



















### 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.

Academic Indicators	Description	Assigned Points	Total Weight	
			Elem.	High
<b>Indicator 1:</b> Components from NM System of School Support and Accountability	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%
<b>Indicator 2:</b> 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%
<b>Indicator 3</b> Mission- or School-Specific Goals	Charter schools shall include two mission or school-specific goals that are Specific, Measurable, Achievable, Relevant and Time-bound.	Points are assigned based on the average of the ratings (if there are two or more goals) for the goals listed in Indicator 3. (0-100 points)	35%	37.5%

## 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).

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, if required, 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, if required, within 30 days of notification OR the school failed to implement the corrective action plan, if required, OR the non-compliance is repeated from the prior evaluation.

Schools receive an overall organizational performance rating of either "Meets Standard", "Working to Meet Standard" or "Does Not Meet Standard". If a school receives "Does Not Meet Standard" ratings for three or 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 the 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 to specify actions and a timeline to correct the performance deficiency.

Topics and Indicators <sup>1</sup>	Criteria Statements	
<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.</li> <li>● The school has documentation/evidence that it is implementing its educational programs.</li> <li>● The school stays within its enrollment cap at all times and serves only the approved grade levels.</li> </ul>	
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, as delineated in <i>NMSA 22-2C-4</i></li> <li>● The school administers all required contractual assessments (if specified in contract/performance framework).</li> <li>● The school ensures assessment accommodations are properly administered to all eligible students.</li> <li>● The school adheres to assessment procedures and requirements as delineated in <i>NMAC 6.10.7</i>.</li> </ul>	
1.c. Is the school protecting the rights of students with special needs? <i>(Note: These provisions include only students with disabilities.)</i>	<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> <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 with disabilities’ rights were violated. <i>(NMSA 22-8B-4)</i></li> </ul>	

<sup>1</sup> Indicator numbers have changed because the financial indicators, formerly 2.a-f, have been removed and now comprise the Financial Performance Framework. Charter Performance Review and Accountability System, Approved by PEC 4.8.22

Topics and Indicators <sup>1</sup>	Criteria Statements	
1.d. Is the school protecting the rights of English Learner students?	<ul style="list-style-type: none"> <li>● The school has no 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 any English Learner students’ rights were violated. <i>(NMSA 22-8B-4)</i></li> <li>● The school has a process for identifying, serving and assessing English Learners (may include a review of student cumulative files during site visits) to compliance with state and federal law regarding servicing English Learners.</li> </ul>	
1.e. Does the school comply with federal and state grant program requirements?	<ul style="list-style-type: none"> <li>● The school meets program requirements for all PED and federal grant programs it implements and is responsive to any concerns or findings of non-compliance in accordance with grant requirements.</li> </ul>	
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 identified as TSI, CSI, or MRI or schools that are required to implement an NMDASH plan by a PEC Corrective Action Plan and schools in the bottom 40% of the state ranking by PED that are not a SAM school (either identified by PED, or identified by PED using a previous definition, as a SAM school).</i></p>	

2. GOVERNANCE AND REPORTING		
2.a. Is the school complying with governance requirements?	<ul style="list-style-type: none"> <li>● The governing body meets membership requirements: <i>NMSA 22-8B-4; PEC policy</i> <ul style="list-style-type: none"> <li>○ Maintains at least 5 members</li> <li>○ Complies with governance change policy</li> <li>○ Notifies the 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. (<i>NMAC 6.80.5.8 and 9</i>)</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 analyzes 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. (<i>NMSA 10-15-1 and 3</i>)</li> </ul>	
2.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.</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.</li> </ul>	
2.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>	

3. STUDENTS AND EMPLOYEES		
3.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.</li> <li>● The school has received no valid complaints 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 valid complaints 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 valid complaints 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 a board-approved complaint policy and dispute resolution process per 6.10.3D NMAC</li> </ul>	
3.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 demonstrates successful implementation of a whole-school student attendance improvement plan.</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 has a 70% reenroll rate from one school year to the next.</li> </ul>	
3.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. <i>(NMSA 22-10A-3)</i> <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> </ul> </li> <li>● School meets the requirements of all licensure waiver plans and alternative licensure plan requirements. <i>(NMSA 22-10A)</i></li> <li>● The school accurately reports all staff to the PED, as verified through site visit reviews.</li> </ul>	

<p>3.d. Is the school respecting employee rights?</p>	<ul style="list-style-type: none"> <li>● The school implements an annual system for teacher evaluations and observations with timelines and evaluation criteria.</li> <li>● Teacher observations are documented and communicated with teachers in accordance with the school’s teacher evaluation plan.</li> <li>● Teachers are provided evaluation report and reports are maintained in teacher personnel files.</li> <li>● The school maintains teacher contracts in all staff files. <i>(NMSA 22-10A-21)</i></li> <li>● The school complies with the minimum teacher salaries. <i>(NMSA 22-10A-7, 10, 11)</i></li> <li>● The school has no verified complaints regarding violations of teacher rights under the school personnel act, FMLA, ADA, etc. <i>(NMSA 22-10A-1 et seq.)</i></li> <li>● The school implements a teacher mentorship program for novice teachers in accordance with NMSA 22.10A-9.</li> </ul>	
<p>3.e. Is the school completing required background checks and reporting ethical violations?</p>	<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>	
<p><b>4. SCHOOL ENVIRONMENT</b></p>		
<p>4.a. Is the school complying with facilities requirements?</p>	<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 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</li> </ul> </li> </ul>	

	upon request to parents, guardians, students, teachers and staff.	
4.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 has no verified complaints about following applicable statutes, regulations, or policies related to providing transportation.</li> </ul>	
4.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 NMAC6.29.1.9(O))</i></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 active 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.</li> </ul>	
4.d. Is the school handling information appropriately?	<ul style="list-style-type: none"> <li>● The school has no verified complaints that demonstrate it failed to comply with FERPA requirements.</li> <li>● The schools has no verified complaints that demonstrate that it does not obtain, maintain, and transfer cumulative files as required by law.</li> </ul>	
4.e Is the school making information accessible to the public?	<ul style="list-style-type: none"> <li>● The school maintains a website with contact information for school staff and board members, student/parent handbook, and up to date governance meeting information.</li> </ul>	
4.f. Does the school have an equitable and positive school climate that supports students' social and emotional development?	<ul style="list-style-type: none"> <li>● The school has an active equity council.</li> <li>● The school is actively building its capacity to support culturally responsive social emotional learning.</li> <li>● The school provides high quality supports to students with intentional connections to family and community.</li> </ul>	



## Financial Performance Framework

Topics and Indicators <sup>2</sup>	Criteria Statements	
<b>5. FINANCIAL MANAGEMENT AND OVERSIGHT</b>		
5.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. <i>(NMSA 22-8-6.1 and 10.)</i></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. <i>(NMSA 22-8-6.1 and 10)</i></li> </ul>	
5.b. Is the school following Generally Accepted Accounting Principles?	<ul style="list-style-type: none"> <li>• Was there a finding in the school’s last audit opinion that the school violated GAAP?</li> </ul>	
5.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> </ul>	
5.d. Is the school managing grant funds responsibly?	<ul style="list-style-type: none"> <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>	
5.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. <i>(NMSA 13-1-95.2)</i></li> <li>• The governing council’s audit committee and finance subcommittee are properly constituted and meet as required.</li> </ul>	

<sup>2</sup>Financial indicators were previously 2.a-f in the combined Organizational-Financial Performance Framework.  
Charter Performance Review and Accountability System, Approved by PEC 4.8.22

Topics and Indicators <sup>2</sup>	Criteria Statements	
	(NMSA 22-8-12.3)	
5.f. Is the school meeting their obligations timely and with appropriate internal controls?	<ul style="list-style-type: none"> <li>• The school has no validated issues related to bills, invoices, or other liabilities being paid in a timely fashion or without appropriate controls.</li> </ul>	

## Annual Performance Review Activities

The 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 the PEC, various PED departments, and other governmental entities.

Submissions are required for the PEC accountability oversight and for compliance with state and federal funding and reporting requirements.

### Annual School Visits

The 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.

### Annual Performance Review

The PEC's authorized representative(s) evaluate all schools against the PEC Performance Framework annually, which is comprised of academic, financial, and organizational performance metrics.

The PEC's authorized representative(s) share initial performance framework feedback and evaluations with charter school boards and administrative leaders for review and feedback.

The PEC, through its authorized representative(s), issues any Notices of Concern or Breach related to annual performance reviews.

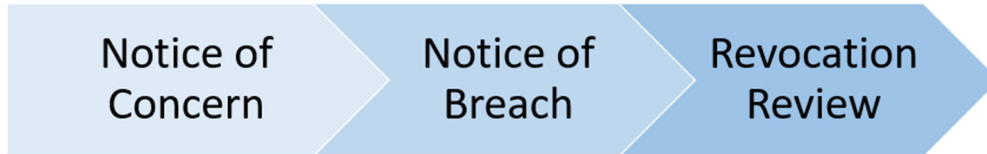
The PEC approves and publishes Annual Performance Reports for schools.

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

## Intervention Ladder

The PEC is responsible for holding charter schools accountable for the performance and legal compliance of charter schools under their authority. To meet this obligation, the 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 the 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 finding of “not meeting expectations” on an organizational indicator. The PEC’s authorized representative(s) will communicate with school leaders, parents, and any other necessary stakeholders to verify complaints.

The PEC will issue a Notice of Concern at a properly noticed public meeting. The 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>3</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>4</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

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.

The PEC will issue a Notice of Breach at a properly noticed public meeting. The 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 that must be met by the school. The

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<sup>3</sup> Deadlines will vary depending on the urgency of the matter and the amount of time it takes to reasonably cure the concern.

<sup>4</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.

deadline established for correction shall be no less than 10 days including holidays and weekends, unless the matter is an emergency matter 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 correct the breach. The PEC's authorized representatives will monitor the school's implementation of Corrective Action and Improvement Plans, and regularly update the 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.

The PEC will issue a Notice of Revocation Review at a properly noticed public meeting. Unless impractical, the 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 next page provides examples regarding triggers and evidence, and actions and consequences; however, the table shall not be considered exclusive.

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 PEC 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 PEC 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>