

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

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

1. Is the school meeting acceptable standards according to New Mexico’s A-F grading system?	
<p>Exceeds Standard: <input type="checkbox"/> The school received an A on the state’s grading system.</p>	
<p>Meets Standard: <input type="checkbox"/> The school received a B on the state’s grading system.</p>	
<p>Meets Standard: <input type="checkbox"/> The school received a C on the state’s grading system</p>	<p>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.</p>
<p>Does Not Meet Standard: <input type="checkbox"/> The school received a D on the state’s grading system</p>	<p>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</p>
<p>Falls Far Below Standard: <input type="checkbox"/> The school received an F on the state’s grading system.</p>	<p>The school will write an improvement plan which they believe will result in improved results for the students of</p>

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.

2. MISSION-SPECIFIC INDICATOR(S)

Identify the Mission Specific Indicator(s) which shows the implementation of the school mission

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

Exceeds Standard:

The school surpassed the targets of its mission-specific indicator(s).

Meets Standard:

The school substantially met the targets of its mission-specific indicator(s).

Does Not Meet Standard:

The school met at least 50 percent of the targets of its mission-specific indicator(s).

Falls Far Below Standard:

The school met less than 50 percent of the targets of its mission-specific indicator(s).

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.

Did the school meet its supplemental indicator?

Exceeds Standard:

The school surpassed the targets of its supplemental Indicator.

Meets Standard:

The school substantially met the targets of its supplemental indicator.

Does Not Meet Standard:

The school met at least 50 percent of the targets of its supplemental indicator.

Falls Far Below Standard:

The school met less than 50 percent of the targets of its supplemental indicator.