



New Mexico Public Education Department Charter Schools Division

Charter School Annual Monitoring Site Visit Protocol 2024-25

Options for Parents and Families Division
Public Education Department
300 Don Gaspar Ave.
Santa Fe, NM 87501
(505) 827-6909
charter.schools@ped.nm.gov

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Purpose and Overview

PEC Performance Review and Accountability System

The Public Education Commission (PEC) serves as the authorizer of charter schools for the state of New Mexico. Under Section 22-8B-12 of the New Mexico Statutes Annotated (NMSA) 1978, the PEC evaluates charter schools through its own student academic outcomes, organizational viability, and ability to operate in a fiscally sound manner.

The annual evaluation, based on the PEC [Performance Framework](#), is conducted by the PEC's authorized representatives in the Charter Schools Division (CSD) of the Public Education Department (PED).

CSD Monitoring Process

The CSD conducts annual reviews by means of both desktop monitoring and onsite visits. As part of the monitoring process, charter schools submit academic, financial, and organizational data to the PEC, various PED divisions, and other governmental entities. The CSD will obtain much of the data required to produce the school's Annual Report through the Nova data system, school reports and by request from PED divisions. Other documents will be requested from charter schools prior to, during, and when needed following, the site visit.

Data requested from schools will be uploaded either into Epicenter or into a Google Drive folder that CSD will provide for each school, as specified by the team lead. A link to that folder will be shared in an email to the school leader and governing board chair from the CSD. A team lead will schedule the site visit and serve as the school's primary point of contact for questions during the monitoring process. Some indicators will be monitored across all schools by a single member of the CSD team, so the school may receive requests from other members of the CSD staff in addition to the team lead for the school.

The CSD will avoid duplicate reporting whenever possible. If data is available from another division within the PED, the CSD will obtain it internally rather than requesting it from schools.

Annual Performance Report

The CSD will provide the school with preliminary ratings on the performance framework indicators within 30 days of the site visit and subsequently with an annual report in accordance with [6.2.9.12 NMAC](#).

Performance Framework

Each state charter school's performance framework is embedded in its contract. Schools with terms beginning in 2021 have contracts that include the framework approved by the PEC May 10, 2019. Schools with terms beginning in 2022 and 2023 have contracts that include the framework approved by the PEC on April 8, 2022. Schools with terms beginning in 2024 have contracts that include the framework approved by the PEC on May 17, 2024, with an updated framework and associated business rules approved on November 15, 2024. All three versions are posted on the PEC [Performance Framework](#) web page.

The **2022 framework** is similar to the **2019 framework**, but moved the financial indicators (2a-f) to the end of the organizational framework and renamed them 5a-f, with organizational indicators 3a-c, 4a-e, and 5a-d renamed as 2a-c, 3a-e, and 4a-d. Indicator numbers from both of these performance

framework versions are listed in the tables of indicators and monitoring processes below. The monitoring process for the **2024 framework** is in the business rules posted on the [Performance Framework](#) web page.

	Indicator		CSD Monitoring Process
	2019 PF	2022 PF	
Educational Program	1.a	1.a	CSD will obtain data from STARS to verify that schools are serving authorized grade levels and are within enrollment cap; team will observe classroom instruction and conduct interviews with school staff and students to observe how the educational program and mission are being implemented.
	1.b	1.b	CSD will obtain data from the PED Assessment Bureau and Special Education Division, and assessment participation data provided by PED Accountability Bureau. Additional data may be requested from schools before, during or after the site visit.
	1.c	1.c	Desktop monitoring in collaboration with Special Education Division, focus group interviews with school stakeholders. Additional data may be requested from schools before, during or after the site visit.
	1.d	1.d	Desktop monitoring in collaboration with Language and Culture Division, STARS EL Error Report, focus group interviews with school stakeholders. Additional data may be requested from schools before, during or after the site visit.
	1.e	1.e	Desktop monitoring in collaboration with other PED bureaus; additional data may be requested from schools before, during or after the site visit.
	1.f	1.f	Desktop monitoring in collaboration with the Priority Schools Bureau; additional data may be requested from schools before, during or after the school site visit.
Financial Oversight	2.a	5.a	Desktop monitoring in collaboration with School Budget Bureau; additional data may be requested from schools before, during or after the school site visit.
	2.b	5.b	CSD review of audit report for prior fiscal year; additional data may be requested from schools before, during or after the school site visit.
	2.c	5.c	CSD review of audit report for prior fiscal year; additional data may be requested from schools before, during or after the school site visit.
	2.d	5.d	Desktop monitoring in collaboration with the Administrative Services Division; additional data may be requested from schools before, during or after the site visit.
	2.e	5.e	Desktop monitoring of amendment requests; additional data may be requested from schools before, during or after the site visit.

	Indicator		CSD Monitoring Process
	2019 PF	2022 PF	
	2.f	5.f	Desktop monitoring in collaboration with other PED bureaus; additional data may be requested from schools before, during or after the site visit.
Governance; Reporting	3.a	2.a	Desktop monitoring including governing council training hours, board meetings, and adherence to OMA, bylaws, and board policies. Website will be reviewed, and additional data may be requested before, during or after the site visit.
	3.b	2.b	Desktop monitoring; schools provide conflict of interest and nepotism policies to CSD if those are not available on the school's website.
	3.c	2.c	Desktop monitoring in collaboration with other PED bureaus; additional data may be requested from schools before, during or after the site visit.
Students and Employees	4.a	3.a	Desktop monitoring in collaboration with Student Success & Wellness Bureau and other PED bureaus; review of lottery and admission policies on school website; additional data may be requested from schools before, during or after the school site visit.
	4.b	3.b	Desktop monitoring; no data required from schools unless issues arise.
	4.c	3.c	Desktop monitoring by STARS reports in collaboration with the Licensure Bureau and requested waivers; additional data may be requested from schools before, during or after the site visit.
	4.d	3.d	School mentorship program for new teachers, teacher observation/feedback system, desktop monitoring in collaboration with the Educator Quality Bureau. Additional data may be requested from schools before, during or after the visit.
	4.e	3.e	Desktop monitoring in collaboration with the Licensure Bureau; no data required from schools unless issues arise; evidence of staff background checks provided upon request.
School Environment	5.a	4.a	Desktop monitoring in collaboration with the Public Schools Facilities Authority (PSFA); facilities walkthrough during site visit; facilities documents provided to CSD upon request.
	5.b	4.b	Desktop monitoring in collaboration with the Transportation Bureau; no data required from schools unless issues arise.
	5.c	4.c	Desktop monitoring in collaboration with the Safe and Healthy Schools Bureau; immunization records available upon request
	5.d	4.d	Desktop monitoring in collaboration with other PED bureaus; additional data may be requested from schools before, during or after the site visit.

Site Visit

Classroom Observations

The site visit team will observe classroom instruction for approximately 20-minute periods, with the goal of seeing as many different grade levels and subject areas as is feasible, including special education and intervention classes. Observers will use an observation protocol and will not record the name of the teacher.

Interviews and Focus Groups

The CSD team will meet with the school leadership team, business manager, teachers, students, and governing board members.

Coordinating and Scheduling the Site Visit

The CSD team lead will contact the head administrator and governing board chair to schedule the visit. The site visit team will usually consist of 2-4 members, depending on the size of the school, and may include contractors and members of other PED bureaus as well as CSD staff. The CSD team lead will place a site visit schedule in the school's Google folder.

Responsibilities and Expectations

Responsibilities of the School

Before the site visit:

- Upload to the Google folder:
 - Class schedule
 - Map of school campus
 - Any other documents requested by CSD
- Explain the site visit process and Protocol procedures to school community members.
- Submit all documents requested by the CSD and the site visit team leader in a timely manner.
- Participate in a meeting/phone call with the team leader to begin the planning process and discuss the requirements of the site visit.
- Work with the team lead to develop the site visit schedule and inform the school community of the schedule and the team's open access to classrooms and school activities.
- Gather a representative group for each focus group to be conducted during the site visit through an open invitation and inform each participant of the time and place of the meeting. CSD may request to randomly select students for the student focus group.
- Designate a contact person (typically the head administrator) who will be available to respond to team inquiries and requests prior to and during the visit.
- Reserve a comfortable, private, and secure working space for the site visit team that will not be used for other purposes during the visit.

- Reserve a private space for the site visit team to conduct focus groups and interviews. Be sure the space is large enough to comfortably accommodate the largest focus group.

During the site visit:

- Provide Wi-Fi access to the team.
- The Head Administrator (or designee) should be available to respond to team inquiries.
- Post the schedule for each classroom and other instructional spaces on or just outside the door.
- Post a notice on the door of any instructional space where a substitute teacher is in charge.
- Provide access to all personnel and instructional spaces requested by the team.
- Ensure that focus group participants arrive on time.
- Focus group and interview participants are expected to provide informative, accurate, and responsive answers to team questions. Assume that all responses are “on the record.”
- Communicate any concerns regarding the team’s actions to the team lead and the CSD Director.

After the site visit:

- Respond promptly to any requests for clarification from the team.

Responsibilities of the Site Visit Team

Before the site visit:

- Assemble a team of individuals from the CSD, PED colleagues and/or contractors whose professional backgrounds and expertise are relevant. The team may include member(s) who can provide expertise related to the school’s mission, operations, academic program, population, and/or environment and who have expertise in understanding the needs of diverse learners, including students with disabilities and English learners.
- Ensure that all team members have a sufficient understanding of charter schools and the legal requirements of charter schools in New Mexico.
- Ensure that the team includes enough team members so that two team members are present for each focus group and the team can conduct a sufficient number of classroom observations.
- Disclose to the CSD any prior or current business or personal relationship between a team member, or an organization employing the team member, and the school.
- Designate a team leader who will serve as the team’s liaison with the school and the CSD, coordinate the work of team members while on site, and lead the team’s work in preparing for the visit, collecting the site visit notes, and drafting the Annual Performance Report.
- Engage in site visit training.
- Schedule a meeting/phone call with the head administrator of the school to begin the planning process and discuss the requirements of the site visit.
- Schedule enough classroom observations, ensure focus groups are set.
- Ensure that team members have reviewed all relevant documents and developed focus group questions and observations that are informed by that review and that allow the team to gather sufficient data and evidence in the areas of inquiry.

- Conduct a call with the head(s) of school just before the visit to confirm details of the visit, including logistics, the schedule, and the list of focus group attendees.

During the site visit:

- Engage in COVID-safe practices if requested by the school.
- Bring water, lunch and/or snacks; school is **not** expected to provide these.
- Take detailed, accurate and relevant notes during interviews and observations.
- Conduct enough classroom observations, documenting what is observed.
- Avoid conducting observations of instruction led by short-term substitute teachers.
- Review all academic and other mission-related programs provided by the school, including regular education, inclusion, Special Education, pull-out classrooms, and after-school programs.
- Facilitate the team process to share, sort, and substantiate relevant evidence. The team leader is responsible for guiding the team through a process during which team members share the evidence they have collected and use their professional expertise to evaluate the quality of the evidence, so that team members' individual viewpoints coalesce into a collective perspective.

After the site visit:

- Contact the school by telephone or email only for clarification of important questions.
- Provide preliminary and final reports to the school in accordance with [6.2.9.12 NMAC](#).

Site Visit Team Code of Conduct

The site visit team's conduct throughout the site visit process can significantly affect the team's ability to obtain and report information regarding the school's performance; it can also influence perceptions of the school community about the objectivity of the site visit process and report. This Code of Conduct provides guidance for team members (including team members from CSD as well as external team members) in fulfilling their assigned responsibilities.

- Acknowledge and respect the Code of Ethics ([NMAC 6.60.9.8](#)) and Standards of Professional Conduct for Educators ([NMAC 6.60.9.9](#))
- Ensure that you review all necessary materials, including this Protocol and the documents and information provided in advance of the site visit by the CSD and the school.
- Approach the review of a school with a clear understanding of the school's mission, grade levels, and population served.
- Understand your obligation to conduct the site visit without personal or professional bias and act accordingly, including disclosing any possible conflicts of interest, e.g., prior relationships with school staff, students, or families.
- Ensure that all of your communications with the school are professional and courteous in tone.
- Arrive at the school on time and closely follow the schedule for the day. Inform the school contact immediately of any changes to the agreed-upon schedule.

- Refrain from using your cell phone during classroom observations, focus groups, and team meetings. Site visitors may use the lunch break to use cell phones and check email.
- Avoid unnecessary disruptions to school and classroom routines while performing your assigned tasks such as classroom observations.
- Under no circumstances criticize the work of a teacher or anyone else involved with the school during an observation or focus group.
- Where appropriate, ensure the confidentiality of school information such as student names and personnel information.
- Do not offer personal or professional opinions or recommendations, even if solicited by interviewees.
- Reject requests from those interviewed to speak “off the record”; all conversations and other evidence gathered during the site visit are considered “on the record.”
- Bring water bottles, lunch and/or snacks.
- Do not evaluate the performance of individuals, either orally or in written descriptions of the evidence.
- Findings must be supported by evidence in documents, focus groups and observations.
- Treat the draft site visit report, notes, and related evidence as confidential.
- Refrain from communications with outside groups or individuals. Do not discuss the site visit or your opinions regarding individuals working at the school with outside groups or individuals, including the media.
- Contact the CSD Director immediately in a private setting if you observe any egregious, illegal, or violent behavior that poses an immediate threat to the students or staff at the school.

Sample Site Visit Schedule

This is a sample schedule for the site visit team’s work at the school. The schedule illustrates the types of activities that occur during a typical site visit. The actual schedule will be developed by the CSD team leader in consultation with the school’s head administrator or designee.

Time	[Team Member 1]	[Team Member 2]	[Team Member 3]
7:30-8:00	Team Meeting		
8:00-8:30	Meeting with Head Administrator		
8:30-9:30	Governing Board Focus Group		Meeting with Business Manager
9:30-11:00	Classroom Observations		
11:00-12:00	Classroom Observations	Teacher Focus Group: General Education, Special Education, and ELD Staff	
12:00-1:00	Lunch/Document Review		
1:00-2:00	Student/Family Support Staff Focus Group	Classroom Observations	Student/Family Support Staff Focus Group
2:00-2:30	Student Focus Group		Classroom Observations
3:00-4:15	Team Time		
4:15-4:45	Exit Discussion with Head Administrator		

Appendices

Appendix A: Rubric for 2019 Performance Framework

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
Educational Program				
1.a.	Is the school implementing the mission and material terms of the approved charter application as defined in the Charter Contract?	Serving authorized grades; within enrollment cap; classroom observations and interviews demonstrate that educational program and mission being implemented, unless otherwise specified in contract	Observations and interviews demonstrate program/mission being implemented > 50%; plan in place for full implementation	One or more: exceeds enrollment cap; serving a grade not authorized in contract; program/mission implemented with < 50% fidelity; no plan in place for full implementation
1.b.	Does the school comply with state and contractual assessment requirements?	DTC appointed, attended all trainings; administered state assessments to 95% of students (if fewer, can justify); administered interims and contract-specified assessments; no substantiated complaints re administering accommodations	DTC appointed within 30 days of notice; attended some training; administered assessments 85-94% of students, plan in place to increase participation; interims/other assessments partially administered, plan in place for full administration; accommodations not provided to all SWD but plan in place to provide	No DTC appointed 30 days after notice; no training; assessments administered to <85% of students without adequate justification; interims/assessments in contract not administered and no CSD-approved plan for administration in future; accommodations not provided to all SWD and no plan in place to provide in future
1.c.	Is the school protecting the rights of students with special needs?	No due process hearing resulting in finding of non-compliance; not cited for non-compliance with federal or state SPED rules; no OCR complaints found valid; no state-level CAP in place	Does not meet 1 or 2 of the Meets requirements; plan in place to correct; if a state-level CAP in place, in compliance	Does not meet 3+ of the Meets requirements, or no plan in place to correct one or more of the issues
1.d.	Is the school protecting the rights of English Learner students?	No due process hearing resulting in finding of non-compliance with federal or state ELD rules; follows correct EL identification process; provides ELD instruction	Does not meet 1 or 2 of the Meets requirements; plan in place to correct	Does not meet 3+ of the Meets requirements, or no plan in place to correct one or more of the issues

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
1.e.	Does the school comply with federal and state grant program requirements?	Other bureaus report no issues with implementing program requirements	Issue with implementing 1-2 programs; plan in place to resolve issue	Issues with implementing 3+ programs; no plan in place
1.f.	Does the school implement a DASH School Improvement Plan?	DASH plan submitted and approved if PSB designation	DASH plan in progress	No DASH plan submitted or in progress
Financial Management and Oversight				
2.a.	Is the school meeting financial reporting and compliance requirements?	Quarterly reports to SBB; submits all reports timely; if CAP, meets requirements	3 quarterly reports timely; frequent/repeated errors in reporting; CAP requirements submitted late	0-2 quarterly reports submitted timely; monthly reporting required; CAP requirements not submitted
2.b.	Is the school following Generally Accepted Accounting Principles?	0-2 total audit findings; no material weakness; no significant deficiency; no waste or fraud findings	No Working to Meet: either Meets or Does Not	any significant deficiency or material weakness finding; REMOVE: 2+ waste or fraud findings; 5+ total findings
2.c.	Is the school responsive to audit findings?	0 repeat audit findings; no repeat findings across 2+ years	1 repeat finding (single year)	2+ repeat findings; repeat finding(s) across 2+ years or 1 3+ year finding
2.d.	Is the school managing grant funds responsibly?	Requests allowable reimbursements within two months of receiving an award letter; expends at least 80% of reverting grant funds	Lags (two or more months after an award letter) in submitting RfRs; more than 50% of FY reimbursement is requested in June; expends <80% of reverting grant funds	Repeatedly submits unallowable expenditure requests; expends < 50% of reverting grant funds
2.e.	Is the school adequately staffed to ensure proper fiscal management?	0-2 business manager changes in year; 0-1 months without a CPO; the governing council's audit committee and finance subcommittee are properly constituted and meet as required.	3 business manager changes in year; 2-3 months without a CPO; inconsistencies in finance and audit committee membership or meetings	3+ business manager changes in year; 4+ months without a CPO; non-functioning finance and audit committee membership or meetings
2.f.	Is the school meeting their obligations timely and with appropriate internal controls?	No audit findings for late fees paid; process in place to track accounts payable transactions	An issue of schools not meeting obligations is called to CSD attention and the school has addressed issue	School not meeting obligations and has not addressed
Governance and Reporting				
3.a.	Is the school complying with governance requirements?	Meets all membership, training requirements, and evidence that the board provides financial oversight	80% of training hours for all members serving at least 6 months are complete; no positions unfilled; uneven board financial oversight	> 80% of training hours complete or more than one position unfilled or no board financial oversight

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
3.b.	Is the school complying with nepotism and conflict of interest requirements?	No substantiated complaints of nepotism or conflict of interest	Substantiated complaint with plan in place to address	Substantiated complaint; no plan in place to address
3.c.	Is the school meeting reporting requirements?	No concerns meeting reporting deadlines set by the PEC, CSD and other PED bureaus/divisions; no untimely submission of amendment requests	Concerns on reporting or meeting requirements addressed adequately and timely; 1-2 untimely submission of amendment requests	Concerns meeting requirements not addressed adequately and timely; 3+ untimely submissions of amendment requests
Students and Employees				
4.a.	Is the school protecting the rights of all students?	No valid complaints re discipline, secular education; lottery policy on website meets CSD standards; complies with McKinney-Vento; complaint policy in alignment with 6.10.3 NMAC	1-2 complaints determined valid, with plan to correct; lottery policy largely meets CSD standards; school working to comply with McKinney-Vento; complaint policy not in alignment with 6.10.3 NMAC	3+ valid complaints, or 1-2 complaints with no CAP; lottery policy does not meet CSD standards; school does not comply with McKinney-Vento; no complaint policy
4.b.	Does the school meet attendance, retention, and recurrent enrollment goals for students?	Meets targets of 95% attendance, 80% retention to end of SY, and 70% reenrollment between SYs	Does not meet targets, but implements a robust plan to engage students	Does not meet targets and does not implement a robust plan to engage students
4.c.	Is the school meeting teacher and other staff credentialing requirements?	Licensure discrepancies resolved within 90 days of school year	Licensure discrepancies resolved by 120D	Licensure discrepancies not resolved by 120D
4.d.	Is the school respecting employee rights?	All teachers evaluated (Elevate or other system) and maintains documentation of feedback to staff, mentorship program in place. Teacher compensation meets or exceeds minimum requirements. No verified complaints regarding teacher rights.	School has no evidence of meeting all standards, but has a plan in place and corrects findings within 30 days of concern noted.	School has no evidence of meeting standards and fails to make corrections.

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
4.e.	Is the school completing required background checks and reporting ethical violations?	School has evidence of background check results reflecting no hits at the time of hire in the file for every staff member; no unreported ethical violations; plan in place to deal with any reported violations	The school has employees without background checks complete and provides evidence that those staff are not alone with students	The school has unreported ethical violations, or the school has employees without background checks complete and does not provide evidence that those staff are not alone with students
School Environment				
5.a.	Is the school complying with facilities requirements?	School has a current lease agreement with no PSFA concerns; no complaints about safety/condition/cleanliness of facilities, ; all documents listed in PF produced upon request; no safety concerns observed at site visit	Issues with lease agreement resolved within 30 days; 1-2 complaints, resolved within 30 days; requested documents unavailable upon request but produced within 30 days; minor safety concerns observed at site visit resolved within 30 days	Issues with lease agreement not resolved; complaints not resolved within 30 days safety concerns observed at site visit not resolved within 30 days
5.b.	Is the school complying with transportation requirements?	If the school provides transportation, it complies with all applicable statutes and policies.	If the school is not complying with applicable statutes or policies, it has an approved plan in place to comply, and does so within 30 days	The school does not comply with applicable statutes or policies, and either has no approved plan to comply, or does not do so within 30 days.
5.c.	Is the school complying with health and safety requirements?	Evidence that school conducts emergency drills, complies with immunization requirements, Safe Schools Plan (SSP) submitted and approved; Covid-safe practices evident	1-2 substantiated complaints about safety practices/health procedures, plan in place to correct; SSP submitted but not approved; concerns re Covid-safe practices	3+ verified complaints, no approved plan to correct, or not corrected within 30 days; SSP not submitted; serious or multiple concerns re Covid-safe practices
5.d.	Is the school handling information appropriately?	No verified complaints about FERPA, HIPAA, or other staff, parent, or student information mishandling	1-2 complaints; plan to resolve	3+ complaints or no plan to resolve

Appendix B: Rubric for 2022 Performance Framework

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
Educational Program				
1.a.	Is the school implementing the mission and material terms of the approved charter application as defined in the Charter Contract?	Serving authorized grades; within enrollment cap; classroom observations and interviews demonstrate that educational program and mission being implemented, unless otherwise specified in contract	Observations and interviews demonstrate program/mission being implemented > 50%; plan in place for full implementation	One or more: exceeds enrollment cap; serving a grade not authorized in contract; program/mission implemented with < 50% fidelity; no plan in place for full implementation
1.b.	Does the school comply with state and contractual assessment requirements?	DTC appointed, attended all trainings; administered state assessments to 95% of students (if fewer, can justify); administered interims and contract-specified assessments; no substantiated complaints re administering accommodations	DTC appointed within 30 days of notice; attended some training; administered assessments 85-94% of students, plan in place to increase participation; interims/other assessments partially administered, plan in place for full administration; accommodations not provided to all SWD but plan in place to provide	No DTC appointed 30 days after notice; no training; assessments administered to <85% of students without adequate justification; interims/assessments in contract not administered and no CSD-approved plan for administration in future; accommodations not provided to all SWD and no plan in place to provide in future
1.c.	Is the school protecting the rights of students with special needs?	No due process hearing resulting in finding of non-compliance; not cited for non-compliance with federal or state SPED rules; no OCR complaints found valid; no state-level CAP in place	Does not meet 1 or 2 of the Meets requirements; plan in place to correct; if a state-level CAP in place, in compliance	Does not meet 3+ of the Meets requirements, or no plan in place to correct one or more of the issues
1.d.	Is the school protecting the rights of English Learner students?	No due process hearing resulting in finding of non-compliance with federal or state ELD rules; follows correct EL identification process; provides ELD instruction	Does not meet 1 or 2 of the Meets requirements; plan in place to correct	Does not meet 3+ of the Meets requirements, or no plan in place to correct one or more of the issues
1.e.	Does the school comply with federal and state grant program requirements?	Other bureaus report no issues with implementing program requirements	Issue with implementing 1-2 programs; plan in place to resolve issue	Issues with implementing 3+ programs; no plan in place

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
1.f.	Does the school implement a DASH School Improvement Plan?	DASH plan submitted and approved if PSB designation	DASH plan in progress	No DASH plan submitted or in progress
Governance and Reporting				
2.a.	Is the school complying with governance requirements?	Meets all membership, training requirements, and evidence that the board provides financial oversight	80% of training hours for all members serving at least 6 months are complete; no positions unfilled; uneven board financial oversight	> 80% of training hours complete or more than one position unfilled or no board financial oversight
2.b.	Is the school complying with nepotism and conflict of interest requirements?	No substantiated complaints of nepotism or conflict of interest	Substantiated complaint with plan in place to address	Substantiated complaint; no plan in place to address
2.c.	Is the school meeting reporting requirements?	No concerns meeting reporting deadlines set by the PEC, CSD and other PED bureaus/divisions; no untimely submission of amendment requests	Concerns on reporting or meeting requirements addressed adequately and timely ;1-2 untimely submission of amendment requests	Concerns meeting requirements not addressed adequately and timely; 3+ untimely submissions of amendment requests
Students and Employees				
3.a.	Is the school protecting the rights of all students?	No valid complaints re discipline, secular education; lottery policy on website meets CSD standards; complies with McKinney-Vento; complaint policy in alignment with 6.10.3 NMAC	1-2 complaints determined valid, with plan to correct; lottery policy largely meets CSD standards; school working to comply with McKinney-Vento; complaint policy not in alignment with 6.10.3 NMAC	3+ valid complaints, or 1-2 complaints with no CAP; lottery policy does not meet CSD standards; school does not comply with McKinney-Vento; no complaint policy
3.b.	Does the school meet attendance, retention, and recurrent enrollment goals for students?	Meets targets of 95% attendance, 80% retention to end of SY, and 70% reenrollment between SYs	Does not meet targets, but implements a robust plan to engage students	Does not meet targets and does not implement a robust plan to engage students
3.c.	Is the school meeting teacher and other staff credentialing requirements?	Licensure discrepancies resolved within 90 days of school year	Licensure discrepancies resolved by 120D	Licensure discrepancies not resolved by 120D

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
3.d.	Is the school respecting employee rights?	All teachers evaluated (Elevate or other system) and maintains documentation of feedback to staff, mentorship program in place. Teacher compensation meets or exceeds minimum requirements. No verified complaints regarding teacher rights.	School has no evidence of meeting all standards, but has a plan in place and corrects findings within 30 days of concern noted.	School has no evidence of meeting standards and fails to make corrections.
3.e.	Is the school completing required background checks and reporting ethical violations?	School has evidence of background check results reflecting no hits at the time of hire in the file for every staff member; no unreported ethical violations; plan in place to deal with any reported violations	The school has employees without background checks complete and provides evidence that those staff are not alone with students	The school has unreported ethical violations, or the school has employees without background checks complete and does not provide evidence that those staff are not alone with students
School Environment				
4.a.	Is the school complying with facilities requirements?	School has a current lease agreement with no PSFA concerns; no complaints about safety/condition/cleanliness of facilities, ; all documents listed in PF produced upon request; no safety concerns observed at site visit	Issues with lease agreement resolved within 30 days; 1-2 complaints, resolved within 30 days; requested documents unavailable upon request but produced within 30 days; minor safety concerns observed at site visit resolved within 30 days	Issues with lease agreement not resolved; complaints not resolved within 30 days safety concerns observed at site visit not resolved within 30 days
4.b.	Is the school complying with transportation requirements?	If the school provides transportation, it complies with all applicable statutes and policies.	If the school is not complying with applicable statutes or policies, it has an approved plan in place to comply, and does so within 30 days	The school does not comply with applicable statutes or policies, and either has no approved plan to comply, or does not do so within 30 days.
4.c.	Is the school complying with health and safety requirements?	Evidence that school conducts emergency drills, complies with immunization requirements, Safe Schools Plan (SSP) submitted and approved; Covid-safe practices evident	1-2 substantiated complaints about safety practices/health procedures, plan in place to correct; SSP submitted but not approved; concerns re Covid-safe practices	3+ verified complaints, no approved plan to correct, or not corrected within 30 days; SSP not submitted; serious or multiple concerns re Covid-safe practices

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
4.d.	Is the school handling information appropriately?	No verified complaints about FERPA, HIPAA, or other staff, parent, or student information mishandling	1-2 complaints; plan to resolve	3+ complaints or no plan to resolve
4.e.	Is the school making information accessible to the public?	The school maintains a website with contact information for school staff and board members, student/parent handbook, and up to date governance meeting information.	The school maintains a website, and when reminded to update documents by CSD, makes requested adjustments.	The school does not include one or more of the following information on their website: school staff, board membership/meeting information, student/parent handbook
4.f.	Does the school have an equitable and positive school climate that supports students' social and emotional development?	The school has an active equity council, provides evidence of how it is building its capacity to support culturally responsive social emotional learning, and implements high quality support to students with intentional connections to family and community.	The school's equity council is inactive or non-existent, and/or the school speaks to building capacity to support culturally responsive social emotional learning but lacks tangible evidence; and/or the school has few examples of building connections to family and/or community.	The school does not have an active equity council and/or has never had one; and/or the school has no evidence of how it is building its capacity to support culturally responsive social emotional learning, and/or has no evidence of building intentional connections to family and community.
Financial Management and Oversight				
5.a.	Is the school meeting financial reporting and compliance requirements?	Quarterly reports to SBB; submits all reports timely; if CAP, meets requirements	3 quarterly reports timely; frequent/repeated errors in reporting; CAP requirements submitted late	0-2 quarterly reports submitted timely; monthly reporting required; CAP requirements not submitted
5.b.	Is the school following Generally Accepted Accounting Principles?	0-2 total audit findings; no material weakness; no significant deficiency; no waste or fraud findings	No Working to Meet: either Meets or Does Not	any significant deficiency or material weakness finding; REMOVE: 2+ waste or fraud findings; 5+ total findings
5.c.	Is the school responsive to audit findings?	0 repeat audit findings; no repeat findings across 2+ years	1 repeat finding (single year)	2+ repeat findings; repeat finding(s) across 2+ years or 1 3+ year finding
5.d.	Is the school managing grant funds responsibly?	Requests allowable reimbursements within two months of receiving an award letter; expends at least 80% of reverting grant funds	Lags (two or more months after an award letter) in submitting RfRs; more than 50% of FY reimbursement is requested in June; expends <80% of reverting grant funds	Repeatedly submits unallowable expenditure requests; expends < 50% of reverting grant funds

Indicators		Meets Standard (unless otherwise stated, must meet all listed)	Working to Meet Standard (unless otherwise stated, one or more means WTM)	Does Not Meet Standard (unless otherwise stated, one or more means DNM)
5.e.	Is the school adequately staffed to ensure proper fiscal management?	0-2 business manager changes in year; 0-1 months without a CPO; the governing council's audit committee and finance subcommittee are properly constituted and meet as required.	3 business manager changes in year; 2-3 months without a CPO; inconsistencies in finance and audit committee membership or meetings	3+ business manager changes in year; 4+ months without a CPO; non-functioning finance and audit committee membership or meetings
5.f.	Is the school meeting their obligations timely and with appropriate internal controls?	No audit findings for late fees paid; process in place to track accounts payable transactions	An issue of schools not meeting obligations is called to CSD attention and the school has addressed issue	School not meeting obligations and has not addressed

Appendix C: Preliminary and Final Performance Framework Ratings

	Rating	When Rating Is Given
Final Ratings	Exceeds Standard	Only for mission goals; given when school data is submitted
	Meets Standard	Given at EOY for most indicators
	Working to Meet Standard	Given at EOY for most indicators; may be given during SY if evidence warrants
	Does Not Meet Standard	Given at EOY for most indicators; may be given during SY if evidence warrants
	N/A	
Preliminary Ratings	More Data Needed; No Issues Identified	Given when no issues have been identified that require follow-up by the school. If no issues are identified during the rating will be Meets Standard. CSD may receive data during desktop monitoring following the site visit that could change the rating to Follow-up Required or Area of Concern, with a final rating of Working to Meet Standard or Does Not Meet Standard.
	Follow-up Required	Given when follow-up is required by the school, whether in the form of data to be provided or corrective action taken. The final rating may be Meets Standard, Working to Meet Standard, or Does Not Meet Standard, depending on the situation.
	Area of Concern; Follow-up Required	Given when a serious issue is identified and follow-up is required by the school. The final rating will depend on how the issue is resolved.