

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).

Indicator 1: Components from NM Accountability System			
The PEC considers charter school performance on each of the components of the NM PED accountability system			
Measure	Description	Pre-Pandemic	2022
1.1 Math and Reading Proficiency	<p>Math and Reading Proficiency is the percentage of students who are proficient on state assessments in math and reading.</p> <p>Note: (Language Arts, not Reading)</p>	X	X New Mexico Standards Based Assessments Grades 3-8, 11
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.	X	X
1.3 Science Proficiency	Science proficiency is the percentage of students who are proficient on state assessments in science.	X Grades 4,7,11	X Grades 5, 8, 11
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		Because 2022 is a baseline year for the new assessments, PED calculated the EXPECTED proficiency scores for Math and LA. A school's Progress will be used instead of a Growth Score for 2022 only.
1.5 Growth of Middle performing students (Q2/3)			

1.6 Growth of Lowest performing Students (Q1)	students (middle 50%) and the highest- performing students (highest 75%).		Schools (not Students) will be ranked from lowest to highest (in falling below to exceeding expected performance) and will be given a percentile rate from 0-1.
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 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>	<p>X</p> <p>4, 5 and 6 year rates</p>	<p>X</p> <p>4-, 5- and 6-year rates that are available</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.	X	X
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"> 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test); 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB); or 3) Eligibility for an industry-recognized certification (Career Technical Education). <p>Points are given separately for students' participation and for their</p>	X	<p>X</p> <p>(Specific data to obtain this score may shift)</p>

	<p>success in achieving targets.</p> <p>SAM schools are allowed use of additional indicators including ASVAB, WorkKeys, and TABE.</p>		
1.10 Chronic Absenteeism	<p>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.</p>	X	X
1.11 Educational Climate Survey, Multicultural Initiatives, and Socio-emotional Learning (SEL)**	<p>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.</p>	X	<p>Proposed: Just indicate whether the school participated in the Youth Forward Survey.</p> <p>The PED will not count this toward the school report.</p>

*Note: Graduation rates are one-year lagged and use a state-wide cohort Shared-Accountability method, which gives each school in which the student attended in high school proportional credit for the time taken to graduate.

**Note: The Opportunity to Learn survey, administered in school years ____, transition to the Educational Climate Survey in school years ____, in 2021-22 schools were given the option to participate in the Youth Forward Survey, it was not required.

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.

Measure	Description		
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.	X	N/A
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.	X	N/A
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.	X	N/A
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.	X	<p>X</p> <p>A school's M/Y student groups: Low Income, Special Ed, EI and NA student group proficiencies compared to State-wide Average and District Average proficiencies.</p> <p>A school's ESSA subgroup (race/ethnicity) proficiencies for each grade level, subject and gender will compare to Statewide Average and District Average.</p> <p>Identify the gap between lowest and highest performing student groups as baseline data.</p>

**Note: Some contracts do not contain a subgroup growth of Middle-performing students, thus 2.2 looks at lowest-performing students and 2.3 looks at Subgroup proficiency*

NMBAS: Development and Deployment Timeline

