

# New Mexico Charter School Performance Framework

## Introduction

The New Mexico Charter Schools Performance Framework supports the Public Education Commission (PEC), state-authorized charter schools, and the Charter School Division (CSD) in answering a series of three questions posed by an approach called Results-Based Accountability™: How much did each charter school do? How well did they do it? Is anyone better off as a result?<sup>1</sup> This process resulted in measures that include both *school-specific indicators* that give schools flexibility in capturing how their mission is being operationalized and fulfilled and *universal indicators* applied across all state-authorized charter schools. These universal indicators capture the PEC's priorities surrounding standard quality processes and outcomes across all schools in its portfolio.

The Performance Framework provides a roadmap for an annual review of the performance of state-authorized charter schools and is a material term of the charter schools' contracts, as stated in NMSA §22-8B-9.1 (1978).

This document was drafted by a working group of the PEC with input from the CSD.

## How the Framework is Used

Traditionally, charter school authorizers use performance frameworks as tools for school monitoring and accountability. The PEC in collaboration with CSD has designed the New Mexico Performance Framework to be more than that. In addition to providing transparent criteria by which the PEC will make informed charter authorization decisions, the Framework is also intended to support all parties in:

- 1) Understanding where schools are strong and where they need support,
- 2) Supporting schools' internal continuous improvement efforts,
- 3) Identifying and celebrating promising practices and programs, and
- 4) Providing the PEC and individual schools with data and stories that help communicate a meaningful and positive narrative about New Mexican students, communities, and schools.

## Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school did any of the following:

According to New Mexico Statutes Annotated (NMSA) 1978, 22-8B-9 and 9.1, the following is required for a Performance Framework.

This document meets the statutory requirements and will allow the PEC and CSD to effectively monitor school performance in a transparent and clear manner.

### **22-8B-9.**

(11) the process and criteria that the chartering authority intends to use to annually monitor and evaluate the fiscal, overall governance and student performance of the charter school, including the method that the chartering authority intends to use to conduct the evaluation as required by Section **22-8B-12** NMSA 1978;

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<sup>1</sup> <https://clearimpact.com/results-based-accountability/>

## **22-8B-9.1. Performance framework.**

A. The performance provisions in the charter contract shall be based on a framework that clearly sets forth the academic and operations performance indicators and performance targets that will guide the chartering authority's evaluation of each charter school. The performance framework shall be a material term of the charter school contract and shall include performance indicators and performance targets for, at a minimum:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in both proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and
- (9) governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

B. Annual performance targets shall be set by each chartering authority in consultation with its charter schools and shall be designed to help each charter school meet applicable federal, state and chartering authority expectations as set forth in the charter contracts to which the authority is a party.

C. The performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act.

D. The performance framework shall require the disaggregation of all student performance data collected in compliance with this section by student subgroup, including gender, race, poverty status, special education or gifted status and English language learner.

E. The chartering authority shall collect, analyze and report all data from state assessment tests in accordance with the performance framework set forth in the charter contract for each charter school overseen by that chartering authority.

## Part I: School Academic Review Process

The CSD is dedicated to providing a fair and equitable academic oversight process for the public charter schools within PEC's portfolio. Therefore, this revised framework embeds choice for each school in determining the assessments used. The first step will be to negotiate with PEC and create your charter goals, which will be included in your charter contract. Once included, CSD will use these goals to report to PEC the school's performance annually. Every school will receive a rating in each of the five Performance Areas under the categories of "State Accountability Indicators" and "School-Specific Educational Measures".

Category	Performance Area
<b>State Accountability Indicators</b>	1A. State Accountability System
	1B. Outcomes for Special Student Groups
<b>School-Specific Educational Measures</b>	2A. Mission Goal
	2.B. Fidelity of Education Program Implementation
	2.C. Conducive Learning Culture

Each Performance Area will receive one of the following ratings based on the criteria established. The rating will be given based solely on the data provided by CSD or the school. Failure for the school to provide data will result in a Falls Far Below rating.

Rating by Academic Performance Area
Meets or Exceeds Success Criteria
Working to Meet Success Criteria
Does not Meet Success Criteria (Red Flag)

The school review process must provide the CSD and PEC with the information they need to act if a school is flagged for support or intervention for their academic program. To that end, each school will receive an **academic** evaluation as follows:

Academic Evaluation	Definition
On track for renewal without conditions	<i>The school earns a <b>Meets or Exceeds</b> in all five of the indicators.</i>
On track for renewal with conditions	<i>The school earns one or more <b>Working to Meet</b> or <b>Does Not Meet</b>.</i>
Not on track for renewal	<i>In one or indicator, the school earns a <b>Does Not Meet</b> for two consecutive years or a <b>Working to Meet</b> for three consecutive years without improvement.</i>

# Performance Framework Overview

Category	Performance Area
State Accountability Indicators	1A. State Accountability System
	1B. Outcomes for Special Student Groups
School-Specific Educational Measures	2A. Mission Goal
	2.B. Fidelity of Education Program Implementation
	2.C. Conducive Learning Culture

<b>1.A. State Accountability System</b> The school ensures students meet or exceed the expectations established by PED for all New Mexican students, including sufficient academic achievement and academic growth.		
Option 1 - default option	The school's overall performance on the state accountability system using the state assessment and the state generated grade, if applicable.	The school's annual performance on the state report card.  The school must meet the state requirement of at least 95% participation rate for results to be considered valid. <ul style="list-style-type: none"> <li>• <b>Green</b> (Meets/Exceeds) = Above <b>50th Percentile</b></li> <li>• <b>Yellow</b> (Working to Meet) = <b>26-50th Percentile</b></li> <li>• <b>Red</b> (Does Not Meet) = <b>Bottom 25th Percentile</b> (Intervention category)</li> </ul>
Option 2 – as drafted in the charter contract	The school's overall performance on the state accountability system using the state assessment, <b>AND</b> Supplemental proficiency and growth data using PED-approved nationally normed assessments <sup>2</sup> or, under special circumstances, with PEC-approved rationale, nationally normed assessments agreed to in the school's charter contract.	The school's annual performance on the state report card AND their performance on proficiency and growth data using supplemental assessments. <ul style="list-style-type: none"> <li>• <b>Green</b> (Meets/Exceeds) = At or above the national norms for proficiency and/or growth in both reading and math</li> <li>• <b>Yellow</b> (Working to Meet) = Within 1 standard deviation below the 50th percentile</li> <li>• <b>Red</b> (Does Not Meet) = Below 1 standard deviation below the 50th percentile</li> </ul>

<sup>2</sup>PED-approved assessments (not necessarily nationally normed): MAP (NWEA), • i-Ready (Curriculum Associates), • STAR (Renaissance Learning), • iMSSA (Cognia), • Inspect (Illuminate), • ISIP (Istation), Next-Gen ACCUPLACER Quantitative Reasoning (252) /reading (241), Advanced Algebra (252), ACT Mathematics (19), Reading (18), Pre-ACT Mathematics (19), Reading (18), ACT ASPIRE Mathematics (431), Reading (424), ACT WorkKeys Applied Mathematics (3), reading (3), ACT WorkKeys Graphic Literacy (3), AP Calculus AB or BC or Statistics (2), Lang or Lit (2), ASVAB AFQT Composite (31), IB Mathematics (4), Lang & Lit (4), PSAT 10 Mathematics TBD, reading & writing (430), SAT Subject Mathematics Level 1 (580) or Level 2 (640), Lit (570), EBRW (430)

Option 3 – as drafted in the charter contract	The school’s overall performance on the state accountability system is replaced with PED-approved performance system using nationally normed assessments or, under special circumstances, with PEC-approved assessments that are nationally normed and agreed to in the school’s charter contract.	<p>The school’s annual performance on their report card.</p> <p>The school must negotiate a performance scale that is comparable to Option 1 and based out of 100 points and approved by PEC.</p> <ul style="list-style-type: none"> <li>● <b>Green</b> (Meets/Exceeds) = <b>70%</b> or more of the possible points</li> <li>● <b>Yellow</b> (Working to Meet) = Between 69.9-50% of the possible points</li> <li>● <b>Red</b> (Does Not Meet) = Below 50% of the possible points</li> </ul> <p>If less than 95% of students are tested on the school-specific assessments, the results are considered invalid and the school defaults to Option1</p>
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**1.B. Outcome for Special Student Groups**

The school ensures every student group (low-income students, Native American students, English language learners, students with disabilities, gender, race, ethnicity, and any other populations identified by PED as a special population)<sup>3</sup> demonstrate academic excellence on the school’s chosen option in 1A.

Option 1 - default option	The school’s performance on the state accountability system for special student groups using the state assessment and the state generated grade, if applicable.	<p>Academic growth of each student group with 20+ students.</p> <ul style="list-style-type: none"> <li>● <b>Green</b> (Meets/Exceeds) =At least <b>70%</b> of students attain their individual state growth targets in every student group for math and reading/ELA</li> <li>● <b>Yellow</b> (Working to Meet) = One or more student group has fewer than 70% of students meet their individual state growth target but more than the majority have 50% attain their individual state growth targets in every student group in math and reading/ELA.</li> <li>● <b>Red</b> (Does Not Meet) = The majority of student groups have fewer than <b>50%</b> of students attain their individual state growth target for math and reading/ELA.</li> </ul>
Option 2 – as drafted in the charter contract	The school’s performance on the state accountability system using the state assessment by special student groups, <b>AND</b>	<ul style="list-style-type: none"> <li>● <b>Green</b> (Meets/Exceeds) =At least <b>70%</b> of students attain their: individual state growth targets</li> </ul> <p><b>OR</b></p>

<sup>3</sup> As defined in the *Yazzie/Martinez v. State of New Mexico* ruling: Low-income, Native American, English language learners, and students with disabilities.

	<p>Supplemental proficiency and growth data for special student groups using PED-approved nationally normed assessments<sup>4</sup> or, under special circumstances, with PEC-approved rationale, nationally normed assessments agreed to in the school's charter contract.</p>	<p>individual growth target on their supplemental assessment for every student group for math and reading/ELA</p> <ul style="list-style-type: none"> <li>• <b>Yellow</b> (Working to Meet) = One or more student group has fewer than 70% of students meet their individual state growth target or individual growth target on supplemental assessments but more than the majority have 50% attain their individual state growth targets or individual growth target on supplemental assessment in every student group in math and reading/ELA.</li> <li>• <b>Red</b> (Does Not Meet) = The majority of student groups have fewer than <b>50%</b> of students attain their individual state growth target or individual growth target on supplemental assessments for math and reading/ELA.</li> </ul>
<p>Option 3 – as drafted in the charter contract</p>	<p>The school's performance on the state accountability system for special student groups is replaced with PED-approved performance system using nationally normed assessments or, under special circumstances, with PEC-approved assessments that are nationally normed and agreed to in the school's charter contract.</p>	<p>Academic growth of each student group with 20+ students.</p> <ul style="list-style-type: none"> <li>• <b>Green</b> (Meets/Exceeds) = At least <b>70%</b> of students attain their individual growth targets in every student group based on their approved growth assessment for math and reading/ELA</li> <li>• <b>Yellow</b> (Working to Meet) = One or more student group has fewer than 70% of students meet their individual state growth target but more than the majority have 50% attain their individual state growth targets in every student group in reading/ELA and math.</li> <li>• <b>Red</b> (Does Not Meet) = The majority of student groups have fewer than <b>50%</b> of students attain their individual growth target on their approved growth assessment in math and reading/ELA.</li> </ul>
<p>2.A. Mission Implementation through Education Program</p>		

<sup>4</sup>PED-approved assessments (not necessarily nationally normed): MAP (NWEA), • i-Ready (Curriculum Associates), • STAR (Renaissance Learning), • iMSSA (Cognia), • Inspect (Illuminate), • ISIP (Istation), Next-Gen ACCUPLACER Quantitative Reasoning (252) /reading (241), Advanced Algebra (252), ACT Mathematics (19), Reading (18), Pre-ACT Mathematics (19), Reading (18), ACT ASPIRE Mathematics (431), Reading (424), ACT WorkKeys Applied Mathematics (3), reading (3), ACT WorkKeys Graphic Literacy (3), AP Calculus AB or BC or Statistics (2), Lang or Lit (2), ASVAB AFQT Composite (31), IB Mathematics (4), Lang & Lit (4), PSAT 10 Mathematics TBD, reading & writing (430), SAT Subject Mathematics Level 1 (580) or Level 2 (640), Lit (570), EBRW (430)

<p>The school's education program effectively supports comprehensive mission implementation, student academic success, and overall student well-being that supports the community in which they serve.</p>		
<p>2.A.1 Mission aligned goal</p>	<p><b>Goal:</b> In one sentence, write what the school is doing to meet their mission and how it will be measured to demonstrate that students are better off as a result.</p> <p><b>Supporting Narrative:</b> Using Results-Based Accountability™ (RBA) as a model, reflect your thinking about the following questions:          How much did the school do?          How well did the school do it?          Is anyone better off as a result?<sup>5</sup></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Leadership: Performance Task</li> <li>● Arts Integration: Portfolio</li> <li>● Language acquisition: Assessments (F&amp;P in Spanish; ACCESS for English)</li> <li>● Science: Robotics, science fair, science assessments...</li> <li>● Character Development: SEL survey</li> <li>● Safe environment: Survey</li> <li>● Social Studies: Performance Task; AP tests</li> </ul>	<p><b>Data:</b> The school and the authorizer set a performance scale indicating that the school is producing students who are better off using three ratings:</p> <ul style="list-style-type: none"> <li>● <b>Green</b> (Meets/Exceeds)</li> <li>● <b>Yellow</b> (Working to Meet)</li> <li>● <b>Red</b> (Does Not Meet)</li> </ul> <p>The data must be disaggregated by student groups to show that <u>all</u> students are better off.</p> <p><b>Notes:</b>          The school must provide outcome data for 95% of the eligible students for the goal to be considered valid and reliable.</p> <p>The data must be in the form of student outcomes, not school inputs, for example, it cannot be the number of students attending a class, but rather the number of students with a passing grade on the culminating portfolio assignment.</p>
<p>2.B. Fidelity of Education Program Implementation          The school's education fulfills a need in the community in which they serve as intended in their charter application and as documented in their charter contract and PEC-approved amendments.</p>		
	<p><b>Goal:</b> The school is implementing the program as outlined in their charter contract.</p>	<ul style="list-style-type: none"> <li>● <b>Green</b> (Meets/Exceeds) = All elements of their charter contracts are being implemented with fidelity.</li> <li>● <b>Yellow</b> (Working to Meet) = All elements of their charter contract are implemented but one or more not fully.</li> <li>● <b>Red</b> (Does Not Meet) = One or more of their charter contract elements are not implemented.</li> </ul>
<p>2.C. Conducive Learning Culture          The school's culture meets the needs of the community in which it is located and equitably encourages all students to thrive in their learning environment.</p>		

<sup>5</sup> <https://clearimpact.com/results-based-accountability/>

	<p><b>Goal:</b> Eligible students re-enroll in the school year over year overall and by student population.</p>	<p>Re-enrollment for every student group with 20+ students in the following grade-bands K-5, 6-8, 9-12.</p> <ul style="list-style-type: none"><li>● <b>Green</b> (Meets/Exceeds) = At least <b>85%</b> of eligible students re-enroll each year overall and in every student group.</li><li>● <b>Yellow</b> (Working to Meet) = Not all student groups have a re-enrollment rate of at least 85% but all students and the majority of student groups have a re-enrollment rate of at least 65% and no student group is below 65% for two or more consecutive years.</li><li>● <b>Red</b> (Does Not Meet) = Overall and/or for the majority of student groups, fewer than <b>65%</b> of students re-enroll in the school each year or a school has below 65% re-enrollment rate for the same student group for at least 2 consecutive years.</li></ul>
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**Proposed NM Vistas Measures, Points, and Indicators SYE2022**

<b>Measure</b>	<b>Elem/ Middle Points</b>	<b>High School Points</b>	<b>Indicator</b>
Math Proficiency	25	15	Academic Achievement
Reading Proficiency	25	15	Academic Achievement
Math Improvement	10	5	Academic Progress
Reading Improvement	10	5	Academic Progress
English Learner Progress	10	5	English Language Proficiency
Science Proficiency	10	10	School Quality/Student Success
Regular Attendance	10	10	School Quality/Student Success
College and Career Readiness	n/a	5	School Quality/Student Success
Educational Climate	n/a	n/a	School Quality/Student Success
Growth in 4 Year Graduation Rate	n/a	5	School Quality/Student Success
4 Year Graduation Rate	n/a	10	Graduation Rate
5 Year Graduation Rate	n/a	8	Graduation Rate

6 Year Graduation Rate	n/a	7	Graduation Rate
<b>TOTAL POINTS</b>	<b>100</b>	<b>100</b>	