ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework answers the evaluative question: Is the academic program a success? The framework includes indicators and measures that allow the PEC to evaluate the school's academic performance 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; and graduation rate and post-secondary readiness measures for high schools. (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

The Academic Performance Framework includes three indicators, ten required measures, and allows for the inclusion of additional rigorous, valid and reliable indicators proposed by the school to augment external evaluations of school performance.

Description of Academic Framework Indicators and Measures

Indicator 1: Components from NM A-F School Grading System The PEC considers charter school performance on each of the components of the NM PED A-F grading system.		Weight[1]	
Measure	**Description**	**Elem**	**High**
1.1 Current Standing	Current Standing is a two-part measure of the status of a school in the current year. The two parts are composed of: 1) the percentage of students who are proficient on state assessments in math and reading, and 2) a score based on a growth model that accounts for prior scores. The measure of student growth (Value-Added Modeling) looks at school size, student mobility, and prior student performance to predict expected performance based on actual peer performance in the current year. The growth is expressed as the variance from the expected performance. For schools that qualify as SAM schools, an offset (based on the mean deviation of scaled scores for SAM schools) is applied during the calculation of the value added modeling portion of current standing.	30%	25%
1.2 School Growth (Value-Added)	This value-added modeling measure reports overall school growth (overall weighted mean score variance from predicted overall weighted mean score) based on school size, and prior schoolwide mean performance. This measure is calculated in the same way as the growth measure in current standing, but it calculated at the school level instead of the student level.	15%	5%
1.3 Growth of Higher-Performing Students (Q3)	These value added modeling measure are calculated in the same way as the growth measure in current standing, but are calculated separately for two student subgroups. The two student subgroups are the lowest-performing 25% of students and the higher-performing students (top 75%).	5%	5%
1.4 Growth of Lowest-Performing Students (Q1)		5%	5%
1.5 Graduation (4,5,	The graduation measure includes 4-year, 5-year, and 6-year	N/A	10%

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[1] For any school that is eligible to have additional weighting allocated to Indicator 3: School-Specific Goals, the weight of all other indicators will be decreased by an equal amount.

and 6-year rates; value added)	cohort graduation rates and improvement in the 4-year graduation rate. Graduation rates are one-year lagged. That is, the rates that are published in the school grade report are for the cohort that graduated by August 1 of the prior year. Students are expected to graduate in four years, however rates are calculated for 5- and 6- year graduates. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the *Shared Accountability* method, which gives each school in which the student was enrolled in high school proportional credit for their timely or lack of timely graduation. Improvement in the 4-year graduation rate is based on the slope of the 4-year graduation rates for the past three years. For schools that have a 4-year graduation rate that is over 90%, all points are awarded for graduation growth. For schools that qualify as SAM schools, an auxiliary graduation rate is computed using a senior completer method which includes only 12th grade students who are not members of the 4-year cohort. The denominator is comprised of the count of 12th graders in the first enrollment snapshot (40D). The numerator is derived from the count of all non-cohort students who graduated by the end of the year (EOY snapshot).Using this method, schools receive feedback on their success in graduating returning dropouts and adults whose cohort has long since aged from the system.		
1.6 Career and College Readiness	College and Career Readiness (CCR) scores are determined by the percentage of the prior year 4-year graduation cohort members (this indicator is also are one-year lagged) who show evidence of participating in college or career preparation, along with the proportion of those students meeting a benchmark. This indicator is also calculated using the shared accountability model. High school students are expected to participate in at least one college or career readiness program: 1) College entrance exams (Accuplacer,ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test) 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB) 3) Eligibility for an industry-recognized certification (Career Technical Education) Points are given separately for students' participation and for their success in achieving targets. SAM schools are allowed use of additional indicators including ASVAB, WorkKeys, and TABE.	N/A	10%
1.7 Opportunity to Learn (Attendance, Survey)	Opportunity to Learn (OTL) represents the learning environment schools provide. It is determined from student attendance and scores on a student or parent survey administered annually. The expected attendance rate is 95%. Schools that have higher	5%	5%

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	than a 95% attendance rate can earn more than the total number of points available. The survey measures the extent to which classroom teachers demonstrate instructional practices known to facilitate student learning. Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey. The expected average score is 45 points, schools that earn more than 45 points can earn more than the total number of available points.		

Source: New Mexico PED A-F School Grading Technical Guide

Indicator 2: Subgroup Performance
Subgroup measures are based on the school's relative performance (statewide percentile rank) compared to all NM public schools serving the same grades. Points assigned for each subgroup are averaged to calculate overall points for measures 2.1, 2.2, and 2.3.

Weight[1]

Measure	Description	Elem	High
2.1 Subgroup Growth of Higher-Performing Students (Q3)	Schools are compared to all schools statewide serving the same grade levels, based on the A-F Student Growth results calculated by NM PED for Q3 students.	10%	7.5%
2.2 Subgroup Growth of Lowest-Performing Students (Q1)	Schools are compared to all schools statewide serving the same grade levels, based on the A-F Student Growth results calculated by NM PED for Q1 students.	10%	7.5%
2.3 Subgroup Proficiency	Schools are compared to all schools statewide serving the same grade levels, based on subgroup proficiency rates for all eligible subgroups.	10%	10%

Indicator 3: School-Specific Goals
The performance framework allows for the inclusion of additional rigorous, valid and reliable indicators (as determined by the chartering authority) proposed by a charter school to augment external evaluations of its performance. *(Section C of 22-8B-9.1(C) NMSA 1978)*

Weight[2]

Measure	Description	Elem	High
3.1 Career Readiness	*New America School – Las Cruces has developed a school specific goal measuring career readiness using the WorkKeys assessment. See appendix for agreed ratings, methodology, and reporting requirements.*	10%	10%

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[2] A school shall be eligible to have additional weighting allocated to Indicator 3: School-Specific Goals, if the proposed indicator is Reliable (additional 5 points of weight) and Rigorous (additional 5 points of weight).

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Summary of Indicator Rating System and Assigned Points

Schools receive up to 100 points for each academic measure. The average weighted points across the framework are used to assign the overall rating (tier).

Indicators	Description	Rating Scale	Assigned Points	Total Weight?	
				Elem	High
Indicator 1: Components from NM A-F School Grading System	The PEC considers charter school performance on each of the components of the NM PED A-F grading system	A - F grade for each component of the NM grading system	A = 100 pts B = 75 pts C = 50 pts D = 25 pts F = 0 pts	60%	65%
Indicator 2: Subgroup Performance	Subgroup measures are based on the school's relative performance (statewide percentile rank) compared to all NM public schools serving the same grades. Points assigned for each subgroup are averaged to calculate overall points for measures 2.1, 2.2, and 2.3	State Percentile Rank (1-100%)	Equal to State Percentile Rank (1-100 pts)	30%	25%
Indicator 3[3]: School-Specific Goals	New America School – Las Cruces has developed a school specific goal measuring career readiness using the WorkKeys assessment.	Four rating categories: 1) Exceeds standard 2) Meets standard 3) Does not meet standard 4) Falls far below standard	Exceeds = 100 pts Meets = 75 pts Does not meet = 25 pts Falls far below = 0 pts	10%	10%

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[3] A school shall be eligible to have additional weighting allocated to Indicator 3: School-Specific Goals, if the proposed indicator is Reliable (additional 5 points of weight) and Rigorous (additional 5 points of weight).

Based on performance across the academic indicators and measures, schools receive an overall academic tier rating that is used by the PEC in annual monitoring and renewal decisions.

Tier 1	• School is **exceeding** PEC academic performance expectations and is on par with the highest-performing schools in the state. • (*85 to 100 percent of possible total weighted points*)
Tier 2	• School is consistently **meeting** PEC academic performance expectations. • (*50 to 84 percent of possible total weighted points*)
Tier 3	• School is **not meeting** expectations for one or more of the academic indicators. *Possible intervention.* • (*16 to 49 percent of possible total weighted points*)
Tier 4	• School **is falling far below** academic performance expectations. *Intervention; possible revocation.* • (*0 to 15 percent of possible total weighted points*)

New America School – Las Cruces

Indicator 3.1

Description:

Students will improve their performance from the fall to spring by at least one level on the National Career Readiness Certificate. If a student is not eligible for a certificate at the beginning of the year, they will be eligible for at least a Bronze Certificate at the end of the year. If a student is eligible for a certificate at the beginning of the year, they will be eligible for a higher level certificate at the end of the year.

Methodology and Reporting:

A. Students will be included in the data set if:

1. They are enrolled on or before the 15th of September;

2. They are classified as seniors on the 40th day; and

3. They are still enrolled at the end of May.

   The school will provide list of enrollment data from the school's student information system (SIS), which will be verified by comparing to STARS data, that identifies all students classified as Seniors on the 40th day, those students' enrollment dates, and those students withdrawal dates—if applicable. The school must highlight the students who do not meet the eligibility criteria to be included in the data set. These student's cumulative files are subject to auditing to verify they are being properly excluded from the data set.

B. All students who are eligible to be included in the data set will be administered the WorkKeys assessment early in the fall and late in the spring.

C. At both assessment administrations, the school will measure and track—by student—eligiblity for a National Career Readiness Certificate and the level of the certificate for which each student is eligible. The school will provide this tracker as documentation when reporting their data; this tracker will also be supported by additional backup data that comes directly from ACT.

D. Up to 5% of the students in the data set may be excluded from the spring administration without penalty *if* the students earned at least a bronze certificate during the fall administration.

E. The school will calculate the percentage of students in the data set who improved by at least one level on the National Career Readiness Certificate assessments (increased level of certificate eligibility) from the fall to the spring assessment administration. (Number of students who improved certificate eligibility/Total number of students in data set)

Rating Categories and Performance Level Targets:

Measure Rating Category	Description of Target for this Performance Level	Points Assigned
Exceeds Standard	90% or more of students in the data set improve their performance by at least one level on the National Career Readiness Certificate from fall to spring.	100
Meets Standard	60% - 89% of students in the data set improve their performance by at least one level on the National Career Readiness Certificate from fall to spring.	75
Does Not Meet Standard	40% - 59% of students in the data set improve their performance by at least one level on the National Career Readiness Certificate from fall to spring.	25
Falls Far Below Standard	0% - 39% of students in the data set improve their performance by at least one level on the National Career Readiness Certificate from fall to spring.	0