. Marcia Brenden made the motion to approve the Financial Reports and Ben Sandoval seconded. The motion passed 3-0.
- b. Financial Committee Report-No report
- c. Audit Committee Report-Financial Audit for the current year has started today. The last Audit has not been released.

**VIII. New Business**

- a. Discussion and approval of the La Tierra Charter Performance Framework\*- Marcia Brenden made the motion to approve changes to the La Tierra Charter Performance Framework, Ben Sandoval seconded. The motion passed 3-0.
- b. Election of GC members \*-Ron Martinez President has relinquished his position and will be continuing as a Governing Council Board Member, Marcia Brenden made the motion to accept the change and Ben Sandoval seconded. The motion passed 3-0.
- c. Election of GC officers\*-Julie Ann Hill-Clapp was nominated by Ron Martinez for the position of President, she accepted and Marcia Brenden made the motion to accept, Ron Martinez seconded. The motion passed 3-0. The position is for a 1 year term limit. Marcia Brenden nominated Ben Sandoval for the Secretary position, he accepted and Marcia Brenden made the motion to accept and Ron Martinez seconded. The motion passed 3-0. The position is for an 18 month term limit.

**IX. Reports**

- a. Head Learner Report- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.
- b. Strategic Planning Report
- c. Facilities Committee Report
  1. Status of school building Lease Agreements\*-Tabled
- d. Personnel Committee Report-The Personnel Committee met with Sandy Davis and Suzanne Lynne, Head Learner about Suzanne's goals for the year, the Committee would like a Calendar of Events from Suzanne.
- e. Recruitment Committee-No Report
- f. Sustainability Committee Report-No Report
- g. Policies Committee-No Report

- X. Executive Session:** The Governing Council may, if necessary, enter into executive session limited to discussions regarding personnel or facility matters, No action will be taken in executive session. No Executive Session.  
(in accordance with the NMSA 1978 Section 10-15-1(H)(2))  
\*Roll Call vote to enter Executive Session  
\*Roll Call vote the exit Executive Session
- XII. Re-Enter Open Session**
- XIII. Future agenda Items**
- XIV. Adjournment-**Ron Martinez made the motion to adjourn and Ben Sandoval seconded. The motion passed 3-0.

CERTIFICATE OF RESOLUTION

OF THE

LA TIERRA MONTESSORI SCHOOL OF THE ARTS AND SCIENCES

The undersigned, Ron Martinez, Chair of the Governing Council of La Tierra Montessori School of the Arts and Sciences, a New Mexico Public Charter School, does hereby certify that the following Resolution was adopted by the Governing Council of the school at a board meeting of the Governing Council after proper public notice was given, effective as of 10/13/15. (date).

**IT IS THEREFORE RESOLVED** that the Governing Board, having determined that it is in agreement with the New Mexico Public Education Commission, therefore **APPROVES** the following:

Performance Framework for 2015-2106 (Exhibit 3.1 of the Contract)

La Tierra Montessori School of the Arts and Sciences

  
Ron Martinez  
Governing Council Chair

11/24/15  
Date

# Sandoval Academy of Bilingual Education

# New Mexico Public Education Commission Charter School Performance Framework

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For the 2015-2016 Academic School Year  
For Sandoval Academy of Bilingual Education

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

### **Conditions placed on the School by the Authorizer, if any:**

The school will need to complete all requirements of the Planning Year Checklist and obtain authorization from the PEC to commence operations prior commencing operations (anticipated to be July 1, 2015.)	Complete

### **Notes:**

This is the first year of the school and the PEC and the school will need to review the first year's data and compare it to PED goals to ensure that they are reasonable and attainable. The indicator definitions are drafted to continue into the later years of the contract.

# **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

The PEC has specified that all schools shall propose and then negotiate two academically-oriented mission specific indicators for each school year. Those will be listed in the "Academically-oriented Mission-specific indicators" section below. Each indicator must be listed separately and have its own rating system.

**NOTE:** If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

## **REQUIRED ACADEMIC PERFORMANCE INDICATORS**

### **1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM**

<b>1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?</b>	
<b>Exceeds Standard:</b> <input type="checkbox"/> The school received an A on the state's grading system.	
<b>Meets Standard:</b> <input type="checkbox"/> The school received a B on the state's grading system.	
<b>Meets Standard:</b> <input type="checkbox"/> The school received a C on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school received a D on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of

## 1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

	school grades
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school received an F on the state's grading system.	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

**NOTE:** This is the first year of the school and the PEC and the school will need to review the first year's data and compare it to PED goals to ensure that they are reasonable and attainable. The indicator definitions are drafted to continue into the later years of the contract.

**2.a SHORT CYCLE ASSESSMENT READING IN ENGLISH.** Short Cycle Assessment data (DRA2) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

**Cohort 1:** Students who have been in the dual language program at SABE since the beginning of their kindergarten year or have attended the school for two years prior to the fall test.

**Cohort 2:** Students who enrolled at SABE who do not meet the criteria of cohort one.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using DRA2 grade level assessment. The growth will be determined using DRA2 Suggest Benchmarks for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student will score Proficient or Independent using the scoring system set out below.

**Note:** The DRA2(English)/EDL2 (Spanish) Assessment will be used to determine the reading level of students. Students reading at grade level means that at the end of the year students will be at the following levels:

Kindergarten- DRA2 Level 3

1st Grade- DRA2/EDL2 Level 16

2nd Grade- DRA2/EDL2 Level 28

3rd Grade- DRA2/EDL2 Level 38

### Future Years

4th Grade- DRA2/EDL2 Level 40

5th Grade- DRA 2/EDL2 Level 50

6th Grade- DRA2/EDL2 Level 60

7th Grade- DRA2/EDL2 Level 70

8Th Grade- DRA2/EDL2 Level 80



<p><b>Exceeds Standard:</b>  <input type="checkbox"/> The school surpasses the target of this indicator if:  80% or more of Cohort 1 students AND 75% of Cohort 2 students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results  OR  The student tests at grade level on the winter or spring short-cycle assessment.</p>
<p><b>Meets Standard:</b>  <input type="checkbox"/> The school meets the target of this indicator if:  66-79% of Cohort 1 students AND 61-74% of Cohort 2 students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results  OR  The student tests at grade level on the winter or spring short-cycle assessment.</p>
<p><b>Does Not Meet Standard:</b>  <input type="checkbox"/> The school does not meet the target of this indicator if:  55-65% of Cohort 1 students and 50-60% of Cohort 2 students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results  OR  The student tests at grade level on the winter or spring short-cycle assessment.</p>
<p><b>Falls Far Below Standard:</b>  <input type="checkbox"/> The school falls far below the target of this indicator if:  Less than 55% of Cohort 1 students and less than 50% of Cohort 2 students made at least one year's growth in reading short-cycle assessment scores when comparing beginning year results to later results  OR  The student tests at grade level on the winter or spring short-cycle assessment.</p>

**2.b. SHORT CYCLE ASSESSMENT READING IN SPANISH.** Short Cycle Assessment data (EDL2) will be used to measure academic growth or proficiency in Spanish of Full Academic Year (FAY) students.

**Cohort 1:** Students who have been in the dual language program at SABE since the beginning of their kindergarten year or have attended the school for two years prior to the fall test.

**Cohort 2:** Students who enrolled at SABE who do not meet the criteria of cohort one.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Spanish as measured by three short cycle assessments using DRA2 grade level assessment. The growth will be determined using DRA2 Suggest Benchmarks for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student will score Proficient or Independent using the scoring system set out below.

**Note:** The DRA2(English)/EDL2 (Spanish) Assessment will be used to determine the reading level of students. Students reading at grade level means that at the end of the year students will be at the following levels:

Kindergarten- DRA2 Level 3

1st Grade- DRA2/EDL2 Level 16

2nd Grade- DRA2/EDL2 Level 28

3rd Grade- DRA2/EDL2 Level 38

**Future Years**

4th Grade- DRA2/EDL2 Level 40

5th Grade- DRA 2/EDL2 Level 50

6th Grade- DRA2/EDL2 Level 60

7th Grade- DRA2/EDL2 Level 70

8Th Grade- DRA2/EDL2 Level 80

**Exceeds Standard:**

☐ The school surpasses the target of this indicator if:

80% or more of Cohort 1 students AND 70% of Cohort 2 students made at least one full year's growth in Spanish short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at grade level on the winter or spring short-cycle assessment.

**Meets Standard:**

☐ The school meets the target of this indicator if:

66-79% of Cohort 1 students AND 56-69% of Cohort 2 students made at least one full year's growth in Spanish short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at grade level on the winter or spring short-cycle assessment.

**Does Not Meet Standard:**

☐ The school does not meet the target of this indicator if:

55-65% of Cohort 1 students and 45-55% of Cohort 2 students made at least one full year's growth in Spanish short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at grade level on the winter or spring short-cycle assessment.

**Falls Far Below Standard:**

☐ The school falls far below the target of this indicator if:

Less than 55% of Cohort 1 students and less than 45% of Cohort 2 students made at least one year's growth in Spanish short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at grade level on the winter or spring short-cycle assessment.

**2.c. SHORT CYCLE ASSESSMENT MATH.** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 1-3.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

**Grade Level Proficiency.** In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at “average”, “high average” or “high” as identified on winter or spring tests as shown on the NWEA MAPS *Grade or Class report*.

**Exceeds Standard:**

☐ The school surpasses the target of this indicator if:

85% or more of students made more than one full year’s growth in the math short-cycle assessment

OR

The student tests at “average,” “high average” or “high” on the winter or spring short-cycle assessment.

**AND IN ADDITION 15% of these students test at “high average” or “high” (These students will also be included in the category immediately above.)**

**Meets Standard:**

☐ The school meets the target of this indicator if:

74-84% of students made at least one full year’s growth in the math short-cycle assessment

OR

The student tests “average,” “high average” or “high” on the winter or spring short-cycle assessment.

**Does Not Meet Standard:**

☐ The school does not meet the target of this indicator if:

63-73% of students made at least one full year’s growth in the math short-cycle assessment

OR

The student tests “average,” “high average” or “high” on the winter or spring short-cycle assessment.

**Falls Far Below Standard:**

☐ The school falls far below the target of this indicator if:

Less than 63% of students made at least one year’s growth in the math short-cycle assessment

OR

The student tests “average,” “high average” or “high” on the winter or spring short-cycle assessment.

# **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

## **Process:**

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

## **1. Operating Budgets**

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?

a. If not, why not?

b. If not, how long was it before it was turned in?

### ***1. Is the school timely submitting budget information?***

#### ***Meets Standard:***

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

#### ***Working to Meet Standard:***

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

## **2. Audits**

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?
  - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### ***2. Is the school timely submitting audit information?***

***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

***Working to Meet Standard:***

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

***Falls Far Below Standard:***

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **3. Periodic Reports**

### **3. Cash report and Actual report**

- a. Is this school on quarterly or monthly reporting?
  - i. If on monthly, please identify the reason for the monthly requirement.
  - ii. During the current fiscal year, was the school ever required to report monthly?
    1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
  - i. If not, why not?
  - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - i. If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
  - iii. How long did that process take to correct the issue(s)?
  - iv. If it was not corrected, why not?
  - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- i. If not, why not?

### 3. Is the school timely submitting required reports which show sufficient financial management?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

**Working to Meet Standard:**

- ☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4. Expenditures

4. Were there any invoices pending for more than 90 days in the current year?
- a. If so, why were these invoices pending for so long?
  - b. Are any of these pending now?
  - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
- a. If not, why not?
  - b. Are any of these liabilities not up-to-date now?
  - c. If not, what is the anticipated payment schedule?

#### 4. Is the school timely paying expenditures?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

**Working to Meet Standard:**

☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

**Working to Meet Standard:**

☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 6. Audit Reviews

6. The last released audit by the State Auditor was for FY \_\_\_\_\_. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?
- b. What were the audit findings from the last released audit?

- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
  - i. If so, what was the repeat finding(s)?
  - ii. Please explain the reason for the repeat finding(s).
  - iii. What has the school done to correct it?

#### **6. Is the school responsive to audit findings?**

**Meets Standard:**

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

**Working to Meet Standard:**

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### **7. Meals**

- 7. Do you serve meals to students?
  - a. If yes, do you enter into contracts with food service management companies?
  - b. Were any audit findings noted regarding those food contracts?
  - c. Please explain the reason(s) for the finding(s).
  - d. What has the school done to correct these audit finding(s)?

#### **7. Is the school managing food service contracts appropriately?**

**Meets Standard:**

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

**Working to Meet Standard:**

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward



compliance with law.

## **8. General Information**

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
  - a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?

## **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the PEC deems the matter relevant to:

1. The PEC's accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

***Meets Standard:***

The school meets the standard if it satisfies each of the conditions described in the paragraph.

***Working to Meet Standard:***

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 1. EDUCATIONAL PLAN

### 1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

**Meets Standard:**

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.b. Is the school complying with applicable education requirements?

**Meets Standard:**

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.c. Is the school protecting the rights of all students?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings,

suspension and expulsion policies.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.d. Is the school protecting the rights of students with special needs?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.e. Is the school protecting the rights of English Language Learner students?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.f. Is the school complying with compulsory attendance laws?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.g. Did the school meet the following recurrent enrollment goals?**

***N/A – New School, no previous enrollment***

***(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)***

A. The school has the following enrollment at the present time:  
\_\_\_\_\_

B. Out of these total students, the following students are eligible for re-enrollment at the school:  
\_\_\_\_\_

C. Out of these total students, the following students are not eligible for re-enrollment at the school:  
\_\_\_\_\_

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:  
\_\_\_\_\_  
\_\_\_\_\_

***OR Other method for assessing recurrent enrollment goals***  
\_\_\_\_\_  
\_\_\_\_\_

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

## 2. BUSINESS MANAGEMENT AND OVERSIGHT

### 2.a. Is the school meeting financial reporting and compliance requirements?

**Meets Standard:**

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 2.b. Is the school following Generally Accepted Accounting Principles?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 3. GOVERNANCE AND REPORTING

#### 3.a. Is the school complying with governance requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 3.b. Is the school holding management accountable?

**Meets Standard:**

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.b. Is the school respecting employee rights?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.c. Is the school completing required background checks?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not



implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**4.d. General Information**

(Complete with regard to the present fiscal year and the previous fiscal year)

Note: The PEC may choose to negotiate an indicator with the school for the next year, depending on the information provided

Has the school had more than 20% turnover in personnel in each of the past two years?

\_\_\_ Yes      \_\_\_ No

If so, please complete the following:

a. Please identify the reason for the turnover. \_\_\_\_\_

\_\_\_\_\_

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_

\_\_\_\_\_

c. What actions are you taking to retain staff?

\_\_\_\_\_

d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

**5. SCHOOL ENVIRONMENT**

**5.a. Is the school complying with facilities requirements?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and

- If applicable, student transportation programs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 5.b. Is the school complying with health and safety requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 5.c. Is the school handling information appropriately?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **6. SCHOOL SPECIFIC TERMS**

### **6.a. Is the school working to appropriately with assessment data?**

**School leadership will institute a short cycle assessment program and test students at least in the fall, winter and spring.**

**School leadership will provide evidence that the school leadership was trained in the reporting available through the short cycle assessment program and generated reports from the short cycle assessment showing student proficiency and growth.**

**Meets Standard:**

☐ The school will provide evidence of the training received in the short cycle assessment reporting and provide evidence of the reports utilized by the school.

**Working to Meet Standard:**

☐ The school has not provided the evidence set forth above, but has a plan for remediation of this short fall.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above.

**School leadership will provide evidence that the Governing Board was provided instruction on how to interpret the short cycle assessment comprehensive reports (rather than individual student reports), and the reports were discussed with the Board to inform Board decision-making.**

**Meets Standard:**

☐ The school will provide evidence of the reports provided to Governing Board members and minutes of the Governing Board meeting where the reports were discussed.

**Working to Meet Standard:**

☐ The school has not provided the evidence set forth above, but has a plan for remediation of this short fall.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above.

**School leadership will provide evidence that the teachers were provided instruction on how to interpret the short cycle assessment reports for their students and their class to inform instruction, and the reports were utilized in the classroom to inform instruction by targeting specific needs and addressing any issues raised in the reporting.**

**Meets Standard:**

☐ The school will provide evidence of the reports provided to teacher and documentation of the use of this data in the classroom.

**Working to Meet Standard:**

☐ The school has not provided the evidence set forth above, but has a plan for remediation of this short fall.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above.

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

**Approved:**

**New Mexico Public Education  
Commission**

**By:** Carolyn Shearman

**Title:** Chair

**Signature:**

**Date:**

**Approved:**

**Sandoval Academy of Bilingual  
Education**

**By:** Dr. Marjori Krebs

**Title:** Chair

**Signature:**

**Date:**



**nacsa**  
NATIONAL ASSOCIATION OF  
CHARTER SCHOOL AUTHORIZERS

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CERTIFICATE OF RESOLUTION

OF THE

SANDOVAL ACADEMY OF BILINGUAL EDUCATION

The undersigned, Marjori Krebs, Chair of the Governing Council of Sandoval Academy of Bilingual Education, a New Mexico Public Charter School, does hereby certify that the following Resolution was adopted by the Governing Council of the school at a board meeting of the Governing Council after proper public notice was given, effective as of Oct. 8, 2015. (date).

**IT IS THEREFORE RESOLVED** that the Governing Board, having determined that it is in agreement with the New Mexico Public Education Commission, therefore APPROVES the following:

Performance Framework for 2015-2106 (Exhibit 3.1 of the Contract)

Sandoval Academy of Bilingual Education

Marjori Krebs

Marjori Krebs

Governing Council Chair

Nov. 12, 2015

Date

**AGENDA**  
**Sandoval Academy of Bilingual Education (SABE)**  
**Board Meeting**  
**Thursday, October 8, 2015**  
**SABE School     4321 Fulcrum Way, Suite A, Rio Rancho**

**Future Meeting Dates:** November 12, December 10, January 14, February 11, March 10, April 14, May

**I.        7:00-7:10 Call to Order**

**II.                Approval of Agenda**

**III.              Approval of Minutes from September 10, 2015**

**IV.              Announcements**

a. New Mexico Coalition for Charter Schools—Membership

Conference: October 29-31

\$325 to Register

[https://www.surveymonkey.com/r/2015\\_NMCCS\\_Conference\\_Registration](https://www.surveymonkey.com/r/2015_NMCCS_Conference_Registration)

5 hours of Board Training Available

b. Nomination: Brennan Devitt as member of the SABE Governing Board. Vote and potential membership to occur at November 12 Board Meeting

c. Update: Hispano Chamber of Commerce Membership

d. October Fall Festival

**V.        7:10-7:30 Financial Report**

a. Budget Update: Wayne Mooseman and Vigil Group

b. Enrollment Update & Recruiting: Dr. Vallejo

**VI.        7:30-7:50 Principal's Update:** Dr. Vallejo

a. Curriculum Update and arrival of curriculum

**VII.        7:50-8:15 Old Business**

a. VOTE: Approval of SABE School Policy Handbooks

**VIII.        8:15-8:30 New Business**

a. Discussion: Teacher Arrival Time

b. Discussion: School Printer

c. Discussion: Use of Smart Boards in classrooms

d. VOTE: SABE Revised Performance Framework to include the NWEA Curriculum

**IX.        8:30-8:45 Public Comment**

**X.        8:45 Executive Session** The Board will enter into executive session for the purposes of discussion of personnel matters

**ACTION ITEM: To move to Executive Session.**

**XI.        ACTION ITEM: Return from Executive Session:** Vote to reopen the meeting and certify that only those matters described in Agenda Item IX were discussed in executive session. If necessary, final action with regard to those matters will be taken in open session.

**XII.        Adjourn**

Attachment: Handbooks and Budget

**MINUTES**  
**Sandoval Academy of Bilingual Education (SABE)**  
**Board Meeting**  
**Thursday, October 8, 2015**  
**SABE School 4321 Fulcrum Way, Suite A, Rio Rancho**

**I. Call to Order**

The meeting was called to order at 7:00 p.m.

The following directors were in attendance:

Wayne Moosman  
Marjori Krebs  
Paola Huffman  
Vincent Haslam  
Phil Leonardelli

No directors were absent.

**II. Approval of Agenda**

Marjori added one item to the agenda as Section VIII(E): Bilingual Application to State

Motion by Wayne to approve the agenda as modified by Marjori. Second by Phil. The motion passed by unanimous consent.

**III. Approval of Minutes from September 10, 2015**

Motion to Paola to approve the minutes from September 10, 2015. Second by Phil. The motion passed unanimous consent.

**IV. Announcements**

- a. New Mexico Coalition for Charter Schools—Membership—this money was provided by a donor  
Conference: October 29-31  
\$325 to Register
- b. Brennan Divett was nominated by Marjori to serve on SABE's governing board. Paola nominated Margarita Fuentes to serve on SABE's governing board. Both Brennan and Margarita will need to submit resumes for the board's consideration.
- c. Update: Hispano Chamber of Commerce Membership. Dr. Vallejo agreed to pay for this membership from the Principal's budget. The primary advantages to membership are marketing and exposure to families who may be interested in sending their children to SABI
- d. October Fall Festival—parents were very involved in the Fall Festival. The school made over \$1,300.

## **V. Financial Report (by the Vigil Group and Wayne Moosman)**

SABE's budget numbers are still based on projections. Next Wednesday will be the key date for determining enrollment numbers, which in turn will affect SABE's budget. Based on current enrollment figures, SABE is looking at about a \$500,000 cut from the initial projections. It will be a very tight year. The state requires charter schools to use the cash basis method of accounting, but at the end of the year to switch to the accrual method. When SABE switches to the accrual method, it will likely have a deficit. The projected deficit is \$100,000. The key to overcome the deficit is enrollment for next year. The long-term solution is to focus on growing enrollment figures for next year. The short-term solution is to cut operating expenses and save cash for next semester. The best place to grow enrollment figures will be next year's incoming kindergarten classes.

The Board agreed that the parent committee needs to discuss recruitment ideas and fundraising ideas.

To help SABE through this school year, the Vigil Group offered to reduce its fees by 50%.

The Board reviewed the Budget Adjustment Request for an \$88,350 lease reimbursement. Vincent moved to approve the BAR. Second by Phil. The motion passed by unanimous consent.

## **VI. Principal's Update (by Dr. Vallejo)**

Dr. Vallejo is still trying to work out the problem with Discovery. The testing component for English and Spanish Languages has been submitted. The teachers are currently using Eureka for math. The teachers are using the existing curriculum for social studies. A lot of the curriculum component will be done by the next board meeting.

Power School has been fixed and is now up and running.

The smart boards didn't come with a projector, so at this point they are just white boards. The cost of a projector is unknown. Paola agreed to look into a grant proposal through Donor's Choose for projectors.

## **VII. Old Business**

The Board will review the student handbook and the staff handbook by the next board meeting and will vote to approve them. Marjori will circulate them to the board.

## **VIII. New Business**

The staff handbook needs to include a provision for what time teachers need to arrive at school.

The Revised Performance Framework needs to include the NWEA curriculum. The benchmarks will be the same, this amendment will only change to NWEA math. The Board considered the Revised Performance Framework. Motion by Phil to approve Revised Performance Framework to include the NWEA Curriculum. Second by Wayne. The motion passed by unanimous consent.

All students are counted as receiving 3+ hours of Spanish for federal grant, which translates into Title I funds. The application was already submitted and SABE will receive the money this year. The Board considered the application. Motion by Paola to approve the Bilingual Application to the State. Second by Phil. The motion passed by unanimous consent.



**IX. Public Comment**

There was no public comment.

**X. Executive Session**

Motion by Paola to enter executive session to discuss personnel matters. Second by Phil. The Board entered executive session at 8:21 p.m.

The Board returned from executive session at 8:39 p.m. The Board certifies that only those matters described in Agenda Item IX were discussed in the executive session. If necessary, final action with regard to those matters will be taken in open session.

**XI. Adjourn**

The meeting adjourned at 8:39 p.m.

# Health Leadership Charter High School

# New Mexico Public Education Commission Charter School Performance Framework

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For the 2015-2016 Academic School Year

For Health Leadership High School

Approved by the PEC on 2/13/15.

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

## **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

### **REQUIRED ACADEMIC PERFORMANCE INDICATORS**

#### **1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM**

<b>1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?</b>	
<i>Exceeds Standard:</i>	
<input type="checkbox"/> The school received an A on the state's grading system.	
<i>Meets Standard:</i>	
<input type="checkbox"/> The school received a B on the state's grading system.	
<i>Meets Standard:</i>	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.
<input type="checkbox"/> The school received a C on the state's grading system	
<i>Does Not Meet Standard:</i>	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades
<input type="checkbox"/> The school received a D on the state's grading system	
<i>Falls Far Below Standard:</i>	The school will write an improvement plan which they believe will result in improved results for the students of
<input type="checkbox"/> The school received an F on the state's grading system.	

Approved by the PEC on 2/13/15.

## 1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

	the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.
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### 2. Mission-Specific INDICATOR(s)

#### 2. MISSION-SPECIFIC INDICATOR(S)

*Identify the Mission Specific Indicator(s) which shows the implementation of the school mission*  
**360 AND COMMUNITY ENGAGEMENT PERFORMANCE INDICATOR:** *The School will improve student and community health and wellness awareness through student led events. Growth will be measured by participation by the students and families.*

##### 2.a Did the school meet its mission-specific indicator(s)?

###### **Exceeds Standard:**

☐ The school surpassed the targets of its mission-specific indicator(s).

The School documented evidence of at least 4 or more health, fitness or nutrition programs or events sponsored by the School and 90% or more of the students or families have attended one or more of these events.

###### **Meets Standard:**

☐ The school substantially met the targets of its mission-specific indicator(s).

The School documented evidence of at least 4 or more health, fitness or nutrition programs or events sponsored by the School and 70 - 89% or more of the students or families have attended two or more of these events.

###### **Does Not Meet Standard:**

☐ The school met at least 50 percent of the targets of its mission-specific indicator(s).

The School did not document evidence of at least 4 health, fitness or nutrition programs or events sponsored by the School or less than 60-70% of the students or families attended two or more of these events.

###### **Falls Far Below Standard:**

☐ The school met less than 50 percent of the targets of its mission-specific indicator(s).

The School did not document evidence of at least 4 health, fitness or nutrition programs or events sponsored by the School or less than 60% of the students or families attended two or more of these events.

*Identify the Mission Specific Indicator(s) which shows the implementation of the school mission*  
**PROJECT BASED LEARNING:** *Students who have attended the School for the full academic year will have completed three trimester long, research based inquiry projects, culminating in a public exhibition of their work. The grading system will utilize project based rubrics developed by the School with input by industry partners, and approved by the principal, based on Common Core standards to determine student grades.*

Approved by the PEC on 2/13/15.

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**2.b Did the school meet its mission-specific indicator(s)?**

**Exceeds Standard:**

- ☐ The school surpassed the targets of its mission-specific indicator(s).

At least 90% of all students who have attended the Health Leadership High School for the full academic year will have participated in three health performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.

**Meets Standard:**

- ☐ The school substantially met the targets of its mission-specific indicator(s).

75 – 89% of all students who have attended the Health Leadership High School for the full academic year will have participated in three health performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.

**Does Not Meet Standard:**

- ☐ The school met at least 50 percent of the targets of its mission-specific indicator(s).

60-74% of all students who have attended the Health Leadership High School for the full academic year will have participated in three health performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.

**Falls Far Below Standard:**

- ☐ The school met less than 50 percent of the targets of its mission-specific indicator(s).

Less than 60% of all students who have attended the Health Leadership High School for the full academic year will have participated in three health performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.

**2.a. PERFORMANCE INDICATOR: All Health Leadership students will apply strategies and skills to comprehend information in reading that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.**

**Exceeds Standard:**

- ☐ The school surpassed the targets of its mission-specific academic goal(s).

15% or more of full academic year Health Leadership students will perform above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 3 US Common Core Reading Grade Level Report and 70% or more of full academic year Health Leadership students will perform as average in reading as indicated by the Comparative discovery growth report comparing test 1 to test 3 US Common Core Reading Grade Level Report.

**Meets Standard:**

- ☐ The school substantially met the targets of its mission-specific academic goal(s).

65-84% of full academic Health Leadership students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 3 US Common Core Reading Grade Level Report.

**Does Not Meet Standard:**

- ☐ The school met at least 50 percent of the targets of its mission-specific academic goal(s).

54-84% of full academic year Health Leadership students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 3 US Common Core Reading Grade Level Report.

**Falls Far Below Standard:**

Less than 54% of full academic year k-6th grade students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

2.b. **PERFORMANCE INDICATOR:** All Health Leadership students will apply strategies and skills to comprehend information in math that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.

**Exceeds Standard:**

☐ The school surpassed the targets of its mission-specific academic goal(s).

10% or more of full academic Health Leadership students will perform above average in math as indicated by the comparative discovery growth report comparing test 1 to test 3 US Common Core Math Grade Level Report and 65% or more of full academic year Health Leadership students will perform as average in math as indicated by the Comparative discovery growth report comparing test 1 to test 3 US Common Core Math Grade Level Report.

**Meets Standard:**

The school substantially met the targets of its mission-specific academic goal(s).

☐ 60-74% of full academic year Health Leadership students will perform as average or above average in math as indicated by the comparative discovery growth report comparing test 1 to test 3 US Common Core Math Grade Level Report.

**Does Not Meet Standard:**

☐ The school met less than 50 percent of the targets of its mission-specific academic goal(s).

45-59% of full academic year Health Leadership students will perform as average or above average in math as indicated by the comparative discovery growth report comparing test 1 to test 3 US Common Core Math Grade Level Report.

☐ **Falls Far Below Standard:**

Below 45% of full academic year Health Leadership students will perform as average or above average in math as indicated by the comparative discovery growth report comparing test 1 to test 3 US Common Core Math Grade Level Report.

## OPTIONAL ACADEMIC PERFORMANCE INDICATORS

Section C of 22-8B-9.1(C) NMSA 1978 states: "The performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act." The charter school may submit for review and approval by the PEC mission-specific and/or supplemental academic goals that are specific, measurable, rigorous, and directly address student academic performance.

Schools are encouraged, but not required, to identify goals in this area. However, the PEC believes that this section of the Frameworks provides an opportunity for a school to highlight things that it does well, and that sets it apart from other schools.

In particular, the PEC encourages schools to present indicators that address actions the school takes to ensure that its student population is "ready to learn."

### A. OPTIONAL SUPPLEMENTAL INDICATOR –

(NOTE: LIST EACH SUPPLEMENTAL INDICATOR SEPARATELY AND IDENTIFY THE RATING SYSTEM FOR EACH. COPY THE SECTION LISTED BELOW FOR EACH SUPPLEMENTAL INDICATOR.)

Identify the Optional Supplemental Indicator which the school has selected with targets.



*None.*

Approved by the PEC on 2/13/15.

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## **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

### **Process:**

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

### **1. Operating Budgets**

- |  |
|--|
| <p>1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?</p> <p>a. If not, why not?</p> <p>b. If not, how long was it before it was turned in?</p> |
|--|

#### ***1. Is the school timely submitting budget information?***

##### ***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

##### ***Working to Meet Standard:***

- ☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

##### ***Falls Far Below Standard:***

- ☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

## 2. Audits

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?
  - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### 2. Is the school timely submitting audit information?

#### *Meets Standard:*

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

#### *Working to Meet Standard:*

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### *Falls Far Below Standard:*

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 3. Periodic Reports

### 3. Cash report and Actual report

- a. Is this school on quarterly or monthly reporting?
  - i. If on monthly, please identify the reason for the monthly requirement.
  - ii. During the current fiscal year, was the school ever required to report monthly?
    1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
  - i. If not, why not?
  - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - i. If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
  - iii. How long did that process take to correct the issue(s)?
  - iv. If it was not corrected, why not?
  - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- i. If not, why not?

### 3. Is the school timely submitting required reports which show sufficient financial management?

*Meets Standard:*

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

*Working to Meet Standard:*

- ☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

- ☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4. Expenditures

4. Were there any invoices pending for more than 90 days in the current year?
- a. If so, why were these invoices pending for so long?
  - b. Are any of these pending now?
  - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
- a. If not, why not?
  - b. Are any of these liabilities not up-to-date now?
  - c. If not, what is the anticipated payment schedule?

#### 4. Is the school timely paying expenditures?

*Meets Standard:*

- ☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

*Working to Meet Standard:*

- ☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

- ☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?
- If not, why not?
  - Have you received any indication that any reimbursement requests may be/were denied for any reason?
  - If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

*Meets Standard:*

- ☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

*Working to Meet Standard:*

- ☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

- ☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 6. Audit Reviews

6. The last released audit by the State Auditor was for FY 2013-2014. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?
- If so, what was the text of the specifically identified section?

- b. What were the audit findings from the last released audit?
- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
  - i. If so, what was the repeat finding(s)?
  - ii. Please explain the reason for the repeat finding(s).
  - iii. What has the school done to correct it?

#### 6. Is the school responsive to audit findings?

**Meets Standard:**

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

**Working to Meet Standard:**

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 7. Meals

- 7. Do you serve meals to students?
  - a. If yes, do you enter into contracts with food service management companies?
  - b. Were any audit findings noted regarding those food contracts?
  - c. Please explain the reason(s) for the finding(s).
  - d. What has the school done to correct these audit finding(s)?

#### 7. Is the school managing food service contracts appropriately?

**Meets Standard:**

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

**Working to Meet Standard:**

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**8. General Information**

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
- a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?

## **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local... compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the PEC deems the matter relevant to:

1. The PEC's accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

### *Meets Standard:*

The school meets the standard if it satisfies each of the conditions described in the paragraph.

### *Working to Meet Standard:*

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### *Falls Far Below Standard:*

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



## 1. EDUCATIONAL PLAN

### 1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

*Meets Standard:*

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.b. Is the school complying with applicable education requirements?

*Meets Standard:*

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, *et. seq.* and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.c. Is the school protecting the rights of all students?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and

- Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.d. Is the school protecting the rights of students with special needs?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.e. Is the school protecting the rights of English Language Learner students?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.f. Is the school complying with compulsory attendance laws?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.g. Did the school meet the following recurrent enrollment goals?

*(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)*

A. The school has the following enrollment at the present time:  
119

B. Out of these total students, the following students are eligible for re-enrollment at the school:  
119

C. Out of these total students, the following students are not eligible for re-enrollment at the school:  
0

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

OR Other method for assessing recurrent enrollment goals

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

Julie Lucero 8/27/2015 4:20 PM

**Comment [1]:** Please complete the highlighted area with data from 2014-2015 SY.

## 2. BUSINESS MANAGEMENT AND OVERSIGHT

### 2.a. Is the school meeting financial reporting and compliance requirements?

*Meets Standard:*

- ☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:
- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
  - Submittal of information required to conduct and complete the annual independent audit;
  - Development and adherence to sound internal control policies; and
  - Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

*Working to Meet Standard:*

- ☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

- ☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 2.b. Is the school following Generally Accepted Accounting Principles?

*Meets Standard:*

- ☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:
- An unqualified audit opinion;
  - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
  - An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

*Working to Meet Standard:*

- ☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

- ☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 3. GOVERNANCE AND REPORTING

#### 3.a. Is the school complying with governance requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 3.b. Is the school holding management accountable?

**Meets Standard:**

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.b. Is the school respecting employee rights?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.c. Is the school completing required background checks?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not

implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**4.d. General Information**

Has the school had more than 20% turnover in personnel in each of the past two years?

  X   Yes             No

If so, please complete the following:

a. Please identify the reason for the turnover. \_\_\_\_\_

In September of 2014 our Executive Director moved to Santa Fe Public Schools, in May, one teacher decided to go back to APS. In June two teachers did not get renewed contracts and one teacher went to work for the federal government. Our Director of Curriculum also turned in her resignation letter and went back to APS.

Julie Lucero 8/27/2015 4:21 PM

**Comment [2]:** Please complete the highlighted area.

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

The impact has been minimal, as we were able to replace all personnel in a timely manner. Also, during our PD weeks at the beginning of school year we took extra time to work with our new teachers and introduce them to Project Based Learning with the help of our consultants.

c. What actions are you taking to retain staff?

We are providing support at all levels to ensure teacher success. Our consultants are working with our new staff and support them in all aspects of PBL at the school.

d. What actions are you taking to ensure that staff hired will work well at the school?

We hired an instructional coach who is knowledgeable in PBL and is working daily with our staff.

**5. SCHOOL ENVIRONMENT**



#### 5.a. Is the school complying with facilities requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5.b. Is the school complying with health and safety requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5.c. Is the school handling information appropriately?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;



- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 6. SCHOOL SPECIFIC TERMS

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

Representative of the Public Education Commission

Signature: \_\_\_\_\_

Title: \_\_\_\_\_ Date of Approval: \_\_\_\_\_

Representative of the Charter School

Signature: Shannon G

Title: Board President Date of Approval: 9.24.15



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Approved by the PEC on 2/13/15.

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# ***Health Leadership High School (HLHS)***

## ***Meeting Minutes***

September 24, 2015

### **I. Call to order**

Shannon called to order the regular meeting of the HLHS Governing Board at 7:37 am on September 24, 2015.

### **II. Roll call**

Shannon conducted a roll call. The following board persons were present: Shannon Groves, Ruby Ethridge, Ryan Harrigan, Norma Valdez, Lucianna Trujillo and Adriann Barboa, Dr. Art Kauffman, Dr. Javier Aceves,

**Board Members Absent:** Adriann Barboa,

**Health Leadership Staff and guest present:** Blanca Lopez, Principal and CEO, Tony Monfiletto, Amy Eveleth, Lori (intern)

### **III. Vote - Approval of minutes from last meeting**

**Motion to approve the minutes from June 18, 2015 by Ruby Ethridge**

**Minutes Approved**

### **IV. Public Comment: There was no public comment.**

**V. Performance Frameworks:** Motion by Ruby Ethridge/Art Kauffman to approve SY2016 Performance Frameworks for SY2016 because the PARCC scores have not come in; next year the Board wants to move to a growth model for performance frameworks. Unanimously approved.

**VI. FERPA School Policy:** Motion by Ruby Enthridge/Ryan Harrigan to approve FERPA Policy as required by federal law. Approved unanimously.

**VII. Anti-Nepotism Policy:** Motion by Javier Aceves/Ruby Enthridge to approve Anti-Nepotism Polciy. Approved unanimously.

**VIII. FINANCE: TREASURER'S REPORT : 2015 -2016 School Budget  
PRESENTED N. Valdez**

- a. Motion to Approve BARS: Norma Valdez/Ruby  
Enthridge approved unanimously.**
- b. Motion to approved Vouchers: Norma Valdez/Ruby  
Enthridge approved unanimously.**

**IX. Closed Session to discuss Limited Personnel Matters:** Motion to go into closed session. Shannon Groves/Ruby Enthridge. Approved unanimously.

**X. Action based on discussion of limited personnel matters:** Director's contract approved as presented. Ryan Harrigan/Javier Aceves. Approved unanimously.

**XI. Adjourned.**

# Cottonwood Classical Preparatory School

# New Mexico Public Education Commission Charter School Performance Framework

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For the 2015-2016 Academic School Year  
For Cottonwood Classical Preparatory School

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

# **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

## **REQUIRED ACADEMIC PERFORMANCE INDICATORS**

### **1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM**

<b>1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?</b>	
<b>Exceeds Standard:</b> <input type="checkbox"/> The school received an A on the state's grading system.	
<b>Meets Standard:</b> <input type="checkbox"/> The school received a B on the state's grading system.	
<b>Meets Standard:</b> <input type="checkbox"/> The school received a C on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school received a D on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school received an F on the state's grading system.	The school will write an improvement plan which they believe will result in improved results for the students of



## 1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

	the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.
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### 2. Mission-Specific INDICATOR(s)

2.a. 12<sup>th</sup> grade students at Cottonwood Classical will successfully participate in the International Baccalaureate Programme.

#### 2.a. Did the school meet its mission-specific indicator(s)?

*Exceeds Standard:*

☐ The school surpassed the targets of its mission-specific indicator(s).

85% or more of 12<sup>th</sup> grade students will obtain at least three IB certificates or recognized equivalent.

*Meets Standard:*

☐ The school substantially met the targets of its mission-specific indicator(s).

75-84% of 12<sup>th</sup> grade students will obtain at least three IB certificates or recognized equivalent.

*Does Not Meet Standard:*

☐ The school met at least 50 percent of the targets of its mission-specific indicator(s).

Less than 75% of 12<sup>th</sup> grade students will obtain at least three IB certificates or recognized equivalent.

2.b. Cottonwood Classical seniors will be accepted to an accredited college or university. This will be demonstrated by college acceptance letters.

#### 2.b. Did the school meet its mission-specific indicator(s)?

*Exceeds Standard:*

☐ The school surpassed the targets of its mission-specific indicator(s).

90% percent or more of Cottonwood seniors will be accepted to an accredited college or university.

*Meets Standard:*

☐ The school substantially met the targets of its mission-specific indicator(s).

80-89% of Cottonwood seniors will be accepted to an accredited college or university.

*Does Not Meet Standard:*

☐ The school met at least 50 percent of the targets of its mission-specific indicator(s).

Less than 80% of Cottonwood seniors will be accepted to an accredited college or university.

## OPTIONAL ACADEMIC PERFORMANCE INDICATORS

Section C of 22-8B-9.1(C) NMSA 1978 states: "*The performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act.*" The charter school may submit for review and approval by the PEC mission-specific and/or supplemental academic goals that are specific, measurable, rigorous, and directly address student academic performance.

Schools are encouraged, but not required, to identify goals in this area. However, the PEC believes that this section of the Frameworks provides an opportunity for a school to highlight things that it does well, and that sets it apart from other schools.

In particular, the PEC encourages schools to present indicators that address actions the school takes to ensure that its student population is "ready to learn."

### A. OPTIONAL SUPPLEMENTAL INDICATOR –

(NOTE: LIST EACH SUPPLEMENTAL INDICATOR SEPARATELY AND IDENTIFY THE RATING SYSTEM FOR EACH. COPY THE SECTION LISTED BELOW FOR EACH SUPPLEMENTAL INDICATOR.)

*Identify the Optional Supplemental Indicator which the school has selected with targets.*

*None.*

# **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

## **Process:**

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

## **1. Operating Budgets**

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegatee?

a. If not, why not?

b. If not, how long was it before it was turned in?

### ***1. Is the school timely submitting budget information?***

#### ***Meets Standard:***

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

#### ***Working to Meet Standard:***

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### ***Falls Far Below Standard:***

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

## **2. Audits**

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
- If not, why not?
  - If not, how long was it before it was turned in?
  - What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### ***2. Is the school timely submitting audit information?***

***Meets Standard:***

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

***Working to Meet Standard:***

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

***Falls Far Below Standard:***

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **3. Periodic Reports**

### **3. Cash report and Actual report**

- Is this school on quarterly or monthly reporting?
  - If on monthly, please identify the reason for the monthly requirement.
  - During the current fiscal year, was the school ever required to report monthly?
    - If so, please identify the reason for the monthly requirement.
- Were the reports for the current year turned in on time? (Please explain for each late report)
  - If not, why not?
  - If not, how long was it before it was turned in?
- For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
  - iii. How long did that process take to correct the issue(s)?
  - iv. If it was not corrected, why not?
  - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- i. If not, why not?

### 3. Is the school timely submitting required reports which show sufficient financial management?

*Meets Standard:*

☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

*Working to Meet Standard:*

☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4. Expenditures

4. Were there any invoices pending for more than 90 days in the current year?

- a. If so, why were these invoices pending for so long?
- b. Are any of these pending now?
- c. If so, what is the anticipated payment schedule?

4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?

- a. If not, why not?
- b. Are any of these liabilities not up-to-date now?
- c. If not, what is the anticipated payment schedule?

#### 4. Is the school timely paying expenditures?

*Meets Standard:*

☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

*Working to Meet Standard:*

☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

*Meets Standard:*

☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

*Working to Meet Standard:*

☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 6. Audit Reviews

6. The last released audit by the State Auditor was for FY 2013-2014. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?

- b. What were the audit findings from the last released audit?
- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
  - i. If so, what was the repeat finding(s)?
  - ii. Please explain the reason for the repeat finding(s).
  - iii. What has the school done to correct it?

## 6. Is the school responsive to audit findings?

### *Meets Standard:*

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

### *Working to Meet Standard:*

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### *Falls Far Below Standard:*

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 7. Meals

### 7. Do you serve meals to students?

- a. If yes, do you enter into contracts with food service management companies?
- b. Were any audit findings noted regarding those food contracts?
- c. Please explain the reason(s) for the finding(s).
- d. What has the school done to correct these audit finding(s)?

## 7. Is the school managing food service contracts appropriately?

### *Meets Standard:*

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

### *Working to Meet Standard:*

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**8. General Information**

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
  - a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?



# ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

For each measure a school receives one of three ratings: “Meets Standard,” “Working to Meet Standard” and “Falls Far Below Standard” which are defined below. The term “material” used below means that the PEC deems the matter relevant to:

1. The PEC’s accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC’s renewal decision. If a school receives a “Working to Meet Standard” or “Falls Far Below Standard,” this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

*Meets Standard:*

The school meets the standard if it satisfies each of the conditions described in the paragraph.

*Working to Meet Standard:*

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

# 1. EDUCATIONAL PLAN

## 1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

### *Meets Standard:*

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 1.b. Is the school complying with applicable education requirements?

### *Meets Standard:*

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 1.c. Is the school protecting the rights of all students?

### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and

- Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.d. Is the school protecting the rights of students with special needs?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.e. Is the school protecting the rights of English Language Learner students?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.f. Is the school complying with compulsory attendance laws?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.g. Did the school meet the following recurrent enrollment goals?**

*(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)*

A. The school has the following enrollment at the present time:  
631

B. Out of these total students, the following students are eligible for re-enrollment at the school:  
590

C. Out of these total students, the following students are not eligible for re-enrollment at the school:  
41

Describe the reasons that the students identified immediately above are not eligible for re-enrollment: Graduation from the program. The reduction from the PEC proposed 85% to a school-proposed 80% to meet standard is due to the specific nature of the IB program, as well as the limited athletic and extra-curricular programs offered by the School.

80% of the students eligible for re-enrollment is 472 students enrolled on the 40<sup>th</sup> day

50% of the students eligible for re-enrollment is 295 students enrolled on the 40<sup>th</sup> day

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 80% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% - 79% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

## 2. BUSINESS MANAGEMENT AND OVERSIGHT

### 2.a. Is the school meeting financial reporting and compliance requirements?

*Meets Standard:*

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 2.b. Is the school following Generally Accepted Accounting Principles?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 3. GOVERNANCE AND REPORTING

#### 3.a. Is the school complying with governance requirements?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 3.b. Is the school holding management accountable?

*Meets Standard:*

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.b. Is the school respecting employee rights?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.c. Is the school completing required background checks?

*Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

*Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not

implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**4.d. General Information**

Has the school had more than 20% turnover in personnel in each of the past two years?

\_\_\_ Yes        X   No

If so, please complete the following:

a. Please identify the reason for the turnover. \_\_\_\_\_

\_\_\_\_\_

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_  
\_\_\_\_\_

c. What actions are you taking to retain staff?

\_\_\_\_\_

d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

**5. SCHOOL ENVIRONMENT**

**5.a. Is the school complying with facilities requirements?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not



implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.b. Is the school complying with health and safety requirements?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.c. Is the school handling information appropriately?**

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the

program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 6. SCHOOL SPECIFIC TERMS

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

Representative of the Public Education Commission

Signature: \_\_\_\_\_

Title: \_\_\_\_\_ Date of Approval: \_\_\_\_\_

Representative of the Charter School

Signature: 

Title: Executive Director Date of Approval: 10-20-15



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# **Cottonwood Classical Preparatory School**

## **Governing Council Minutes**

**October 20, 2015**

### **I. Call to Order and Roll Call**

President Darrell Garcia called the regular meeting of the Cottonwood Classical Preparatory Board to order at 6:08 pm on October 20, 2015 at the CCPS campus. Voting members present were Darrell Garcia, Lisa Marbury, Kyle Jones, Nick Williams, Jay Mortensen and JoAnne Anderson. Non-voting members present were Sam Obenshain, Ken Gant and Louis Papponi. Michael Vigil was excused.

### **II. Approval of Minutes**

Lisa Marbury made a motion to approve the September 15<sup>th</sup> minutes. Kyle Jones seconded the motion. The minutes were approved.

### **III. Public Comments – none**

### **IV. Reports**

#### **President's Report – Darrell Garcia**

#### **Executive Director's Report – Sam Obenshain (attached)**

Sam reported that during the recent professional development week a lot of work was accomplished in four focus areas dealing with culture, curriculum, Paideia and support.

CCPS is above the projection for students enrolled for the 2015-2016 school year.

Sam and other charter school directors attended a meeting with the Secretary of Education Hanna Skandera to give input into how PED can support high performing charter schools.

The results from the PARCC testing were explained and compared to the results of the whole state. Cottonwood scored very well in the language arts area. The math area was affected by different variables. One being that our students do not take algebra or geometry necessarily the same year as the regular high schools require the course. This year though, there will only be one testing session and not two like last year. Testing will be done at the end of year.

There was discussion over how do you utilize the Paideia method because of all the memorization in the math area. Sam explained that they are searching for

programs and strategies that will help them stay true to the Paideia method. Nationwide, there aren't a lot of programs available. Lisa brought up that UNM uses the MALL program for remediation.

Hedges were replaced but were incorrectly planted in the wrong location.

#### **Treasurer's Report – Nick Williams (attachment)**

Finance committee met earlier today. The increase in student enrollment is good for the school. It will increase our budget. It was suggested that we have a snapshot of our finances that we could put on the website.

#### **PTA – Ken Gant**

No news. There was discussion about the board article to put in the newsletter. Ken will write it and present it for approval from Darrell.

#### **PAC – Louis Papponi**

Louis reported that PAC meetings are being well attended. The parent-grade representatives are solidified and all reporting goes through Mr. Torres.

#### **Foundation – Sam Obenshain**

Darrell, Mike and Sam attended the Foundation meeting. The Foundation is working on building membership to their board and setting up a framework.

### **V. Committee Reports**

#### **Executive Director Outcomes Committee – Darrell Garcia**

The process and the survey will be presented soon to get input for the next cycle of the director's outcomes.

#### **Strategic Planning committee – Kyle Jones**

Planning on meeting with Megan in the next week and then to meet with the whole team after that.

#### **Facility Master Plan Update – Lisa Marbury**

The meeting got postponed and it's been difficult setting up meeting dates with the master plan person. Sam is going to check into the situation with ACE.

### **VI. Action Items**

No BARS. The financials for the month have been reviewed and approved by the board.

The annual performance framework was presented and discussed. Kyle made a motion to approve the Annual Performance Framework for the Public Education Commission for the 2015-2016 school year and Jay seconded it. The motion carried unanimously.

**VII. New Business**

Louis presented the question "What is the board's expectations of the Parent Advisory Committee?" It advises administrator of all things operational. It opens lines of communication between staff, parents and board.

**VIII. Old Business – none**

**IX. Executive Session – none**

**X. Next Governing Council Meeting**

November 17, 2015

Darrell noted that because a majority of the board members would be attending the Coalition of Charter Schools Conference October 29<sup>th</sup> and 30<sup>th</sup> that it would be posted in accordance with the open meeting act.

**XI. Adjournment**

Jay made a motion to adjourn the meeting and Kyle seconded it. It was approved and the meeting adjourned at 8:18 pm.

Taos Academy

# New Mexico Public Education Commission Charter School Performance Framework

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For the 2015 – 16 Academic School Year

For Taos Academy

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

NOTE: The school has requested to eliminate the NWEA language goal. The PEC has agreed.

The school has requested to eliminate the community participation goal as a Performance Indicator. The PEC has agreed. Because this is a material term, the school must still keep data on this.



# **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

## **REQUIRED ACADEMIC PERFORMANCE INDICATORS**

### **1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM**

#### **1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?**

***Exceeds Standard:***

☐ The school received an A on the state's grading system.

***Meets Standard:***

☐ The school received a B on the state's grading system.

***Meets Standard:***

☐ The school received a C on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

***Does Not Meet Standard:***

☐ The school received a D on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades

**Falls Far Below Standard:**

☐ The school received an F on the state's grading system.

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

2. MISSION-SPECIFIC INDICATOR(S)

**Goal: Academic Achievement**

**PERFORMANCE INDICATOR 2.a:**

**PROFICIENCY IN READING.** Students in grades 5-12 at Taos Academy will achieve and maintain a level of academic success in Reading as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

**Grade Level Proficiency.** In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS *Grade or Class report* OR score proficient on the annual state standardized testing.

**2.a. Did the school meet its mission-specific indicator(s)?**

**Exceeds Standard:**

☐ 80% or above of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy

**AND**

And of this 80%, 10% must achieve more than a full year's growth.

**Meets Standard:**

☐ 70% to 79% of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy.

**Does Not Meet Standard:**

☐ 60% to 69% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in reading after two consecutive semesters at Taos Academy.

**Falls Far Below Standard:**

☐ Less than 60% of Taos Academy students will reach show “one year’s growth” or grade level proficiency in reading after two consecutive semesters at Taos Academy.

**PERFORMANCE INDICATOR 2.b:**

**PROFICIENCY IN MATH.** Students in grades 5-12 at Taos Academy will achieve and maintain a level of academic success in Math as demonstrated by showing grade level proficiency or one year’s growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (“One year’s growth” will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the “projected RIT” score. If the student matches or exceeds the “projected RIT” score in either the winter or the spring, then that student will have shown “one year’s growth.”)

**Grade Level Proficiency.** In order to show “grade level proficiency” (the second phrase in each of the standards set forth below), a student must test at “average”, “high average” or “high” as identified on winter or spring tests as shown on the NWEA MAPS *Grade or Class report* OR score proficient on the annual state standardized testing.

**2.b Did the school meet its mission-specific indicator(s)?**

**Exceeds Standard:**

☐ 80% or above of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy

**AND**

And of this 80%, 10% must achieve more than a full year’s growth.

**Meets Standard:**

☐ 70% to 79% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

**Does Not Meet Standard:**

☐ 60% to 69% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

***Falls Far Below Standard:***

☐ Less than 60% of Taos Academy students will reach show "one year's growth" or grade level proficiency in math after two consecutive semesters at Taos Academy.

### Goal: Leadership Skills and Social Responsibility

**PERFORMANCE INDICATOR 2.c:** Students in grades 5-12 at Taos Academy who attend the school for two consecutive semesters will develop and successfully complete an individualized post-secondary career pathway plan. Implementation of the plan will be demonstrated by the successful completion of at least 1 credit in Career and Technology Education courses each year while attending Taos Academy. The Next Step Plan will document credit earned for both academic and career readiness biannually.

#### **2.c Did the school meet its mission-specific indicator(s)?**

##### ***Exceeds Standard:***

☐ 80% or above of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21<sup>st</sup> Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

##### ***Meets Standard:***

☐ 70% to 79% of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21<sup>st</sup> Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

##### ***Does Not Meet Standard:***

☐ 60% to 69% of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21<sup>st</sup> Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

##### ***Falls Far Below Standard:***

☐ Less than 60% of Taos Academy students will develop and implement an individualized career pathway plan demonstrated by completing 1 or more credits in Career and Technology Education courses (21<sup>st</sup> Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

## **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

### **Process:**

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

### **A. Operating Budgets**

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?

#### ***1. Is the school timely submitting budget information?***

##### ***Meets Standard:***

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

##### ***Working to Meet Standard:***

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

##### ***Falls Far Below Standard:***

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

## B. Audits

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?
  - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### **2. Is the school timely submitting audit information?**

#### **Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

#### **Working to Meet Standard:**

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### **Falls Far Below Standard:**

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## C. Periodic Reports

### **3. Cash report and Actual report**

- a. Is this school on quarterly or monthly reporting?
  - i. If on monthly, please identify the reason for the monthly requirement.
  - ii. During the current fiscal year, was the school ever required to report monthly?
    1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
  - i. If not, why not?
  - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - i. If so, why did that occur?
  - ii. If so, was it corrected with a budget adjustment?



- iii. How long did that process take to correct the issue(s)?
  - iv. If it was not corrected, why not?
  - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- a. If not, why not?

### 3. Is the school timely submitting required reports which show sufficient financial management?

#### **Meets Standard:**

☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

#### **Working to Meet Standard:**

☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### **Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### D. Expenditures

4. Were there any invoices pending for more than 90 days in the current year?
- a. If so, why were these invoices pending for so long?
  - b. Are any of these pending now?
  - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
- a. If not, why not?
  - b. Are any of these liabilities not up-to-date now?
  - c. If not, what is the anticipated payment schedule?



#### 4. Is the school timely paying expenditures?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

**Working to Meet Standard:**

☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### E. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

**Meets Standard:**

☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

**Working to Meet Standard:**

☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## F. Audit Reviews

6. The last released audit by the State Auditor was for FY \_\_\_\_\_. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?
- a. If so, what was the text of the specifically identified section?
  - b. What were the audit findings from the last released audit?
  - c. Were any findings considered Material Weaknesses?
  - d. What has the school done to correct these audit findings?
  - e. Were any of the audit findings a repeat finding from any prior period?
    - i. If so, what was the repeat finding(s)?
    - ii. Please explain the reason for the repeat finding(s).
    - iii. What has the school done to correct it?

### **6. Is the school responsive to audit findings?**

#### **Meets Standard:**

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

#### **Working to Meet Standard:**

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### **Falls Far Below Standard:**

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## G. Meals

7. Do you serve meals to students?
- a. If yes, do you enter into contracts with food service management companies?
  - b. Were any audit findings noted regarding those food contracts?
  - c. Please explain the reason(s) for the finding(s).
  - d. What has the school done to correct these audit finding(s)?

## 7. Is the school managing food service contracts appropriately?

### **Meets Standard:**

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

### **Working to Meet Standard:**

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### **Falls Far Below Standard:**

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## H. General Information

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
  - a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?

# **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

For each measure a school receives one of three ratings: “Meets Standard,” “Working to Meet Standard” and “Falls Far Below Standard” which are defined below. The term “material” used below means that the PEC deems the matter relevant to:

1. The PEC’s accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC’s renewal decision. If a school receives a “Working to Meet Standard” or “Falls Far Below Standard,” this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

## ***Meets Standard:***

The school meets the standard if it satisfies each of the conditions described in the paragraph.

## ***Working to Meet Standard:***

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

## ***Falls Far Below Standard:***

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 1. EDUCATIONAL PLAN

### 1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

**Meets Standard:**

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the PEC.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the PEC.

### 1.b. Is the school complying with applicable education requirements?

**Meets Standard:**

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.c. Is the school protecting the rights of all students?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from

- engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.d. Is the school protecting the rights of students with special needs?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.e. Is the school protecting the rights of English Language Learner students?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.f. Is the school complying with compulsory attendance laws?**



**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.g. Did the school meet the following recurrent enrollment goals?**

*(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)*

- A. The school has the following enrollment at the end of 2014-2015: 208
- B. Out of these total students, the following students are eligible for re-enrollment at the school: 183
- C. Out of these total students, the following students are not eligible for re-enrollment at the school: 25
- D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:  
Graduation and the number of student that leave to go to the High School.

155 is 85% recurrent enrollment.

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

## **2. BUSINESS MANAGEMENT AND OVERSIGHT**

**2.a. Is the school meeting financial reporting and compliance requirements?**

**Meets Standard:**

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;

- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 2.b. Is the school following Generally Accepted Accounting Principles?

***Meets Standard:***

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

***Working to Meet Standard:***

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



### 3. GOVERNANCE AND REPORTING

#### 3.a. Is the school complying with governance requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 3.b. Is the school holding management accountable?

**Meets Standard:**

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4. EMPLOYEES

#### 4.a. Is the school meeting teacher and other staff credentialing requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 4.b. Is the school respecting employee rights?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 4.c. Is the school completing required background checks?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt

and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 4.d. General Information

(Complete with regard to the present fiscal year and the previous fiscal year)

Note: The PEC may choose to negotiate an indicator with the school for the next year, depending on the information provided

Has the school had more than 20% turnover in personnel in each of the past two years?

\_\_\_ Yes      X No

If so, please complete the following:

a. Please identify the reason for the turnover. \_\_\_\_\_

\_\_\_\_\_

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_  
\_\_\_\_\_

c. What actions are you taking to retain staff?

\_\_\_\_\_

d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

## 5. SCHOOL ENVIRONMENT

### 5.a. Is the school complying with facilities requirements?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.b. Is the school complying with health and safety requirements?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.c. Is the school handling information appropriately?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

**Approved:**

**New Mexico Public Education  
Commission**

By: Carolyn Shearman

Title: Chair

Signature:

Date:

**Approved:**

**Taos Academy**

By: *William G. MacDonald*

Title: Chair

Signature: *[Handwritten Signature]*

Date: *1/04/16*



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**Meeting Minutes**  
**Taos Academy Charter School**  
**Governing Council Meeting**  
**110 Paseo Del Canon Taos NM 87571**  
**Monday, October 12th, 2015**  
**5:30pm**

- A. Call To Order – 5:48pm**
- B. Roll Call –** Bill MacDonald, Dean Caldwell, Matthew Currey, Simeon Herskovits, Kristen Torres, Traci Filiss, Karin Moulton, Deanna Gomez
- C. Pledge of Allegiance-**
- D. Approval of Minutes (Action) –** Dean moves to approve minutes as amended, Simeon seconds the motion, motion carries.
- E. Approval of Agenda ( Action)-** Simeon moves to approve, Kristen seconds the motion, motion carries
- F. Governing Council Input-** Bill was pleased with the article in the Tempo section of the newspaper about the STEM photography class and their project for the Paseo event.
- G. Public Input (See below)- none**
- H. Financial reports (Discussion & Action)**
  - a. Business Services update – Deanna sent financial reports to governing council to review, working on quarterly reports, auditors have come to the school and no information has been released yet.
  - b. Business services contract (action) – agenda was approved as modified by the deletion of the business services contract item.
  - c. BAR Approvals (action) - Matthew moves to approve the following 3 BAR's, Dean seconds the motion, motion carries.
  - d. Finance/Audit Committee update- bank balances reconcile. Larger expenses are a maintenance shed and VLCM for touch screen monitors in the SMART Lab. Matthew moves to accept the unaudited reports as presented by our business manager, Kristen seconds the motion, motion carries.
- I. Reports & Discussion & Action Items-**
  - e. Parent/Student Advisory Report – HS dance is Oct. 17 from 7-11 pm at the Ag Center and MS dance is Oct 29 from 6-8:30pm. The parent advisory in September was the Meet and Greet Night which was very successful.
  - f. Community Coordinator's report – Oct events – portraits next week taken by students in the photography class and their instructor, Heather Sparrow; second quarter middle school STEM Institute classes begin next week as well; KTAO concert with Jimmy Stadler's music class is Monday, October 19 from 7-8pm; last Saturday on October, 11 from 12-2 Taos Academy was on Taos Youth Radio on KNCE – a Tammi Clancy's Dinner Theater class
  - g. Foundation Report – closing out an Intel grant and a robotics grant
  - h. Director's report – Meet & Greet –well attended and it had an easy flow with lots of great food; Australians visit-20 teachers and administrators came to



visit Taos Academy (this is the 6<sup>th</sup> group to visit) they stated that our students speak well of our school and explain our programs clearly; 40<sup>th</sup> day count-225 students and this will determine next year's funding; end of 9 weeks- this Friday and we have student led conferences next Friday; GC training- in Albuquerque Oct 29-31. There will only be 2 sessions on Saturday, October 31st; lease-purchase agreement – Traci and Karin have a meeting with the landlords tomorrow; Ed Tech Note – it has been deposited in our account.

- i. PPP Grant re-allocation (Action) – GC approved that we received the grant at last month's meeting. We are reallocating the funds. The total awarded is \$154,000. Simeon moves to approve this reallocation of these funds, Dean seconds the motion, motion carries.
- j. Performance Framework changes (action)- Changes to our charter goals requested from PED. Traci reviewed the changes to our goals. Simeon moves to approve changes in the Performance Framework as described by the school director, Matthew seconds the motion, motion carries.
- k. November GC meeting dates – INACOL (International Coalition for Online Learning) the conference is in Orlando Florida, Karin and Traci will be gone for the November meeting and will Skype in to the meeting.
- l. Adjournment –Dean moves to approve, Matthew seconds the motion, motion carries. 7:42pm.
- m. Next Board Meeting Agenda Items- Lease purchase information, kitchen remodel, GC training, December holiday dinner, STEM Night information, KTAO concert, community thank you's in newspaper.

**Public Input:** Persons from the same group and having similar viewpoints are asked to select a spokesperson to speak on their behalf. Taos Academy Governing Council asks that any and all public input be limited to a reasonable amount of time, three to five minutes. No action will be taken on item presented and comments regarding matters under litigation will not be allowed. Individuals with a disability who need any form of auxiliary aid or service to attend or participate at this meeting are to contact Director Traci Filiss at [tfiliss@taosacademy.org](mailto:tfiliss@taosacademy.org) at least one week prior to the meeting.

CERTIFICATE OF RESOLUTION

OF THE

TAOS ACADEMY

The undersigned, Bill MacDonald, Chair of the Governing Council of Taos Academy, a New Mexico Public Charter School, does hereby certify that the following Resolution was adopted by the Governing Council of the school at a board meeting of the Governing Council after proper public notice was given, effective as of 12/14/15. (date).

**IT IS THEREFORE RESOLVED** that the Governing Board, having determined that it is in agreement with the New Mexico Public Education Commission, therefore APPROVES the following:

Performance Framework for 2015-2106 (Exhibit 3.1 of the Contract)

Taos Academy



Bill MacDonald  
Governing Council Chair

12/14/15  
Date



# North Valley Academy

**CERTIFICATE OF RESOLUTION**  
**of the**  
**NORTH VALLEY ACADEMY CHARTER SCHOOL**

The undersigned, Scot Fitzgerald, Chair of the Governing Council of the North Valley Academy, a New Mexico Public Charter School, does hereby certify that the following Resolution was adopted by the Governing Council of the school, at a December 28, 2015 board meeting of the Governing Council after proper public notice was given. This resolution is effective as of December 28, 2015.

**IT IS THEREFORE RESOLVED** that the Governing Council, having determined that it is in agreement with the New Mexico Public Education Commission, therefore APPROVES the following:

Performance Framework for SY2015-2016 (Exhibit 3.1 of the Contract)

For: North Valley Academy

  
\_\_\_\_\_  
Scot Fitzgerald  
Chair, NVA Governing Council

12/30/15  
Date



# **New Mexico Public Education Commission Charter School Performance Framework**

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**For the 2015-2016 Academic School Year**

**For North Valley Academy Charter School**

## **ABOUT THE PERFORMANCE FRAMEWORK**

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section ~~22-8B-9.1~~ **NMSA 1978**, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

Conditions placed on the School by the Authorizer, if any.

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# ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

**NOTE:** If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

## REQUIRED ACADEMIC PERFORMANCE INDICATORS

### STATE AND FEDERAL ACCOUNTABILITY SYSTEM

#### 1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?

##### **Exceeds Standard:**

☐ The school received an A on the state's grading system.

##### **Meets Standard:**

☐ The school received a B on the state's grading system.

##### **Meets Standard:**

☐ The school received a C on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

##### **Does Not Meet Standard:**

☐ The school received a D on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades



**Falls Far Below Standard:**

The school received an F on the state's grading system.

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

**2. MISSION-SPECIFIC INDICATOR(S)**

**Identify the Mission Specific Indicator(s) which shows the implementation of the school mission**

**2.a. PERFORMANCE INDICATOR**

All students in grades Kindergarten - Eight at North Valley Academy will apply strategies and skills to comprehend information in reading that is read, heard, and viewed, as assessed through the Discovery Education Short Cycle Assessment.

**2.a Did the school meet its mission-specific indicator(s)?**

**Exceeds Standard:**

☐ The school surpassed the targets of its mission-specific indicator(s).

15% or more of full academic year K - 8th grade students will perform above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report and 70% or more of full academic year K - 8th grade students will perform as average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report

**Meets Standard:**

☐ The school substantially met the targets of its mission-specific indicator(s).

65-84% of full academic year K - 8th grade students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

**Does Not Meet Standard:**

☐ The school met at least 50 percent of the targets of its mission-specific indicator(s).

54-64% of full academic year K - 8th grade students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade level Report.

**Falls Far Below Standard:**

☐ Less than 54% of full academic year K - 8th grade students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

**Identify the Mission Specific Indicator(s) which shows the implementation of the school mission**

**2.b Performance Indicator**

All students in grades Kindergarten - Eight at North Valley Academy will apply strategies and skills to comprehend information in math that is read, heard, and viewed, as assessed through the Discovery Education Short Cycle Assessment.

**2.b. Did the school meet its mission-specific indicator(s)?**

**Exceeds Standard:**

☐ The school surpassed the targets of its mission-specific indicator(s).

10% or more of full academic year K - 8th grade students will perform above average in Math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report and 65% or more of full academic year K - 8th grade students will perform as average in Math as indicated Comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.



**Meets Standard:**

☐ The school substantially met the targets of its mission-specific indicator(s).

74 % of full academic year K -8th grade students will perform as average or above average in Math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

**Does Not Meet Standard:**

☐ The school met at least 50 percent of the targets of its mission-specific indicator(s).

45-59% of full academic year K -8th grade students will perform as average or above average in Math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

**Falls Far Below Standard:**

☐ Below 45% of full academic year K - 8th grade students will perform as average or above average in Math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

**Identify the Mission Specific Indicator(s) which shows the implementation of the school mission**

**2.c Performance Indicator**

North Valley Academy will improve student health and wellness. Growth will be measured by documentation and graphing of personal activity metric (PAM).

**2.c. Did the school meet its mission-specific indicator(s)?**

**Exceeds Standard:**

☐ The school surpassed the targets of its mission-specific academic goal(s).

90% of the K-8 students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.

**Meets Standard:**

☐ The school substantially met the targets of its mission-specific academic goal(s).

70% -89% of the K-8 students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.

**Does Not Meet Standard:**

☐ 60% - 69% of students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.

**Falls Far Below Standard:**

☐ Less than 60% of students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.

## OPTIONAL ACADEMIC PERFORMANCE INDICATORS

Section C of 22-8B-9.1(C) NMSA 1978 states: "The performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act." The charter school may submit for review and approval by the PEC mission-specific and/or supplemental academic goals that are specific, measurable, rigorous, and directly address student academic performance.



Schools are encouraged, but not required, to identify goals in this area. However, the PEC believes that this section of the Frameworks provides an opportunity for a school to highlight things that it does well, and that sets it apart from other schools.

In particular, the PEC encourages schools to present indicators that address actions the school takes to ensure that its student population is "ready to learn."

### 3. OPTIONAL SUPPLEMENTAL INDICATOR –

(NOTE: LIST EACH SUPPLEMENTAL INDICATOR SEPARATELY AND IDENTIFY THE RATING SYSTEM FOR EACH. COPY THE SECTION LISTED BELOW FOR EACH SUPPLEMENTAL INDICATOR.)

*Identify the Optional Supplemental Indicator which the school has selected with targets.*

3.a. Currently The Technology Tool to Student Ratio is 1:6. North Valley Academy will improve Technology Literacy by increasing the technology to student ratio.

#### 3.a Did the school meet its supplemental indicator?

##### *Exceeds Standard:*

☐ The school surpassed the targets of its supplemental indicator.

The technology tool to student ratio is 1:3 at the end of the school year.

##### *Meets Standard:*

☐ The school substantially met the targets of its supplemental indicator.

The technology tool to student ratio is 1:3.5 at the end of the school year.

##### *Does Not Meet Standard:*

☐ The technology tool to student ratio is 1:4 at the end of the school year.

##### *Falls Far Below Standard:*

☐ The technology tool to student ratio is 1:4.5 at the end of the school year.

*Identify the Optional Supplemental Indicator which the school has selected with targets.*

3.b. Each member of the NVA teaching staff will plan, innovate, report, & revise the blended learning formats utilized in classrooms during SY 2014-15, as documented through a "Blended Learning Report."

#### 3.b Did the school meet its supplemental indicator?

##### *Exceeds Standard:*

☐ The school surpassed the targets of its supplemental indicator.

At least 90% of teachers produced "Blended Learning Reports"

##### *Meets Standard:*

☐ The school substantially met the targets of its supplemental indicator.

At least 75-89% of teachers produced "Blended Learning Reports"

##### *Does Not Meet Standard:*

☐ At least 60-74% of teachers produced "Blended Learning Reports"

##### *Falls Far Below Standard:*

☐ Less than 60% of the teachers produced a "Blended Learning Reports"

**Identify the Optional Supplemental Indicator which the school has selected with targets.**

**3.c. North Valley Academy will increase parent stakeholder communication and input, using the response rate for Teammate Input Survey ("TIP")**

### **3.c Did the school meet its supplemental indicator?**

#### **Exceeds Standard:**

☐ The school surpassed the targets of its supplemental indicator.

Over 75% of the TIP will be received back from families prior to the end of the school year.

#### **Meets Standard:**

☐ The school substantially met the targets of its supplemental indicator.

50% - 75% of the TIP will be received back from families by the end of the school year.

#### **Does Not Meet Standard:**

☐ The school met at least 50 percent of the targets of its supplemental indicator.

Less than 40-49% of the TIP will be received back from families by the end of the school year.

#### **Falls Far Below Standard:**

☐ Less than 40% of the TIP will be received back from families by the end of the school year.



# **FINANCIAL PERFORMANCE FRAMEWORK**

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

## **Process:**

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

## **I. Operating Budgets**

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?

a. If not, why not?

b. If not, how long was it before it was turned in?

### ***1. Is the school timely submitting budget information?***

#### **Meets Standard:**

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

#### **Working to Meet Standard:**

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### **Falls Far Below Standard:**

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

## **2. Audits**

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
  - a. If not, why not?
  - b. If not, how long was it before it was turned in?
  - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

### **2. Is the school timely submitting audit information?**

#### **Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

#### **Working to Meet Standard:**

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

#### **Falls Far Below Standard:**

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## **3. Periodic Reports**

### **3. Cash report and Actual report**

- a. Is this school on quarterly or monthly reporting?
  - i. If on monthly, please identify the reason for the monthly requirement.
  - ii. During the current fiscal year, was the school ever required to report monthly?
    1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
  - i. If not, why not?
  - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
  - i. If so, why did that occur?



- ii. If so, was it corrected with a budget adjustment?
  - iii. How long did that process take to correct the issue(s)?
  - iv. If it was not corrected, why not?
  - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
  - i. If not, why not?

### 3. Is the school timely submitting required reports which show sufficient financial management?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

**Working to Meet Standard:**

- ☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4. Expenditures

#### 4. Were there any invoices pending for more than 90 days in the current year?

- a. If so, why were these invoices pending for so long?
- b. Are any of these pending now?
- c. If so, what is the anticipated payment schedule?

#### 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?

- a. If not, why not?
- b. Are any of these liabilities not up-to-date now?
- c. If not, what is the anticipated payment schedule?

#### 4. Is the school timely paying expenditures?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

**Working to Meet Standard:**

- ☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 5. Reimbursements

##### 5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

#### 5. Is the school timely seeking reimbursement?

**Meets Standard:**

- ☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

**Working to Meet Standard:**

- ☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

- ☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### 6. Audit Reviews

##### 6. The last released audit by the State Auditor was for FY \_\_\_\_\_. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?



- b. What were the audit findings from the last released audit?
- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
  - i. If so, what was the repeat finding(s)?
  - ii. Please explain the reason for the repeat finding(s).
  - iii. What has the school done to correct it?

## 6. Is the school responsive to audit findings?

### Meets Standard:

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

### Working to Meet Standard:

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### Falls Far Below Standard:

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 7. Meals

### 7. Do you serve meals to students?

- a. If yes, do you enter into contracts with food service management companies?
- b. Were any audit findings noted regarding those food contracts?
- c. Please explain the reason(s) for the finding(s).
- d. What has the school done to correct these audit finding(s)?

## 7. Is the school managing food service contracts appropriately?

### Meets Standard:

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

### Working to Meet Standard:

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**8. General Information**

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
  - a. If so, what was the concern identified?
  - b. What was the school's response to these concern(s)?
  - c. What was the resolution of these concern(s)?



# **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance, recurrent enrollment from year to year, and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the PEC deems the matter relevant to:

1. The PEC's accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

## **Meets Standard:**

The school meets the standard if it satisfies each of the conditions described in the paragraph.

## **Working to Meet Standard:**

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

## **Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

# 1. EDUCATIONAL PLAN

## a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

### *Meets Standard:*

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 1.b. Is the school complying with applicable education requirements?

### *Meets Standard:*

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

## 1.c. Is the school protecting the rights of all students?

### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and



- Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.d. Is the school protecting the rights of students with special needs?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 1.e. Is the school protecting the rights of English Language Learner students?

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.f. Is the school complying with compulsory attendance laws?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**1.g. Did the school meet the following recurrent enrollment goals?**

*(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)*

**A. The school has the following enrollment at the present time:**

\_\_\_\_\_

**B. Out of these total students, the following students are eligible for re-enrollment at the school:**

\_\_\_\_\_

**C. Out of these total students, the following students are not eligible for re-enrollment at the school:**

\_\_\_\_\_

**D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:**

\_\_\_\_\_  
\_\_\_\_\_

**OR Other method for assessing recurrent enrollment goals**

\_\_\_\_\_  
\_\_\_\_\_

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.



## 2. BUSINESS MANAGEMENT AND OVERSIGHT

### 2.a. Is the school meeting financial reporting and compliance requirements?

#### **Meets Standard:**

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

#### **Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### **Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 2.b. Is the school following Generally Accepted Accounting Principles?

#### **Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

#### **Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### **Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 3. GOVERNANCE AND REPORTING

#### a. Is the school complying with governance requirements?

##### **Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

##### **Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

##### **Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

#### b. Is the school holding management accountable?

##### **Meets Standard:**

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

##### **Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

##### **Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

#### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

#### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.b. Is the school respecting employee rights?

#### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

#### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

#### *Falls Far Below Standard:*

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

### 4.c. Is the school completing required background checks?

#### *Meets Standard:*

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

#### *Working to Meet Standard:*

☐ The school has not implemented the program in the manner described above; the program area(s) not

implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**4.d. General Information**

Has the school had more than 20% turnover in personnel in each of the past two years?

\_\_\_ Yes      \_\_\_ No

If so, please complete the following:

a. Please identify the reason for the turnover. \_\_\_\_\_

\_\_\_\_\_

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_

\_\_\_\_\_

c. What actions are you taking to retain staff?

\_\_\_\_\_

d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

**5. SCHOOL ENVIRONMENT**

**5.a. Is the school complying with facilities requirements?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not



implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.b. Is the school complying with health and safety requirements?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

**5.c. Is the school handling information appropriately?**

**Meets Standard:**

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the

program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

Representative of the Public Education Commission

Signature: \_\_\_\_\_

Title: \_\_\_\_\_ Date of Approval: \_\_\_\_\_

Representative of the Charter School

Signature: \_\_\_\_\_

Title: Chair NVA Board Date of Approval: 12/30/15



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# *North Valley Academy*

## Minutes – Governing Council Meeting (Special)

Thursday, December 28, 2015 - 8:00 a.m.

### **I. PROCEDURAL AGENDA**

This meeting of the NVA Governing Council was called to order at 8:09 a.m., by Vice Chair Ron Montoya - initiated by a roll-call and the pledge of allegiance. G.C. members present were: Ron Montoya, Robert Taylor, Claudia Zamora and Mark Mico. Ed Manzanares and Scott Fitzgerald were excused. NVA Administrative Staff present were: Susan McConnell and Ray Barton IV.

➤ Mr. Taylor **motioned** and GC approved the Agenda for December 28, 2015.

### **II. PUBLIC COMMENT - None**

### **III. CHAIRMAN'S AGENDA**

➤ Mr. Montoya introduced the Performance Framework (P-F) agenda item. He turned the time over to Ray Barton III, volunteer chair of the NVA Charter Renewal Committee. Mr. Barton provided an overview of the Performance Framework process. Normally, the P-F goals and requirements would be finalized at the very beginning of each school year. However, since the charter renewal process dominated both the PEC and school activities, agreement on the P-F goals for SY 2015-16 were delayed. As a result, the PEC & NVA staffs agreed to simply renew the previous year's P-F Goals for the remainder of SY2015-16.

Mr. Barton III then reviewed the detail of the Performance Framework and the six P-F goals.

- Mr. Barton III indicated that approval was required for the Performance Framework for SY 2015-16, which includes the six P-F Goals. A formal resolution, indicating this approval, is also a part of this process.
- Mr. Taylor **motioned** and the GC approved the PEC Performance Framework for SY 2015 – 2016, to include approval of the formal P-F resolution.



#### IV. ADMINISTRATION – OPERATIONS REPORT

- Ms. McConnell provided an informational update regarding staffing decisions. She is in the process of hiring an interim second grade teacher for Mrs. McMullen's class (maternity leave), as well as interviewing for a middle school PE teacher.
- Ms. McConnell also provided the GC with an update on a recent IPRA request (Inspection of Public Records Act), from the wife of a previous principal. This is a very large IPRA request, which will require staff to work many hours during the holiday break. This IPRA request spans five school years and covers an excessively broad and burdensome amount of information. With the settlement of the Snider lawsuit, the staff and attorneys indicated surprise that Mrs. Snider has chosen to continue this process. Ms. McConnell indicated that although the NVA offices are closed over the holidays, the administrative staff will work hard to produce the requested information as soon as possible.

#### V. GENERAL ISSUES & ADJOURNMENT

- The next regular GC meeting is scheduled for Thursday, January 21<sup>st</sup> at 4:30p.m.
- Mr. Taylor **motioned** and the GC approved to adjourn at 8:37a.m.

Note: Unless otherwise noted, all GC actions are by a unanimous vote.



1.f. Is the school complying with compulsory attendance laws?

**Meets Standard:**

☒ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

**Falls Far Below Standard:**

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.g. Did the school meet the following recurrent enrollment goals?

(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)

A. The school has the following enrollment at the present time:

492

B. Out of these total students, the following students are eligible for re-enrollment at the school:

454

C. Out of these total students, the following students are not eligible for re-enrollment at the school:

38

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

(8th Graders)

OR Other method for assessing recurrent enrollment goals

**Meets Standard:**

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Working to Meet Standard:**

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.





#### **4.d General Information**

Has the school had more than 20% turnover in personnel in each of the past two years?

**2013-2014 (Yes 24%)**

**2014-2015 (Yes 26%)**

If so, please complete the following:

- a. Please identify the reason for turnover

**Teachers left for a variety of reasons, but they included some circumstances that did not include choice; family members being transferred and family member's illness. One teacher was terminated due to unsatisfactory performance.**

- b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

**The impact is high on students in particular, especially if they are "beloved" teachers, as some are. We support the students emotionally, while being clear about moving forward and ensuring the students (and their families) that we have their best interests in mind. We take the hiring process very seriously and use a constructive guideline approach to interviewing and procuring high quality teachers. This alignment with our instructional goals is clearly stated and the hiring process includes several steps to ensure a good fit with the philosophy of the school. This lessens the impact on our students.**

- c. What actions are you taking to retain staff?

**NVA administration takes great pride in supporting teachers in their work and recognizing their efforts on an ongoing basis. We provide some morale boosters once per month and more importantly in our collaborative model, teachers are provided with time and resources to support the high standards that we implement. NVA also participates in the grant-funded "Pay for Performance" program which allows for monetary incentives for highly effective teachers, as well as a school-wide incentive for all employees as we reach specific goals.**

- d. What actions are you taking to ensure that staff hired will work well at the school?

**Our hiring process includes steps to ensure a good fit with the school's philosophy and then there is a tremendous support for the work of teachers that includes clear expectations, training, resources and modeling on an ongoing basis. If one were to ask NVA teachers, I think there would be high marks for support and retention.**