

**Charter Contract**  
Between the  
New Mexico Public Education Commission  
And  
**ROOTS AND WINGS COMMUNITY SCHOOL**

This Charter Contract ("Contract"), is hereby entered into by and between the New Mexico Public Education Commission ("COMMISSION"), and ROOTS AND WINGS COMMUNITY SCHOOL ("School"), a New Mexico Charter School, by and through the School's GOVERNING BODY, effective this 1st day of July 2021.

**WHEREAS**, the COMMISSION is created pursuant to Article 12, Section 6 of the New Mexico Constitution, with such powers and duties as are provided by law; and,

**WHEREAS**, the COMMISSION is authorized pursuant to the Charter Schools Act ("Act"), Section 22-8B-1, *et seq.*, NMSA 1978, to approve charter school applications and to negotiate and execute, in good faith, charter contracts that meet the requirements of the Act with the governing body of an authorized State charter school; and,

**WHEREAS**, the COMMISSION is further authorized pursuant to the Act, to monitor charter schools' compliance with the requirements of the Act, and with the requirements of the contract for each authorized State charter school; and,

**WHEREAS**, the COMMISSION is further authorized pursuant to the Act to determine whether an authorized State charter school merits suspension, revocation, or nonrenewal; and,

**WHEREAS**, the COMMISSION approved the charter application for the School on December 9, 2020, and now grants the State Charter for the School, the conditions of which are expressed through the terms of this Charter Contract; and,

**WHEREAS**, pursuant to the Act, the COMMISSION and the GOVERNING BODY wish to enter into this Contract, in compliance with the Act, in order to define each Party's responsibilities, and provide the financial, academic, and operational performance expectations that will guide the monitoring, oversight and evaluation of the School by the Parties.

**NOW, THEREFORE**, in consideration of the representations and mutual promises herein contained, the COMMISSION and the GOVERNING BODY agree:

**SECTION 1: DEFINITIONS**

Terms shall have the meaning as specified in this section wherever used in this Contract, including the foregoing recitals, unless the context clearly requires otherwise.

**"Attendance for Success Act"** means Sections 22-12A-1 through 22-12A-14, NMSA 1978.

**"Audit Act"** means Sections 12-6-1 through 12-6-14, NMSA 1978.

**"Chair"** means the chairperson of the COMMISSION, as elected by the members of the COMMISSION, pursuant to the Act.

**"Charter Representative(s)"** means the President and any other person(s), authorized by the GOVERNING BODY to sign the Contract, and other documents, and to legally bind the School to the Contract and other documents as required under the Act.

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**"Corrective Action Plan" or "CAP"** means a plan developed by the School and submitted to the COMMISSION to remedy Operational or Financial violations or problems.

**"Criminal Offender Employment Act"** means Section 28-2-1, *et seq.*, NMSA 1978.

**"Days"** means calendar days.

**"Department"** means the Public Education Department of the State of New Mexico.

**"Division"** means the Charter School Division of the Department.

**"Facility" or "Facilities"** means the facilities, including without limitation, all buildings classrooms, and other spaces owned or leased by the School, and used by the School, its staff, teachers, and students, for educational and recreational purposes, and other purposes connected with the School.

**"Governing Body"** means the governing body of the School, as authorized under the Act and this Contract.

**"Head Administrator"** means the State licensed school administrator hired by the GOVERNING BODY to manage the day-to-day operations of the School.

**"Instructional Hours"** means the mandatory instructional time during which students are engaged in a School-directed program, and for which the Attendance for Success Act is enforced.

**"Mission"** means the educational and pedagogical mission of the School, as provided herein.

**"NMAC"** means the New Mexico Administrative Code, which contains the State regulations.

**"NMSA"** means the New Mexico Statutes Annotated, which contain the State laws.

**"President"** means, for purposes of this Contract, the member selected and authorized by the GOVERNING BODY to legally bind the GOVERNING BODY to this Contract, even if this member operates under a different working title (e.g. Executive Director, Director or Chair).

**"Procurement Code"** means Section 13-1-101, *et seq.*, NMSA 1978.

**"Public School Finance Code"** means Section 22-8-1, *et seq.*, NMSA 1978.

**"School Improvement Plan"** means a plan developed by the School and submitted to the COMMISSION to remedy academic performance.

**"Secretary"** means the Secretary of the Department.

**"State"** means the State of New Mexico.

## **SECTION 2: TERM**

This Contract shall be in full force and effect from its effective date until June 30, 2026, unless the Charter is revoked or suspended by the COMMISSION pursuant to the Act. The Contract will not automatically be renewed or extended; the Contract may be renewed by the COMMISSION upon timely application by the School pursuant to the Act, and upon such terms and conditions as the COMMISSION deems appropriate under the Act.

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**SECTION 3: ROLE AND RESPONSIBILITIES OF THE COMMISSION**

The COMMISSION, as the Chartering Authority of all State Chartered Schools, shall:

- 3.1 **Comply With Legal Obligations.**  
Conduct its activities and provide appropriate notices in accordance with its policies and practices, the Act and this Contract;
- 3.2 **Timely Respond to Submissions.**  
Evaluate all submissions by the GOVERNING BODY or School, including amendment requests, and act timely on any such submissions or requests.
- 3.3 **Provide School Evaluation and Oversight.**  
Evaluate and monitor the performance and legal compliance of the School.
- 3.4 **Provide Performance Frameworks.**  
Adopt and provide Academic, Organizational and Financial Performance Frameworks, Attachment A, to set forth the standards and metrics that will guide the oversight and evaluation of the School.
- 3.5 **Review and Determine School Charter Status.**  
Review all relevant information to determine whether the School merits a suspension, revocation, renewal or nonrenewal.
  - 3.5.1 **Revocation:** The COMMISSION may at any time take action to revoke the Charter of the School.
    - 3.5.1.1 **Criteria:** Pursuant to the Act, the COMMISSION may revoke the Charter if the COMMISSION determines that the School:
      - A. Committed a material violation of any of the conditions, standards or procedures set forth in the Contract,
      - B. Failed to meet or make substantial progress toward academic achievement of the Department's standards or student performance standards identified in the Contract,
      - C. Failed to meet generally accepted standards of fiscal management, or
      - D. Violated any provision of law from which the School was not specifically exempted.
    - 3.5.1.2 **Procedures and Timeline:** The COMMISSION shall utilize the following revocation process:
      - A. Notify the GOVERNING BOARD and the School at least 72 hours prior to a regularly scheduled or special meeting, or at least 24 hours before an emergency meeting, that consideration of whether to issue a Notice of Intent to Revoke the Charter is on the meeting's agenda.
      - B. Timely Issue a written Notice of Intent to Revoke the Charter. The Notice shall:
        - 1. State the legal basis for the potential revocation, and reasonably identify the evidence that the COMMISSION has to support the

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existence of the legal basis;

2. Identify the date, location, and time at which a revocation hearing will be held;
3. Establish deadlines for the GOVERNING BODY and the School to present written materials and all evidence that will be used during the hearing; and
4. Identify if the hearing will be conducted by the COMMISSION or by a third party hearing officer. If a hearing officer is to be used, the Notice shall establish the date on which the COMMISSION will consider whether to accept, reject, or modify the hearing officer's findings of facts, conclusions of law, and recommendations.

- C. After a hearing, upon making a final revocation decision, the COMMISSION shall issue a written decision to revoke the Charter.

3.5.2 **Renewal:** Within the time period established by the Act, the GOVERNING BODY may submit a renewal application to the COMMISSION using the COMMISSION's renewal application form. The application shall include all information required by law and necessary for the COMMISSION to determine whether to renew the Charter, non-renew, or renew with conditions, including a contract term of less than 5 years.

3.5.2.1 **Criteria:** Pursuant to the Act, the COMMISSION may refuse to renew the Charter if the COMMISSION determines that the School:

- A. Committed a material violation of any of the conditions, standards or procedures set forth in the Contract,
- B. Failed to meet or make substantial progress toward achievement of the Department's standards of excellence or student performance standards identified in the Contract,
- C. Failed to meet generally accepted standards of fiscal management, or
- D. Violated any provision of law from which the School was not specifically exempted.

3.5.2.2 **Procedures and Timeline:** The COMMISSION shall utilize the following renewal process:

- A. At least one year prior to the Charter renewal application due date, the COMMISSION's authorized representatives will notify the School of its preliminary renewal profile, as established in the COMMISSION's Performance Frameworks, Attachment A.
- B. At least 20 days prior to COMMISSION's meeting at which it will consider the renewal application, the COMMISSION's authorized representatives will provide the School with a preliminary application analysis and recommendation. The recommendation shall:
  1. State the legal basis for potential non-renewal, or renewal with conditions and reasonably identify the evidence to support the



recommendation; and

2. Establish deadlines for the GOVERNING BODY to present its written materials and all evidence that will be used to respond to the recommendation, which shall be not less than 10 days from the date of the delivery of the recommendation.
  3. No later than seven (7) days prior to the COMMISSION's meeting at which it will consider the renewal application, the COMMISSION's authorized representatives will provide the School with a final application analysis and recommendation.
- C. Upon making a final non-renewal decision, or renewal with conditions the COMMISSION shall issue a written decision within 14 days of voting to non-renew Charter, or renew the Charter with conditions.

**3.6 Not Be Responsible for Department Withholding and Expenditures**

The Department may withhold and use two percent (2%) of the school-generated program cost for the administrative support of the School as provided in Section 22-8B-13 NMSA 1978. The Department does not directly provide these funds, or any accounting of these withheld funds, to the COMMISSION. Accordingly, the COMMISSION is unable to provide a detailed description of how the withheld funds, which are not under the COMMISSION's control, will be utilized.

**SECTION 4: ROLE AND RESPONSIBILITIES OF THE GOVERNING BODY**

The GOVERNING BODY is responsible for the policy decisions of the School; is responsible for hiring, evaluating, and terminating the Head Administrator of the School; and is entrusted with oversight of expenditure of public funds in accordance with all applicable laws, regulations, including those pertaining to conflicts of interest, public school finance, and procurement. The GOVERNING BODY is ultimately responsible to the COMMISSION and the State for the academic, operational and financial performance and legal compliance of the School.

**4.1 Governance of the Body.** The GOVERNING BODY shall:

**4.1.1 Establish Bylaws.** Govern the School in the manner set forth in the GOVERNING BODY's bylaws, Attachment B.

**4.1.2 Ensure Members Meet Requirements.**

**4.1.2.1 Minimum Number.**

- A. Have at least five (5) members at all times; the number of Governing Body Members shall be specified in the bylaws.
- B. Either replace any member who is removed or who resigns, or close the position in conformity with its bylaws, within 45 days of removal, resignation or closure.

**4.1.2.2 Training.** All members shall comply with training requirements of Section 22-8B-5.1, NMSA 1978, and any related regulations.

4.1.2.3 **Waiver Required.** No member shall serve on the governing body of another charter school, unless granted a discretionary waiver from the Secretary.

4.1.2.4 **Certify Legal Obligations and Commitments.** Each member of the GOVERNING BODY shall sign a certificate, Attachment C, certifying the legal obligations undertaken and offering assurance of each member's commitment to comply with all federal and state laws governing the organizational, programmatic, and financial requirements applicable to charter schools.

4.1.2.5 **Notification.** Within 30 days, notify the COMMISSION of all changes in the GOVERNING BODY's membership, and provide a signed certification in the form of Attachment C from any new members.

4.1.3 **Member Responsibility.** Members each have a duty to uphold the provisions of this Contract, all applicable laws, including, without limitation, the Act, all regulations, and reporting requirements.

4.1.4 **Member Misconduct, Allegations and Violations.** The GOVERNING BODY shall ensure that the School notify the COMMISSION within 15 days of any and all written complaints of inappropriate contact as defined in its policies with a student or other minor by a GOVERNING BODY member, and shall notify the COMMISSION within 15 days of allegations of, or convictions for, any crime related to the misappropriation or theft of School funds or property by a GOVERNING BODY member.

#### 4.2 **Board of Finance Designation.**

4.2.1 **Required Information.** The GOVERNING BODY shall, at all times, be qualified and designated to act as a board of finance for public school funds, as demonstrated in Attachment D, which contains:

4.2.1.1 The names, home addresses, personal email addresses, and personal phone numbers of each member;

4.2.1.2 A statement signed by every member stating that the GOVERNING BODY agrees to consult with the Division on any matter not covered by the manual of accounting and budgeting before taking any action relating to funds held by it as a board of finance;

4.2.1.3 A signed affidavit from each member declaring that the member is not a member of the governing body of any other charter school (unless granted a waiver by the Secretary for that purpose), and that the member was not a governing body member of another charter school that was suspended and was not reinstated, or failed to receive or maintain its board of finance designation;

4.2.1.4 Affidavit(s) signed by the School's licensed business official who will be given the responsibility of keeping the financial records of the School, describing their training, professional licensure and degree(s); and

4.2.1.5 A copy of a certificate of insurance that indicates that the person(s) who will be entrusted with handling the funds of the School are adequately

bonded.

- 4.2.2 **Designated Licensed Business Official and CPO.** Have a designated licensed School Business Official ("SBO") and State Certified Chief Procurement Officer ("CPO") and provide their CPO certification [Attachment E]. The COMMISSION shall be notified of all changes to the designated licensed business official or CPO within 30 days.
- 4.2.3 **Updated and Current Information.** The GOVERNING BODY shall ensure that the Commission is provided with updated and current information within 30 days of the change to any member of the GOVERNING BODY or the School's licensed business official who will be given the responsibility of keeping the financial records. The GOVERNING BODY shall resubmit all information required above, revised to reflect the changes in staffing or membership.
- 4.2.4 **Board of Finance Revocation.** If at any time, the GOVERNING BODY's qualification as a board of finance is revoked by the COMMISSION or the Department, the COMMISSION shall consider whether to commence revocation proceedings to revoke the charter. If the COMMISSION decides not to revoke the charter, the GOVERNING BODY shall be required to develop and successfully implement a Corrective Action Plan to address the conditions and causes that raised for consideration the revocation of the board of finance designation.
- 4.3 **Commencement or Continuation of Operations.**  
The GOVERNING BODY acknowledges that the School may not receive State Equalization Guarantee ("SEG") funding as determined by the Department unless it is approved for commencement of operations or final contract approval, which requires:
  - 4.3.1 A current NMCI determination, certificate of occupancy and the occupancy permit for educational use are provided for each authorized site listed herein (and each site subsequently approved by the COMMISSION); AND
  - 4.3.2 For a new charter school, the COMMISSION has determined that the GOVERNING BODY has satisfied all conditions imposed by the COMMISSION at initial approval and has demonstrated readiness to operate through the completion of the COMMISSION's Implementation Year Checklist; OR
  - 4.3.3 Upon a request for renewal, the COMMISSION has determined that the GOVERNING BODY has satisfied all conditions imposed by the COMMISSION.
- 4.4 **Federal Grant Fund Accountability.** If the School receives federal grant funds that flow through the Department, the GOVERNING BODY shall ensure that the School timely submits financial and other reports required by the Department for the receipt of such funds.
- 4.5 **Third Party Contracts and Relationships**
  - 4.5.1 **Benefit of Students.** The School must be operated for the benefit of the students.
  - 4.5.2 **Public Trust and Accountability.** The GOVERNING BODY is publicly entrusted and charged with the obligation to account for and oversee public school funds and to deliver specific educational results, and be accountable to the COMMISSION and the State for the School's funds and performance. Accordingly, the GOVERNING BODY must ensure that any third party contract for the expenditure

of public funds includes clear provisions of accountability and reporting, such that the GOVERNING BODY's fiduciary and other responsibilities are not abdicated.

- 4.5.3 **Term Limits and Renewals.** The contract term may not exceed the Term of this Contract, but may provide for term renewals. Similarly, the contract terms must allow a reasonable ability to terminate the agreement.
- 4.5.4 **Reasonable and Commensurate Fees.** Any fees provided under third party contracts must be reasonable and commensurate with the services provided, and not exceed the local market rates for services.
- 4.5.5 **Public Funds Limitation.** State and federal funds, including but not limited to student funding shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status.
- 4.5.6 **Non-Profit Foundation Declaration.**  
The School does not have a relationship with a non-profit foundation, the primary purpose of which is to provide financial support to the School. If a relationship should occur, the school shall provide the agreement governing the relationship between the School and the foundation as Attachment F. The members of the foundation's Board of Directors and its Executive Director shall be provided, along with a signed conflict of interest disclosure from each member, as Attachment G.
- 4.5.7 **Other Third Party Relationship Declaration.**
  - 4.5.7.1 **Legal Agreement Provided.** The GOVERNING BODY or School does not have a legal relationship with a third party entity that is distinct from a relationship with a non-profit foundation described above. If the school establishes a third party relationship, the legal agreement governing the relationship between the School and the third party entity shall be included as Attachment H.
  - 4.5.7.2 **Prior Approval Required.** If a third party relationship is established, changes to the document set out as Attachment H, or to its legal relationship and agreements with a third party entity requires the prior approval of the COMMISSION, which approval shall not be unreasonably withheld.
  - 4.5.7.3 **Compliance.** If a third party relationship is established, the legal agreement in Attachment H shall comply with all provisions of this Contract and State law, and the School shall not be governed by, and is financially independent from, a third party entity.
  - 4.5.7.4 **Compliance Review.** If a third party relationship is established, the COMMISSION shall be permitted to review the legal agreement and other relevant documents and records to determine whether the legal relationship between the School and a third party entity complies with all provisions of this Contract and State law, and to determine that the School is not governed by, and is financially independent from a third party entity.

#### 4.6 **Ensure Compliance with Generally Accepted Professional and Legal Standards.**

Meet generally accepted standards of fiscal management which shall include complying with

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all applicable provisions of the Public School Finance Code, the Procurement Code, and the Audit Act; pay debts as they fall due or in the usual course of business; comply with all federal requirements related to federally funded programs and awards; refrain from gross incompetence or systematic and egregious mismanagement of School finances or financial records; and, prepare and fairly present financial statements in accordance with accounting principles generally accepted in the United States of America, which include the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

## **SECTION 5: GOVERNANCE OF THE SCHOOL AND REPRESENTATIONS**

The GOVERNING BOARD represents and promises that it will ensure that the School operates as a public school and adheres to the following provisions:

- 5.1 Educational Program:** The School's educational program shall be as described below
- 5.1.1 Roots & Wings Community School make education relevant, experiential, compelling and engaging. Because of this, the RWCS is inspired by Expeditionary Learning (EL Education), a nationally acclaimed school reform program with an emphasis upon adventurous learning and a proven record of significant student academic improvement. At the center of the RWCS curriculum is the concept of the "Learning Expedition," an engaging interdisciplinary, academically rigorous thematic unit that is project-based and lasts for many weeks. Each Learning Expedition at RWCS is aligned with the New Mexico State Content Standards, Common Core State Standards, and the Next Generation Science Standards.
  - 5.1.2 At least 3 times per year, teachers are provided professional development in disaggregation of data. Data analysis following assessments is key to finding out where students are at academically and making changes in program delivery as necessary to meet the needs of all students for academic achievement.
  - 5.1.3 The school offers front country adventures (grades K-2), three-day backpack trips (grades 3-5), and five-day backpack trips (grades 6-8) through which they experience the wonders of the wilderness and the transformation that comes from pushing themselves beyond their perceived limits. The experiences are provided at least two times a year. Students come to the school for these types of outdoor opportunities that are not offered in most public schools.
  - 5.1.4 Each student at our school is a member of a crew. Our primary focus in Crew is to ensure that each student:
    - (1) is known well by at least one adult within the school and
    - (2) is an active member of a consistent and on-going small-scale peer community.
  - 5.1.5 Student-Led Conferences
 

All parents are encouraged to attend student-led conferences twice per year. In a student-led conference, students reflect on their progress in all subjects, which are aligned with the Common Core State Standards. They do this by doing deep reflections over multiple drafts of their work. Students are required to show their areas of strength and weakness in these student-led conferences, which offers hugely valuable information for parents to understand exactly what their students are learning and the ways in which they are growing

#### 5.1.5 Celebrations of Learning

All parents are encouraged to attend Celebrations of Learning, where students present to an authentic audience (parents and community) their culminating product work from the past semester. These events happen at the end of every semester. These Celebrations of Learning follow agendas and always include student work.

#### 5.2 **Mission and Report.** Implements the mission identified below and report on the implementation of that mission in the manner described below.

5.2.1 The mission of Roots and Wings Charter School is to inspire our students to academic and personal excellence. Our innovative learning community creates classroom, farm and wilderness adventure - engaging the head, hands and heart - enabling students to achieve more than they think possible and to take an active role in our ever-changing world.

5.2.2 **Reporting.** The implementation of the School's mission shall be reported to the COMMISSION:

5.2.2.1 Annually during the performance review site visit required by the Act, as evaluated through the site visit team's observations and the School's response to any such observations;

5.2.2.2 Annually through any mission specific goals identified in the Performance Framework, Attachment A; and

5.2.2.3 Upon any application for Charter renewal, through a narrative in the renewal application.

#### 5.3 **Notification of Waivers.** Notice must be provided to the COMMISSION regarding any waivers the School is utilizing or has requested from the Secretary. All waivers are identified in Attachment I.

5.3.1 **Discretionary.** If a discretionary waiver is granted by the Secretary at any point during the Term, written notification must be provided to the COMMISSION within 30 days of approval from the Secretary, and the Contract may be amended to reflect such waiver.

5.3.2 **Non-discretionary.** If the School begins utilizing any additional non-discretionary waivers at any point during the Term, a written notification must be provided to the COMMISSION within 30 days of first use of the waiver, and the Contract may be amended to reflect the use of such non-discretionary waiver.

#### 5.4 **Enrollment Cap and Authorized Grade Levels.** The School shall serve no more than 60 students in grades K-8.

5.4.1 **Allowable Modifications.** The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic needs; except that, nothing in this Contract shall give the GOVERNING BODY the authority to allow the School to combine students from different grade levels into the same classroom unless the School's educational program explicitly provides for mixed grade or age education.

**5.4.2 Facility Capacity.** The School may not exceed the building capacity of the Facility, which is 70.

**5.5 Authorized Facilities.**

The School shall provide educational services, including the delivery of instruction, only at the following authorized location(s):

Roots and Wings Community School  
35 La Lama Rd  
Questa, NM 87556

**5.5.1 Meet Legal Standards.** The GOVERNING BODY shall ensure that the Facilities meet the standards in Section 22-8B-4.2 (A, C, D) NMSA 1978, and shall ensure that the facilities comply with all applicable federal, State and local health and safety standards and other applicable laws, regulations and rules.

**5.5.2 Lease Agreements Provided.** The Lease(s) or Lease Purchase Agreement(s) with amendments for all School facilities shall be provided as Attachment J.

**5.5.3 Access Required.** Allow the COMMISSION and its authorized representatives to visit each facility at any reasonable time.

**5.6 Insurance Required.** Obtain and maintain appropriate insurance in accordance with applicable federal, State and local rules, regulations and statutes, and provide the types, limits and deductibles in Attachment K.

**5.6.1 Required Participation in NMPSIA.** Participate in the New Mexico Public School Insurance Authority ("NMPSIA").

**5.6.2 Waivers Required.** To the extent such waiver is available, the School and its insurers providing the required coverage shall waive all rights of recovery against the State and the COMMISSION, their agents, officials, assignees and employees

**5.7 Inspection of Records, Retention and Audit.**

**5.7.1 Student Records.** Maintain student records in accordance with all federal and State laws, including those regarding privacy, and comply with State public records retention requirements.

**5.7.2 Audits.** Allow the COMMISSION and its authorized representatives to conduct financial, program or compliance audits and shall hold open for inspection all records, documents and files relating to any activity or program provided by the School.

**5.7.3 Retention.** All books, accounts, reports, files and other records relating to this Contract shall be subject, during normal business hours, to inspection and audit by the State for five (5) years after termination of this Contract.

**5.8 Student Attendance and Instructional Hours.**

In accordance with the Attendance for Success Act, maintain records to document daily student attendance and shall make such records available for inspection upon request of the COMMISSION. The School shall comply with the number of overall instructional hours



required by State law, based on the grade levels served, which may be verified through budget reporting and school academic calendars

**5.9 School Personnel and Agents.**

**5.9.1 Volunteers.** Comply with State requirements regarding the use of school volunteers

**5.9.2 Background Checks.** Comply with the requirements of Section 22-10A-5 NMSA 1978, relating to background checks for all staff, instructors, and volunteers, in whatever capacity, working with its students or at the Facilities.

**5.9.2.1 Policies and Procedures.** The School shall develop and implement policies and procedures to require background checks on an applicant who has been offered employment, and for all volunteers, contractors and contractor's employees with unsupervised access to students.

**5.9.2.2 Criminal Offender Employment Act.** The School shall comply with the Criminal Offender Employment Act.

**5.9.2.3 Report Conviction of Licensed or Certified Employee.** The Head Administrator shall report to the Department and the COMMISSION any known conviction of a felony or misdemeanor involving moral turpitude of a licensed or certified employee.

**5.9.3 Notification of Allegations, Misconduct and Convictions.** Notify the COMMISSION within 15 days of any and all written complaints of inappropriate contact as defined in the School's policies, or convictions for inappropriate contact with a student or other minor by any staff member, employee, volunteer, agent or contractor and shall notify the COMMISSION within 15 days of allegations of, or convictions for, any crime related to the misappropriation or theft of School funds or property by any staff member, employee, volunteer, agent or contractor.

**5.9.4 Investigate Allegations.** The Head Administrator or an authorized representative shall investigate all allegations of ethical misconduct about any licensed or certified employee who resigns, is being discharged or terminated or otherwise leaves employment after an allegation has been made, or incident occurs.

**5.9.4.1 Substantiated Findings.** If the investigation results in a finding of wrongdoing, the Head Administrator shall report the identity of the licensed or certified employee and attendant circumstances of the ethical misconduct on a standardized form to the Department and the licensed or certified employee within 30 days following the separation from employment.

**5.9.4.2 Agreements Restricted.** No agreement between a departing licensed or certified employee and the School shall diminish or eliminate the responsibility of investigating and reporting the alleged ethical misconduct, and any such provision or agreement to the contrary is void and unenforceable.

**5.10 Comply With Public Education Laws.** Operate as a public school and comply with all applicable federal, state and local rules, regulations and statutes relating to public

education, including those listed below, unless the School is specifically exempted from the particular provision of law.

- 5.10.1 **Nonsectarian Policies and Practices.** Be nonsectarian in its programs, enrollment policies and employment practices and all other operations. Attachment L is the School's enrollment policies and procedures.
- 5.10.2 **Children with Disabilities Law.** Comply with all federal and state laws relating to the education of children with disabilities.
- 5.10.3 **Health, Safety, and Civil Rights Law.** Comply with applicable federal, State and local rules, regulations and statutes relating to health, safety and civil rights.

**5.11 Oversight of School and Compliance with Standards.** The GOVERNING BODY shall ensure that the School meets or makes substantial progress towards the achievement of the Academic, Organizational and Financial Framework standards Attachment A, and ensure that the School complies with the following requirements:

- 5.11.1 **Complaints Against the School.** Provide a written copy to the COMMISSION, within 15 days of receiving a notice of complaint filed against the School alleging violations of federal, state, or local law, or a final determination from another State division or agency, or State or federal court regarding any such complaint against the School.
- 5.11.2 **Timely Submit Documentation.** Timely submit all documentation, financial and other reports required by or the COMMISSION or its authorized representative(s) in order to evaluate the School's compliance with applicable federal, state and local rules, regulations and statutes relating to public education, and to demonstrate that the School is financially viable and stable.
- 5.11.3 **Student Assessments and Data Reporting.** Participate in assessments as designated by the Department or U.S. Department of Education and timely report related student level data for those assessments, as well as for School-administered assessments, as requested or required.
- 5.11.4 **Discretionary Corrective Actions for School Improvement.**
  - 5.11.4.1 **Unsatisfactory Review.** The COMMISSION is not required to allow an opportunity to remedy a problem if an unsatisfactory review warrants revocation. Failure to meet or make substantial progress toward meeting the Academic, Organizational and Financial standards shall be sufficient justification to revoke or non-renew the Charter.
  - 5.11.4.2 **School Improvement Plan.** If the School fails to meet its academic performance indicators in any year it must develop, submit, and begin implementing a School Improvement Plan within 60 days of the release of the academic performance information. The COMMISSION will not evaluate the quality of, or approve, the Plan. The COMMISSION may evaluate at implementation of the Plan at any time, including through its annual site visits, and provide feedback to the School regarding fidelity of implementation and effectiveness of the Plan in improving the School's performance. If the school had an improvement plan, it shall not be the sole basis for non-renewal.

- 5.11.4.3 **Corrective Action Plan.** The GOVERNING BODY shall ensure that the School complies with any requirement of the COMMISSION to develop, submit to the COMMISSION, and implement a Corrective Action Plan ("CAP") to address deficiencies in its organizational or financial performance. The COMMISSION may evaluate implementation of the CAP at any time, including through its site visits, and provide feedback to the School regarding fidelity of implementation and effectiveness of the plan in improving the School's performance. If the school had a corrective action plan, it shall not be the sole basis for non-renewal.

## **SECTION 6: STANDARD TERMS**

- 6.1 **Applicable Law:** This Contract shall be governed and interpreted in accordance with State and federal laws. In the event of a change in law, regulation, rule, procedure or form affecting the School during the term of this Contract, the Parties shall comply with the change in law, rule, regulation or procedure or utilize the new form, as provided.
- 6.2 **Entire Agreement.** This Contract, including all of its Attachments, constitutes the entire agreement of the Parties.
- 6.3 **Amendments.** This Contract shall not be altered, changed or amended except as executed in writing by the Parties hereto. The COMMISSION shall consider and vote on all amendment requests within 60 days of receipt of a complete submission. If an amendment to this Contract is required to reflect a change in the law or rule, then the Parties shall execute such an amendment. If the Parties cannot agree on an amendment to the terms of the contract, either party may appeal to the Secretary pursuant to Section 22-8B-9(A and C) NMSA 1978.
- 6.4 **Waiver.** Either party's failure to insist on strict performance of any term or condition of the Contract shall not constitute a waiver of that term or condition, even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object.
- 6.5 **Invalid Term or Condition is Severable.** The provisions of this Contract are severable. If any term or condition is held to be invalid or unenforceable, the remainder of this Contract shall not be affected and shall be valid and enforceable.
- 6.6 **Assignment.** Neither party may assign or transfer any right or interest in this Contract unless authorized by law. No assignment, transfer or delegation of any duty shall be made without prior written permission of the COMMISSION.
- 6.7 **Financial Records and Financial Audit.** The GOVERNING BODY shall ensure that detailed expenditure records are maintained that indicate the date, time, nature and cost of services rendered and paid from public funds during the Contract's term and retained for a period of five (5) years from final date of payment. The records shall be subject to inspection by the State. Payments rendered pursuant to this Contract shall not foreclose the right of the State to recover excessive or illegal payments
- 6.8 **Indemnification.** To the extent permitted by law, the GOVERNING BODY shall indemnify, defend, save and hold harmless the COMMISSION, the State, its departments, agencies, officials, agents and employees ("Indemnitees") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation).

"Claims" includes demands for relief from bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the GOVERNING BODY or any of its members, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of the GOVERNING BODY to conform to any applicable federal, state or local law, statute, ordinance, rule, regulation or court decree. It is the specific intention of the Parties that the Indemnatee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnatee, be indemnified by the GOVERNING BODY from and against any and all claims. It is agreed that the GOVERNING BODY will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable.

- 6.9 Not an Employment Contract.** This is not an employment contract. No officer, employee, agent, or subcontractor of the GOVERNING BODY is an officer, employee or agent of the COMMISSION or the State as a result of this Contract.
- 6.10 Non-Discrimination.** The GOVERNING BODY shall ensure that the School complies with all applicable federal and state employment laws, rules and regulations, including the Americans with Disabilities Act. The GOVERNING BODY shall take affirmative action to ensure that applicants for employment and employees are not discriminated against due to age, race, creed, color, religion, sex, sexual orientation, gender identity, spousal affiliation, national origin or disability.
- 6.11 Notices.** Any notice required, or permitted, under the Contract shall be in writing and shall be effective immediately upon personal delivery, upon receipt of electronic mail, or three (3) days after mailing to the following:

**GOVERNING BODY:**

Erica Lannon, President  
 Roots and Wings Community  
 School Governing Board  
 PO Box 3692  
 Taos, NM 87571  
 575-779-0268  
 elannon.gc@rwcs.org

**NM Public Education COMMISSION:**

Patricia E. Gipson, PEC Chair  
 300 Don Gaspar Santa Fe, NM 87505  
 575-405-9135  
[PEC.DistrictSeven@state.nm.us](mailto:PEC.DistrictSeven@state.nm.us)

*and*

Ami Jaeger, PEC Counsel  
 BioLaw Group  
 7 Avenida Vista Grande, 205  
 Santa Fe, NM 87508  
 505.466.4642  
[asj@bio-law.com](mailto:asj@bio-law.com)

**-- Non-Party Contacts for this Contract --****School:**

Jon Orris, Head Administrator  
 Roots and Wings Community  
 School  
 HC 81 Box 22  
 Questa, NM 87556  
 575-586-2076  
 jorris@rwcs.org

Patricia Matthews, School Attorney  
 1925 Aspen Dr. Suite 301  
 Santa Fe, NM 87505  
 505.473.3020 Ext. 101  
 pmatthews@matthewsfox.com

**NM Public Education Department:**

Corina Chavez  
 Director, Charter Schools Division  
 NM Public Education Department  
 300 Don Gaspar  
 Santa Fe, NM 87501  
 505-627-6909  
[charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

- 6.11.1 **Notification of Change.** The GOVERNING BODY must provide contact information to the COMMISSION within 30 days of the change of the President or other Charter Representative, and the Head Administrator.
- 6.11.2 **Timely Response.** The Charter Representative(s) shall respond to written communication from the COMMISSION within the timeframe specified in the communication, which shall be no less than five (5) days absent exigent circumstance.
- 6.12 **Dispute Resolution:** Disputes between the School and the COMMISSION shall be subject to the dispute resolution process set forth in this section.
- 6.12.1 **Scope.** Disputes arising out of interpretations of state or federal statute, regulation, or policies of a federal entity or a different state entity, Charter revocation, suspension or renewal shall not be subject to this dispute resolution process.
- 6.12.2 **Notice of Dispute:** Notice must be provided in writing that a dispute exists within 30 days from the date the dispute arises. The notice of dispute shall identify a description of the matter in dispute, and copies of any documentation that supports the position.
- 6.12.3 **Continuation of Contract Performance:** The GOVERNING BODY and the COMMISSION agree that the existence and details of a dispute notwithstanding, the Parties shall continue without delay their performance of this Contract, except for any performance that may be directly affected by such dispute.
- 6.12.4 **Response to Notice and cure of the matter in dispute:** Upon receipt of a Notice of Dispute, the COMMISSION or the Head Administrator shall have 15 days to respond in writing. The written response may:
- 6.12.4.1 Propose a course of action to cure the dispute;
- 6.12.4.2 Propose informal discussions to resolve the matter; or

- 6.12.4.3 Require the parties select a neutral third party to assist in resolving the dispute.
- 6.12.4.4 If no response is received within 15 days, the aggrieved party sending the Notice of Dispute may invoke the process for selecting a neutral third party to assist in resolving the dispute.
- 6.12.4.5 At any point in this informal process, either party may, in writing, invoke the process for selecting a neutral third party to assist in resolving the dispute.

**6.12.5 Selection of a neutral third party to assist in resolving the dispute:**

- 6.12.5.1 If either party invokes the process for selecting a neutral third party to assist in resolving the dispute, it shall include in the notice the name of a proposed neutral third party along with his/her qualifications.
- 6.12.5.2 If the other party does not agree to the proposed neutral third party, it shall identify an alternate neutral third party along with his/her qualifications within seven (7) days.
- 6.12.5.3 If the other party does not agree with the alternate designation, it shall give notice within seven (7) days.
- 6.12.5.4 In the event that the Parties cannot agree on a mediator the Parties shall request the assignment of a mediator from the Office of Dispute Prevention and Resolution, of the General Services Department's Risk Management Division. The assigned mediator shall mediate the dispute.

**6.12.6 Apportionment of all costs related to the dispute resolution process:** Each party shall pay one-half of the reasonable fees and expenses of the neutral third party. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, shall be paid by the party incurring such costs.

- 6.13 **Non-Availability of Funds:** Every payment obligation of the State under this Contract is conditioned upon the availability of funds continuing to be appropriated or allocated for the payment of such obligations. If funds are not allocated and available for the continuance of this Contract, the COMMISSION may terminate this Contract at the end of the period for which funds are available. No liability shall accrue to the COMMISSION or the State in the event this provision is exercised, and neither the COMMISSION nor the State shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

**GOVERNING BODY of ROOTS AND WINGS COMMUNITY SCHOOL**

Executed this 15<sup>th</sup> day of June 2021.

By Charter Representative(s):




Signature of Erica Lannon, President

Signature of (print name and title): \_\_\_\_\_

**NEW MEXICO PUBLIC EDUCATION COMMISSION**

Executed this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

DocuSigned by:



6/15/2021

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Patricia E. Gipson, Chair



**Charter Contract**

**ATTACHMENTS**

<b>Attachment A</b>	<b>PEC Charter Performance Review and Accountability System</b> Introduction Performance Review and Accountability System Objectives Annual Performance Review Activities Performance Framework Intervention Ladder Charter Renewal <b>Appendix A: <u>Academic, Organizational, and Financial Performance Framework</u></b> Academic Performance Framework Mission Specific Goal(s) Organizational Performance Framework Financial Performance Framework <b>Appendix B: <u>Summary of Site Visit Protocol</u></b> <b>Appendix C: <u>Glossary of Terms</u></b>
<b>Attachment B</b>	<b>Governing Body's Bylaws</b>
<b>Attachment C</b>	<b>Governing Body Certifications of Legal Obligations and Commitments</b>
<b>Attachment D</b>	<b>Supporting Documents for Board of Finance Designation</b>
<b>Attachment E</b>	<b>School Business Official License and State Certification for Designated Procurement Officer</b>
<b>Attachment F</b>	<b>Agreement(s) with Non-Profit Foundation</b>
<b>Attachment G</b>	<b>Non-Profit Foundation's Members, Director and Each Member's Signed Conflict of Interest Disclosure</b>
<b>Attachment H</b>	<b>Agreement(s) with Other Third Parties</b>
<b>Attachment I</b>	<b>Waivers</b>
<b>Attachment J</b>	<b>Lease(s) or Lease Purchase Agreement(s), With Amendments For All School Facilities, E-Occupancy, Proof of Maximum Building Capacity, and PSFA NMCI Score</b>
<b>Attachment K</b>	<b>School Insurance Requirements - Types, Limits and Deductibles</b>
<b>Attachment L</b>	<b>School's Enrollment Policies and Procedures</b>

Approved by PEC 1.15.2021

E.L.



**New Mexico Public Education Commission  
Charter Performance Review and Accountability System**

**Roots and Wings Community School  
2021-2026**

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## Introduction

Through charter schools, the Public Education Commission (“PEC”) as Chartering Authority seeks to provide families with effective, quality educational options.

The PEC is responsible for setting and implementing chartering policies that are consistent with New Mexico charter school law, charter agreements established with schools, and nationally recognized principles and standards for quality charter authorizing. The PEC, through its authorized representative(s), will carry out the data collection and monitoring activities described in the Performance Review and Accountability System.

The New Mexico Charter Schools Act purpose:

The Charter Schools Act ... is enacted to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics; to allow the development of different and innovative forms of measuring student learning and achievement; to address the needs of all students, including those determined to be at risk; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to improve student achievement; to provide parents and students with an educational alternative to create new, innovative and more flexible ways of educating children within the public school system; to encourage parental and community involvement in the public school system; to develop and use site-based budgeting; and to hold charter schools accountable for meeting the department's educational standards and fiscal requirements. (§22-8B-3 NMSA 1978 *et seq*).

## Performance Review and Accountability System Objectives

PEC seeks to establish a Performance Review and Accountability System that strikes the appropriate balance between charter school autonomy and chartering authority intervention. The Performance Review and Accountability System is an adaptive tool subject to continuous review and improvement so that the students in New Mexico public charter schools are effectively served.

The PEC invites New Mexico’s charter schools to be partners in the development and continuous improvement of this Performance Review and Accountability System.

The PEC is committed to providing clear expectations about charter school performance and chartering authority oversight activities. PEC objectives for charter school performance review and accountability include:

- Provide clarity about the process and timeline for collecting performance framework data
- Streamline data collection and decrease the burden on NM charter schools
- Consider overall school academic performance across a range of different indicators, including optional, unique, school-identified measures for evaluating mission-specific goals
- Ensure all data and evidence can be reliably and accurately collected and measures can be reliably and accurately evaluated
- Establish financial metrics that provide clarity about the financial health of charter schools
- Establish clear policies and procedures for how performance frameworks inform PEC actions and decisions, including a range of interventions that PEC will take in response to charter school under performance
- Provide annual performance reports that are publicly available to families and schools

## Annual Performance Review Activities

PEC, through its authorized representative(s), evaluates schools on their ability to achieve academic goals with all students while maintaining financial and organizational health. Annual accountability activities are guided by state and federal compliance requirements as well as clear measures of academic progress that allow for a rigorous, state-aligned, fact-based evaluation of school performance.

### Charter School Data Submissions

- Throughout the year, charter schools are required to submit academic, financial, and organizational data to PEC, various PED departments, and other governmental entities.
- Submissions are required for PEC accountability oversight and for compliance with state and federal funding and reporting requirements.

### Annual School Visits

- PEC's authorized representative(s) conduct annual site visits to all schools to collect data for the performance framework evaluation and provide feedback as technical assistance. Site visits may be differentiated based on school performance, including academic, financial, and organizational performance.
- New school visits are conducted within the first 40 days after new school opening to collect data for the performance framework evaluation and to provide early feedback and intervention as technical assistance, if necessary.
- Renewal visits are conducted during the fall of the charter school's renewal year and provide additional insights to inform PEC charter school renewal decisions, especially for schools not meeting performance expectations.
- Visits can include a combination of any of the following: file audits, classroom observations, a facility review, and staff, board, and student and family interviews.
- See Appendix B for a summary of the School Visit Protocols.

### Annual Performance Review

- PEC's authorized representative(s) evaluate all schools against the PEC Performance Framework annually, which is comprised of academic, financial, and organizational performance metrics.
- PEC's authorized representative(s) share initial performance framework feedback and evaluations with charter school boards and administrative leaders for review and feedback.
- PEC, through its authorized representative(s), issues any Notices of Concern or Breach related to annual performance reviews.
- PEC approves and publishes Annual Performance Reports for schools.
- See Appendix A for the current PEC Charter School Performance Framework.

## Performance Framework

The PEC Charter School 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. See Appendix A for the current PEC Charter School Performance Framework.

The Performance Framework consists of three separate, free standing frameworks. Performance under these three separate frameworks does not get rolled up into one overall evaluation. No one document necessarily carries more weight than any other.

**Academic Framework:** The academic framework includes measures that allow the PEC to evaluate the school's academic performance and assess whether the academic program is a success and whether the charter school is implementing its academic program effectively. The framework includes measures to evaluate student proficiency, student academic growth, achievement gaps in both proficiency and growth between student subgroups, and for high schools, post-secondary readiness and graduation rate. The PEC considers increases in student academic achievement for all groups of students as one of the most important factors when determining whether to renew or revoke a school's charter. The framework also includes unique, school-identified measures for evaluating mission-specific goals. These goals must be approved by the PEC to insure quality and rigor of proposed indicators and that the indicators are consistent with the purposes of the Charter Schools Act.

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. The academic framework has four rating tiers. Schools in Tier 1 are exceeding PEC performance expectations and are on par with or exceed the highest-performing schools in the state. Schools in Tier 4 are consistently failing to meet academic performance expectations.

**Organizational Framework:** The Organizational Framework primarily lists the responsibilities and duties that charter schools are required to meet through state and federal laws. The organizational framework is the primary focus of the annual school visit process. It was developed pursuant to the New Mexico Charter Schools Act and includes indicators, criteria statements, and metrics related to schools' educational program, financial management, governing body performance, school environment, and employee and student policies, including compliance with all applicable laws, rules, policies, and terms of the charter contract. For each indicator a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Does Not Meet Standard". Indicator ratings are assigned based on evidence that the school is meeting the criteria statement(s).

Based on performance across the organizational indicators and measures, schools receive an overall organizational rating that is used by the PEC in annual monitoring and renewal decisions. The overall rating will be either "Meets Standard" or "Does Not Meet Standard" based on cumulative performance on the organizational indicators. A school will only receive an overall rating of "Does Not Meet Standard" if the school receives "Does Not Meet Standard" ratings for three more indicators.

**Financial Framework:** The financial framework is currently being revised to include more effective measures of financial health. When a new financial framework is developed, school reported financial data will be evaluated on a quarterly basis and the Performance Framework will be populated with the most recent data. This internal school data is not final, but will be

used by the PEC as a preliminary evaluation for progress monitoring improvements in financial health and/or act as a flag for potential financial problems or concerns.

A final performance framework will be populated after final audited end-of-year cash amounts are available from the annual external audit. The final framework will be used to evaluate whether the school is meeting financial performance expectations for purposes of annual evaluations and renewal decisions.

The current financial framework requires schools to annually, in August, submit a completed and signed self-reported questionnaire. The questionnaire includes a series of questions about organizational performance as it relates to financial management practices. Several of the questions in the current financial framework are included in the revised organizational framework as indicators.




## Intervention Ladder

PEC is responsible for holding charter schools accountable for the performance and legal compliance of charter schools under their authority. To meet this obligation, PEC has adopted an intervention ladder to communicate concerns about academic performance, fiscal soundness or legal, contractual, or policy requirements.

In the absence of evidence to the contrary, all schools are considered to be in **Good Standing**. Schools in good standing are expected to participate in routine annual accountability activities and maintain open communication with PEC and its authorized representative(s).

### Notice of Concern

Schools may receive a **Notice of Concern** if the PEC and/or its authorized representative receives a verified complaint of significant concern, or if the annual performance review or site visit identifies significant questions or concerns about academic, financial, or organizational performance; such as a Tier 4 rating on the academic framework or a finding of “not meeting expectations” on an organizational indicator. PEC's authorized representative(s) will communicate with school leaders, parents, and any other necessary stakeholders to verify complaints.



Notice of  
Concern:

PEC will issue a Notice of Concern at a properly noticed public meeting. PEC's authorized representative(s) shall provide schools notice that they will be appearing on the PEC's agenda for the purposes of issuing a Notice of Concern at least 10 days prior to the meeting. As part of issuing a Notice of Concern, the PEC will establish expected outcomes and deadlines<sup>1</sup> that must be met by the school. The deadline established for correction shall be no less than 10 days including holidays and weekends, unless the matter is an emergency matter<sup>2</sup> in which case the deadline shall be no less than 72 hours.

Upon remedying the concern and complying with the expectations established by the PEC, the school returns to **Good Standing**. If the PEC's expectations and deadlines are not met, the school progresses to the next level of the intervention ladder.

### Notice of Breach

A school can receive a **Notice of Breach** if it fails to correct a Notice of Concern or for certain violations of law that are serious enough to justify a heightened initial response.



Notice of  
Breach:

PEC will issue a Notice of Breach at a properly noticed public meeting. PEC's authorized representative(s) shall provide schools notice that they will be appearing on the PEC's agenda for the purposes of issuing a Notice of Breach at least 10 days prior to the meeting. As part of issuing a Notice of Breach, the PEC will establish expected outcomes and deadlines<sup>1</sup> that must be met by the school. The deadline established for correction shall be no less than 10 days including holidays and weekends, unless the matter is an emergency matter<sup>2</sup> in which case the deadline shall be no less than 72 hours.

Once a Notice of Breach is issued, schools are required to submit a Corrective Action Plan (financial or organizational performance) or an Improvement Plan (academic performance) that details the actions and timeline that the schools will implement to

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<sup>1</sup> Deadlines will vary depending on the urgency of the matter and the amount of time it takes to reasonably cure the concern.

<sup>2</sup> An “emergency” refers to unforeseen circumstances that, if not addressed immediately by the public body, will likely result in injury or damage to persons or property or substantial financial loss to the public body

correct the breach. PEC’s authorized representatives will monitor the school’s implementation of Corrective Action and Improvement Plans, and regularly update PEC on progress. Once the school has met the Notice of Breach requirements, they return to **Good Standing**. Repeated Notices of Concern or Breach may lead to increased oversight, including additional annual site visits or regular phone calls to discuss key performance indicators.

#### **Revocation Review**

Failure to meet the requirements specified in the Notice of Breach, or certain violations of law that are serious enough to justify an initial heightened response, will result in a charter school **Revocation Review**. Schools may also be subject to the Revocation Review if they receive more than one Notice of Breach in the same school year.

PEC will issue a Notice of Revocation Review at a properly noticed public meeting. Unless impractical, PEC's authorized representative(s) shall provide schools notice that they will be appearing on the PEC’s agenda for the purposes of issuing a Notice of Revocation Review at least 10 days prior to the meeting. As part of issuing a Notice of Revocation Review, the PEC will establish the actions to be taken by its authorized representative(s) and a deadline for the school to respond to the prospect of revocation. The actions of the PEC’s authorized representative may include additional visits to the school, an in-depth audit to assess the school’s educational program, and/or financial and organizational health, or other actions appropriate to determine if a revocation hearing is appropriate.

Findings from the revocation review will be presented to the PEC at a properly noticed public meeting, at which will determine whether to issue a Notice of Intent to Revoke, which sends the school into revocation proceedings. In lieu of a Notice of Intent to Revoke, the PEC may decide to grant a Notice of Breach, or a revised Notice of Breach. A revised Notice of Breach will allow a school more time to achieve expected outcomes established in an initial Notice of Breach or adjust the expected outcomes initially established by the PEC.

In extraordinary circumstances, the PEC may forgo the process outlined above and may, with proper statutory notice, consider whether to hold a revocation hearing or hold a revocation hearing.

The table on the following page provides examples regarding triggers and evidence, and actions and consequences; however, the table shall not be considered exclusive.

#### Revocation Review

Intervention Status	Triggers/Evidence	Actions/Consequences
<b>Notice of Concern</b>	<ul style="list-style-type: none"> <li>• Failure to meet performance standards represented in the performance framework.</li> <li>• Receipt of verified complaint of significant concern.</li> <li>• Evidence of not meeting performance expectations through routine monitoring or school visit.</li> <li>• Failure to comply with terms of the charter.</li> </ul>	<ul style="list-style-type: none"> <li>• Appearance before the Public Education Commission at public meeting.</li> <li>• Letter to school leader and governing board detailing areas of concern and specific outcomes and timeline for correcting the performance gap.</li> </ul>
<b>Notice of Breach</b>	<ul style="list-style-type: none"> <li>• Failure to meet objectives identified in a Notice of Concern.</li> <li>• Evidence of material or significant failure to comply with applicable laws.</li> <li>• Actions or operational deficiencies that may endanger the well-being of students and/or staff, or negatively impact the viability of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Appearance before the Public Education Commission at public meeting.</li> <li>• Letter to school leader and governing board giving notification of breach and outlining additional terms of oversight and monitoring.</li> <li>• School develops, submits, and implements a Corrective Action or Improvement Plan with specific improvements, objectives, timelines, and measures that results in correction of the breach.</li> <li>• PEC, through authorized representative(s), monitors implementation of Corrective Action or Improvement Plan.</li> </ul>
<b>Revocation Review</b>	<ul style="list-style-type: none"> <li>• Failure to successfully meet the terms of the Corrective Action or Improvement Plan.</li> <li>• Repeated failure to meet the material terms of the charter agreement.</li> <li>• Illegal behavior, fraud, misappropriation of funds.</li> <li>• Extended pattern of failure to meet performance expectations set forth in the charter agreement.</li> <li>• Repeated failure to comply with applicable law.</li> </ul>	<ul style="list-style-type: none"> <li>• Appearance before the Public Education Commission at public meeting.</li> <li>• The PEC's authorized representative(s) may conduct additional site visits to the school and/or conduct an in-depth audit to assess the school's educational program, and/or financial and organizational health.</li> <li>• The PEC's authorized representative(s) review and preparation of recommendation to revoke, or not to revoke, the charter.</li> <li>• PEC reviews recommendations and makes decision to commence or not commence revocation proceedings.</li> </ul>

## **Charter Renewal**

As part of renewal consideration, PEC will consider a schools' annual school performance, school visit reports, information contained in the school's renewal application, and other relevant information in their decisions. Renewal decisions are based on the statutory standards in Section 22-8B-12(K) New Mexico Statutes Annotated.

After the final performance evaluation is completed for each year of its contract, a school will receive notice of whether it is on track for a renewal recommendation for 1) expedited renewal, 2) full renewal, 3) renewal with conditions, or 4) non-renewal. When the school has two years remaining on its contract term, the PEC's authorized representative(s) will provide the school with a Preliminary Notification of Renewal Profile. These notices are based on the school's performance profile over the contract term and the renewal performance profiles on page 11 of this Charter Performance Review and Accountability System. The PEC expects that schools will use these notices to both take action to respond to the potential renewal action by improving performance, as necessary, and to prepare and submit a response to the potential renewal action.

After final school performance data is released for the year prior to the school's renewal year, the school will receive a final notice of its renewal profile. Schools that have an Expedited Renewal Profile will have limited submission requirements and a limited site visit.

### **Renewal Decision Criteria**

PEC decisions on charter school renewal will be based on an analysis of the following questions:

1. Is the school an academic success or making progress toward academic success? (Academic Framework)
2. Is the school an effective, viable organization? (Organizational Framework)
3. Is the school fiscally sound? (Financial Framework)

Staff providing support to the PEC will develop renewal recommendations based on the cumulative performance of the charter school over the contract term. The PEC will consider the following sources of evidence for renewal decisions, including any additional factors highlighted in the charter school renewal application.

### **Renewal Evidence Sources**

- Annual performance reports, which constitute a report on the status in relation to meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act;
- School developed reports, for schools not meeting the above standards, on the progress toward meeting the established standards;
- Evidence gathered that confirms or does not confirm the school developed reports identified above;
- A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department;
- Petitions of support; and
- Facility assurances.

## Renewal Outcomes

Staff providing support to the PEC will recommend one of four renewal outcomes (profiles) for PEC to consider. Although renewal recommendations will be guided by the performance profiles described below, the PEC has ultimate authority to make any renewal decision that is consistent with New Mexico charter school law.

Renewal Decision	Renewal Performance Profile <sup>3</sup>	Renewal Terms
<b>Expedited Renewal<sup>4</sup></b>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Maintain Tier 1 or 2 rating for previous four years of the charter contract</li> </ul>	Five-year term with no additional conditions outside normal charter contract; streamlined renewal application and review process
	<b>Organizational / Financial</b> <ul style="list-style-type: none"> <li>• Meet Expectations for previous four years of the charter contract</li> </ul>	
<b>Full Renewal<sup>5</sup></b>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Earn no Tier 4 ratings within the past three years, and</li> <li>• Either: <ul style="list-style-type: none"> <li>○ Maintain Tier 1 or 2 rating for at least three of past four years, or</li> <li>○ Demonstrate consistently improving Tier rating over the last 3 years</li> </ul> </li> </ul>	Five-year term with no additional conditions outside normal charter contract
	<b>Organizational / Financial</b> <ul style="list-style-type: none"> <li>• Meet Expectations for the last two years, or</li> <li>• Meet Expectations for at least three of past four years</li> </ul>	
<b>Renewal with conditions<sup>6</sup></b>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Earn Tier 4 performance rating for two or more years during the last four years but not in both of the last two years, or</li> <li>• Earn Tier 3 or 4 rating for three of the past four years, or</li> <li>• Earn two or more Tier 3 or 4 ratings and demonstrate declines in Tier rating in any of the last two years</li> </ul>	Three- or five-year renewal term with defined goals for school improvement on academic, organizational, and/or financial frameworks
	<b>Organizational / Financial</b> <ul style="list-style-type: none"> <li>• Earn “did not meet” expectations for two or more years including one of the last two years</li> </ul>	
<b>Non-Renewal<sup>7</sup></b>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Earn Tier 4 performance rating for past two years, or</li> <li>• Earn Tier 4 performance rating for three or more years during the last four years including the most recent</li> </ul>	Recommendation for non-renewal
	<b>Organizational / Financial</b> <ul style="list-style-type: none"> <li>• Earn “did not meet” expectations for three or more years during the last four years including the most recent year</li> </ul>	

<sup>3</sup> PEC renewal decisions will be guided by performance profiles, but PEC has ultimate authority to make any renewal decision that is consistent with New Mexico charter school law.

<sup>4</sup> When considering schools currently in a contract with a term of less than 5 years, the expedited renewal profile criteria are 1) Maintain Tier 1 academic rating for the contract term, and 2) maintain Meets Expectations for organizational and financial performance for the contract term.

<sup>5</sup> When considering schools currently in a contract with a term of less than 5 years, the full renewal profile criteria are 1) in the academic framework either a) demonstrate a consistently improving Tier rating over the term of the contract or b) maintain at least Tier 2 rating for the contract term, and 2) earn Meets Expectations for organizational and financial performance for the year prior to the renewal year.

<sup>6</sup> When considering schools currently in a contract with a term of less than 5 years, the conditional renewal profile is for schools that do not fall into any other renewal profile.

<sup>7</sup> When considering schools currently in a contract with a term of less than 5 years, the non-renewal profile 1) earned a Tier 4 academic performance rating for the year prior to the renewal year or 2) earn Does Not Meet Expectations for organizational or financial performance for the year prior to the renewal year.

## Renewal Process Steps

Renewal Process Steps	Timing (Final Year of Charter Contract)
Final Notice of Renewal Profile	Summer – After School Performance Data Released
Renewal Application by the School	<b>Options:</b> August 1, September 1, or October 1
Renewal Site Visit	<b>Dependent on submission date:</b> August, September, or October
Additional Requests for Information	As needed
Final Renewal Report	<b>At least 5 days before PEC Vote</b>
PEC Renewal Vote	<b>Dependent on submission date:</b> October, November, or December
New Contract Negotiation	Spring

### Annual Performance Evaluations

After the final performance evaluation is completed for each year of its contract, a school will receive notice of whether it is on track for a renewal recommendation for 1) expedited renewal, 2) full renewal, 3) renewal with conditions, or 4) non-renewal. At least one year prior to the date the school will apply for renewal, the PEC's authorized representative(s) will provide the school with a Preliminary Notification of Renewal Profile. These notices are based on the school's performance profile over the contract term and the renewal performance profiles on page 11 of this Charter Performance Review and Accountability System. The PEC expects that schools will use these notices to both take action to respond to the potential renewal action by improving performance, as necessary, and to prepare and submit a response to the potential renewal action.

After final school performance data is released for the year prior to the school's renewal year, the school will receive a final notice of its renewal profile. Schools that have an Expedited Renewal Profile will have limited submission requirements and a limited site visit.

### Renewal Profile

The first stage of the formal renewal process is the preparation by the PEC's authorized representative(s) of school-specific renewal profiles. The Renewal Profiles are based on the record of the charter school's academic, financial and organizational performance as reported in their **Annual Performance Reports** and in alignment with any prior renewal or approval conditions. Renewal Profiles will be provided to the school in the late summer of the final year of the school's charter term. The profiles are based on evidence collected over the contract term and publicly available information. Schools eligible for expedited renewal will be identified during this phase. At this time in the process, all schools will be aware of the performance profile and thus the renewal recommendations from the staff supporting the PEC. The renewal application will provide the school an opportunity to submit and prepare a response to the potential renewal action.

### Renewal Application by the School

The Renewal Application provides schools the opportunity to provide an overview of school progress and a response to the potential renewal action, if performance expectations have not been met during the contract term. It is the goal of the Commission, to the extent possible, to decrease the burden from the preparation of the Renewal Application.

Schools eligible for expedited renewal will not be required to submit some sections of the renewal application. Annually, the Public Education Commission reviews and, as necessary, revises the renewal application. The current renewal application is available on the PEC website.

### Renewal Site Visit

The PEC's authorized representatives will conduct at least one Renewal Site Visit during the renewal process. The purpose of the Renewal Site Visit is to test, verify and/or supplement the information provided in the school's Renewal Application. The information obtained through the Renewal Visit will be considered with all other evidence at the time of the renewal decision by the PEC. Appendix B provides more detailed information regarding site visits.

Schools eligible for expedited renewal may be eligible to receive a site visit that utilizes a modified protocol focused on gathering community feedback and verifying any outstanding performance corrections. Site visits will also be used to investigate any significant concerns that may arise during the renewal period.

### Additional Requests for Information

At any time during the renewal process, the PEC and/or its authorized representatives may request additional information from the school in an effort to fully inform the renewal decision.

### Final Renewal Report

Staff supporting the PEC will prepare a renewal report once all renewal review activities are completed. The report will be provided to the school at least 5 days before the matter is put to a vote by the PEC so that the school has a final opportunity to prepare and submit a response to the information in the report.

### PEC Renewal Vote

The PEC reviews and votes on each Renewal at a properly noticed public meeting. The public may offer comments to the PEC during the public participation section of PEC meeting regarding each renewal. After each decision, the PEC issues a written notice to the school detailing the renewal decision.

### New Contract Negotiation

When renewal is granted by the PEC, the PEC, directly or through its authorized representatives, and the school negotiate a contract for the new term. The contract negotiation will address the school mission, any material terms that limit charter activities (e.g., enrollment cap, grade levels) or material terms that establish explicit program requirements (e.g., STEAM, PBL, vocational education). The contract negotiation shall also include additional rigorous, valid and reliable mission specific indicators, which may not to be duplicative of required state assessments but must measure achievement of the school's specific mission.

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### **Expedited Renewal**

Schools that have maintained a Tier 1 or 2 rating for previous four years of the charter contract and earned a "met expectations" rating on the organizational and financial frameworks for the previous four years are eligible for an **expedited renewal process**. The expedited process will include all of the renewal activities described above, but will include a modified renewal application and a condensed renewal site visit as appropriate.



## Appendix A: Academic, Organizational, and Financial Performance Framework

### 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, with several 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 System of School Support and Accountability. The PEC considers charter school performance on each of the components of the NM System of School Support and Accountability.		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 25%).	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	<p>The graduation measure includes 4-year, 5-year, and 6-year cohort graduation rates.</p> <p>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 <i>Shared Accountability</i> method, which gives each school in</p>	N/A	<p>10</p> <p>5 for 4 year, 3 for 5 year, and 2 for 6 year</p>

	<p>which the student was enrolled in high school proportional credit for their timely or lack of timely graduation.</p> <p>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.</p>		
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	<p>College and Career Readiness (CCR) scores are determined by the percentage of the prior year 4-year graduation cohort members (this indicator is also 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.</p> <p>High school students are expected to participate in at least one college or career readiness program:</p> <ol style="list-style-type: none"> <li>1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test);</li> <li>2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB); or</li> <li>3) Eligibility for an industry-recognized certification (Career Technical Education).</li> </ol> <p>Points are given separately for students' participation and for their success in achieving targets.</p> <p>SAM schools are allowed use of additional indicators including ASVAB, WorkKeys, and TABE.</p>	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.	<p>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.</p> <p>The goals must appear on the NM Spotlight Dashboard to be measurable as a SMART goal.</p> <p><i>PEC guidance for setting school goals:</i> Use a SMART goal format (Specific, Measureable, Achievable, Relevant, and Time-bound) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards." Set goals that <i>augment external evaluations of school performance</i> and do not duplicate existing framework measures. 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 If using additional assessments: Proficiency and growth targets must be distinct and measured separately. 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. Additional assessments must be aligned to school mission. Reading and math goals are already included within indicators 1 and 2.</p> <p>If two goals are included, the score on this measure will be the average of the two ratings. There are four rating categories: Exceeds = 100 pts Meets = 75 pts Does not meet = 25 pts Falls far below = 0 pts</p>	100	100

## Mission Specific Goal(s) for Roots and Wings Community School

**Goal: 75-90% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the portfolio rubric.**

- Students participate in two student-led conferences (SLC) per school year that include reflection on a rubric of Habits of Work and Learning (HOWL's).
- Measurement tool (portfolio rubric) is administered once per year at the end-of-year student-led conference, by the lead cohort teacher to the student.

<b>Measure Rating Category</b>	<b><u>Description of Target for this Performance Level</u></b>	<b>Points Assigned</b>
<i>Exceeds Standard</i>	Greater than 90% of students, enrolled on both the 40 <sup>th</sup> and 120 <sup>th</sup> days, score 3.5 or above on the portfolio rubric.	100
<i>Meets Standard</i>	At least 75% of students, enrolled on both the 40 <sup>th</sup> and 120 <sup>th</sup> days, score 3.5 or above on the portfolio rubric.	75
<i>Does Not Meet Standard</i>	At least 50% of students, enrolled on both the 40 <sup>th</sup> and 120 <sup>th</sup> days, score 3.5 or above on the portfolio rubric.	25
<i>Falls Far Below Standard</i>	Less than 50% of students, enrolled on both the 40 <sup>th</sup> and 120 <sup>th</sup> days, score 3.5 or above on the portfolio rubric.	0

## 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 System of School Support and Accountability	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 System of School Support and Accountability. (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 <b>mission-specific goals</b> 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	<ul style="list-style-type: none"><li>• School is <b>exceeding</b> PEC academic performance framework expectations and is on par with the highest-performing schools in the state.</li><li>• (Greater than or equal to 80 of the possible total weighted points)</li></ul>
Tier 2	<ul style="list-style-type: none"><li>• School is consistently <b>meeting</b> PEC academic performance framework expectations.</li><li>• (Greater than or equal to 70 and less than 80 of possible total weighted points)</li></ul>
Tier 3	<ul style="list-style-type: none"><li>• School is <b>not meeting</b> expectations for one or more of the academic indicators. <b>Possible intervention.</b></li><li>• (Greater than or equal to 55 and less than 70 of possible total weighted points)</li></ul>
Tier 4	<ul style="list-style-type: none"><li>• School is falling far below academic performance expectations. <b>Intervention; possible revocation.</b></li><li>• (Less than 55 of possible total weighted points)</li></ul>

## ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties that charter schools are required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act and includes indicators, criteria statements, and metrics related to schools' educational program, financial management, governing body performance, school environment, and employee and student policies, 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).

The organizational framework is the primary focus of the annual school visit process. The framework is structured into five categories of information. Each category has multiple **indicators** and each indicator includes one or more **criteria statements** that serve as the metric for evaluating organizational performance.

For each indicator a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Does Not Meet Standard" which are defined below. Indicator ratings are assigned based on evidence that the school is meeting the criteria statement(s).

### **Meets Standard:**

The school meets the standard if it satisfies each of the criteria statements described for the indicator OR if the authorizer currently has no evidence or information to indicate the school does not meet the criteria statements.

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

There is evidence to indicate the school does not, or at some point in the school year did not, satisfy the criteria statements described for the indicator AND within 30 days after receiving a notification of non-compliance, the school submitted evidence to demonstrate immediate correction of any outstanding matters AND submitted a corrective action plan to prevent future occurrences of the same concern.

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

There is evidence to indicate the school does not, or at some point in the school year did not, meet the criteria statements described for the indicator and the school failed to submit evidence of correction and/or a corrective action plan within 30 days of notification OR the school failed to implement the corrective action plan OR the non-compliance is repeated from the prior evaluation.

Schools receive an overall organizational performance rating of either "Meets Standard" or "Does Not Meet Standard". If a school receives "Does Not Meet Standard" ratings for three more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard". Fewer than three such ratings will result in an overall rating of "Meets Standard." In addition, if a school receives a "Does Not Meet Standard", on any indicator, CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

Topics and Indicators	Criteria Statements <sup>8</sup>	Component of Site Visit Evaluation?
<b>1. EDUCATIONAL PROGRAM REQUIREMENTS</b>		
1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?	<ul style="list-style-type: none"> <li>School's mission is being implemented. <i>Article VIII. Section 8.01.(a)(ii)</i></li> <li>The school has documentation/evidence that it is implementing its educational programs. <i>Article VIII. Section 8.01.(a)(iii)</i></li> <li>The school has documentation that demonstrates that it is implementing its parent, teacher and student-focused terms. <i>Article VIII. Section 8.01.(a)(iv), (v), (vi)</i></li> <li>The school stays within its enrollment cap at all times and serves only the approved grade levels. <i>Article VIII. Section 8.01.(a)(i) and (vii)</i></li> </ul>	YES
1.b. Does the school comply with state and contractual assessment requirements?	<ul style="list-style-type: none"> <li>The school administers all required state assessments, including but not limited to: <i>NMSA 22-2C-4(E)</i> <ul style="list-style-type: none"> <li>Grade level math and reading assessments</li> <li>Subject based end of course exams</li> <li>Early childhood assessments</li> <li>English Learner screening and progress monitoring assessments</li> <li>National performance assessments, when selected, and</li> <li>Language assessments for bi-lingual programs.</li> </ul> </li> <li>The school administers all required contractual assessments (specified in contract/performance framework that are still applicable).</li> <li>The school ensures assessment accommodations are properly administered to all eligible students.</li> <li>The school complies with assessment training requirements: <i>NMAC 6.10.7.8 and 9</i> <ul style="list-style-type: none"> <li>Has an identified District Test Coordinator (DTC)</li> <li>DTC attends all required trainings, and</li> <li>DTC annually provides training for all district personnel involved in test administration, preparation, and security.</li> </ul> </li> </ul>	NO
1.c. Is the school protecting the rights of students	<ul style="list-style-type: none"> <li>The school is in 100% compliance with the Special Education Bureau identified indicators. (<i>34 CFR § 300.600 (a)(2) and Subsection F of 6.31.2.9 NMAC.</i>)</li> </ul>	YES

<sup>8</sup> Criteria statements noted in blue will be evaluated during the site visit. Criteria statements in green will be evaluated using information from PED bureaus, or otherwise available. Criteria statements in red will be evaluated using complaints. Criteria statements in black require the school to report data.



Topics and Indicators	Criteria Statements <sup>8</sup>	Component of Site Visit Evaluation?
with special needs? <i>(Note: These provisions include only students with disabilities.)</i>	<ul style="list-style-type: none"> <li>The school has <b>not</b> been the subject of a due process hearing that resulted in a finding of noncompliance during the current school year.</li> <li>The school has <b>not</b> been cited for noncompliance with applicable federal and state special education rules and regulations as the result of a state-level parental complaint during the current school year.</li> <li>The school is in compliance with all terms of any corrective action plan that resulted from a state-level complaint.</li> <li>The school has received no OCR complaints determined to be valid and demonstrate a students' rights were violated. <i>(NMSA 22-8B-4)</i></li> <li>Review of IEP files during site visits to insure compliance with state and federal law regarding servicing students with special needs</li> </ul>	
1.d. Is the school protecting the rights of English Learner students?	<ul style="list-style-type: none"> <li>The school has no complaints that have been evaluated and found to be valid complaints that indicate an EL student's or families' rights have been violated. <i>(NMSA 22-8B-4 (A))</i></li> <li>The school does not have a major discrepancy (&gt;5%) between ELs identified and assessed as monitored by the Language and Culture Bureau, or is able to provide appropriate documentation and explanation for such a discrepancy.</li> <li>All EL students must be provided services as evidenced by STARS data reporting for services coded as 1062 (ESL) or 1063 (ELA/ELD), or must be coded as a parent refusal and have documentation to support the refusal as monitored by the Language and Culture Bureau.</li> <li>The school has received no OCR complaints determined to be valid that demonstrate a students' rights were violated. <i>(NMSA 22-8B-4)</i></li> <li>Review of student cumulative files during site visits to insure compliance with state and federal law regarding servicing English Language Learners</li> </ul>	YES
1.e. Does the school comply with federal and state grant program requirements?	<ul style="list-style-type: none"> <li>Annually the school meets program requirements for all PED and federal grant programs it implements. (e.g., Perkins, K-3 plus, truancy coaches, 4RFuture, Title funding, etc.)</li> <li>The school is responsive to findings of non-compliance in accordance with deadlines.</li> </ul>	NO

Topics and Indicators	Criteria Statements <sup>8</sup>	Component of Site Visit Evaluation?
1.f. Does the school implement an Educational Plan for Student Success (NMDASH)?	<ul style="list-style-type: none"> <li>The school has an active core team engaged in the DASH process.</li> <li>The school is implementing their annual and 90-day plans, as evaluated through reviewing evidence and school/adult actions during the site visit.</li> </ul> <p><i>Only applicable for schools rated as Tier 3 or Tier 4 on the Academic Performance Framework evaluation or meeting criteria to be identified as TSI, CSI, or MRI or schools that are required to implement an NMDASH plan by a PEC Corrective Action Plan.</i></p>	YES
<b>2. FINANCIAL MANAGEMENT AND OVERSIGHT</b>		
2.a. Is the school meeting financial reporting and compliance requirements?	<ul style="list-style-type: none"> <li>The school submits all budget request documents and budget approval documents to the PED according to PED's established deadlines. (NMSA 22-8-6.1 and 10.)</li> <li>The school submits quarterly (or monthly) reports according to PEDs established deadlines and without frequent, repeated errors. All required reports are posted to the school's website. (NMSA 22-8-6.1 and 10)</li> <li>The school submits an Audit CAP to the PED Audit Bureau within 30 days of the release of the audit. The school responds to all requests by the PED Audit Bureau regarding the CAP in accordance with deadlines.</li> <li>The school, if subject to a T&amp;E audit, has no more than a .06 difference in reported and audited T&amp;E.</li> </ul>	NO
2.b. Is the school following Generally Accepted Accounting Principles?	<ul style="list-style-type: none"> <li>The school received an unmodified audit opinion for the last audit.</li> <li>The school's last audit opinion is devoid of significant findings, material weaknesses, significant internal control weaknesses, or findings related to waste, fraud, or abuse.</li> </ul>	NO
2.c. Is the school responsive to audit findings?	<ul style="list-style-type: none"> <li>The school's last audit is devoid of any multi-year repeat findings.</li> <li>School implements Audit CAP as submitted, as evaluated through reviewing evidence and school/adult actions during the site visit.</li> </ul>	YES
2.d. Is the school managing grant funds responsibly?	<ul style="list-style-type: none"> <li>The school submits, at a minimum, RfRs to the PED on a monthly basis.</li> <li>The school expends at least 99% of grant funds for all accounts without reversion and submits expenditures that are allowable with at least 90% aligned to the specific categories in the grant application budget</li> </ul>	NO

Topics and Indicators	Criteria Statements <sup>8</sup>	Component of Site Visit Evaluation?
2.e. Is the school adequately staffed to ensure proper fiscal management?	<ul style="list-style-type: none"> <li>The school has a licensed business manager at all times during the school year; and demonstrates stability in this position (no more than 1 change within a year).</li> <li>The school has a certified State Procurement Officer and all changes are reported to the State Purchasing Agent in accordance with deadlines. (NMSA 13-1-95.2)</li> <li>The governing council's audit committee and finance subcommittee are properly constituted and meet as required. (NMSA 22-8-12.3)</li> </ul>	NO
2.f. Is the school meeting their obligations timely and with appropriate internal controls?	<ul style="list-style-type: none"> <li>Bills, invoices, or other liabilities are paid in a timely fashion and the accounts payable transaction cycle meets standards for internal controls</li> </ul>	YES
<b>3. GOVERNANCE AND REPORTING</b>		
3.a. Is the school complying with governance requirements?	<ul style="list-style-type: none"> <li>The governing body meets membership requirements: NMSA 22-8B-4; PEC policy <ul style="list-style-type: none"> <li>Maintains at least 5 members</li> <li>Complies with governance change policy</li> <li>Notifies PEC of board membership changes within 30 days, with complete documentation, and</li> <li>Fills all vacancies within 45 days, or 75 days, if extension is requested by school.</li> </ul> </li> <li>All members of the governing body complete all training requirements in accordance with established deadlines. (NMAC 6.80.5.8 and 9)</li> <li>The school's governing council independently oversees the school's finances according to law</li> <li>Governing council policies and procedures, minutes or other documents ensure that required financial reports are being presented to the governing council on a monthly basis</li> <li>The governing council demonstrates in board meetings that it is analyzing the financial position of the school</li> <li>The charter school maintains a Board of Finance or has the capabilities to have a Board of Finance, and maintained the Board of Finance during the contract term</li> <li>The governing body has not received any OMA complaints (by the AG's office) that were evaluated and found to be verified complaints of OMA violations. (NMSA 10-15-1 and 3)</li> </ul>	NO

Topics and Indicators	Criteria Statements <sup>8</sup>	Component of Site Visit Evaluation?
3.b. Is the school complying with nepotism and conflict of interest requirements?	<ul style="list-style-type: none"> <li>The school is free of nepotism concerns regarding the governing board and demonstrates compliance with nepotism statute and the school's own nepotism policy, as verified through file reviews on the site visit or when otherwise necessary.</li> <li>The school is free of conflict of interest concerns and demonstrates compliance with conflict of interest statute and the school's own conflict of interest policy, as verified through site visit file reviews or when otherwise necessary.</li> </ul>	YES
3.c. Is the school meeting reporting requirements?	<ul style="list-style-type: none"> <li>The school complies with reporting deadlines from the PED, PEC, and other state agencies.</li> </ul>	NO
<b>4. STUDENTS AND EMPLOYEES</b>		
4.a. Is the school protecting the rights of all students?	<ul style="list-style-type: none"> <li>The school has received no complaints determined to be valid that demonstrate the school's lottery, admission, and enrollment practices are unfair, discriminatory, or legally non-compliant and a review of lottery, admission, and enrollment policies demonstrates compliance with legal requirements. (<i>Contract Section 8.03 (a)-(e)</i>)</li> <li>The school has received no complaints determined to be valid that demonstrate the school's discipline hearings and practices are not conducted in accordance with law and due process. (<i>NMAC 6.11.2. 1, et seq.</i>)</li> <li>The school has received no complaints determined to be valid that demonstrate the school fails to respect students' privacy, civil rights, and constitutional rights, including the First Amendment protections and the Establishment Clause restrictions prohibiting schools from engaging in religious instruction.</li> <li>The school has received no complaints determined to be valid that demonstrate the school fails to comply with the requirements of the McKinney Vento Act and protects the rights of students in the foster care system.</li> <li>The PED has no information to indicate that the school does not have a board-approved complaint policy and dispute resolution process per 6.10.3D NMAC</li> </ul>	NO
4.b. Does the school meet attendance, retention, and recurrent enrollment goals for students?	<ul style="list-style-type: none"> <li>The school meets the 95% average daily attendance goal, or is able to demonstrate successful efforts to improve attendance among student body.</li> <li>The school maintains at least 80% retention of enrolled students from date of enrollment until the end of the school year, or students who leave prior to the end of the year are classified as graduates, completers, or have earned their GEDs.</li> <li>The school retains at least 70% of students eligible to reenroll between school years.</li> </ul>	YES

Topics and Indicators	Criteria Statements <sup>8</sup>	Component of Site Visit Evaluation?
4.c. Is the school meeting teacher and other staff credentialing requirements?	<ul style="list-style-type: none"> <li>• All employees of the school are appropriately licensed as required by law. (NMSA 22-10A-3) <ul style="list-style-type: none"> <li>- All employees hold licensure or have submitted a licensure application within 30 days of beginning employment with the school</li> <li>- The school employs a licensed administrator at all times</li> <li>- The school does not have any licensure discrepancies that are repeated from the one reporting period to any subsequent reporting period.</li> <li>- Discrepancies from the first reporting period are cleared by submitting all required licensure waivers within first 40 days of school year, or from the beginning of employment.</li> </ul> </li> <li>• School meets the requirements of all licensure waiver plans and alternative licensure plan requirements. (NMSA 22-10A-14)</li> <li>• The school has not employed, with pay, any teacher without licensure beyond 90 days. (NMSA 22-10A-3)</li> <li>• The school accurately reports all staff to the PED, as verified through site visit reviews.</li> </ul>	YES
4.d. Is the school respecting employee rights?	<ul style="list-style-type: none"> <li>• The school completes and submits all NMTEACH evaluations and observations annually in accordance with deadlines. <ul style="list-style-type: none"> <li>- Teacher attendance data is submitted in accordance with deadlines.</li> <li>- Teacher observations are completed by a NMTEACH certified administrator in accordance with deadlines.</li> <li>- Accuroster data is verified in accordance with deadlines to ensure appropriate student data is reported.</li> </ul> </li> <li>• Teachers are provided comprehensive NMTEACH report and reports are maintained in personnel files. Signed NMTEACH reports (all pages) are available in staff files from the prior year.</li> <li>• The school maintains teacher contracts in all staff files. (NMSA 22-10A-21)</li> <li>• The school complies with the minimum teacher salaries. (NMSA 22-10A-7, 10, 11)</li> <li>• The school does not have any verified complaints regarding violations of teacher rights under the school personnel act, FMLA, ADA, etc. (NMSA 22-10A-1 et seq.)</li> <li>• The school does not have any verified complaints regarding lack of adequate mentorship for novice teachers.</li> </ul>	YES

Topics and Indicators	Criteria Statements <sup>8</sup>	Component of Site Visit Evaluation?
4.e. Is the school completing required background checks and reporting ethical violations?	<ul style="list-style-type: none"> <li>The school maintains legally compliant background checks in all staff files including evidence of background checks for substitutes, all contracted service providers, and anyone with unsupervised access to students. (<i>NMSA 22-10A-5</i>)</li> <li>The school reports incidents of violations of teacher/licensed staff ethical rules or criminal convictions to the PED pursuant to the School Personnel Act. (<i>NMAC 6.60.8.8 and NMSA 22-10A-5</i>)</li> </ul>	YES
<b>5. SCHOOL ENVIRONMENT</b>		
5.a. Is the school complying with facilities requirements?	<ul style="list-style-type: none"> <li>The school meets PSFA occupancy, NMCI and ownership requirements. (<i>NMSA 22-8B-4.</i>)</li> <li>The school has an e-occupancy certificate.</li> <li>The school has PSFA letter verifying condition index.</li> <li>The school is in a building that is: <ul style="list-style-type: none"> <li>A publicly owned building</li> <li>Is leased to the school by a foundation formed for the purpose of providing a facility to the school, the foundation maintains the building at no cost to the school</li> <li>Is leased by a private owner and there is no acceptable public facility available, the owner maintains the building at no cost to the school.</li> </ul> </li> <li>The school notifies the PEC prior to any change in facilities.</li> <li>There are no verified complaints that demonstrate buildings, grounds or facilities do not provide a safe and orderly environment for public use. (<i>Subsection P of 6.29.1.9 NMAC</i>) <ul style="list-style-type: none"> <li>safe, healthy, orderly, clean and in good repair</li> <li>in compliance with the Americans with Disabilities Act-Part III and state fire marshal regulations, Sections 59A-52-1 through 59A-52-25 NMSA 1978</li> <li>Written records of pesticide applications will be kept for three years at each school site and be available upon request to parents, guardians, students, teachers and staff.</li> </ul> </li> </ul>	YES
5.b. Is the school complying with transportation requirements?	<ul style="list-style-type: none"> <li>If the school owns a school bus or otherwise provides student transportation, the school complies with applicable statutes, regulations, or policies related to providing transportation.</li> </ul>	NO

Topics and Indicators	Criteria Statements <sup>8</sup>	Component of Site Visit Evaluation?
5.c. Is the school complying with health and safety requirements?	<ul style="list-style-type: none"> <li>• The school conducts all required emergency drills and practiced evacuations. (<i>NMSA 22-13-14 and NMAC 6.29.1.9(O)</i>) <ul style="list-style-type: none"> <li>- at least once per week during the first four weeks of the school year, and at least once per month during the remainder of the school year;</li> <li>- two of these drills shall be shelter-in-place drills;</li> <li>- one of these drills shall be an evacuation drill;</li> <li>- nine of these drills shall be fire drills, with one emergency drill required each week during the first four weeks of school;</li> <li>- in locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance during the emergency drills for the purpose of giving instruction and constructive criticism.</li> </ul> </li> <li>• The school submits school wellness and safety plans, and all required revisions, in accordance with deadlines to the PED. (NMAC 6.12.6.8)</li> <li>• The school has evidence that it complies with 24-5-2 NMSA 1978 and provides satisfactory evidence of immunization, is actively in the immunization process, or properly exempted from immunization.</li> <li>• The school demonstrates compliance with all facility corrective requirements from the most recent inspection from any other state entity (e.g., NMPSIA, DOH, PSFA, Fire Marshall, POSHA)..</li> </ul>	YES
5.d. Is the school handling information appropriately?	<ul style="list-style-type: none"> <li>• There are no verified complaints that demonstrate the school has failed to comply with FERPA requirements.</li> <li>• There are no verified complaints that demonstrate the school does not obtains, maintains, and transfers cumulative files as required by law.</li> </ul>	NO

## FINANCIAL PERFORMANCE FRAMEWORK

Financial performance is evaluated via the financial indicators (2a – 2f) listed in the Organizational Framework, along with the PEC’s authorized representative’s or School Budget Analyst’s review of the school’s financial health, per the financial survey. The survey includes the following:

A. Operating Budget: 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 authorized representative?

B. Audits: Was the information required for the audits provided on time for the most recent audit?

C. Periodic Reports

1. Is this school on quarterly or monthly reporting? If on monthly, please identify the reason for the monthly requirement.
2. Were the reports for the current year turned in on time?
3. 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?
4. 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? If not, why not?

D. Expenditures

1. Were there any invoices pending for more than 90 days in the current year?
2. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker’s comp, State Unemployment) paid timely in the current year?

E. Reimbursements

1. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year? If not, why not?
2. Were any reimbursement requests denied for any reason?

G. Meals and Transportation

1. Does the school serve meals to students? If yes, did the school have contracts with food service management companies? Were any audit findings noted regarding those food contracts?
2. Does the school provide to/from school transportation for students? If yes, did the school have contracts with bus service companies? Were any audit findings noted regarding those contracts?
3. Does the school own any vehicles? If yes, have they been reported to the PED School Transportation?

H. General Information

1. Has there been any notice from the assigned PED budget analyst that he/she had concerns regarding the school’s finances? If so, what was the concern identified?



## **Appendix B: Summary of Site Visit Protocol**

The purpose of the school visit is to evaluate whether schools are in compliance with their legal and contractual requirements and to provide technical assistance including evaluative feedback, legal references and citations, and guidance manuals and resources. The goal of this visit is to evaluate compliance in key areas and observe the program of instruction in action, as described in the charter contract and Performance Framework. There are three types of school visits conducted by the PEC's authorized representatives:

1. New school visits – Within the first four months of opening, the PEC's authorized representatives visit all new schools.
2. Annual visits – All schools are visited annual, generally between November and May. Annual site visits may be differentiated based on school performance, including academic, financial, and organizational performance.
3. Renewal visits – In the fall of the renewal year, the PEC's authorized representatives visit schools as part of renewal activities.

Two to four staff members who are the PEC's authorized representatives will participate in site visits. Site visits generally do not last longer than a day, but the time required depends on school performance and availability of necessary data, records, and staff time. Schools will be notified in advance as to the timing of site visits.

## Appendix C: Glossary of Terms

**Annual Notice of Renewal Profile** – is an annual notice that will be sent to the school leader and all members of the school governing body. The notice will identify the renewal profile(s) the school is on track to fall within based on its performance under the current charter term. The PEC expects that schools will use these notices to both take action to respond to the potential renewal action by improving performance, as necessary, and to prepare and submit a response to the potential renewal action.

**Chartering Authority Intervention** – is action taken by the Commission or its authorized representatives to notify a school that it is failing to meet its legal and contractual requirements, to prompt the school to take action to correct its own failure to meet its legal and contractual requirements, and/or to revoke or non-renew a school that has demonstrated the inability or unwillingness to meet its legal and contractual requirements. Intervention may include providing findings of non-compliance during or after a site visit, issuing a Notice of Concern, a Notice of Breach, or a Notice of Revocation Review or Intent to Revoke, monitoring the implementation of an improvement plan or corrective action plan, or not-renewing a charter school.

**Chartering Authority Oversight** – is action taken by the Commission or its authorized representatives to evaluate whether a charter school is meeting its legal and contractual requirements. This may include evaluating submissions from the school, investigating complaints or allegations, conducting site visits or audits, evaluating data about the school's performance, or completing performance evaluations.

**Charter School Autonomy** – is the right of all charter schools to determine the methods by which they achieve their legal and contractual requirements, including all performance standards. Charter School Autonomy reflects the additional flexibilities granted through any non-discretionary or discretionary waivers as defined in statute, regulation, and policy.

**Intervention Ladder** – is the process by which the Public Education Commission will communicate to charter schools its concerns about academic performance, fiscal soundness or legal, contractual, or policy requirements.

**Final Notice of Renewal Profile** – is the notice provided to the school after the final performance profile prior to renewal is released. This notice will identify the renewal recommendation the school will receive and will notify any schools of their eligibility for expedited renewals.

**Legal and Contractual Requirements** – are the obligations a charter school must meet based on state and federal statutes, regulations and policies, and the terms of the charter contract. These requirements include the performance expectations established in the Performance Review and Accountability System, which consists of the PEC's Academic, Organizational and Financial Performance Frameworks, Intervention Ladder, Renewal Process, and Site Visit Protocols.

**Mission-Specific Goals** – are required indicators that are incorporated into the Academic Performance Framework. These goals should be outcome based measures of the school's effectiveness in implementing its mission. Goals are weighted as 35% (elem/middle) or 37.5% (high) of the Academic Performance Framework

**Notice of Breach** – a formal, written notice issued pursuant to a vote of a majority of Commission members at a properly noticed public meeting that a school is not meeting performance expectations or has failed to comply with legal or contractual requirements and, as a result, is in breach of the contract. This notice will often, but not always, be issued after a school has been issued a Notice of Concern and has failed to meet the requirements of the prior notice. In the notice, the Commission will establish expected outcomes and deadlines that must be met by the school. Deadlines will vary depending on the urgency of the matter and the amount of time it takes to reasonably cure the concern. Once a Notice of Breach is issued, schools are required to submit a Corrective Action Plan (financial or organizational performance) or an Improvement Plan (academic performance) that details the actions and timeline that the schools will implement to correct the breach. PEC’s authorized representatives will monitor the school’s implementation of Corrective Action and Improvement Plans, and regularly update PEC on progress.

**Notice of Concern** – a formal, written notice issued pursuant to a vote of a majority of Commission members at a properly noticed public meeting that a school is not meeting performance expectations or has failed to comply with legal or contractual requirements. In the notice, the Commission will establish expected outcomes and deadlines that must be met by the school. Deadlines will vary depending on the urgency of the matter and the amount of time it takes to reasonably cure the concern.

**Performance Review and Accountability System** – consists of the PEC’s Academic, Organizational and Financial Performance Frameworks, Intervention Ladder, Renewal Process, and Site Visit Protocols. It is an adaptive tool subject to continuous review and improvement so that the students in New Mexico public charter schools are effectively served. New Mexico’s charter schools are invited to be partners in the development and continuous improvement of this Performance Review and Accountability System.

**Preliminary Notification of Renewal Profile** – is the annual notice provided to the school at least one year prior to the date on which it must apply for renewal. The notice will identify the renewal profile(s) the school is on track to fall within based on its performance under the current charter term and will act as notice to schools that are likely to be eligible for expedited renewal. The PEC expects that schools will use these notices to both take action to respond to the potential renewal action by improving performance, as necessary, and to prepare and submit a response to the potential renewal action.

**Reliability** - is a demonstration that an assessment or other measure is an externally, national- or state-normed metric (e.g. ACT, SAT, ACCESS for ELLs, Spanish IPT).

**Revocation Review** – is the process by which a charter school is considered for revocation of their charter. The revocation review can arise as a result of the school’s failure to meet requirements specified in a Notice of Breach, receipt of multiple Notices of Breach in the same school year, or as a result of a violation of law that is significant enough to justify immediate revocation. A Notice of Revocation Review is issued at a properly noticed public meeting and established the actions to be taken by its authorized representative(s) and a deadline for the school to respond to the prospect of revocation.

**Rigor** – is the demonstration that a performance goal is an ambitious but realistic target that has been established using a valid benchmark (e.g. comparison to national/state average, improvement from school historic performance).

**Student Academic Growth** – is the measurement of student level improvement within a school year as compared to their performance peers’ improvement in the same year on the state’s annual academic

assessments in math and reading.

**Student Proficiency** – is performance at grade level on the state’s annual academic assessments in math and reading. This may also include performance at grade level on other state assessments including Science, and end-of-course assessments.

**Substantial Progress** – is related only to academic performance, is reflected in a school’s “Renewal Performance Profile,” and makes a school eligible for full renewal. This is defined as “consistently improving performance over the last 3 years.” Inconsistent performance over the last three years shall demonstrate that a school is not making “substantial progress.”

**Support** – is making charter schools aware of PED resources and programs available to support their improvement or excellent performance. This may also include sharing information between charter schools about effective or best practices being implemented at effective and successful schools. This shall not include providing recommendations on the method by which the school must/can/should achieve its legal or contractual requirements, as charter schools are granted the autonomy to determine the methods they will utilize to meet their legal or contractual requirements.

**Technical Assistance** – is information provided to make a school aware of, or to help a school understand, its legal or contractual requirements. This can include information about why the school is not currently meeting its legal or contractual requirements. Technical assistance shall not include providing recommendations on the method by which the school must achieve its legal or contractual requirements, as charter schools are granted the autonomy to determine the methods they will utilize to meet their legal or contractual requirements.