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# **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](https://clearimpact.com/results-based-accountability/)<sup>TM</sup>: How much did each charter school do? How well did they do it? Is anyone better off as a result?<sup>1</sup> This process resulted in measures that include both *school-specific indicators* that give schools flexibility in capturing how their mission is being operationalized and fulfilled and *universal indicators* applied across all state-authorized charter schools. These universal indicators capture the PEC's priorities surrounding standard quality processes and outcomes across all schools in its portfolio.

The Performance 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 with the following:

- 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

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

shall be a material term of the charter school contract and shall include performance indicators and performance targets for, at a minimum:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in both proficiency and growth between student subgroups;
- (4) Attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, the 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
<b>Academic</b>	<b>State Accountability Indicators</b>	1. A. State Accountability System
		1. B. Outcomes for Special Student Groups
		1. C. Participation Rate
	<b>School-Specific Educational Measures</b>	2. A. Mission Goal
		2. B. Education Program Implementation
		2. C. Conducive Learning Culture
<b>Organizational</b>	<b>Governing Body Membership, Training, and Responsibilities</b>	3. A. 1. Membership
		3. A. 2. Training

Framework	Category	Performance Area
		3. A. 3. Meeting Transparency and Documentation
	<b>Equitable Enrollment Process</b>	3. B. Non-discriminatory enrollment process
	<b>Compliance with Legal Requirements</b>	3. C. Annual Compliance Requirements
<b>Financial</b>	<b>Financial Health</b>	4. A. Days Cash on Hand
		4. B. Annual Financial Audit
		4. C. Financial Reporting and Compliance
		4. D. Fiscal Oversight
		4. E. Enrollment Variance

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 choice in selecting Performance Measures. This provides flexibility for schools to demonstrate their academic performance that is directly aligned with their mission, vision, and educational program and meets the needs of their families.

When a school opts to use its own measures in 1. A and 1.B by choosing Options 2 or 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 95% of their students, the school will be evaluated under using Option 1 for 1.A and 1.B.

For all other indicators in the Academic Framework, if the school fails to provide the needed evidence or data, or does not administer the assessment to 95% of the eligible students, 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 their performance on all three Frameworks combined. The annual evaluation provides the school and the 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
Exceeds Performance Expectations	The school earns <b>Meets or Exceeds</b> for all performance areas in all Frameworks.
Meets Performance Expectations	The school earns a <b>Meets or Exceeds</b> in all performance areas in the Academic Framework and earns <b>Working to Meet</b> or <b>Meets</b> for all performance areas in the financial and operational Frameworks.
Working to Meet Performance Expectations	The school earns <b>Working to Meet</b> in one or more performance areas of the Academic Framework but does not meet the criteria for <b>Does Not Meet Performance Expectations</b> .
Does Not Meet Performance Expectations	<p>This designation will be given if the school earns <b>Does Not Meet</b> in three or more performance areas of the Academic Framework.</p> <p>OR</p> <p>The school earns (8) eight or more <b>Does Not Meet</b> ratings across the Academic, Organizational, and Financial Frameworks.<sup>2</sup></p>
Not Applicable	Schools in their first year of operation – <b>Each school will have their data displayed for each applicable measure for informational purposes only</b>

<sup>2</sup> 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 ratings 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 provide 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
<b>State Accountability Indicators</b>	1. A. State Accountability System
	1.B. Outcomes for Special Student Groups
	1. C. Participation Rate
<b>School-Specific Educational Measures</b>	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 of the school to provide data will result in a "Does Not Meet" Success Criteria.

Rating by Academic Performance Area	Definition
<b>Exceeds Success Criteria</b>	The school's outcomes are exemplary in this performance area
<b>Meets Success Criteria</b>	The school's outcomes meet expectations in this performance area
<b>Working to Meet Success Criteria</b>	The school is showing inconsistencies in the performance area that warrant oversight by the Commission to ensure outcomes are met.
<b>Does not Meet Success Criteria</b>	The school is not demonstrating in the performance area that warrant further action by the school to improve performance oversight.
<b>Not Applicable</b>	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
<p>1.A.1 Default Option</p>	<p>The school's overall performance on the state accountability system using the state assessment rating as compared to other schools.</p>	<p>The school's annual performance on the state accountability system.</p> <ul style="list-style-type: none"> <li>● <b>Blue</b> (Exceeds) = 76<sup>th</sup> percentile to 99<sup>th</sup> percentile of all schools.</li> <li>● <b>Green</b> (Meets) = 51<sup>th</sup> percentile to 75<sup>th</sup> percentile of all schools.</li> <li>● <b>Yellow</b> (Working to Meet) = 26<sup>th</sup> percentile to 50<sup>th</sup> percentile of all schools.</li> <li>● <b>Red</b> (Does Not Meet) = 25<sup>th</sup> percentile of all schools (Intervention category).</li> </ul>
<p>1.A.2 Optional: As drafted in the charter contract</p>	<p>The school's overall performance on the state accountability system using the state assessment,</p> <p><b>AND</b></p> <p>Supplemental proficiency and growth data using PED-approved nationally and/or state-normed assessments<sup>3</sup> or, under special circumstances, with PEC-approved rationale, nationally and/or state-normed assessments with explicit growth targets and business rules for calculating the growth target as agreed to in the school's charter contract.</p>	<ul style="list-style-type: none"> <li>● <b>Blue</b> (Exceeds)             <ul style="list-style-type: none"> <li>○ 76<sup>th</sup> percentile to 99<sup>th</sup> percentile of all schools on the state accountability system</li> <li>OR</li> <li>○ 51<sup>th</sup> percentile to 75<sup>th</sup> percentile of all schools on the state accountability system <b>AND</b>, 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, at least 80% of students meet one or more of the following criteria in both Reading and math as defined in the charter contract:                 <ul style="list-style-type: none"> <li>● At or above grade level (or grade level equivalent)</li> <li>● Meet their growth target</li> <li>● Show the equivalent of one year's worth of growth</li> <li>● Other, as defined by the testing company</li> </ul> </li> </ul> </li> <li>● <b>Green</b> (Meets)             <ul style="list-style-type: none"> <li>○ 51<sup>th</sup> percentile to 75<sup>st</sup> percentile of all schools on the state accountability system</li> <li>OR</li> <li>○ 26<sup>th</sup> percentile to 50<sup>th</sup> percentile of all schools on the state accountability system <b>AND</b>, based on the school's assessment, as identified in the charter contract, which must meet the terms defined by the testing company, at least 60% of students meet one or more of the following criteria in both reading and math as defined the charter contract:                 <ul style="list-style-type: none"> <li>● At or above grade level (or grade level equivalent)</li> <li>● Meet their growth target</li> <li>● Show the equivalent of one year's worth of growth</li> <li>● Other, as defined by the testing company</li> </ul> </li> </ul> </li> <li>● <b>Yellow</b> (Working to Meet)</li> </ul>

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



		<ul style="list-style-type: none"> <li>○ 50<sup>th</sup> percentile to 26<sup>th</sup> percentile of all schools on the state accountability system.</li> <li>OR</li> <li>○ 25<sup>th</sup> percentile of all schools (Intervention category) on the state accountability system <b>AND</b>, based on the school's assessment, as identified in the charter contract, which must meet the terms defined by the testing company, at least <b>50%</b> of students meet one or more of the following criteria in both Reading and math as defined in the charter contract: <ul style="list-style-type: none"> <li>● At or above grade level (or grade level equivalent)</li> <li>● Meet their growth target</li> <li>● Show the equivalent of one year's worth of growth</li> <li>● Other, as defined by the testing company</li> <li>●</li> </ul> </li> <li>● <b>Red</b> (Does Not Meet)</li> <li>○ 25<sup>th</sup> percentile of all schools on the state accountability system (Intervention category) <b>AND</b> does not meet the criteria established for "Working to Meet."</li> </ul> <p>If less than 85% of students identified to be tested are tested on the school-specific assessments, the results are considered invalid, and the school defaults to Option 1.</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 defaults to Option 1.</p> <p>If the school changes assessments or the growth targets, it is considered a material change of the charter contract and requires PEC approval.</p>
<p>1.A.3 Optional: as drafted in the charter contract</p>	<p>The school's overall performance on the state accountability system is replaced with a PED-approved performance system using nationally and/or state-normed assessments or, under special circumstances, with PEC-approved assessments that are nationally and/or state-normed assessments with explicit growth targets and business rules for calculating the growth target as agreed to in the school's charter contract.</p>	<p>The school's annual performance on the state accountability system.</p> <p>The school must negotiate a performance scale that is comparable to Option 1 and, based on 100 points, approved by PEC.</p> <ul style="list-style-type: none"> <li>● <b>Blue</b> (Exceeds) = Greater than or equal to 80% of possible points.</li> <li>● <b>Green</b> (Meets) = Less than 80% of possible points but greater than or equal to 65% of possible points.</li> <li>● <b>Yellow</b> (Working to Meet) = Less than 65% of possible points but greater than or equal to 50% of possible points.</li> <li>● <b>Red</b> (Does Not Meet) = Less than 50% of possible points.</li> </ul> <p>If less than 85% of students identified to be tested are tested on the school-specific assessments, the results are considered invalid, and the school defaults to Option 1.</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 defaults to Option 1.</p> <p>If the school changes assessments or the growth targets, it is considered a material change of the charter contract and requires PEC approval.</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
1.B.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 ten (10) or more students based on the state accountability system.</p> <ul style="list-style-type: none"> <li>● <b>Blue</b> (Exceeds) = In reading and math, each student group with 10 or more students has at least 75% of students who meet or exceed the average using the state's growth model.</li> <li>● <b>Green</b> (Meets) = In reading and math, each student group with 10 or more students has at least 60% of students meet their growth target</li> <li>● <b>Yellow</b> (Working to Meet) = Does not meet the criteria for Meets or Exceeds, but the school's performance is higher than identified in Does Not Meet.</li> <li>● <b>Red</b> (Does Not Meet) = In reading and math, over half of the student groups with 10 or more students have fewer than 30% of students attain their student growth target.</li> </ul> <p>When a school does not have at least 10 (ten) students in any state-recognized student group, the school receives no score for that group, which does not impact positively or negatively their overall outcome for this performance area.</p> <p>If the school has ten (10) or more eligible students in a student population and tests fewer than 85% of the students, the untested students will be considered "not meeting their growth target" and impact the overall percentage for that student group.</p>
1.B.2 Optional: as drafted in the charter contract	<p>The school's performance on the state accountability system using the state assessment by special student groups, <b>AND</b></p> <p>Supplemental proficiency and growth data using PED-approved nationally normed assessments<sup>4</sup> or, under special circumstances, with PEC-approved rationale, nationally and/or state-normed assessments with explicit growth targets and business rules for calculating the growth target as agreed to in the school's charter contract.</p>	<ul style="list-style-type: none"> <li>● <b>Blue</b> (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.</li> <li>● <b>Green</b> (Meets) = In reading and math, for each student group, at least 60% of students attain their student growth target on the state accountability system OR on their pre-approved assessment, as per their assessment guidelines</li> <li>● <b>Yellow</b> (Working to Meet) = Does not meet the criteria for "Meets" or "Exceeds," but the school's performance is higher than identified in "Does Not Meet."</li> <li>● <b>Red</b> (Does Not Meet) = In reading and math, over half of the student groups have fewer than 30% of students attain their student growth target on the state accountability system <b>AND</b> their school-specific assessments.</li> </ul> <p>If the school has ten (10) or more eligible students in a student population and tests fewer than 85% of the students, the untested</p>

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

		<p>students will be considered “not meeting their growth target” and impact the overall percentage for that student group.</p> <p>If less than 85% of ALL students are tested on the school-specific assessments, the results are considered invalid, and the school defaults to Option 1</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 defaults to Option 1.</p> <p>If the school changes assessments or the growth targets, it is considered a material change of the charter contract and requires PEC approval.</p> <p>When a school does not have at least ten (10) students in any state-recognized student group, the school receives no score for that group, which does not impact positively or negatively their overall outcome for this Performance Area. If, however, the school has ten or more eligible students in a student population and tests fewer than 85% of the students, the results for that student group will be considered not met.</p>
<p>1.B.3 Optional: as drafted in the charter contract</p>	<p>The school's performance on the state accountability system for special student groups is replaced with a PED-approved performance system using nationally and/or state-normed assessments or, under special circumstances, with PEC-approved assessments that are nationally and/or state-normed assessments with explicit growth targets and business rules for calculating the growth target as agreed to in the school's charter contract.</p>	<p>Academic growth of each student group with ten (10) or more students.</p> <ul style="list-style-type: none"> <li>● <b>Blue</b> (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.</li> <li>● <b>Green</b> (Meets) =In Reading and math, for each student group, at least 60% of students attain their student growth target on the school-based accountability system</li> <li>● <b>Yellow</b> (Working to Meet) = Does not meet the criteria for Green or Blue, but the school's performance is higher than identified in Does Not Meet.</li> <li>● <b>Red</b> (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.</li> </ul> <p>If the school has ten (10) or more eligible students in a student population and tests fewer than 85% of the students, the untested students will be considered “not meeting their growth target” and impact the overall percentage for that student group.</p> <p>If less than 85% of ALL students are tested on the school-specific assessments, the results are considered invalid, and the school defaults to Option 1</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 defaults to Option 1.</p> <p>If the school changes assessments or the growth targets, it is considered a material change of the charter contract and requires PEC approval.</p> <p>When a school does not have at least ten (10) students in any state-recognized student group, the school receives no score for that group, which does not impact positively or negatively their overall outcome for</p>

		this Performance Area. If, however, the school has ten or more eligible students in a student population and tests fewer than 85% of the students, the results for that student group will be considered not met.
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### 1. C. Participation Rate

The school assesses student progress and achievement annually.

Performance Measure	Performance Criteria
The school complies with state and contractual assessment requirements	Participation Rate as calculated by the state assessment <ul style="list-style-type: none"> <li>• <b>Blue</b> (Exceeds) = Greater than or equal to 95% of all students take the state assessment <b>and in every student group</b></li> <li>• <b>Green</b> (Meets/Exceeds) = Greater than or equal to 95% of students take the state assessment in reading and math</li> <li>• <b>Yellow</b> (Working to Meet) = Less than 95% but greater than or equal to 85% of all students take the state assessments in reading and math</li> <li>• <b>Red</b> (Does Not Meet) = Less than 85% of all students take the state assessments in reading and math</li> </ul>

### 2.A. Mission Goals

The school's education program effectively supports mission implementation, student academic success, and overall student well-being that supports the community in which they serve.

Option	Performance Measure	Performance Criteria
Option 1: One goal as drafted in the charter contract	Within the charter contract, briefly describe what the school is doing to meet its mission and how it will be measured to demonstrate that students are better off as a result.  <b>Supporting Narrative:</b> Using <a href="https://clearimpact.com/results-based-accountability/">Results-Based Accountability™ (RBA)</a> as a model, reflect your thinking about the following questions: How much did the school do? How well did the school do it? Is anyone better off as a result? <sup>5</sup> How do you know?  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Leadership: Performance Task</li> <li>• Arts Integration: Portfolio</li> <li>• Language acquisition: Assessments (F&amp;P in Spanish; ACCESS for English)</li> </ul>	<b>Data:</b> The school sets a performance scale indicating that the school is producing students who are better off using four ratings: <ul style="list-style-type: none"> <li>• <b>Blue</b> (Exceeds) – Must include exemplary performance for all students <b>and all student groups</b>.</li> <li>• <b>Green</b> (Meets) – Must include exemplary performance for all students</li> <li>• <b>Yellow</b> (Working to Meet)</li> <li>• <b>Red</b> (Does Not Meet)</li> </ul> The data must be able to be disaggregated by student groups.  <b>Notes:</b>  If fewer than 85% 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."  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."

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

	<ul style="list-style-type: none"> <li>• Science: Robotics, science fair, science assessments</li> <li>• Character Development: SEL survey</li> <li>• Safe Environment: Survey</li> <li>• Social Studies: Performance Tasks or AP tests</li> <li>• Other academic or non-academic content areas that are not already chosen as assessments in Performance Measures 1.A and 1.B</li> </ul> <p>To learn more about RBA, visit: <a href="https://clearimpact.com/results-based-accountability/">https://clearimpact.com/results-based-accountability/</a></p>	<p>If the school changes assessments or the 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 passing grades on the culminating portfolio assignment.</p>
An additional goal, as drafted in the charter contract	Schools may add a second Mission-Specific Goal into their charter contract that follows the guidance under the same guidelines as for Option 1	<p>For each goal, the school will receive a rating.</p> <ul style="list-style-type: none"> <li>• <b>Blue</b> (Exceeds) –Must include exemplary performance for all students <b>and all student groups</b>.</li> <li>• <b>Green</b> (Meets) – Must include exemplary performance for all students</li> <li>• <b>Yellow</b> (Working to Meet)</li> <li>• <b>Red</b> (Does Not Meet)</li> </ul>

## 2.B. 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
The school is implementing the program as outlined in its charter contract.	<p>During the annual site visit conducted by CSD</p> <ul style="list-style-type: none"> <li>• <b>Green</b> (Meets) = All elements of the education program as outlined in the charter contract are implemented when CSD does its annual site visit review.</li> <li>• <b>Yellow</b> (Working to Meet) = Due to lack of observable evidence, CSD is unable to confirm that all elements of the education program as outlined in the charter contract are implemented at its annual site visit review, but the school is able to submit evidence within 90 days of the review to confirm implementation.</li> <li>• <b>Red</b> (Does Not Meet) = One or more elements of the school's education program as outlined in the charter contract are not implemented when CSD does its annual site visit review nor submitted within 90 days of the review.</li> </ul>

## 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
Eligible student re-enrollment (recurrent) enrollment in the school from the 40 <sup>th</sup> day count of the previous school year to the 40 <sup>th</sup> -daycount of the current school year. <sup>6</sup>	<ul style="list-style-type: none"> <li>• <b>Blue</b> (Exceeds) -- Greater than or equal to 90% of eligible students re-enroll at the school</li> <li>• <b>Green</b> (Meets) -- Less than 90% but greater than or equal to 80% of eligible students re-enroll at the school</li> <li>• <b>Yellow</b> (Working to Meet) -- Less than 80% but greater than 70% of the eligible students re-enroll at the school</li> <li>• <b>Red</b> (Does Not Meet) -- Less than 70% of the eligible students re-enroll at the school</li> </ul>

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<sup>6</sup> The combined re-enrollment rate for all eligible students for elementary, middle, and high school grade bands. For each school, “eligible students” are defined by enrolling at the start of the previous school year (or Year 1) in one of the “starting grades.”

Starting Grades are: K, 1, 2, 3,4, 6, 7, 9, 10, and 11

Students enrolling at the start of the previous school 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.

An “eligible student” is:

- Enrolled in the school in the fall of the previous school year in one of the starting grades.

A “re-enrolled student” is:

- An “eligible student” who is enrolled in the school in the fall of the current year.

Re-enrollment can be to repeat the same grade or enter the next grade.

## Part II: Organizational Framework

The PEC and CSD are 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
<b>Governing Body Membership, Training, and Responsibilities</b>	3.A.1. Membership
	3.A.2. Training
	3.A.3. Meeting Transparency and Documentation
<b>Equitable Enrollment Process</b>	3.B. Non-discriminatory enrollment process
<b>Compliance with Legal Requirements</b>	3.C. Annual Compliance Requirements

Each Performance Area will receive one of the following ratings based on the criteria established. Failure of 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	The school is not demonstrating in the performance area that warrants 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 its mission and the 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 the school's bylaws.	<p><b>Green</b> (Meets): The number of governing council members stays within the range designated in bylaws during the school year, or if it drops below, all vacancies are filled within 45 days (or 75, with an extension provided by the CSD)</p> <p><b>Red</b> (Does not meet): The number of governing council members during the school year 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, and new members who have served for at least six months, have completed all training hours required by CSD and PEC <b>by the end of the fiscal year.</b>	<p><b>Green</b> (Meets): All members of the governing body and new members who have served for at least six months on the school's board have completed all training hours required by CSD and PEC <b>by the end of the fiscal year.</b></p> <p><b>Yellow</b> (Working to meet): At least 80% of total training hours combined for the governing body, and new members who have served for at least six (6) months have completed all training hours required by CSD and PEC <b>by the end of the fiscal year.</b></p> <p><b>Red</b> (Does not meet): The school did not meet the criteria for Yellow or Green.</p>
3.A.3 Meeting Transparency and Documentation	<b>The school is in compliance with publicly posting meetings, minutes, and calendar of meetings.</b>	<p><b>Green</b> (Meets): The school provides an accurate board calendar. For EVERY meeting in which a quorum of the governing body is present, the school (1) publicly posts a notification with the agenda at least 72 hours prior to the meeting and (2) <b>publicly post on their website a board-approved copy of the minutes within ten (10) days after approval, which must occur at their next regularly scheduled board meeting.</b></p> <p><b>Yellow</b> (Working to meet): The school provides an accurate board calendar. For at least 75% of the board meetings in which a quorum of the governing body is present, the school (1) publicly posts a notification with the agenda at least 72 hours prior to the meeting and (2) <b>publicly post on their website a board-approved copy of the minutes within ten (10) days after approval, which must occur at their next regularly scheduled board meeting.</b></p> <p><b>Red:</b> The school fails to provide an accurate board calendar. For more than 25% of the meetings in which a quorum of the governing body is present, the school did not (1) publicly post notification with agenda at least 72 hours prior to the meeting or (2) publicly post a board-approved copy of the minutes within ten (10) days after the approval.</p>



### 3.B. 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.	<b>Green</b> (Meets): The school's Enrollment Policy is consistent with the <a href="#">Lottery Guidance</a> criteria. <b>Red</b> (Does not meet): The school does not have an Enrollment Policy, or the Policy does not meet all of the Lottery Guidance criteria.

### 3.C. Compliance with Legal Requirements

The school creates a safe environment and is in compliance with the charter contract, federal and state statutes and rules, and PED guidelines unless waivers preserving charter autonomy are in place.

Performance Area	Performance Measure	Performance Criteria
3.C.1 Annual Compliance Requirements	Annual Compliance Requirements <sup>7</sup> as published within 30 days of the PEC Public Discussion, which must occur on or before July 1 of each year	<b>Green</b> (Meets): In compliance with all requirements, is timely with submissions and does not have to resubmit due to errors. <b>Yellow</b> (Working to meet): In compliance with all requirements but may be late with submissions and may have to resubmit due to errors in the initial submission. <b>Red</b> (Does not meet): out of compliance with one or more requirements or the compliance requirement is not submitted.

<sup>7</sup> 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
<b>Financial Health</b>	Days Cash on Hand
	Annual Financial Audit
	Financial Reporting and Compliance
	Fiscal Oversight
	Enrollment Variance

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

Rating by Academic Performance Area	Definition
Meets/Exceeds Success Criteria	The school’s outcomes are exemplary in the performance area
Working to Meet Success Criteria	The school is showing inconsistencies in the performance area that warrant oversight by the Commission to help ensure outcomes are met.
Does not Meet Success Criteria	The school’s outcomes are not meeting the success criteria in the performance area and warrant further oversight by the PEC to help ensure outcomes are met.
Not Applicable	New schools in their first two years of operation will not be measured using the Financial Framework. However, their financials will be reviewed, and feedback will be provided.

### Financial Framework

<b>1. Days of Cash on Hand</b>	
The school demonstrates its financial health by having sufficient cash to ensure operations can withstand an immediate need.	
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><b>Green</b> (Meets): Unrestricted cash is greater or equal to 60 days or greater than 30 days, with a positive increase in days cash in the most recent fiscal year.</p> <p><b>Yellow</b> (Working to meet): Unrestricted Days Cash ratio is greater than 30 days but less than 60 days and does not meet the definition of "Meets."</p> <p><b>Red</b> (Does Not Meet): Unrestricted Days Cash ratio is less than or equal to 30 days.</p>
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## 2. Annual Financial Audit

The school follows the Generally Accepted Accounting Principles (GAAP), financial management, and internal controls.

Performance Measure	Performance Criteria
<p>The results of the financial audit demonstrate that the school meets basic expectations of financial oversight.</p>	<p><b>Green</b> (Meets) = The school's received audit with:</p> <ul style="list-style-type: none"> <li>• an unqualified opinion</li> <li>• is devoid of significant deficiencies and material weaknesses and</li> <li>• does not include a going concern disclosure.</li> </ul> <p><b>Yellow</b> (Working to meet): The school</p> <ul style="list-style-type: none"> <li>• Does not meet the definition of "Meets."</li> <li>• Demonstrates improvement from the previous year's audit.</li> </ul> <p><b>Red</b> (Does Not Meet) = The school's received financial audit</p> <ul style="list-style-type: none"> <li>• does not have an unqualified opinion,</li> <li>• includes a significant deficiency or a material weakness, or</li> <li>• has a going concern disclosure.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The school does not submit a financial audit.</li> </ul>

## 3. Financial Reporting and Compliance

The school demonstrates its ability to oversee public funding designated for New Mexico's students.

Performance Measure	Performance Criteria
<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><b>Green</b> (Meets)</p> <ul style="list-style-type: none"> <li>• The school submits all budget request documents and budget approval documents to the PED according to PED's established deadlines.</li> <li>• The school submits quarterly reports according to PEDs established deadlines without frequent, repeated errors and</li> <li>• All required reports are posted publicly.</li> </ul> <p><b>Yellow</b> (Working to meet):</p> <ul style="list-style-type: none"> <li>• Sometime during the school year, the school was required to do monthly reporting.</li> </ul> <p>OR</p> <p>The school does not meet the criteria for "Meets" but does not meet the criteria for "Does Not Meet."</p> <p><b>Red</b> (Does Not Meet)</p> <ul style="list-style-type: none"> <li>• The school consistently does not submit all budget request documents and budget approval documents to the PED according to PED's established deadlines.</li> </ul>

	<ul style="list-style-type: none"> <li>• The school consistently does not submit quarterly (or monthly) reports according to PED's established deadlines.</li> <li>• The school consistently submits quarterly (or monthly) reports with frequent, repeated errors.</li> <li>• The school consistently fails public post required reports.</li> </ul> <p>*Consistently means that the event occurs for more than half of the required document submissions.</p>
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**4. Fiscal Oversight**

The school and its governing board effectively provide fiscal oversight.

<p><b>Goal:</b> 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"> <li>• The board has adopted and maintains financial-related policies</li> <li>• The board reviews financial reports and statements, including a statement of net position, a budget to an actual statement of revenues, expenditures, and changes in fund balance, and a cash flow statement at all meetings.</li> <li>• The board reviews the audited financial statements annually, related reports, and management letters and ensures all findings are addressed.</li> <li>• The school has employed financial expertise and/or contracts with a licensed business manager and licensed procurement officer.</li> <li>• The board has an audit committee that fulfills its requirements as described in statute.</li> <li>• The board has a finance committee fulfills its requirements as described in statute.</li> <li>• At least annually, the finance committee tests internal audit controls</li> </ul> <p><b>Green</b> (Meets) = The school and board provides evidence of all seven indicators occurred during the fiscal year.</p> <p><b>Yellow</b> (Working to meet): The school and board demonstrate compliance with the requirements for at least 5 of the 7 indicators during the fiscal year.</p> <p><b>Red</b> (Does Not Meet) = The school and board are unable to provide evidence of fewer than 5 indicators having occurred during the fiscal year.</p>
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**5. Enrollment Variance**

The school's budgeted enrollment is close to its actual enrollment, requiring no or slight budget revisions.

<p><b>Goal:</b> The school makes accurate enrollment assumptions, resulting in a budget that is sound.</p>	<p><b>Green</b> (Meets) = Enrollment variance (Actual enrollment/Budgeted Enrollment) is greater than or equal to 95%</p> <p><b>Yellow</b> (Working to meet): Enrollment variance is less than 95% but greater than or equal to 85%.</p> <p><b>Red</b> (Does Not Meet) = Enrollment variance is less than 85%.</p>
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## **Appendix A**

The current Draft for NM Vista–For *informational* purposes only.

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<b>Proposed NM Vistas Measures, Points, and Indicators SYE2022</b>			
<b>Measure</b>	<b>Elem/ Middle Points</b>	<b>High School Points</b>	<b>Indicator</b>
<b>Math Proficiency</b>	<b>25</b>	<b>15</b>	<b>Academic Achievement</b>
<b>Reading Proficiency</b>	<b>25</b>	<b>15</b>	<b>Academic Achievement</b>
<b>Math Improvement</b>	<b>10</b>	<b>5</b>	<b>Academic Progress</b>
<b>Reading Improvement</b>	<b>10</b>	<b>5</b>	<b>Academic Progress</b>
<b>English Learner Progress</b>	<b>10</b>	<b>5</b>	<b>English Language Proficiency</b>
<b>Science Proficiency</b>	<b>10</b>	<b>10</b>	<b>School Quality/Student Success</b>
<b>Regular Attendance</b>	<b>10</b>	<b>10</b>	<b>School Quality/Student Success</b>
<b>College and Career Readiness</b>	<b>n/a</b>	<b>5</b>	<b>School Quality/Student Success</b>
<b>Educational Climate</b>	<b>n/a</b>	<b>n/a</b>	<b>School Quality/Student Success</b>
<b>Growth in 4-Year Graduation Rate</b>	<b>n/a</b>	<b>5</b>	<b>School Quality/Student Success</b>
<b>4 Year Graduation Rate</b>	<b>n/a</b>	<b>10</b>	<b>Graduation Rate</b>
<b>5 Year Graduation Rate</b>	<b>n/a</b>	<b>8</b>	<b>Graduation Rate</b>
<b>6 Year Graduation Rate</b>	<b>n/a</b>	<b>7</b>	<b>Graduation Rate</b>
<b>TOTAL POINTS</b>	<b>100</b>	<b>100</b>	