



Draft PEC Performance Framework

PEC WORK SESSION

JULY 20, 2023

Overall Evaluation Ratings

Overall Evaluation	
On Track for Expedited Renewal	The school earns Meets or Exceeds for all performance areas in all frameworks.
On Track for Renewal	The school earns a Meets or Exceeds in all performance areas in the Academic Framework and earns Working to Meet or Meets for all performance areas in the Financial and Operational Frameworks.
On Track for Renewal with Conditions	The school earns Working to Meet in one or more performance areas of the Academic Framework but does not meet the criteria for Does Not Meet Performance Expectations .
Not On Track for Renewal	Earns a Does Not Meet in 1.A or 1.B. or in three (3) or more performance areas of the Academic Framework. OR The school earns (8) eight or more Does Not Meet ratings across the Academic, Organizational, and Financial Frameworks.
Not Applicable	The school is in its first year of operation. Data will be displayed for each applicable measure for informational purposes only.

Individual Indicator Ratings

Performance Area Rating	Definition
Exceeds Performance Expectations	Academic Framework only: The school's outcomes are exemplary in this performance area.
Meets Performance Expectations	The school's outcomes meet expectations in this performance area.
Working to Meet Performance Expectations	The school is showing inconsistencies in the performance area that warrant oversight by the Commission to ensure outcomes are met.
Does Not Meet Performance Expectations	The school is not meeting the expectations in the performance area, which warrants warrant oversight by the Commission to ensure outcomes are met.
Not Applicable	Academic and Organizational Frameworks: The school is in its first year and lacks sufficient data. Financial Framework: The school is in its first two years of operation and lacks sufficient data; financials will be reviewed, however, and feedback provided.

Part 1- Academic Performance

Framework	Category	Performance Area
Academic	State Accountability Indicators	1.A. State Accountability System
		1.B. Outcomes for Special Student Groups
		1.C. Participation Rate
	School-Specific Educational Measures	2.A. Mission Goal
		2.B. Education Program Implementation
		2.C. Conducive Learning Culture
Organizational	Governing Body Membership, Training, and Responsibilities	3.A.1. Membership
		3.A.2. Training
		3.A.3. Meeting Transparency and Documentation
	Equitable Enrollment Process	3.B. Non-discriminatory enrollment process
Compliance with Legal Requirements	3.C. Annual Compliance Requirements	
Financial	Financial Health	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

State Accountability Indicators- State Accountability System

1.A. State Accountability System: The school ensures students meet or exceed the expectations established by PED for all New Mexican students, including sufficient academic achievement and academic growth.

Option 1

1.A.1.	The school's overall performance on the state accountability system using the state assessment rating as compared to all other public schools.	<p>Exceeds: 76th to 99th percentile</p> <p>Meets: 51st to 75th percentile</p> <p>Working to Meet: 26th to 50th percentile</p> <p>Does Not Meet: 25th percentile or below (intervention category)</p>
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Option 3

1.A.3.	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>The school must negotiate a performance scale that is comparable to Option 1 and, based on 100 points, approved by PEC.</p> <p>Exceeds: ≥ 80% of possible points</p> <p>Meets: < 80% but ≥ 65% of possible points</p> <p>Working to Meet: < 65% but ≥ 50% of possible points</p> <p>Does Not Meet: < 50% of possible points</p>
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Previous- PED Accountability Only
Proposed- PED Accountability OR
2 Other Options for Schools to Consider

State Accountability Indicators- State Accountability System

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.

<p>1.A.2.</p>	<p>The school's overall performance on the state accountability system using the state assessment,</p> <p style="text-align: center;">AND</p> <p>Supplemental proficiency and growth data using PED-approved nationally and/or state-normed assessments 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> <p style="text-align: center;">Option 2</p>	<p>Exceeds: 76th to 99th percentile on the state accountability system</p> <p style="text-align: center;">OR</p> <p>51st to 75th percentile on the state accountability system AND, based on the school's assessment and growth measure, at least 80% of students meet one or more of the following proficiency or growth criteria in both reading and math:</p> <ul style="list-style-type: none"> • At or above grade level (or grade level equivalent) • Meet their growth target • Show the equivalent of one year's worth of growth • Other, as defined by the testing company <p>Meets: 51st to 75th percentile of all schools on the state accountability system</p> <p style="text-align: center;">OR</p> <p>26th to 50th percentile on the state accountability system AND, based on the school's assessment and growth measure, at least 60% of students meet one or more of the proficiency or growth criteria.</p> <p>Working to Meet: 26th to 50th percentile of all schools</p> <p style="text-align: center;">OR</p> <p>25th percentile of all on the state accountability system AND, based on the school's assessment and growth measure, at least 50% of students meet one or more of the proficiency or growth criteria.</p> <p>Does Not Meet: 25th percentile or below of all schools on the state accountability system AND does not meet the criteria established for "Working to Meet."</p>
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State Accountability Indicators- Outcomes for Student Groups

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

Option 1

1.B.1.	The school's performance on the state accountability system for student groups with ten (10) or more students using the state assessment and the state-generated grade, if applicable.	<p>Exceeds: In reading and math, at least 75% of students in each student group meet their growth target</p> <p>Meets: In reading and math, at least 60% of students in each student group meet their growth target</p> <p>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</p> <p>Does Not Meet: In reading and math, over half of the student groups with 10 or more students have fewer than 30% of students meet their growth target</p>
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Option 3

1.A.3.	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>The school must negotiate a performance scale that is comparable to Option 1 and, based on 100 points, approved by PEC.</p> <p>Exceeds: ≥ 80% of possible points</p> <p>Meets: < 80% but ≥ 65% of possible points</p> <p>Working to Meet: < 65% but ≥ 50% of possible points</p> <p>Does Not Meet: < 50% of possible points</p>
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State Accountability Indicators- Outcomes for Student Groups

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

Option 2

1.B.2.	The school's performance on the state accountability system using the state assessment by special student groups, AND Supplemental proficiency and growth data using PED-approved nationally normed assessments 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.	In reading and math, for each student group with 10 or more students: Exceeds: at least 75% of students meet their growth target on the state accountability system OR on their pre-approved assessment, as per their assessment guidelines Meets: at least 60% of students meet their growth target, as per their assessment guidelines 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 Does Not Meet: Over half of the student groups have fewer than 30% of students attain their student growth target on the state accountability system AND their school-specific assessments.
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State Accountability Indicators- Participation Rate

1.C. Participation Rate: The school assesses student progress and achievement annually.

<p>The school complies with state and contractual assessment requirements.</p>	<p>Participation in all state-wide assessments:</p> <p>Exceeds: $\geq 95\%$ of all students and of every student group</p> <p>Meets: $\geq 95\%$ of all students</p> <p>Working to Meet: $< 95\%$ but $\geq 85\%$ of all students</p> <p>Does Not Meet: $< 85\%$ of all students</p>
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School-Specific Educational Indicators- Mission Goal

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.

2.A.1.	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.	<p>Supporting Narrative: Using Results-Based Accountability (RBA) as a model, reflect on the following questions: How much did the school do? How well did the school do it? Is anyone better off as a result? How do you know?</p>
2.A.2.	Schools may add a second Mission-Specific Goal into their charter contract that follows the guidance under the same guidelines as for Option 1. The school will receive a rating for each goal.	<p>Exceeds: exemplary performance for all students as negotiated in contract</p> <p>Meets: meets performance for all students as negotiated in contract</p> <p>Working to Meet: does not exceed or meet performance for all students, but is higher than does not meet as negotiated in contract</p> <p>Does Not Meet: does not meet performance for all students as negotiated in contract</p>

School-Specific Educational Indicators- Education Program Implementation

2.B. Education Program Implementation: The school's education program fulfills a need in the community in which they serve, as documented in their charter contract and PEC-approved amendments.

<p>The school is implementing the program as outlined in its charter contract.</p>	<p>During the annual site visit conducted by CSD:</p> <p>Meets: All elements of the education program as outlined in the charter contract are implemented when CSD does its annual site visit review.</p> <p>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.</p> <p>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.</p>
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School-Specific Educational Indicators- Conducive Learning Culture

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.

Eligible student re-enrollment (recurrent enrollment) in the school from the 40 th day count of the previous school year to the 40 th day count of the current school year.	Percentage of eligible students who re-enroll: Exceeds: $\geq 90\%$ Meets: $< 90\%$ but $\geq 80\%$ Working to Meet: $< 80\%$ but $\geq 70\%$ Does Not Meet: $< 70\%$
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Part 2- Organizational Performance

Framework	Category	Performance Area
Academic	State Accountability Indicators	1.A. State Accountability System
		1.B. Outcomes for Special Student Groups
		1.C. Participation Rate
	School-Specific Educational Measures	2.A. Mission Goal
		2.B. Education Program Implementation
		2.C. Conducive Learning Culture
Organizational	Governing Body Membership, Training, and Responsibilities	3.A.1. Membership
		3.A.2. Training
		3.A.3. Meeting Transparency and Documentation
	Equitable Enrollment Process	3.B. Non-discriminatory enrollment process
Compliance with Legal Requirements	3.C. Annual Compliance Requirements	
Financial	Financial Health	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

Governing Body Membership, Training, & Responsibilities Indicators- Membership

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.

3.A.1. Membership	The number of governing council members stays within the range designated in the school's bylaws.	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) 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)
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Governing Body Membership, Training, & Responsibilities Indicators- Training

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.

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 by the end of the fiscal year.	<p>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 by the end of the fiscal year.</p> <p>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 by the end of the fiscal year.</p> <p>Does Not Meet: The school did not meet the criteria for Working to Meet.</p>
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Governing Body Membership, Training, & Responsibilities Indicators- Meeting Transparency & Documentation

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.

<p>3.A.3. Meeting Transparency and Documentation</p>	<p>The school is in compliance with publicly posting meetings, minutes, and calendar of meetings.</p>	<p>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) 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.</p> <p>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) 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.</p> <p>Does Not Meet: 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>
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Equitable Enrollment Process- Non-discriminatory Enrollment Process

3.B. Equitable Enrollment Process: The school ensures that all families have the opportunity to learn about, apply to, and enroll in the school.

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.	Meets: The school's Enrollment Policy is consistent with the Lottery Guidance criteria on the CSD website. Does Not Meet: The school does not have an Enrollment Policy, or the Policy does not meet all of the Lottery Guidance criteria.
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Compliance with Legal Requirements- Annual Compliance Requirements

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.

Annual Compliance Requirements	Annual Compliance Requirements as published within 30 days of the PEC Public Discussion, which must occur on or before July 1 of each year	<p>Meets: In compliance with all requirements, is timely with submissions and does not have to resubmit due to errors.</p> <p>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.</p> <p>Does Not Meet: Out of compliance with one or more requirements or the compliance requirement is not submitted.</p>
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Part 3- Financial Performance

Framework	Category	Performance Area
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		1.B. Outcomes for Special Student Groups
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		4.C. Financial Reporting and Compliance
		4.D. Fiscal Oversight
		4.E. Enrollment Variance

Financial Health Indicators- Days of Cash on Hand

4.A. Days of Cash on Hand: The school demonstrates its financial health by having sufficient cash to ensure operations can withstand an immediate need.

The school has the cash available to pay bills that meet or exceed the expectations established by PEC.

The school's unrestricted days cash ratio is:

Meets: ≥ 60 days **OR** > 30 days with a positive increase in the most recent fiscal year

Working to Meet: > 30 days but does not meet the criteria for "Meets"

Does Not Meet: ≤ 30 days

Financial Health Indicators- Annual Financial Audit

4.B. Annual Financial Audit: The school follows the Generally Accepted Accounting Principles (GAAP), financial management, and internal controls.

The results of the financial audit demonstrate that the school meets basic expectations of financial oversight.

Meets: The school's received audit has an unqualified opinion, is devoid of significant deficiency and material weakness findings, and does not include a going concern disclosure.

Working to Meet: The school does not meet the criteria for "Meets" but demonstrates improvement from the previous year's audit.

Does Not Meet: The school's received audit has a qualified opinion, includes a significant deficiency or material weakness finding, has a going concern disclosure, or the school does not submit a financial audit.

Financial Health Indicators- Financial Reporting and Compliance

4.C. Financial Reporting and Compliance: The school demonstrates its ability to oversee public funding designated for New Mexico's students.

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)

Meets: The school submits all budget request documents and budget approval documents to the PED according to PED's established deadlines; submits quarterly reports according to PEDs established deadlines without frequent, repeated errors; and publicly posts all required reports.

Working to Meet: Sometime during the fiscal year, the school was required to do monthly reporting; **OR** the school does not meet the criteria for "Meets" but does not meet the criteria for "Does Not Meet."

Does Not Meet: The school consistently fails to submit required budget documents or reports according to PED's established deadlines; submits reports with frequent, repeated errors; or fails to publicly post required reports.

Financial Health Indicators- Fiscal Oversight

4.D. Fiscal Oversight: The school and its governing board effectively provide fiscal oversight by establishing, approving, and monitoring annual budget execution and safeguarding the financial health and activities of the school.

The school has employed financial expertise and/or contracts with a licensed business manager and licensed procurement officer.

The governing board:

- has adopted and maintains financial-related policies.
- 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.
- annually reviews the audited financial statements, related reports, and management letters and ensures all findings are addressed.
- has an audit committee that fulfills its requirements as described in statute.
- has a finance committee fulfills its requirements as described in statute.

At least annually, the finance committee tests internal audit controls.

Meets: The school and board provide evidence of compliance with the requirements of all seven indicators during the fiscal year.

Working to Meet: The school and board provide evidence of compliance with the requirements of at least five of the seven indicators during the fiscal year.

Does Not Meet: The school did not meet the criteria for Working to Meet.

Financial Health Indicators- Enrollment Variance

4.E. Enrollment Variance: The school's budgeted enrollment is close to its actual enrollment, requiring no or slight budget revisions.

<p>The school makes accurate enrollment assumptions, resulting in a budget that is sound.</p>	<p>Enrollment variance (actual enrollment/budgeted enrollment) is:</p> <p>Meets: $\geq 95\%$</p> <p>Working to Meet: $< 95\%$ but $\geq 85\%$</p> <p>Does Not Meet: $< 85\%$</p>
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Timeline for Approval & Feedback

- ▶ **December 2022**
 - ▶ PF Framework Working Group Proposal at PCSNM Conference, Feedback Received
- ▶ **January 19, 2023**
 - ▶ First Reading- Draft Performance Framework presented to PEC and posted online for feedback
- ▶ **February 16, 2023**
 - ▶ Second Reading- Updated Framework presented to PEC with input considered from schools and public
- ▶ **March – June 2023**
 - ▶ Draft revised based on continuous school feedback. Data analysis done on proposed indicators.
- ▶ **July 20, 2023**
 - ▶ First Reading- Final Draft Performance Framework presented at PEC work session
- ▶ **August 24- 25, 2023**
 - ▶ Second Reading- Final Draft Performance Framework will be presented at PEC work session
 - ▶ Possible vote at PEC Meeting on 8/25
- ▶ **September 2023**
 - ▶ Schools able to opt-in to new Performance Framework, can renegotiate contract
- ▶ **July 1, 2024**
 - ▶ Performance Framework fully adopted, schools with contracts starting July 2024 will be on updated PF.