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 Spotlight Dashboard School Grading AccountablityAccountability System The PEC considers charter school performance on each of the components of the NM PED A-F grading system Spotlight Dashboard.		Weight[8]	
Measure	**Description**	**Elem**	**High**
1.1 Current Standing. Math and reading Proficiency	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 emphasis is on student adjusted growth 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. fFor all students, growth in student achievement includes math and reading proficiency. ADD language for SAM schools	30%	25%
1.2 School Growth in Student Achievement (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	15%	5%

	~~calculated at the school level instead of the student level.~~ ~~Student adjusted growth includes equitable educational achievement in math and reading proficiency, English language proficiency and science proficiency, and conditions for learning (for elementary and middle school students)~~ ~~Student adjusted growth includes equitable educational achievement math and reading proficiency, English language proficiency and science proficiency and growth in graduation rates (for high school students)~~		
1.3 English Language Proficiency	English language proficiency is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.	10%	5%
1.4 Science Proficiency	~~S~~science proficiency~~.~~	5%	5%
1.5~~3~~ Growth of Highe~~str~~st-Performing Students (Highest Quartile)~~Q43)~~	These growth ~~value added modeling~~ measures are calculated in the same way as the growth measure in current standing (1.1),~~,~~ but are calculated separately for ~~two~~ three student subgroups. The ~~two~~ three student subgroups are the lowest-performing students (lower 25%)~~of students~~, the middle-performing students (50%) and the higher-performing students (top 75%).	5%	5%
1.6 Growth of Middle performing students (Middle Quartiles~~Q 2-3~~)		10%	10%
1.7~~4~~ Growth of Lowest-Performing Students (Lowest Quartile~~Q1~~)		2~~5~~%	1~~5~~%
~~1.5 Graduation (4,5,~~1.8 Graduation Rate [8] 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;~~	The graduation measure includes 4-year, 5-year, and 6-year cohort graduation rates and improvement in the 4-year graduation rate. Graduation rates are one-year lagged. Meaning, rates that are published in the school 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.	N/A	10% *5% for 4 year,* *3% for 5 year,* *and 2% for 6 year*

	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.		
[8] 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 Meaning, 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.		

1.96 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%
1.10 Chronic Absenteeism 1.7 Opportunity to Learn (Attendance, Survey)	Opportunity to Learn (OTL) represents the learning environment schools provide. It is determined from student attendance chronic absenteeism and annual scores on a student or parent survey administered annually. multicultural initiatives, and socio-emotional learning opportunities offered by the school. The expected chronic absenteeismattendance rate is 95?????%. Schools that have higherlower than ?? chronic absenteeism rate can earn more than the total number of points available. Chronic absenteeism is 10 days of unexcused absences.	5%	5%
1.11 7 educational climate Survey, Multicultural Initiatives, and Socio-emotional learning (SEL)	than a 95% attendance rate can earn more than the total number of points available. The Educational Climate 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.	10%	5%

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

Indicator 2: Subgroup Performance		Weight[1]	
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.			
Measure	**Description**	**Elem**	**High**
2.1 Subgroup Growth of Highe~~st~~r- Performing Students (Q3)	~~Schools~~ Students are compared to all ~~schools~~ students 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 Middle- Performing Students (Q2)	Schools are compared to all students statewide serving the same grade levels, based on the Growth results calculated by NM PED for Q2 students.	10%	7.5%
2.3~~2~~ Subgroup Growth of Lowest- Performing Students (Q1)	Schools are compared to all ~~schools~~ students 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~~ Students are compared to all ~~schools~~ students statewide serving the same grade levels, based on subgroup proficiency rates for all eligible subgroups.	10%	10%

Indicator 3: School-Specific Goals		Weight[9]	
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)*			
Measure	**Description**	**Elem**	**High**
~~TBD =~~ School identified Mission Specific Goals	Charter schools shall~~may~~ propose **mission-specific goals** that are specific, measurable and rigorous, School-proposed goals are subject to approval by the PEC and are incorporated into charter contracts. The goals must appear on the NM Spotlight Dashboard to be measurable as a SMART goal *PEC guidance for setting school goals:* 1. ~~1.~~ Use a SMART goal format (S~~s~~pecific, M~~m~~easureable, ~~attainable, rigorous~~Achievable, Relevant, and T~~t~~ime-bound) 2. Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards." 3. Set goals that *augment external evaluations of school performance* and do not duplicate existing framework measures.	~~10~~ 35%	~~10~~ 37.5%

| | | 4. Goals must be able to be documented and supported using objective, verifiable evidence of results.
5. Mission specific goals must be distinct from ESSA indicators 1 and 2
6. If using additional assessments:
    a. Proficiency and growth targets must be distinct and measured separately.
    b. Assessments need to be rigorous and reliable. The data will need to be reported on the NM Spotlight Dashboard, in a format useable by PED.
    c. Additional assessments must be aligned to school mission.
7. Reading and math goals are already included within indicators 1 and 2. | | |

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[9] 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).

2. Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

3. Set goals that *augment external evaluations of school performance* and do not duplicate existing framework measures.

4. Goals must be able to be documented and supported using objective, verifiable evidence of results.

 Mission specific goals must be distinct from ESSA indicators 1 and 2

5. If using additional assessments:

   a. Proficiency and growth targets must be distinct, and measured separately. may not be combined.

   b. Only utilize Aassessments need to be that have been revaluated for rigorous and reliable. The data will need to be reported on the and have a reporting format that can be verified for accuracy; the appropriate

   c. PED bureaus and divisions should be consulted for information on rigor and accuracy NM Spotlight Dashboard, in a format useable by PED..

   d. Additional assessments must be aligned to school mission.

   e. Do not propose duplicative Rreading and math goals are already included within indicators 1 and 2., which are already assessed using state assessments and incorporated into Indicators 1

   f. and 2.

Additional Weight for Indicator 3: School-Specific Goals

If a school proposes to use an assessment or other measure that is an externally, national- or state-normed metric (e.g. ACT, SAT, ACCESS for ELLs, Spanish IPT), it shall be eligible to have 5 points of weight equally removed from all other indicators and applied to the school specific indicators.

If a school proposes ambitious but realistic targets that have been established using a valid benchmark (e.g. comparison to national/state average, improvement from school historic performance), it shall be eligible to have 5 points of weight equally removed from all other indicators and applied to the school specific indicators.

[9] **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**

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~~Spotlight Dashboard	The PEC considers charter school performance on each of the components of the NM PED ~~A-F grading system~~ESSA Plan	Include ?~~A - F grade for each component of the NM grading system~~	Spotlight A = 100 ~~pts~~ ~~B~~ Traditional Support = 75 pts ~~C~~ Targeted Support = 50 pts ~~D~~ Comprehensive Support = 25 pts ~~F~~ More Rigorous Intervention = 0 pts	~~60~~% 35%	~~65~~% 37.5%
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~~10~~: ~~School~~ Mission Specific Goals	Charter schools ~~may~~ shall ~~propose~~ include **mission-specific goals** ~~and/or supplemental **academic goals**~~ that are Specific, Measurable, Achievable, Relevant and Time-bound~~specific, measurable and rigorous~~.	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 *Or by alternative point assignment agreed to by charter school and PEC*	~~10~~ 35%	~~10~~ 37.5%

~~10 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*)