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 Spotlight Dashboard Accountability System The PEC considers charter school performance on each of the components of the NM PED Spotlight Dashboard.		Points	
Measure	**Description**	**Elem**	**High**
1.1 Math and Reading Proficiency	Math and Reading Proficiency is the percentage of students who are proficient on state assessments in math and reading.	30	25
1.2 English Learner Progress Toward English Language Proficiency	English learner progress toward English language proficiency is measured by the WIDA ACCESS assessment given annually to students identified as English learners.	10	5
1.3 Science Proficiency	Science proficiency is the percentage of students who are proficient on state assessments in science.	5	5
1.4 Growth of Highest-Performing Students (Q4)	These growth measures are calculated separately for three student subgroups. The three student subgroups are the lowest-performing students (lowest 25%), the middle-performing students (middle 50%) and the highest-performing students (highest 75%).	5	5
1.5 Growth of Middle performing students (Q2/3)		10	10
1.6 Growth of Lowest-Performing Students (Q1)		25	15
1.7 Graduation Rate	The graduation measure includes 4-year, 5-year, and 6-year cohort graduation rates. Graduation rates are one-year lagged. Meaning, rates that are published in the school report are for the cohort	N/A	10 *5 for 4 year, 3 for 5 year, and 2 for 6 year*

	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. 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.		
1.8 Growth in 4-year Graduation Rate	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.	N/A	5

1.9 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); or
	    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	Schools earn points based on the percentage of students who were not chronically absent. A chronically absent student is one who was absent from school for any reason for at least 10 percent of the days enrolled.	5	5
1.11 Educational Climate Survey, Multicultural Initiatives, and Socio-emotional Learning (SEL)	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.	10	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.		Points	
Measure	**Description**	**Elem**	**High**
2.1 Subgroup Growth of Highest-Performing Students (Q4)	Students are compared to all students statewide serving the same grade levels, based on the Growth results calculated by NM PED for Q4 students.	25	25
2.2 Subgroup Growth of Middle-Performing Students (Q2/3)	Schools are compared to all students statewide serving the same grade levels, based on the Growth results calculated by NM PED for Q2/3 students.	25	25
2.3 Subgroup Growth of Lowest-Performing Students (Q1)	Schools are compared to all students statewide serving the same grade levels, based on Growth results calculated by NM PED for Q1 students.	25	25
2.4 Subgroup Proficiency	Students are compared to all students statewide serving the same grade levels, based on subgroup proficiency rates for all eligible subgroups.	25	25

Indicator 3: School-Specific Goals The performance framework allows for the inclusion of additional rigorous, valid and reliable indicators (as determined by the PEC) proposed by a charter school to augment external evaluations of its performance. *(1978 NMSA§22-8B-9.1(C).)*		Points	
Measure	**Description**	**Elem**	**High**
School identified Mission Specific Goals, not to exceed two goals.	Charter schools shall 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. Not more than two goals will be used. The goals must appear on the NM Spotlight Dashboard to be measurable as a SMART goal. *PEC guidance for setting school goals:* 1. Use a SMART goal format (Specific, Measureable, Achievable, Relevant, and Time-bound) 2. Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."	100	100

	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.
	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.
	
	If two goals are included, the score on this measure will be the average of the two ratings. There are four rating categories:
	  1) Exceeds = 100 pts
	  2) Meets = 75 pts
	  3) Does not meet = 25 pts
	  4) Falls far below = 0 pts
	
	Or by alternative point assignment agreed to by charter school and PEC		

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	Assigned Points	Total Weight?	
			Elem	High
Indicator 1: Components from NM Spotlight Dashboard	The PEC considers charter school performance on each of the components of the NM PED ESSA Plan	The school earns points equal to the school's overall index score from the New Mexico Spotlight dashboard. (1-100 pts)	35%	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, 2.3, and 2.4. (1-100 points)	30%	25%
Indicator 3 Mission Specific Goals	Charter schools shall include **mission-specific goals** that are Specific, Measurable, Achievable, Relevant and Time-bound.	Points are assigned based on the average of the ratings (if there are two goals) for the goals listed in Indicator 3. (0-100 points)	35%	37.5%

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 framework expectations and is on par with the highest-performing schools in the state.
- (*Greater than or equal to 85 of the possible total weighted points*)

Tier 2
- School is consistently **meeting** PEC academic performance framework expectations.
- (*Greater than or equal to 50 and less than 85 of possible total weighted points*)

Tier 3
- School is **not meeting** expectations for one or more of the academic indicators. ***Possible intervention.***
- (*Greater than or equal to 16 and less than 50 of possible total weighted points*)

Tier 4
- School **is falling far below** academic performance expectations. ***Intervention; possible revocation.***
- (*Less than 16 of possible total weighted points*)