

New Mexico Charter School Authorizer Annual Report August 2022

This New Mexico Charter School Authorizer Annual Report assists authorizers in fulfilling their legal obligation under NMSA 22-8B-12 to submit an annual report to the New Mexico Public Education Department's Charter Schools Division. The annual report is to include a performance report for each charter school, in accordance with the performance framework set forth in the charter contract. This report also provides authorizers an opportunity to reflect on their portfolio's outcomes and their authorizing outcomes to ultimately identify ways to improve how authorizing can influence high-quality school options for all New Mexico students.

The report is broken into four sections:

- I. Performance Framework Expectations (by school)
- II. Performance Framework Outcomes and Analysis (by school)
- III. Portfolio Performance Analysis
- IV. New Mexico Charter School Authorizer Self-Evaluation Prioritization

All areas of the report requiring completion by the authorizer are highlighted in blue.

Areas of the report pre-populated by the New Mexico Public Education Department are highlighted in green.

I. PERFORMANCE FRAMEWORK EXPECTATIONS

Directions: Summarize all performance expectations in the charter contract. Only complete rows that are applicable and in the current contract, adding rows as needed.

| Academic Performance Goals* | |
|--|--|
| Indicators | Expectations |
| <i>Example: Math Proficiency</i> | <i>Example: Math proficiency is at least 30% and higher than the District average.</i> |
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| Mission-Specific Goals | |
| <i>Example: Student internships</i> | <i>Example: At least 60% of 9th through 11th grade students will participate in a semester-long internship in a professional path of interest.</i> |
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| Organizational Performance Goals | |
| <i>Example: Enrollment Governance*</i> | <i>Example: The school implements compliant and equitable enrollment practices, including a randomized lottery.</i> |
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| Financial Performance Goals* | |
| <i>Example: Cash on Hand</i> | <i>Example: The school maintains at least 60 days cash on hand.</i> |
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*Required performance indicators per NMSA 22-8B-9.1 include: student academic performance, student academic growth, achievement gaps, attendance, recurrent enrollment, postsecondary readiness and graduation rate (as applicable), financial performance and sustainability, and governing body performance.

Charter School Name: _____

II. PERFORMANCE FRAMEWORK OUTCOMES AND ANALYSIS

Academic Performance Outcomes (Per NM Charter Law)

| | Proficiency | | | | | | | | | Growth | | | | | |
|---|-------------|-------|-------|-------|-------|-------|---------|-------|-------|---------|-------|-------|-------|-------|-------|
| | Reading | | | Math | | | Science | | | Reading | | | Math | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| All Students | | | | | | | | | | | | | | | |
| Caucasian | | | | | | | | | | | | | | | |
| African American | | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | | | | |
| Multi-Racial | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | | |
| Students in Foster Care | | | | | | | | | | | | | | | |
| Students Experiencing Homelessness | | | | | | | | | | | | | | | |
| Migrant Students | | | | | | | | | | | | | | | |
| Students with Military Family Connections | | | | | | | | | | | | | | | |

| | Attendance | | | Recurrent Enrollment | | |
|---|------------|-------|-------|----------------------|-------|-------|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| All Students | | | | | | |
| Caucasian | | | | | | |
| African American | | | | | | |
| Asian/Pacific Islander | | | | | | |
| American Indian | | | | | | |
| Multi-Racial | | | | | | |
| Economically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students in Foster Care | | | | | | |
| Students Experiencing Homelessness | | | | | | |
| Migrant Students | | | | | | |
| Students with Military Family Connections | | | | | | |

| | Graduation Rates | | | | | | | | | College and Career Readiness | | | | | |
|---|------------------|-------|-------|--------|-------|-------|--------|-------|-------|------------------------------|-------|-------|---------|-------|-------|
| | 4-Year | | | 5-Year | | | 6-Year | | | Participation | | | Success | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| All Students | | | | | | | | | | | | | | | |
| Caucasian | | | | | | | | | | | | | | | |
| African American | | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | | | | |
| Multi-Racial | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | | |
| Students in Foster Care | | | | | | | | | | | | | | | |
| Students Experiencing Homelessness | | | | | | | | | | | | | | | |
| Migrant Students | | | | | | | | | | | | | | | |
| Students with Military Family Connections | | | | | | | | | | | | | | | |

Academic Performance Outcomes

Consistent with the expectations under I. Performance Framework Expectations above, please provide a summary of outcomes in relation to goals below (adding rows as needed).

| Indicators | Outcomes | | |
|------------|-----------|-----------|-----------|
| | 2021-22 | 2022-23 | 2023-24 |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |

1) Across the academic performance outcomes above, summarize the primary strengths.

2) Across the academic performance outcomes above, summarize the primary areas for improvement.

3) What key takeaways are illuminated regarding subgroup comparative performance?

4) How do the academic outcomes compare to the district of residence?

Mission-Specific Outcomes

Consistent with the expectations under I. Performance Framework Expectations above, please provide a summary of outcomes in relation to goals below (adding rows as needed).

| Indicators | Outcomes | | |
|------------|-----------|-----------|-----------|
| | 2021-22 | 2022-23 | 2023-24 |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |

1) Across the mission-specific outcomes above, summarize the primary strengths.

2) Across the mission-specific outcomes above, summarize the primary areas for improvement.

Organizational Performance Outcomes

Consistent with the expectations under I. Performance Framework Expectations above, please provide a summary of outcomes in relation to goals below (adding rows as needed).

| Indicators | Outcomes | | |
|------------|-----------|-----------|-----------|
| | 2021-22 | 2022-23 | 2023-24 |
| Governance | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |

1) Across the organizational performance outcomes above, summarize the primary strengths.

2) Across the organizational performance outcomes above, summarize the primary areas for improvement.

3) How is the school progressing in implementing the strategies mandated under the *Martinez* and *Yazzie* consolidated lawsuit?

Financial Performance Outcomes

Consistent with the expectations under I. Performance Framework Expectations above, please provide a summary of outcomes in relation to goals below (adding rows as needed).

| Indicators | Outcomes | | |
|------------|-----------|-----------|-----------|
| | 2021-22 | 2022-23 | 2023-24 |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |
| | Rating: | Rating: | Rating: |
| | Evidence: | Evidence: | Evidence: |

1) Across the financial performance outcomes above, summarize the primary strengths.

2) Across the financial performance outcomes above, summarize the primary areas for improvement.

3) Do you consider the school to be financially sustainable in the short- and long-term? How so?

{Repeat I. Performance Framework Expectations and II. Performance Framework Outcomes and Analysis for remaining schools in the portfolio}

III. PORTFOLIO PERFORMANCE ANALYSIS

In considering outcomes across all charter schools in your portfolio, respond to the reflections below.

1) What strengths trend across your portfolio?

2) What areas for improvement trend across your portfolio?

3) Based on aggregate outcomes, what are you prioritizing for your authorizing practices and/or technical assistance for schools in the upcoming year?

IV. NEW MEXICO CHARTER SCHOOL AUTHORIZER SELF-EVALUATION PRIORITIZATION

1) In what month and year did you most recently complete the New Mexico Charter School Authorizer Self-Evaluation?

2) Briefly describe the process undertaken to complete the self-evaluation, including the involvement of any other NM authorizers or stakeholders.

3) Copy the Prioritization section of your most recent New Mexico Charter School Authorizer Self-Evaluation below (last page).

| | | | | |
|--------------------|--|---------------------|--------------------------|------------------|
| Strengths | <p><i>Across the 18 standards, which three standards are your greatest strengths based on ratings and tools?</i></p> <ul style="list-style-type: none"> • • • | | | |
| | <p><i>Across the 18 standards, which three standards are you prioritizing for goal-setting and improvement?</i></p> | | | |
| Action Plan | Goals | Action Steps | Party Responsible | Timeframe |
| | Standard 1: | | | |
| | Goal 1: | | | |
| | | | | |
| | Standard 2: | | | |
| | Goal 2: | | | |
| | | | | |
| | Standard 3: | | | |
| | Goal 3: | | | |
| | | | | |

4) If your most recent New Mexico Charter School Authorizer Self-Evaluation did not occur this calendar year, please provide a status update on the latest self-evaluation action plan goals and action steps.

| Across the 18 standards, which three standards are you prioritizing for goal-setting and improvement? | | |
|--|---------------------|----------------------|
| Goals | Action Steps | Status Update |
| Standard 1: | | |
| | Goal 1: | |
| Standard 2: | | |
| | Goal 2: | |
| | | |
| Standard 3: | | |
| | Goal 3: | |
| | | |

**Action
Plan
Status
Update**