

Draft: 02.15.23

New Mexico Charter School Performance Frameworks

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Introduction

The New Mexico Charter Schools Performance Frameworks support 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™: (ADD HYPERLINK) How much did each charter school do? How well did they do it? Is anyone better off as a result?¹ 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 Frameworks 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 Frameworks are 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 Requirements for Performance Frameworks

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 well-being, 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.

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;

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

- (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.

Framework, Categories, and Performance Areas

Framework	Category	Performance Area
Academic	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
Organizational	Governing Body Membership, Training, and Responsibilities	3.A.1 Membership
		3.A.2 Training
		3.A.3 Meeting Transparency and Documentation
		3.A.4 Oversight of school’s head administrator
	Equitable Enrollment Process	3.B Non-discriminatory enrollment process
	Compliance with Legal Requirements	3.C.1 Annual Compliance Requirements
		3.C.2 Good Standing
Financial	Financial Health	4.A Days Cash on Hand
		4.B Annual Financial Audit
		4.C Financial Reporting and Compliance
		4.D Fiscal Oversight

For each Performance Area, the PEC has determined the Performance Measure and Performance Criteria. For a number of Performance Areas in the Academic Framework, the PEC has embedded school choice in selecting Performance Measures. This provides flexibility for schools to demonstrate their academic performance that is directly aligned to their mission and vision, academic program, and meets the needs of their families. In the cases when a school has opted for their own measures, specifically, Options 2 and 3 in the Academic Framework, and does not administer the assessment, fails to produce the needed data, or fails to administer the assessment with fidelity to 90% of their students, the school will be evaluated using Option 1 under the Academic Framework for that measure and all other measures in the Academic Framework. For all other indicators, if the school fails to provide the needed evidence or data, the measure will be considered “not met” by the PEC unless the school is in its first year of operation.

Annual Evaluation

Schools will receive an annual evaluation based on performance on all three frameworks combined. The annual evaluation provides the school and public with information about the school’s overall performance in the previous school year. It is one of the factors that is taken into consideration when a school’s charter contract is up for renewal. The evaluations provide the school with useful information on their performance and transparency into their strengths and areas for improvement. The purpose of providing this evaluation is to set clear expectations and promote continuous improvement.

Overall Evaluation	Definition
On track for expedited renewal	The school earns Meets or Exceeds for all performance areas in all frameworks
On track for renewal without conditions	The school earns a Meets or Exceeds in all performance areas in the Academic Framework and earns Working to Meet or Meets for all performance areas in the financial and operational frameworks
On track for renewal with conditions	The school earns Working to Meet in one or more performance areas of the Academic Framework but does not meet the criteria for “not on track for renewal”
Not on track for renewal	This designation will be given if the school earns Does Not Meet in three or more performance areas of the Academic Framework OR The school earns 8 or more Does Not Meets in total across the Academic, Organizational, and Financial Frameworks. ²
Not Applicable	Schools in their first year of operation

² A school may receive a designation of "not on track for renewal" if CSD finds one or more of the grounds for non-renewal in NMSA 22-8B-12K are present. In addition to other possible reasons for this designation, the school’s framework score can be a reason. While the Not on Track for Renewal is a warning and should trigger action on the part of the school to improve its performance, actual non-renewal is a designation made by PEC at the time of renewal.

Part I: Academic Framework

The PEC and CSD are dedicated to providing a fair and equitable academic oversight process for the public charter schools within PEC’s portfolio. Therefore, this framework embeds choice for each school in determining the assessments used. Each school will negotiate with the PEC to include mission-specific measures and optional assessments. Results for each performance area will be determined annually and included in an overall performance rating.

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

Each Performance Area will receive one of the following ratings based on the criteria established. Failure for the school to provide data will result in a Does not Meet Success Criteria.

Rating by Academic Performance Area	Definition
Exceeds Success Criteria	The school’s outcomes are exemplary in this performance area
Meets Success Criteria	The school’s outcomes meet expectations 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 action by the school to improve performance oversight.
Not Applicable	For schools in their first year without sufficient data

Academic Performance Framework

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	Performance Measure	Performance Criteria
Option 1 - default option	The school's overall performance on the state accountability system using the state assessment rating as compared to other schools.	<p>The school's annual performance on the state report card.</p> <ul style="list-style-type: none"> • Blue (Exceeds) = Among the top 25th Percentile of all schools • Green (Meets) = Between the 50th and 25th Percentile of all schools • Yellow (Working to Meet) = 26-50th Percentile of all schools • Red (Does Not Meet) = Bottom 25th Percentile of all schools (Intervention category)
Option 2 – as drafted in the charter contract	<p>The school's overall performance on the state accountability system using the state assessment,</p> <p>AND</p> <p>Supplemental proficiency and growth data using PED-approved nationally normed assessments³ or, under special circumstances, with PEC-approved rationale, nationally <u>and/or state normed</u> assessments <u>with explicit growth targets and business rules for calculating the growth target</u> <u>as</u> agreed to in the school's charter contract.</p>	<p>Blue (Exceeds)</p> <p>A. Among the top 25th Percentile of all schools in the state accountability system OR</p> <p>B. The school is between the 50th and 25th Percentile of all schools in the state accountability system AND, based on the school's assessment and growth measure, as defined in the charter contract, which must meet the terms defined by the testing company, 75% of students meet one or more of the following criteria in both reading and math as defined in the charter contract:</p> <ul style="list-style-type: none"> • At or above grade level (or grade level equivalent) • Meet their growth target • Show the equivalent of one year's worth of growth • Other, as defined by the testing company <p>Green (Meets)</p> <p>A. Between the 50th and 25th Percentile of all schools on the state accountability system OR</p> <p>B. The school is between the 25th and 50th percentile of all schools on the state accountability system AND based on the school's pre-approved assessment, and the terms defined by the testing company, 63% of students meet one or more of the following criteria in both reading and math as defined the charter contract:</p> <ul style="list-style-type: none"> • At or above grade level (or grade level equivalent) • Meet their growth target • Show the equivalent of one year's worth of growth • Other, as defined by the testing company <p>Yellow (Working to Meet)</p>

³PED-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>A. The school is between the 26-50th percentile on the state accountability system OR</p> <p>B. The school is below the 26th percentile on the state accountability system AND based on the school’s pre-approved assessment, and the terms defined by the testing company, 50% of students meet one or more of the following criteria in both reading and math as defined in the charter contract:</p> <ul style="list-style-type: none"> ● At or above grade level (or grade level equivalent) ● Meet their growth target ● Show the equivalent of one year’s worth of growth ● Other, as defined by the testing company <p>● Red (Does Not Meet)</p> <p>The school is in the bottom 25th Percentile of all schools on the state accountability system (Intervention category) AND does not meet the criteria established for “Working to Meet”.</p> <p>If less than 90% of students identified to be tested are tested on the school-specific assessments, the results are considered invalid and the school defaults to Option1.</p> <p><u>If the testing data is not provided to CSD for review by the timeline established by CSD, the results are considered invalid and the school defaults to Option 1.</u></p> <p><u>If the school changes assessments or the growth targets, it is considered a material change of the charter contract and requires PEC approval.</u></p>
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 and/or state normed assessments <u>with explicit growth targets and business rules for calculating the growth target as</u> 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, approved by PEC.</p> <ul style="list-style-type: none"> ● Blue (Exceeds) = 75% or more of the possible points ● Green (Meets) = 63% or more of the possible points but less than 75% ● Yellow (Working to Meet) = More than 50% of the possible points but less than 63% ● Red (Does Not Meet) = Below 50% of the possible points <p>If less than 90% of students identified to be tested are tested on the school-specific assessments, the results are considered invalid and the school defaults to Option1</p> <p><u>If the testing data is not provided to CSD for review by the timeline established by CSD, the results are considered invalid and the school defaults to Option 1.</u></p> <p><u>If the school changes assessments or the growth targets, it is considered a material change of the charter contract and requires PEC approval.</u></p>



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	Performance Measure	Performance Criteria
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 based on the state report card.</p> <ul style="list-style-type: none"> • Blue (Exceeds) = In reading and math, each student group has at least 75% of students meet their growth target • Green (Meets) =In reading and math, each student group has at least 63% of students meet their growth target • Yellow (Working to Meet) = <u>Does not meet the criteria for Green or Blue but the school's performance is higher than identified in Does Not Meet.</u> • Red (Does Not Meet) = In reading and math, over half of the student groups have fewer than 33% of students attain their student growth target.
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, AND</p> <p>Supplemental proficiency and growth data using PED-approved nationally normed assessments⁴ or, under special circumstances, with PEC-approved rationale, nationally <u>and/or state normed</u> assessments <u>with explicit growth targets and business rules for calculating the growth target as</u> agreed to in the school's charter contract.</p>	<ul style="list-style-type: none"> • Blue (Exceeds) = In reading and math, for each student group, at least 75% of students attain their student growth target on the state accountability system OR on their pre-approved assessment, as per their assessment guidelines • Green (Meets) =In reading and math, for each student group, at least 63% of students attain their student growth target on the state accountability system OR on their pre-approved assessment, as per their assessment guidelines • Yellow (Working to Meet) = <u>Does not meet the criteria for Green or Blue but the school's performance is higher than identified in Does Not Meet.</u> • Red (Does Not Meet) = In reading and math, over half of the student groups have fewer than 33% of students attain their student growth target on the state accountability system AND their school-specific assessments. <p>If fewer than 90% of students identified to be tested are tested on the school-specific assessments, the results are considered invalid and the school defaults to Option1</p> <p><u>If the testing data is not provided to CSD for review by the timeline established by CSD, the results are considered invalid and the school defaults to Option 1.</u></p> <p><u>If the school changes assessments or the growth targets, it is considered a material change of the charter contract and requires PEC approval.</u></p>
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	<p>Academic growth of each student group with 20+ students.</p> <ul style="list-style-type: none"> • Blue (Exceeds) = In reading and math, for each student group, at least 75% of students attain their student growth target on the school-based accountability system

⁴PED-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>PEC-approved assessments that are nationally <u>and/or state normed</u> assessments <u>with explicit growth targets and business rules for calculating the growth target as</u> agreed to in the school's charter contract.</p>	<ul style="list-style-type: none"> ● Green (Meets) =In reading and math, for each student group, at least 63% of students attain their student growth target on the school-based accountability system ● Yellow (Working to Meet) = <u>Does not meet the criteria for Green or Blue but the school's performance is higher than identified in Does Not Meet.</u> ● Red (Does Not Meet) = In reading and math, over half of the student groups have fewer than 33% of students attain their student growth target on their school-based accountability system. <p>If less than 90% of students identified to be tested are tested on the school-specific assessments, the results are considered invalid and the school defaults to Option1</p> <p><u>If the testing data is not provided to CSD for review by the timeline established by CSD, the results are considered invalid and the school defaults to Option 1.</u></p> <p><u>If the school changes assessments or the growth targets, it is considered a material change of the charter contract and requires PEC approval.</u></p>
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1.C. Participation Rate
The school assesses student progress and achievement annually.

Performance Measure	Performance Criteria
<p>The school complies with state and contractual assessment requirements</p>	<p>Participation Rate as calculated by the state</p> <ul style="list-style-type: none"> ● Blue (Exceeds) =At least 95% of students take the state assessment in reading and math in every subgroup ● Green (Meets/Exceeds) =At least 95% of all 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

2A. Mission Goals
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.

Option	Performance Measure	Performance Criteria
<p>Option 1: One Goal <u>as drafted in the</u></p>	<p><u>Within the charter contract,</u> briefly, describe what the school is doing to meet their mission and how it will be</p>	<p>Data: The school sets a performance scale indicating that the school is producing students who are better off using four ratings:</p> <ul style="list-style-type: none"> ● Blue (Exceeds)

<p>charter contract</p>	<p>measured to demonstrate that students are better off as a result.</p> <p>Supporting Narrative: Using Results-Based Accountability™ (RBA) (HYPERLINK) 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?⁵ How do you know?</p> <p>Examples:</p> <ul style="list-style-type: none"> • Leadership: Performance Task • Arts Integration: Portfolio • Language acquisition: Assessments (F&P in Spanish; ACCESS for English) • Science: Robotics, science fair, science assessments... • Character Development: SEL survey • Safe Environment: Survey • Social Studies: Performance Task; AP tests • Other academic or non-academic content areas 	<ul style="list-style-type: none"> • Green (Meets) • Yellow (Working to Meet) • Red (Does Not Meet) <p>The data must be able to be disaggregated by student groups.</p> <p>Notes:</p> <p>If fewer than 90% of students identified to be tested are tested on the mission-specific assessment,, the results are considered invalid and the school’s mission goal will be considered “Does Not Meet”</p> <p>If the testing data is not provided to CSD for review by the timeline established by CSD, the results are considered invalid and the school’s mission goal will be considered “Does Not Meet”.</p> <p>If the school changes assessments or way in which the measure is calculated, it is considered a material change of the charter contract and requires PEC approval.</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>The PEC approves all Mission-Specific Goals.</p>
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<p>Additional Goal, as drafted in the charter contract</p>	<p>Schools may add a second Mission-Specific Goal into their charter contract that follows the guidance under the same guidance as for Option 1</p>	<p>For each goal, the school will receive a rating.</p> <ul style="list-style-type: none"> • Blue (Exceeds) • Green (Meets) • Yellow (Working to Meet) • Red (Does Not Meet)
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2.B. Fidelity of Education Program Implementation

The school's education fulfills a need in the community in which they serve as documented in their charter contract and PEC-approved amendments.

Performance Measure	Performance Criteria
<p>The school is implementing the program as outlined in their charter contract.</p>	<ul style="list-style-type: none"> • Blue (Exceeds) =All elements of the academic program as outlined in the charter contract are fully implemented when CSD does its review. • Green (Meets) =All elements of the academic program as outlined in the charter contract are fully implemented by the end of the school year. However, the PEC notified the school of one (or more) element(s) that was (were) not fully implemented, and the school subsequently resolved the issue(s).

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

	<ul style="list-style-type: none"> ● Yellow (Working to Meet) = <u>All elements of the academic program as outlined in the charter contract are implemented. However, the PEC notified the school of one (or more) element(s) that was (were) not fully implemented, and the school did NOT resolve the issue(s) by the end of the school year.</u> ● Red (Does Not Meet) = <u>One or more elements of the school's academic program as outlined in the charter contract are not implemented at all and the school did not resolve the issue by the end of the school year.</u>
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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.

Performance Measure	Performance Criteria
<p>Eligible students re-enroll in the school year over year overall and by student population.</p>	<p>The combined re-enrollment rate for all eligible students, and for every student group with 20+ students, for elementary, middle, and high school grade bands. <u>For each school, "eligible students" are defined by enrolling at the start of the year in one of the "starting grades." For schools with multiple grade bands (e.g., K-8, K-12, or 6-12), the rule for establishing "eligible students" still apply.</u> Starting grade are:</p> <ul style="list-style-type: none"> ● <u>Starting Grades: K, 1, 2, 3, 4, 6, 7, 9, 10, and 11</u> <p><u>Students enrolling at the start of the year in grades 5, 8, or 12 will not be considered in this measure, as students tend to switch schools for middle and high school and leave high school after 12th grade.</u></p> <p>"Eligible students" include students who are enrolled in the school in the fall of Y1, <u>are in one of the Starting Grades at the start of Year 1 (Y1) or the previous school year,</u> and do not: move out of state,, age out of the school, graduate, are determined to need remote learning by a medical professional, are deceased, <u>or other reasons as determined by CSD. On an annual basis, schools may provide CSD with rationale for why student(s) is not an "eligible student" when validating re-enrollment measures. CSD must consider all applications and provide rationale for not accepting.</u></p> <p>Re-enrollment can be to repeat the same grade or enter the next grade.</p> <p>Blue (Exceeds)</p> <ul style="list-style-type: none"> ● At least 90% of eligible students re-enroll at the school ● At least 90% of eligible students for each of the school's student groups, as defined under state law, re-enroll at the school <p>Green (Meets)</p> <ul style="list-style-type: none"> ● At least 85% of eligible students re-enroll at the school ● At least 85% of eligible students in each of the school's student groups, as defined under state law, re-enroll at the school. <p>Yellow (Working to Meet)</p> <ul style="list-style-type: none"> ● At least 63% of the eligible student re-enroll at the school,

- The majority (greater than half) of student groups of eligible students have a re-enrollment rate of at least **63%**, **AND**
- no student group of eligible students is below **63%** for two or more consecutive years.

Red (Does Not Meet)

- Fewer than **63%** of the eligible students re-enroll at the school
OR
- The majority of student groups (more than half) of eligible students have a re-enrollment rate of below **63%**
OR
- The re-enrollment rate for the same student group, using eligible students is below **63%** for at least 2 consecutive years.

Part II: Organizational Framework

The PEC and CSD is dedicated to providing a fair and equitable academic oversight process for the state charter schools within PEC’s portfolio. Therefore, this framework details the organizational requirements of state charter schools. Results for each performance area will be determined annually and included in an overall performance rating. The Organizational Framework has three categories and six performance areas designed to encourage transparent, compliant, public schools.

Category	Performance Area
Governing Body Membership, Training, and Responsibilities	3.A.1 Membership
	3.A.2 Training
	3.A.3 Meeting Transparency and Documentation
	3.A.4 Oversight of school’s head administrator
Equitable Enrollment Process	3.B Non-discriminatory enrollment process
Compliance with Legal Requirements	3.C.1 Annual Compliance Requirements
	3.C.2 Good Standing

Each Performance Area will receive one of the following ratings based on the criteria established. Failure for the school to provide data will result in a Does not Meet Success Criteria.

Rating by Academic Performance Area	Definition
Meets/Exceeds Success Criteria	The school’s outcomes meet expectations 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
Not Applicable	For schools in their first year without sufficient data

Organizational Framework

3.A. Governing Body Membership, Training, and Responsibilities		
The school ensures that the governing board effectively oversees the school's management to ensure that the school is financially solvent, compliant with applicable laws, and fulfilling their mission and academic success of students.		
Performance Area	Performance Measure	Performance Criteria
3.A.1 Membership	The number of governing council members stays within the range designated in bylaws	<p>Green (Meets): The number of governing council members stays within the range designated in bylaws <u>during the school year</u>, or if it drops below, all vacancies are filled within 45 days (or 75, with extension <u>provided by the CSD</u>)</p> <p>Red (Does not meet): The number of governing council members <u>during the school year</u> is below the number designated in bylaws for more than 45 days (or 75 with extension)</p>
3.A.2 Training	All members of the governing body, who have served for at least six months, have completed all training hours required by CSD and PEC.	<p>Green (Meets): All members of the governing body, who have served for at least six months <u>on the school's board</u>, have completed all training hours required by CSD and PEC.</p> <p>Yellow (Working to meet): At least 80% of total training hours combined for the governing body, who have served for at least six months, have completed all training hours required by CSD and PEC.</p> <p>Red (Does not meet): <u>The school did not meet the criteria for Yellow or Green.</u></p>
3.A.3 Meeting Transparency and Documentation	The school is in compliance <u>with publicly posting meetings, minutes, and calendar of meetings, as defined by</u> the open meetings act (OMA) guidance.	<p>Green (Meets): The school provides an accurate board calendar. AND for every meeting in which a quorum of the governing body is present, the school (1) publicly posted notification with agenda at least 72 hours prior to the meeting and (2) <u>publicly posted draft copy of the minutes within 10 days after the meeting</u></p> <p>Red: For any meeting in which a quorum of the governing body is present, the school did not (1) publicly posted notification with agenda at least 72 hours prior to the meeting or (2) <u>publicly posted draft copy of the minutes within 10 days after the meeting.</u></p>
3.A.4 Oversight of school's head administrator	Hiring and annual evaluation of the head of school	<p>Green (Meets): The school submits board minutes that demonstrates the annual evaluation occurred and, if there are any changes in the head of school, a notification of change is submitted according to PEC policy.</p> <p>Red (Does not meet): The school does not submit board minutes that demonstrate the annual evaluation occurred OR, if there are any changes in the head of school, a notification of change is not submitted according to PEC policy.</p>
3B. Equitable Enrollment Process		

The school ensures that all families have the opportunity to learn about, apply to, and enroll in the school.		
Performance Area	Performance Measure	Performance Criteria
Non-discriminatory Enrollment Process	The school has an Enrollment Policy consistent with Lottery Guidance and with two distinct sections: (1a) Lottery Form, (1b) Lottery, (2) Registration.	<p>Green (Meets): The school's Enrollment Policy is consistent with the Lottery Guidance criteria.</p> <p>Red (Does not meet): The school does not have an Enrollment Policy or the Policy does not meet all of the Lottery Guidance criteria.</p>
<p>3C. Compliance with Legal Requirements The school creates an environment that supports student learning and promotes the physical and emotional well-being of all students and is in compliance with the charter contract, federal and state statute and rule, and PED guidelines, unless waivers preserving charter autonomy are in place.</p>		
Performance Area	Performance Measure	Performance Criteria
3.C.1 Annual Compliance Requirements	Annual Compliance Requirements ⁶ as published within 30 days of PEC Public Discussion, which must occur on or before June 1, of each year	<p>Green (Meets): In compliance with all requirements</p> <p>Red (Does not meet): out of compliance with one or more requirements or missing submission</p>
3.C.2 Good Standing	The school is considered to be in Good Standing with the PEC and its authorized representative(s).	<p>Green (Meets): The school was not identified for Intervention by PEC</p> <p>Yellow (Working to meet): The school was identified for Intervention to Good Standing</p> <p>Red (Does not meet): The school was identified for Intervention and has not returned to Good Standing</p>

⁶ Annual Compliance Requirements will be available for review along with the final draft of the Performance Framework.

Part III: Financial Framework

The PEC and CSD are dedicated to protecting school autonomy while holding public charter schools within PEC's portfolio to high standards. The Financial Framework has four performance areas. Results for each performance area will be determined annually and included in an overall performance rating.

Category	Performance Areas
Financial Health	Days Cash on Hand
	Annual Financial Audit
	Financial Reporting and Compliance
	Fiscal Oversight

Each Performance Area will receive one of the following ratings based on the criteria established. Failure for the school to provide data will result in a Does Not Meet Success Criteria rating.

Rating	Definition
Meets or Exceeds Success Criteria	The school's outcomes are exemplary in the performance area
Does Not Meet Success Criteria	The school's outcomes are not meeting the success criteria in the performance area and warrants further oversight by the PEC to help ensure outcomes are met
Not Applicable	New schools in their first two years of operation

Financial Framework

<p>1. Days of Cash on Hand The school demonstrates its financial health by having sufficient cash to ensure operations can withstand an immediate need</p>	
Performance Measure	Performance Criteria
<p>The school has the cash available to pay bills that meet or exceed the expectations established by PEC.</p>	<p>The school's days cash on hand</p> <p>Green (Meets): The school has</p> <ul style="list-style-type: none"> ● at least 60 days of unrestricted cash on hand Or ● between 30 and 59 days with a positive increase from the previous year. <p>Red (Does Not Meet) The school has between 30 and 59 days of cash on hand and the one-year trend is negative or has less than 30 days cash on hand.</p> <p>Note: This indicator will not be used in the first two years of operations for a new school.</p>
<p>2. Annual Financial Audit The school follows the generally accepted accounting principles (GAAP), financial management, and internal controls</p>	
<p>The results of the financial audit demonstrate that the school meets basic expectations of financial oversight.</p>	<p>Green (Meets) = The school's received audit with:</p> <ul style="list-style-type: none"> ● an unqualified opinion ● is devoid of significant deficiencies and material weaknesses and ● does not include a going concern <u>disclosure</u>. <p>Red (Does Not Meet) = The school's received financial audit</p> <ul style="list-style-type: none"> ● does not have an unqualified opinion, ● includes a significant deficiency or a material weakness, or ● has a going concern <u>disclosure</u>.
<p>3. Financial Reporting and Compliance The school demonstrates its ability to oversee public funding designated for New Mexico's students</p>	
<p>The school and its governing board effectively establish and approve the budget and meet all financial reporting and compliance requirements. (NMSA 22-8-6.1 and 10)</p>	<p>The school complies with financial reporting and compliance requirements:</p> <p>Green (Meets)</p> <ul style="list-style-type: none"> ● The school submits all budget request documents and budget approval documents to the PED according to PED's established deadlines. ● The school submits quarterly (or monthly) reports according to PEDs established deadlines without frequent, repeated errors and ● All required reports are posted publicly. <p>Red (Does Not Meet)</p> <ul style="list-style-type: none"> ● The school does not submit all budget request documents and budget approval documents to the PED according to PED's established deadlines. OR ● The school does not submit quarterly (or monthly) reports according to PEDs established deadlines and without frequent, repeated errors. OR

	<ul style="list-style-type: none"> ● All required reports are not posted publicly.
<p>4. Fiscal Oversight The school and its governing board effectively provide fiscal oversight.</p>	
<p>Goal: The school and its governing board establish, approve, and monitor annual budget execution and safeguard the financial health and activities of the school.</p>	<p>The school meets the following expectations:</p> <ul style="list-style-type: none"> ● The board has adopted and maintains financial-related policies ● The board consistently reviews financial reports and statements including a statement of net position, a budget to actual statement of revenues, expenditures, and changes in fund balance and a cash flow statement ● The board reviews the audited financial statements, related reports and management letter and ensures all findings are addressed ● The school has employed financial expertise and/or contracts with a licensed business manager and licensed procurement officer ● The board has an audit and finance committee <p>Green (Meets) = The school consistently demonstrates compliance with the requirements</p> <p>Red (Does Not Meet) = The school does not consistently demonstrate compliance</p>

Appendix A

The current Draft for NM Vista—for *informational* purposes only.

Proposed NM Vistas Measures, Points, and Indicators SYE2022

Measure	Elem/ Middle Points	High School Points	Indicator
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

TOTAL POINTS	100	100	
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