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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
2	Academic	1.A.3 Clarity	Sam Obenshain	1.A. Option 3 seems very vague. What is "the school's annual performance on their report card" referring to?	The schools will need to provide PED with their results based on the assessments of their choosing. Based on these results, a summative score will be created, mirroring the state framework in terms of weights and points.
3	Academic	1.C Contractual Assessment Agreement	Sam Obenshain	1.C. What is the phrase "and contractual assessment agreements" referring to?	Language updated for clarity. If a school chooses option 2 or 3 for the Academic Framework, their assessments will be codified in their charter agreement.
4	Academic	2.A Quantity v quality	Sam Obenshain	2.A. The first RBA indicator seems to focus on quantity ("How much did the school do?") instead of quality. In the negotiation, who gets to decide if the school is doing 'enough'?	The RBA process ensures that the input (quantity) is captured in the goal itself. The quality is captured by the goal's target (Is anyone better off?). The school drafts their Mission-specific goals. The goals are approved by PEC.
5	Academic	2.B Meeting the Community's Need	Sam Obenshain	2.B. If parents are choosing to send their children to the school is not the school then meeting a community need? Assuming that education is a community need.	Agreed--choosing the school is a sign the school is meeting the communities need. Every year parents are making a choice--to stay or to leave. The most predictive indicator of school climate, culture, and quality in a choice environment is student re-enrollment rate.
6	Academic	2.C Re- enrollment	Sam Obenshain	2.C. What does "equitably encourages" mean? Is the culture of a school only able to be determined by re-enrollment numbers? Are there other indicators that a school could use to determine the climate and culture of their school? E.g., culture surveys, stakeholder satisfaction surveys? Will these measures be able to be negotiated by the school to include in the framework, or contract?	"Equitably encourages" means that all students, not just a majority population, are provided encouragement to re-enroll in the school. Every year parents are making a choice--to stay or to leave. The most predictive indicator of school climate, culture, and quality in a choice environment is student re-enrollment rate. If having an inclusive culture is part of the school's mission, a mission-specific goal with a culture survey may be included to support the re-enrollment data.

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7	Academic	2.C Re-enrollment	Rachael Sowards	1) Reenrollment of scholars--- for those of us who support primarily economically disadvantaged families, this is difficult, particularly when circumstances outside the control of the families (transportation, housing stability, etc) impacts their ability to stay at a school, even one that offers transportation, meals, and after hours support.	Suggestion accepted: When the business rules are developed, there will be a process for determining hardship when a student leaves a school for reasons outside of the school's control that would result in the student not counting against the school.
8	Academic	2.C Re-enrollment	Traci Filiss	The grade bands are a good addition. My understanding is this would separate these bands for scoring purposes? Allowing for movement from Elem, MS, and HS. Family choice.	The grade bands are added for clarity. There are natural moments when students choose to go to other schools for reasons outside of the school's control. Typically for middle and high school.
9	Academic	2.C Re-enrollment	Kimberly Ritterhouse	Additionally, rural charter schools may have too small of class size for record of standings to the state. Doesn't seem equitable. Using percentages needs to be addressed along with eligible students re-enroll	The most predictive indicator of school climate, culture, and quality in a choice environment is student re-enrollment rate. If having an inclusive culture is part of the school's mission, a mission-specific goal with a culture survey may be
10	Academic	2.C Re-enrollment	Association	2.C Re-enrollment as an indicator has little to do with charter quality. New Mexico has one of the most transient student populations in the country, which is strongly linked with issues connected with poverty. While we agree that the ideal is that students re-enroll at high levels, we also believe there are significant factors outside of a school's control. This is seen as a very serious threat to schools, particularly because there is no clarity on how much weight this indicator has.	The most predictive indicator of school climate, culture, and quality in a choice environment is student re-enrollment rate. If having an inclusive culture is part of the school's mission, a mission-specific goal with a culture survey may be included to support the re-enrollment data. When the business rules are developed, there will be a process for determining hardship when a student leaves a school for reasons outside of the school's control that would result in the student not counting against the school.
11	Academic	Assessments	Traci Filiss	Take out nationally normed and add in state normed.	Suggestion Partially Accepted: We will add Nationally OR state normed to allow for ultimate flexibility of choice for schools in selecting assessments for Options 2 and 3.

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12	Academic	Business rules & pilot data	Michele Hunt	We need more information to really provide good feedback. The rubric is a nice start, but the details are not known to provide a lot of comments.	Suggestion accepted: PED is currently running an academic pilot of Option 2 and will create business rules form the pilot. Business rules and reporting templates need to be created.
13	Academic	Business rules & pilot data	Jon Orris	It needs to be applicable to ALL schools. Often is unfair to small schools because of limited sample size.	Suggestion accepted: PED is currently running an academic pilot of Option 2 and will create business rules form the pilot. Business rules and reporting templates need to be created.
14	Academic	Business rules & pilot data	Michele Hunt	2. This is such an important document and one that has changed several times over the last couple of years, that the PEC and CSD should SLOW down the process and make sure we have a really good document that will be used for many years to come and have consistency over multiple years. Especially for the Academic Portion, I would suggest actually doing a review with a sample of schools using small, medium, and large, as well as Rural, Medium, and Large Cities. It is really difficult to get a one size fits all evaluation that is equitable, especially with small schools. Example: When using a percentage of students, in a large school with say 200 students if 5-10 students don't meet the standard it's not a big deal, but in a school where that group has less than 20 students, 1-2 students cause the school to fail. No school can be perfect. In most data reviews if "n" isn't greater than 20 the data is invalid and the school shouldn't be	Suggestion accepted: PED is currently running an academic pilot of Option 2 and will create business rules form the pilot. Business rules and reporting templates need to be created.
15	Academic	Business Rules & Pilot Data	Association	Option 2- Schools need to see how their performance from this year would be interpreted by the framework, and this is impossible without VISTAS data and more clarity on the bar for assessments. Similar to our comments on option 1, we're concerned with the fact that so little of VISTAS data	The concern is shared by PEC and is why there is a focus on schools choosing their own assessments.

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16	Academic	Choice for schools to select assessments	Meaghan Hindman	Options for schools to select their academic metrics, focus on strong academic performance.	The PEC is excited to be in a position to offer public charter school autonomy in demonstrating student academic outcomes
17	Academic	Choice for schools to select assessments	Dr. Robert Hunter	Increased choice in academic measures.	The PEC is excited to be in a position to offer public charter school autonomy in demonstrating student academic outcomes
18	Academic	Choice for schools to select assessments	Sarah Tario	Options so that schools can demonstrate growth or achievement in more than one way	The PEC is excited to be in a position to offer public charter school autonomy in demonstrating student academic outcomes
19	Academic	Choice for schools to select assessments	Wayne Sherwood	Schools are given a choice of what option to use	The PEC is excited to be in a position to offer public charter school autonomy in demonstrating student academic outcomes
20	Academic	Choice for schools to select assessments	Sarah Tario	Flexibility in options to demonstrate growth or movement.	The PEC is excited to be in a position to offer public charter school autonomy in demonstrating student academic outcomes
21	Academic	Choice for schools to select assessments	Traci Filiss	Somewhat more autonomy over how schools can meet this bar. I still believe the option of different testing cut scores that are not state normed will cause some issues.	The PEC is excited to be in a position to offer public charter school autonomy in demonstrating student academic outcomes
22	Academic	Choice for schools to select assessments	Rachael Sowards	Appreciate the opportunity to select pathways-- honors the variation in our state's charter schools	The PEC is excited to be in a position to offer public charter school autonomy in demonstrating student academic outcomes
23	Academic	Choice for schools to select assessments	Sarah Tario	It's very complex and confusing to read. I'm not sure I fully understand. I really need to know more about assessments - as written, we will be required to choose a different platform.	There is no requirement to choose anything other than the current state accountability system (option 1). Options 2 and 3 are for schools wishing to demonstrate their performance using assessments chosen by them and their school communities.

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24	Academic	Choice for schools to select assessments	Wayne Sherwood	It is very confusing which tests will count for the state accountability	There is no requirement to choose anything other than the current state accountability system (option 1). Options 2 and 3 are for schools wishing to demonstrate their performance using assessments chosen by them and their school communities.
25	Academic	Choice for schools to select assessments	Noel Nunez	Testing portion might be too excessive	There is no requirement to choose anything other than the current state accountability system (option 1). Options 2 and 3 are for schools wishing to demonstrate their performance using assessments chosen by them and their school communities.
26	Academic	Clarity & Statutory Requirements	Association	Option 2- Options including an approved assessment need substantial revision for clarity. Terms like “meet their growth target” need to be clarified to ensure the reader knows what this means. Further, “Other, as defined by the testing company”- should be clarified for each	The language in the growth section is left intentionally vague as there are many options for schools to use. Some of growth targets, some conditional growth targets, some scale scores and proficiency bands. The purpose of the framework is to encompass all options and allow schools utmost flexibility in choosing assessments that best capture their student populations and align with their pedagogy. Too much restriction here will limit choice.
27	Academic	Clarity & Statutory Requirements	Association	Option 3- This option makes use of the phrase: “The school’s annual performance based on their report card.” We are unsure what this means. Schools assess their own data from testing and create their own passing scores. This section appears to accommodate schools with a high population of at risk students or a challenging population. Considering there is not a statewide test for all students this section makes the most sense for all schools to use.	This is a correct interpretation. Option 3 allows for schools to replace state assessments with their own assessments. PEC will, however, approve the assessments and targets set by the school. The option 3 was designed intentionally for schools with higher percentages of students for whom state testing does not provide their true achievements and growth. However, this requires the schools to do a lot of their own data analysis and record-keeping and we caution that failure to test 95% of their students and to secure and report their testing data, will result in schools being held to Option 1.

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28	Academic	Comparability when schools choose different tests	Association	pre-approved assessment. Because the state does not have a statewide accountability system, schools will need to use an alternative assessment. Using different assessments for all schools throughout the state will give some schools an advantage over other schools. Testing companies don't tell schools what is an acceptable level for a test. Individual schools will have to come up with their own criteria for the school. A comparison of schools will not be valid and cannot be used in a statewide accountability system. The suggestion would be to wait until the state has adopted a statewide accountability system and remove option 2 until then.	<p>Schools are not required to use any assessment other than the state assessment, as required by law. If the state has not assessment, the schools will have no data.</p> <p>The PEC recognizes that all schools are different--with different missions, visions, education programs, and student populations and that one size does not fit all. Comparing schools is therefore not the purpose of the PEC framework--this is the purpose of the NM Framework. This framework is designed for each school to demonstrate its strengths using assessments that are aligned with their program and supported by their school communities.</p>
29	Academic	Comparability when schools choose different tests	Traci Filiss	I still believe the option of different testing cut scores that are not state normed will cause some issues.	The PEC recognizes that all schools are different--with different missions, visions, education programs, and student populations and that one size does not fit all. Comparing schools is therefore not the purpose of the PEC framework--this is the purpose of the NM Framework. This framework is designed for each school to demonstrate its strengths using assessments that are aligned with their program and supported by their school communities.
30	Academic	Data collection process	Jon Orris	Clarity on who is compiling the data. Are school leaders going to have to analyze all the data to submit or is CSD doing that portion, like the State does for all schools with the required summative tests currently being used.	Options 2 and 3 will require schools to do a lot of their own data analysis and record-keeping and we caution that failure to test 95% of their students and to secure and report their testing data, will result in schools being held to Option 1. There is no requirement to choose any additional tests, but if chosen, there will be added reporting burden on schools.

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31	Academic	Expedited review	Rachael Sowards	Love the option for expedited review-- still honors the process, but individualizes based on school performance,	Thank you. The PEC seeks to support schools that are meeting the needs of their students.
32	Academic	Feedback	Michele Hunt	1. Thank you for hearing my early comment and adding the 4 levels to the Academic Framework scale.	Thank you. The PEC appreciates public comment.
33	Academic	Fidelity to education program	Sarah Tario	It still feels very complex and understanding the options is quite confusing. Fidelity of education program feels like "double jeopardy" - I'm not sure of what will be measured. The items in the contract? How?	Thank you for your feedback. Will attempt to make clearer. The framework is meant as a way to address the items reviewed annually in the charter contract.
34	Academic	Growth over Mastery	Kimberly Ritterhouse	However, schools with a high special education population should have a way to show growth other than mastery of a diagnostic test.	Agreed. The goals are written to allow for ALL students to meet their target through growth, if option 2 or 3 is chosen.
35	Academic	Growth target -- Option 1	Meaghan Hindman	Page 8 discusses outcome for special groups and the metric that students "meet their growth target" for both the default option and option 2 and 3. For the default option, there is not a definition of "growth target" or a specific assessment metric assigned- how are growth targets calculated/communicated?	Option 1 is based on the NM framework and their definition of growth. This is not under PEC's control. Clarification will be added. For Options 2 and 3: The language in the growth section is left intentionally vague as there are many options for schools to use. Some of growth targets, some conditional growth targets, some scale scores and proficiency bands. The purpose of the framework is to encompass all options and allow schools utmost flexibility in choosing assessments that best capture their student populations and align with their pedagogy. Too much restriction here will limit choice.
36	Academic	Growth target -- Option 2	Meaghan Hindman	Option 2 (p9) states "attain their growth target on the state accountability system or on their pre-approved assessment" . For option 1, should the language also include "on the state accountability system" so that it is clear where the growth targets originate?	Suggestion Accepted: Option 1 is based on the NM framework and their definition of growth. This is not under PEC's control. Clarification will be added.

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37	Academic	Inclusive of all students	Noel Nunez	It is inclusive to all students and data driven	The PEC is excited to be in a position to offer public charter school autonomy in demonstrating student academic outcomes
38	Academic	Mission Goals	Association	2.A Mission Goals: There is a reference to results based accountability that is trademarked and unfamiliar to most schools. A link sharing what the parameters and expectations of Results Based Accountability would provide more transparency on what is acceptable.	Suggested Accepted
39	Academic	Mission Goals	Association	2. A Mission Goals: Several schools would like to have academic indicators included in mission goals.	Suggested Accepted. Mission-specific goals should align with the school's mission, which includes academic excellence.
40	Academic	Mission Goals	Association	2. A Mission Goals: Schools would like to ensure that the options for mission specific goals can be unique to schools and rooted in non-traditional forms of student growth. Goals aimed at individual attendance improvement or school-designed cultural frameworks should be included. We've heard in conversations that the PEC is open to goals like this in the future, and we suggest that language is included to overtly highlight the possibility of such mission goals.	Suggestion Accepted: The mission-specific goals will be developed by schools. QUESTION: Should you commit to a third party to negotiate these goals?
41	Academic	Participation Rate	Sam Obenshain	If fewer than 90% test then the indicator defaults to Option 1? Does 89% invalidate an assessment? Maybe a bit more gradient here in the metric.	The federal requirement for testing is 95%. Realizing that this is a high bar, the PEC lowered this requirement to 90%. However, to be given the option to use your own assessments for high stakes accountability, omitting more than 10% of a school's population would invalidate the results.
42	Academic	Participation Rate	Association	1.C. Participation Rate: Testing participation as a metric is duplicative. The PED already holds schools accountable for this.	Partion rates are for the school-based assessments in Options 2 and 3. For Option 1,

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43	Academic	Participati on Rate	Association	A.C. Participation Rate: Further, recent calculations conducted at the PED seemed to use a shared accountability model where schools were held accountable for students who were no longer enrolled at their school. This has created great doubt in the measure, and is among the measures that should be shared with all schools in the context of this framework.	Discuss in public setting
44	Academic	PED Academic Framework k	Noel Nunez	this is not ready until academic framework from NMPED is available. Thank you	The PEC is required by law to have an academic framework. The State framework and this framework hold two distinct purposes. The state framework is for camparison across schools, the PEC framework is to evaluate each school's performance for accountability purposes. The PEC recognizes that all schools are different--with different missions, visions, education programs, and student populations and that one size does not fit all. Comparing schools is therefore not the purpose of the PEC framework--this is the purpose of the NM Framework. This framework is designed for each school to demonstrate its stregnths using assessments that are aligned with their program and supported by their school communities.

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45	Academic	PED Academic Framework	Association	Option 1 Data from the state has not had data to be run for three years. Schools don't know where they stand in the process of state accountability testing. This section feels very rushed and should be held off until a state wide testing system is used for all schools.	The PEC is required by law to have an academic framework. The State framework and this framework hold two distinct purposes. The state framework is for comparison across schools, the PEC framework is to evaluate each school's performance for accountability purposes. The PEC recognizes that all schools are different--with different missions, visions, education programs, and student populations and that one size does not fit all. Comparing schools is therefore not the purpose of the PEC framework--this is the purpose of the NM Framework. This framework is designed for each school to demonstrate its strengths using assessments that are aligned with their program and supported by their school communities.
46	Academic	Performance Criteria	Kimberly Ritterhouse	Not sure the framework is where it should be yet...However, the performance criteria in the academic framework seems to be reasonable. However, schools with a high special education population should have a way to show growth other than mastery of a diagnostic test.	The goals are written to allow for ALL students to meet their target through growth, if option 2 or 3 is chosen.

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47	Academic	Process	Sam Obenshain	I applaud all involved in the process of redrafting the performance framework, and I think the emphasis on academic outcomes is vital. However, as a school approaching its first renewal, in the post-COVID education sphere AND in the midst of renorming state assessments, I am concerned about the task for receiving quality data to be used for our performance framework. At present, Solare Collegiate does not have access to anything other than proficiency data on the NM assessments, without guidance from the PED as to whether or not the state will provide growth data and value added data, as well as the proficiency data currently being received. I have requested PED provide information on what kind of analytics we can count on in the future,-- with multiple asks since November 2022., with no response. While we have clean data from NWEA, this feels like a lost opportunity for the state of New Mexico to not work to	Schools are not required to use any assessment other than the state assessment, as required by law. If the state has not assessment, the schools will have no data. The PEC is equally concerned about relyin gon the VISTAS state accountability system as the sole way for schools to show their academic successes. Furthermore, the PEC recognizes that all schools are different--with different missions, visions, education programs, and student populations and that one size does not fit all. Comparing schools is therefore not the purpose of the PEC framework--this is the purpose of the NM Framework. This framework is designed for each school to demonstrate its stregnths using assessments that are aligned with their program and supported by their school communities.
48	Academic	Rating Scale	Jeron Campbell	Positive: It looks at multiple measures. Has 4 categories as opposed to 3.	Thank you. The PEC appreciates public comment.
49	Academic	Rating Scale	Jon Orris	Positive:The 4 category rating scale.	Thank you. The PEC appreciates public comment.

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50	Academic	Rating Scale	Jon Orris	Positive: Allowing schools to choose which test method is used to rate them. It needs to be applicable to ALL schools. Often is unfair to small schools because of limited sample size.	The PEC recognizes that all schools are different--with different missions, visions, education programs, and student populations and that one size does not fit all. Comparing schools is therefore not the purpose of the PEC framework--this is the purpose of the NM Framework. This framework is designed for each school to demonstrate its strengths using assessments that are aligned with their program and supported by their school communities. We recommend small schools choose assessments that meet their school's unique needs.
51	Academic	Rating Scale	Association	<i>Not having a clear distinction of how much weight is associated with each indicator creates a wide swath of subjectivity schools are not comfortable with.</i> More clarity needs to be provided. As currently drafted, the 95% assessment requirement could be viewed as having equal weight as the state accountability factors.	Each metric of the academic framework is weighted the same. There is no one part that the PEC weighs as more important than another. Therefore, to receive the highest two overall framework rankings, all of the Academic measures must meet the criteria of "meet" or "exceed". See p 5: Annual Evaluation
52	Academic	Rating Scale	Association	1.B This section is identical to the previous section except for meeting special student groups, and without weighting the scores, its hard to understand how these outcomes play in the overall rating for a school.	Each metric of the academic framework is weighted the same. There is no one part that the PEC weighs as more important than another. Therefore, to receive the highest two overall framework rankings, all of the Academic measures must meet the criteria of "meet" or "exceed". See p 5: Annual Evaluation

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53	Academic	Rating Scale	Dr. Robert Hunter	Would like to know how many points are awarded to each measure, otherwise there is the danger of subjectivity bleeding into the evaluation. There is also concern that a single student subpopulation can significantly impact the overall evaluation.	Each metric of the academic framework is weighted the same. There is no one part that the PEC weighs as more important than another. Therefore, to receive the highest two overall framework rankings, all of the Academic measures must meet the criteria of "meet" or "exceed". See p 5: Annual Evaluation
54	Academic	Rating Scale	Kimberly Ritterhouse	Additionally, categories of evaluation should be looked at more closely.	No response
55	Academic	Re-enrollment	Jon Orris	If the above understanding is incorrect, I feel that 90% re enrollment is not a reasonable goal. There is a natural break that students like to take between 8th grade and 9th grade especially. Going to the BIG local high school is a draw for the social aspect, and visa versa, those from the BIG elementary want to try the smaller High School environment.	Clarified language as the intent was for there to be no penalty to schools for students leaving a school at a natural breaking point (5th to 6th, 8th to 9th, and, of course, upon graduation from high school).
56	Academic	Special Education	Kimberly Ritterhouse	Something that addresses the special education population. Many charter schools attract this population due to small class size and special education departments.	Special education is addressed when looking at student populations under all three options.

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57	Academic	State Framework	Michele Hunt	We need to better know the state accountability system information rolled out before we can commit to this framework, it is not clearly developed yet. More information is needed	The PEC recognizes that all schools are different--with different missions, visions, education programs, and student populations and that one size does not fit all. Comparing schools is therefore not the purpose of the PEC framework--this is the purpose of the NM Framework. This framework is designed for each school to demonstrate its strengths using assessments that are aligned with their program and supported by their school communities. We recommend small schools choose assessments that meet their school's unique needs.
58	Academic	Student populations	Association	1.B. It is also unclear how a school with a student group of less than 20 students is counted in this option. The provision for student groups of 20+ students is also missing in option 2 of 1B. Is this a typo or is there something different about option 2 that needs to be articulated?	Typo addressed. Thank you. Schools with fewer than 20 students of any population will not be held to that population's outcomes for fear of reliability of data and validity of outcomes. However, the students will be part of the overall score.
59	Academic	Student populations	Jeron Campbell	For special student groups, define whether schools are measured according to the performance of "overall enrollment", "group categories", or "group sizes". There are many schools lacking diversity. Do they get a pass? Is there a 'diversity penalty' depending upon how the performance levels are calculated?	This framework is not intended to create penalties but rather to provide transparency into the performance of all students who attend a school and to give credit to schools that are meeting the needs of all of their students.
60	Academic	Student populations	Dr. Robert Hunter	There is also concern that a single student subpopulation can significantly impact the overall evaluation.	This is true. Each metric of the academic framework is weighted the same. There is no one part that the PEC weighs as more important than another. Therefore, to receive the highest two overall framework rankings, all of the Academic measures must meet the criteria of "meet" or "exceed".

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61	Academic	Subjectivity	Association	2. B Fidelity to Academic Program: This section brings in a significant amount of subjectivity from the Charter Schools' Division into the performance framework. We believe it should be removed as a result.	Schools are required to meet the terms of their charter and the PEC wants to make this requirement transparent and part of annual reviews. There should be no subjectivity, unless the charter is vague and can be misinterpreted. The PEC suggests amending charters to align with current educational programming, as required by law.
62	Academic	Transparency	Sam Obenshain	The attempts to create transparency are admirable! It is much better than a lack of transparency.	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
63	Financial	Audit Finding	Kimberly Ritterhouse	An unsatisfactory rating if they have audit findings is unfair, instead the focus should be on repeat findings than just one finding a school might randomly get one year.	The heart of the financial framework is the school's audit. Other comments suggest that only the audit be used for oversight. Ensuring that there are no findings and no repeat findings is the school's responsibility. The first time a school has a finding could be a real issue if it is a material finding that would not be addressed if they only looked at repeat findings. This goes to the conversation of distinguishing between the types of findings. Many authorizers consider all findings but some authorizers only include material findings in their frameworks but PEC discussed and decided to keep significant deficiencies as well.
64	Financial	Cash on hand	Association	Days of Cash on hand: The Performance Framework should focus on the audits of schools, with no other requirements outside of close consultation with the Department's School Finance and Budget Bureau.	Agreed--the framework should focus on the current requirements, which include the Audit. Days of Cash on Hand (DOC) is a short term Key Performance Indicator (KPI) that measures a schools ability to pay their expenses. PEC is using the audited data to calculate this.
65	Financial	Cash on hand	Association	Schools were concerned about the additional oversight on financial requirements when the Public Education Department has	As in every state, the entity responsible for chartering (and non-renewing) lies solely with the Chartering Authority, in this case, the PEC. Therefore, by

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	Financial	Cash onhand	Wayne Sherwood	The cash on hand is unfair to small schools, due to the loss of small school funding	DCO is a short term KPI that measures a schools ability to pay their expenses regardless of school size. PEC understands that the loss of small school funding may impact this.
66					
	Financial	Cash onhand	Meaghan Hindman	The "cash on hand" performance criteria is of concern simply due to the fact that schools are not always in direct control of the cash on hand, especially in their first few years AND as below-the-line funding and reimbursement-based funds can be a significant contributor to schools' budgets. The school may be submitting timely requests for reimbursement but is not in control of the PED's ability to process those and return the cash funds to the school timely. Lease reimbursement is also a significant contributor to cash for many schools, and the lease reimbursement process is also notoriously slow. For example, our school received our Q1 AND Q2 reimbursements this week (January). This year, the timeline for lease reimbursement payments AND requests for reimbursements did impact our cash flow. We also have not received award letters for significant amounts of federal funds (CSP and ESSER III) which also make it difficult for the school to	There is special concern given for new schools. PEC is aware of the timing issues with the PED reimbursements.
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68	Financial	Cash onhand	Jeron Campbell	It must be removed. NMPED does NOT have a reputation for financial efficiency. How can school's be scored on cash on hand when its NMPED holding their money back? (RfR's over 100 days behind, Title 1 not provided for two years now, etc.)	There is special concern given for new schools.
69	Financial	Cash onhand	Wayne Sherwood	Cash on hand removed or add an exception to new schools and schools that have been affected by unfunded mandates, such as salary increases that have not been funded appropriately.	There is special concern given for new schools.
70	Financial	Cash onhand	Sarah Tario	Days cash on hand is of concern. We are asked both to utilize all funds and to keep funds in reserve.	A sustainable organization should keep a cash reserve to ensure stable operations.
71	Financial	Cash onhand	Noel Nunez	Cash on hand. Small school funding has hurt small schools like ours and this just hurts us if we are trying to be frugal and save for rainy days.	A sustainable organization should keep a cash reserve to ensure stable operations.
72	Financial	Cash onhand	Michele Hunt	do not micromanage our cash on hand when we are already stretched thin due to unfunded mandates and loss of small school funding over time.	A sustainable organization should keep a cash reserve to ensure stable operations.
73	Financial	Cash onhand	Kimberly Ritterhouse	Keeping a cash balance is a bit unfair. RfRs are still not being processed in a timely manner, which means cash balances are sometimes low b/c PED isn't meeting the federal guidelines of issuing reimbursements in 30 days or less.	A sustainable organization should keep a cash reserve to ensure stable operations.
74	Financial	Cash onhand	Sam Obenshain	Overall in the Financial Performance Framework, the indicators that have been identified should align with the audit expectations from the independent auditor. Issues like Days of Cash on Hand can be a result of something outside of the school's control. The audit is the ultimate indicator of financial performance.	A sustainable organization should keep a cash reserve to ensure stable operations.

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
75	Financial	Clarity & Statutory Requirements	Meaghan Hindman	Clear language and criteria for meeting/not meeting components of the framework.	Thank you, the PEC appreciates public comment
76	Financial	Clarity & Statutory Requirements	Sarah Tario	Clear criteria	Thank you, the PEC appreciates public comment
77	Financial	Clarity & Statutory Requirements	Noel Nunez	Accountability is outlined well	Thank you, the PEC appreciates public comment
78	Financial	Clarity & Statutory Requirements	Traci Filiss	Seems fine	Thank you, the PEC appreciates public comment
79	Financial	Clarity & Statutory Requirements	Sam Obenshain	Clear and transparent.	Thank you, the PEC appreciates public comment
80	Financial	Duplicative Requirements	Michele Hunt	you are too duplicative the audit should be able to guide and provide you the information you need on our financial practices.	Agreed--the framework should focus on the current requirements, which include the Audit. Days of Cash on Hand (DOC) is a short term Key Performance Indicator (KPI) that measures a schools ability to pay their expenses. PEC is using the audited data to calculate this.

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
81	Financial	Duplicative Requirements	Dr. Robert Hunter	Financial framework should adhere with PED's School Budget Bureau requirements. If no issues with this bureau who has ultimate oversight, schools should not be subjected to additional oversight that originates outside of School Budget's authority. Concerned about cash on hand because schools could potentially be downgraded for issues that are actually caused by PED (who is often several months behind on granting award letters and RFRs). Also concerned that this portion of the framework misunderstands the purpose of a fiscal financial audit, whose job it is to locate and educate management on anything that may be in need of improvement. The actual concern should never be with a finding, but rather with a REPEAT finding (because once management is informed of something in need of correction, that particular finding should not be REPEATED).	Agreed--the framework should focus on the current requirements, which include the Audit. Days of Cash on Hand (DOC) is a short term Key Performance Indicator (KPI) that measures a schools ability to pay their expenses. PEC is using the audited data to calculate this. As in every state, the entity responsible for chartering (and non-renewing) lies solely with the Chartering Authority, in this case, the PEC. Therefore, by extension, the PEC has responsibilities to provide oversight.
82	Financial	Duplicative Requirements	Jon Orris	This section should be eliminated as PED is monitoring this in multiple ways and we will just be reporting what has already been reportable to multiple divisions. There is TOO MUCH of this repetitive reporting that wastes the schools time and resources that should be going to working on student success and supporting teachers.	As in every state, the entity responsible for chartering (and non-renewing) lies solely with the Chartering Authority, in this case, the PEC. Therefore, by extension, the PEC has responsibilities to provide oversight.
83	Financial	On-going v Going Concern	Dr. Robert Hunter	Page 17 - I think it should say on-going concern for item 2, not just going?	The wording should be changed to "does not have a going concern disclosure."
84	Financial	Public Posting	Sarah Tario	Clarification of which reports are publicly posted, and how.	Can PEC provide a link to all required to be posted? Could provide guidance on how?

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
85	Financial	Rating Scale	Sam Obenshain	<p>The lack of a gradient in the performance criteria (Green or Red only) seems to lack a nuanced understanding of audit reporting. Adding a Yellow, working to meets, might help to distinguish between a school that is meeting its financial safeguarding obligations, but is required to provide a CAP for a minor issue, and one that is not meeting their obligations. Financial Compliance could also benefit from a Yellow criterion in performance (see comments above).</p>	Using three vs two gradients for the performance measures was discussed. Due to the challenges of defining clear expectations for a middle gradient, two gradients were selected.
86	Financial	Redundancy	Sam Obenshain	Financial Reporting Requirements seem to be a redundancy of 3.C.1.	PEC felt the financial requirements were important enough that they wanted to keep emphasis on them in the financial framework.
87	Financial	Repeat findings	Association	There should be a larger focus on repeat findings rather than one time issues highlighted in the report.	A sustainable organization should keep a cash reserve to ensure stable operations.
88	General	Business rules & pilot data	Jon Orris	I believe this needs to be tested on schools prior to implementation.	Suggestion accepted: PED is currently running an academic pilot of Option 2 and will create business rules from the pilot. Business rules and reporting templates need to be created.
89	General	Business rules & pilot data	Traci Filiss	Take it slow and really focus on the outcomes desired. It would be ashamed to change the framework and then need to change it again in a short amount of time.	Suggestion accepted: PED is currently running an academic pilot of Option 2 and will create business rules from the pilot. Business rules and reporting templates need to be created.

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
90	General	Business Rules & Pilot Data	Association: The following is a synthesis of notes we obtained from a series of feedback meetings for the Public Education Commission's proposed performance framework on 1/12, 1/17, and 1/27.	The PEC needs to provide charter schools with relevant information to see how they fare under different performance framework proposals. This process was followed during the last performance framework overhaul and contributed to greater clarity on the consequences of changing performance frameworks. This is particularly important given the lack of academic information schools have received in recent years. For example, VISTAS was published only one year and the data hasn't been published since the 19/20 school year, and we believe the unfamiliarity is causing additional consternation among schools. We hope that this information would be valuable to the Public Education Commission before they make a decision	Suggestion partially accepted: PED is currently running an academic pilot of Option 2 and will create business rules form the pilot. Business rules and reporting templates need to be created. PEC is statutorily required to hold schools accountable using academic, financial, and operational frameworks. The frameworks offer schools the option to choose their own assessments, outside of the state assessment, providing the long-term continuity for families and schools.
91	General	Clarity & Statutory Requirements	Kimberly Ritterhouse	Overall, the Framework is a bit of an over-reach from the statutory requirements. The language in the framework sets up an unbalanced negotiation dynamic that exceeds the expectations of monitoring and accountability.	Further elaboration is required to understand this comment.
92	General	Comparison Document	Association	<i>The PEC should organize a side-by-side document comparing their performance framework proposal with the current performance framework.</i> Such a document would clearly show the changes between the current and proposed frameworks.	Good suggestion
93	General	Feedback	Association	Charter school leaders are not wanting to take the on-line survey. Several Directors have commented that they do not want to take the survey in fear of retaliation for their comments.	We received comments from 13 individuals and the Association. We have also had a legal review.
94	General	Feedback	Sarah Tario	Thanks for the opportunity to provide input.	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
95	General	Feedback	Jeron Campbell	Thank you for all your hard work making these positive changes	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
96	General	Feedback	Michele Hunt	3. I 100% believe in the accountability and transparency of public schools. However, I feel like this Performance Framework focuses on the negative and isn't designed to help a school succeed. It forces schools to spend too much time "jumping through hoops" instead of focusing on ways to better serve the needs of our students, families, and staff. I came from another state where I was a Charter Director for 12 years, and the way CSD and PEC are operated feels more punitive than supportive. I am not calling anyone out (just an observation), I think it is how the system has developed over the years. I think with this new Performance Framework we have the opportunity if done correctly, to begin to reshape Charter Schools in NM. There are some very positive elements in this Framework (allowing schools to choose the tests used and whether to look at growth or academic achievement). By allowing more local control, the	Thank you for your feedback. We appreciate that the regulatory oversight can feel like "jumping through hoops". We are trying to do just what you are asking to do--move from a one-size-fits all approach to one that empowers schools by providing choice and looking at outcomes.
97	General	Process	Jon Orris	Also, no data should be released from CSD/PED to an entity other than the school director, prior to a 30 day review by the school. We are all human and mistakes get made regularly. The school has the right to know their data prior to any release and time to be sure it is correct. A 30 day hold is minimal but workable.	A validation window will be incorporated in the business rules and process document.

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
98	General	Tone	Association	<p>The PEC should not be philosophical and should keep to the authorizers scope of work. Schools have expressed concern for the expansiveness of the document. For example remove the sentence 4) Under “How the Framework is Used”. (Providing the PEC and individual schools with data and stories that help communicate a meaningful and positive narrative about NM students, communities and schools). Charter Schools in New Mexico are some of the most celebrated schools in the state, and they are not requesting this assistance.</p>	<p>Thank you for your feedback. The PEC chooses to have a tone that expresses the intention of the framework as well as the assistance that it may add.</p>
99	Organizational	3.A.2 GC Training-- within 6 months of start of school or start of member's board term	Meaghan Hindman	<p>Unclear if 3.A.2. means that schools are maximally awarded if their GC members complete all training within six months, or if the intended meaning is that training timelines are prorated according to how long a new member has been on board.</p>	<p>Clarity provided: The training must be completed within six months of a member joining a board.</p>
100	Organizational	3.A.3 Board Meeting Minutes	Kimberly Ritterhouse	<p>3.A.3. Remove the requirement that the school needs to submit approved board minutes. All must be posted regardless. If there is an issue that is brought up about lack of GC transparency, or non-compliance with the OMA, then CSD could request approved minutes, but short of that, CSD should be able to desk monitor a school's compliance with posting requirements.</p>	<p>Suggestion accepted in part: The PEC is working on how to make this process not burdensome for schools and the business rules will ensure that there is no duplicative requirements. However, the review and inclusion of the review will be part of the framework.</p>
101	Organizational	3.A.3 Meeting	Rachael Sowards	<p>A concern is that item 3.A.3 requires additional information to be</p>	<p>Suggestion accepted in part: The PEC is working on how to make this process</p>

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
102	Organizational	3.A.3 Meeting Minutes Submission Requirement	Association	3.A.3 Meeting transparency. Schools should not have to provide minutes to the CSD. CSD can perform this function with a desktop audit.	Suggestion accepted: The PEC is working on how to make this process not burdensome for schools and the business rules will ensure that there is no duplicative requirements. However, the review and inclusion of the review will be part of the framework.
103	Organizational	3.C.1 Clarify	Kimberly Ritterhouse	3.C. 1. What does it mean "within 30 days of PEC Public Discussion?"	
104	Organizational	Annual Compliance Requirements	Dr. Robert Hunter	I don't know what the "Annual Compliance Requirements" are and will these change year to year? Doesn't this framework constitute	Suggetion Accepted: The Annual Compliance Requirements are legally required compliance doucments and data to ensure student health and
105	Organizational	Board Calendar Submission	Dr. Robert Hunter	3.A.3 says that a board calendar is provided - to who and how? It is currently on our website, is that sufficient?	Suggestion Accepted: Clarity will be provided as to where the calendar must be posted and/or provided to avoid over burdening schools.
106	Organizational	Clarity & Statutory Requirements	Meaghan Hindman	The language is clearer than past frameworks.	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
107	Organizational	Clarity & Statutory Requirements	Dr. Robert Hunter	Appears to meet statutory requirements.	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
108	Organizational	Clarity & Statutory Requirements	Sarah Tario	It is clear and straightforward.	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
109	Organizational	Clarity & Statutory Requirements	Jeron Campbell	Aligns to state law.	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
110	Organizational	Clarity & Statutory Requirements	Wayne Sherwood	Simple to follow and straight forward	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
111	Organizational	Clarity & Statutory Requirements	Noel Nunez	Accountability for Governing Council members and lottery system	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
112	Organizational	Clarity & Statutory Requirements	Michele Hunt	It is fairly clear and specific	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
113	Organizational	Clarity & Statutory Requirements	Jon Orris	I don't feel this has any strengths or is fully needed	The PEC is required by law to have an operational framework. We are sorry that you do not see any strengths in this draft.
114	Organizational	Clarity & Statutory Requirements	Kimberly Ritterhouse	Nothing stands out as a true strength.	The PEC is required by law to have an operational framework. We are sorry that you do not see any strengths in this draft.
115	Organizational	Clarity & Statutory Requirements	Sam Obenshain	Clear measures are defined.	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
116	Organizational	Clarity & Statutory Requirements	Noel Nunez	thinking keeping it simple is most important to hold us to statute but no prescriptive.	The PEC seeks to be transparent, just, and equitable in its oversight processes.
117	Organizational	Clarity & Statutory Requirements	Traci Filiss	More clarity in this section.	The PEC seeks to be transparent, just, and equitable in its oversight processes.
118	Organizational	Duplicative Requirements	Michele Hunt	Again feel like several categories are reported elsewhere and it is just repetitive reporting	We need further elaboration to respond to this comment
119	Organizational	Enrollment	Sarah Tario	There must be accountability for both blatant "cherry picking" and also "soft selection" within the enrollment process. There are definitely barriers for entry built into certain charter enrollment processes. There should be ZERO tolerance for things such as essays, requirements to attend meetings, filling out a college sized application, etc., etc., which effectively disincentivize parents from certain community groups or income levels from applying. This is discriminatory and just wrong.	Agreed and we believe that this measure will ensure that schools have enrollment processes that ensure a public school

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
120	Organizational	Enrollment	Association	3.B. Equitable enrollment- Children of staff and siblings are an exception to the standard enrollment process.	Agreed and correct.
121	Organizational	Process	Sarah Tario	Criteria is straightforward and gathering data would not be cumbersome.	Thank you. The PEC seeks to be transparent, just, and equitable in its oversight processes.
122	Organizational	Rating Scale	Michele Hunt	Needs to have 4 categories for scoring as with 3 it feels like you are trying to fail schools, instead of supporting and helping to succeed!	To exceed in compliance is not really an option--we moved from two to three, recognizing that not everyone can always be compliant. A school does not need to score "meet" on every measure to meet the overall framework.
123	Organizational	Rating Scale	Kimberly Ritterhouse	Is it not possible to be "working to meet" compliance requirements? The criteria seem to be either you are in total compliance or, if you are missing one area of compliance, you are not meeting the criteria. With the myriad number of reporting requirements and the history of mistakes made in many annual reports regarding compliance, perhaps the PEC can adjust the performance criteria to reflect a school that is working to meet the criteria.	Discuss adding "working to meet" in some compliance areas
124	Organizational	Rating Scale	Kimberly Ritterhouse	3.C. 2. In the performance criteria, the opposite seems to be needed here. That is, shouldn't a school go from Red to Green? Yellow seems to indicate that once identified as needing intervention a school would not be able to get back in good standing. Should not a school be recognized for responding appropriately to the intervention?	That is true. That once a school is not in good standing, they will never be in good standing for that school year. However, they will also not be in "red."

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1	Framework	Topic	Author	Comment	Suggested PEC Response (DRAFT)
125	Organizational	Subjectivity	Michele Hunt	Several of the points are too subjective. Again feel like several categories are reported elsewhere and it is just repetitive reporting	Would need more information to address
126	Organizational	Tone	Association	Keep the sentence structure to a minimum. Only describe what the framework is being used for. The Organizational Framework has three categories and six performance areas designed to encourage transparent, compliant, public schools that govern to meet the needs of all New Mexico families wishing to enroll in their school.	The Tone of the Framework seeks to do more than capture the rules but also the intent of the framework. However, changes can be made.
127	Organizational	Tone	Association	3.C. Compliance with Legal Requirements - There is language in the current proposal that reads, "The school creates an environment that supports student learning and promotes the physical and emotional well-being of all students...." This language should instead focus on compliance with the charter contract, federal and state statute and code, PEC policies, and PED guidelines, unless waivers preserving charter autonomy are in place.	The Tone of the Framework seeks to do more than capture the rules but also the intent of the framework. However, changes can be made.
128					
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