



# Draft PEC Academic Performance Framework

PCSNM CONFERENCE

DECEMBER 9, 2022



# Introductions

# Why Update and Overall Theme

## ► Why Now?

- Multiple Measures
- Telling the School's Story
- Transparency and Clarity
- Updated Information
- Balancing Quality and Compliance

## ► Facilitators

- Future Focused Education
- National Charter Institute

## ► RBA

- How much did each charter school do?
- How well did they do it?
- Is anyone better off as a result?



# Timeline for Approval & Feedback

- ▶ **December 9, 2022**
  - ▶ PF Framework Working Group Proposal
- ▶ **January 19, 2023**
  - ▶ First Reading- Draft Performance Framework presented to PEC and posted online
- ▶ **February 10, 2023**
  - ▶ Deadline for Individual& School feedback
- ▶ **February 16, 2023**
  - ▶ Second Reading- Updated Framework presented to PEC with input considered
- ▶ **March 8, 2023**
  - ▶ Possible Third Reading- Optional work session, to incorporate any additional changes
- ▶ **March 23, 2023**
  - ▶ Final Reading at PEC Work Session
- ▶ **March 24, 2023**
  - ▶ PEC Vote on Final Performance Framework

# Part 1- Academic Performance

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

# Ratings

## ► Individual Indicators

Rating by Academic Performance Area	Definition
Meets or Exceeds Success Criteria	The school's outcomes are exemplary in this performance area
Working to Meet Success Criteria	The school is showing inconsistencies in the performance area that warrant oversight by the Commission to ensure outcomes are met
Does not Meet Success Criteria (Red Flag)	The school is not demonstrating in the performance area that warrant further oversight by the Commission to ensure outcomes are met

## ► Overall Academic Rating

Academic Evaluation	Definition
On track for renewal without conditions	<i>The school earns a <b>Meets or Exceeds</b> in all of the academic indicators for the school year assessed.</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> for the school year assessed but does not meet the criteria for "not on track for renewal."</i>
Not on track for renewal	<i>For one or more indicator(s), the school earns a <b>Working to Meet</b> for three consecutive years without measurable improvement OR the school earns a <b>Does Not Meet</b> for two consecutive years.</i>

# State Accountability Indicators

## 1.A. State Accountability System

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 rating as compared to other schools.
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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.
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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.
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# State Accountability Indicators

## 1.B. Outcome for Special Student Groups

The school ensures the following student groups: male, female, low-income, English learners, students with disabilities, and race/ethnic groups: Native American, White, Black, Asian, and Hispanic demonstrate academic excellence.

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.
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Option 2 – as drafted in the charter contract	<p>The school's performance on the state accountability system using the state assessment by special student groups, <b>AND</b></p> <p>Supplemental proficiency and growth data for special student groups using PED-approved nationally normed assessments<sup>3</sup> or, under special circumstances, with PEC-approved rationale, nationally normed assessments agreed to in the school's charter contract.</p>
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Option 3 – as drafted in the charter contract	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.
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# State Accountability Indicators

## 1.C. Participation Rate

The school assesses student progress and achievement annually.

**Goal:** The school comply with state and contractual assessment requirements

- **Green** (Meets/Exceeds) = At least 95% of students take the state assessment in reading and math
- **Yellow** (Working to Meet) = Between 85 and 94.9% of students take the state assessments in reading and math
- **Red** (Does Not Meet) = Below 85% of students take the state assessments in reading and math

# School-Specific Indicators

## 2A. Mission Goal

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.

**Goal:** 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.

**Supporting Narrative:** 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>4</sup>  
How do you know?

**Data:** The school and the authorizer set a performance scale indicating that the school is producing students who are better off using three ratings:

- **Green** (Meets/Exceeds)
- **Yellow** (Working to Meet)
- **Red** (Does Not Meet)

The data must be able to be disaggregated by student groups.

**Notes:**

The school must provide outcome data for 95% of the eligible students for the goal to be considered valid and reliable.

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.

# School-Specific Indicators

## 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.

**Goal:** The school is implementing the program as outlined in their charter contract.

- **Green** (Meets/Exceeds) = All elements of their charter contracts are fully implemented.
- **Yellow** (Working to Meet) = All elements of their charter contract are implemented but one or more not fully.
- **Red** (Does Not Meet) = One or more of their charter contract elements are not implemented.



# School-Specific Indicators

## 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.

**Goal:** Eligible students re-enroll in the school year over year overall and by student population.

The combined re-enrollment (or concurring enrollment) rate for all eligible students, and for every student group with 20+ students, for elementary, middle, and high school grade bands. Grade bands are defined as:

Elementary School:

Starting Grades: K, 1, 2, 3 or 4

Ending Grades: 1, 2, 3, 4, or 5

Middle School:

Starting grades: 6 or 7

Ending Grades: 7 or 8

High School

Starting grades: 9, 10 or 11

Ending grades: 10, 11 or 12

- **Green** (Meets/Exceeds) = At least **85%** of eligible students re-enroll at the school  
**AND**  
At least 85% of eligible students in each of the school's student groups, as defined under state law, re-enroll at the school.
- **Yellow** (Working to Meet) = At least 65% of the eligible student re-enroll at the school  
**AND**  
The majority (greater than half) of student groups have a re-enrollment rate of at least 65%
- **Red** (Does Not Meet) = Fewer than 65% of the eligible students re-enroll at the school  
**OR**  
The majority of student groups (more than half) have a re-enrollment rate of below **65%**  
**OR**  
The re-enrollment rate for the same student group is below **65%** for at least 2 consecutive years.

# Break-Out Groups and Feedback

- ▶ Discuss & Answer:
  - ▶ What do you like about the draft?
  - ▶ What are you concerned by?
  - ▶ What is missing?
- ▶ Share Out!

Individual Survey

