



In the Fall of 2015 the district developed broad goals that are outlined in the **APS Academic Master Plan**. They include Early Literacy, Career and College Readiness, Developing the Whole Child, and Pathways to High Quality Schools. The Office of Innovation and School Choice's work falls within Goal #2.

- Goal #2 – School Choice and Blended Learning
 - *Recognize that learning is not one size fits all, and provide specialized schools with unique learning environments that build on student's interests, foster a passion for learning, and support learning needs.*

The Office of Innovation and School Choice has begun to develop a **School of Choice Portfolio Strategy**.

- **Vision:** *A systemic portfolio of public school choices includes innovative magnet school and charter school options that meet the needs of students, families, and supports the Albuquerque ecosystem.*
- **Mission:** *Public school choices should be equitably distributed and accessible through educational pathways while attracting enrollment and promoting diversity. APS portfolio schools create networks of unique learning environments with similar themes and missions that have the autonomy and the customized district support to flourish.*

APS Charter School Team consists of four core members who work to support and hold charters schools accountable. The team includes a senior director, a coordinator, special education resource teacher, and a manager of charter school business:

- **Mission:** *The APS Charter School Office empowers public school choice utilizing national authorizing best practices. The team builds strong relationships to support, monitor, and hold schools accountable for quality and innovative educational programs for all students.*
- **Vision:** *The APS Charter School Office will be a model authorizer operating with integrity in collaborative systems that inspires innovative, effective, and financially stable public school choices for Albuquerque students.*

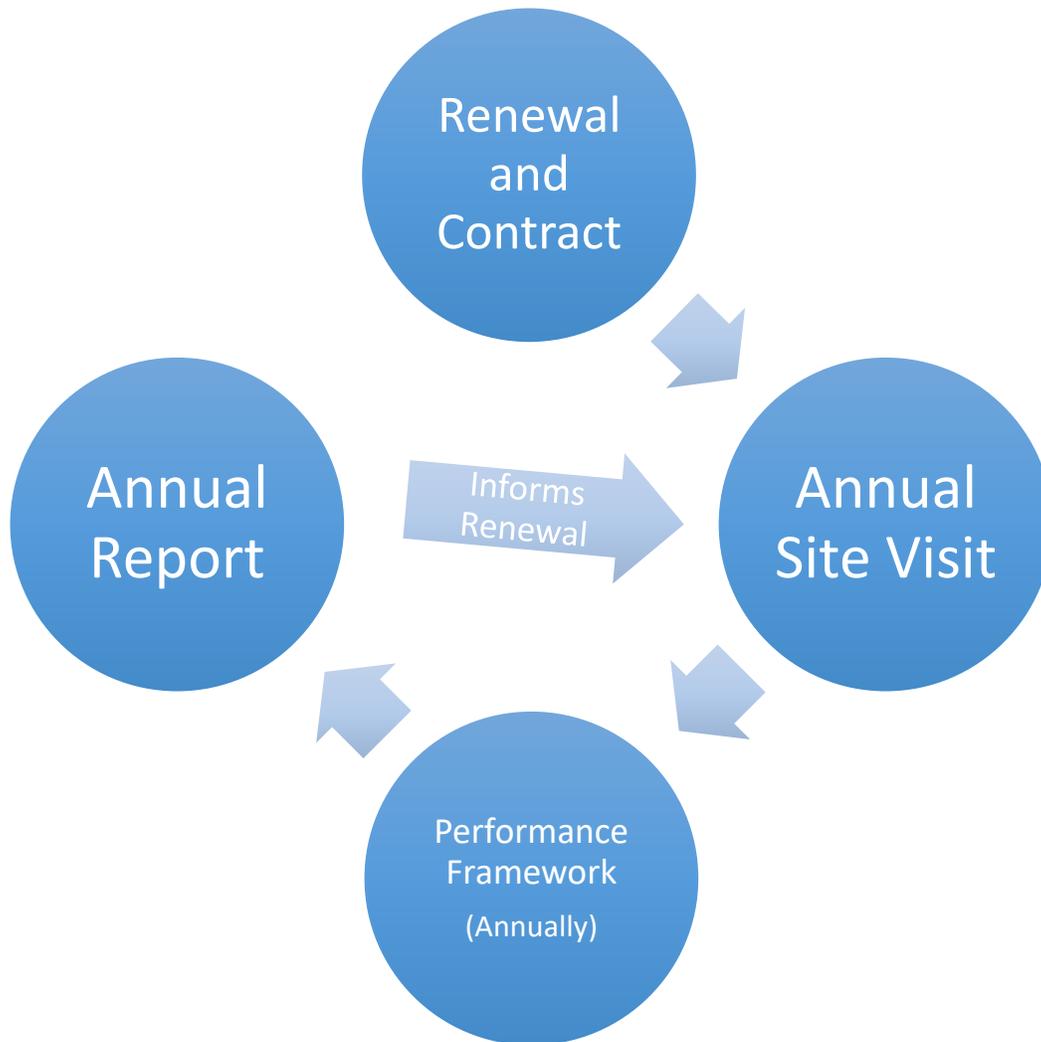
Albuquerque Public Schools Charter School Office and the Board of Education follows national best practices from the **National Association of Charter School Authorizers**. The national organization works to increase and improve quality educational opportunities for children by strengthening charter school authorizing. The work is organized around the belief that for charter schools to play a vital role in providing better schools:

- Quality Authorizing is essential
- Quality authorizers ensure access, autonomy, and accountability
- Authorizers are responsible for the overall performance of their portfolios of schools.



National Association of Charter School Authorizers: Principles for Quality Charter School Authorizing	
Maintain High Standards for Schools	<p>A Quality Authorizer...</p> <ul style="list-style-type: none"> • Sets high standards for approving charter applicants. • Maintains high standards for the schools it oversees. • Effectively cultivates quality charter schools that meet identified educational needs. • Oversees charter schools that, over time, meet the performance standards and targets on a range of measures and metrics set forth in their charter contracts. <i>(Performance Framework)</i> • Closes schools that fail to meet standards and targets set forth in law and by contract.
Uphold School Autonomy	<p>A Quality Authorizer...</p> <ul style="list-style-type: none"> • Honors and preserves core autonomies crucial to school success including: <ul style="list-style-type: none"> ○ Governing board independence from the authorizer; ○ Personnel; ○ School vision and culture; ○ Instructional programming, design, and use of time; and ○ Budgeting • Assumes responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance. • Minimizes administrative and compliance burdens on schools. • Focuses on holding schools accountable for outcomes rather than processes.
Protect Student & Public Interests	<p>A Quality Authorizer...</p> <ul style="list-style-type: none"> • Makes the well-being and interests of students the fundamental value informing all the authorizer’s actions and decisions. • Holds schools accountable for fulfilling fundamental public-education obligations to all students, which includes providing: <ul style="list-style-type: none"> ○ Nonselective, nondiscriminatory access to all eligible students; ○ Fair treatment in admissions and disciplinary actions for all students; and ○ Appropriate services for all students, including those with disabilities and English learners, in accordance with applicable law. • Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing: <ul style="list-style-type: none"> ○ Sound governance, management, and stewardship of public funds; and ○ Public information and operational transparency in accordance with law. • Ensures in its own work: <ul style="list-style-type: none"> ○ Ethical conduct; ○ Focus on the mission of chartering high-quality schools; ○ Clarity, consistency, and public transparency in authorizing policies, practices, and decisions; ○ Effective and efficient public stewardship; and ○ Compliance with applicable laws and regulations • Supports parents and students in being well-informed about the quality of education provided by charter schools.

Charter School Cyclical Accountability Process



Note: If a Charter School has Unsatisfactory Performance, the first step is a Corrective Action Plan (CAP). The CAP should be developed by the school, reviewed and approved by the Charter School Office, and monitored with explicit deadlines by the Charter School Office.



Executive Summary

The National Association of Charter School Authorizers Authorizer (NACSA) Evaluation Report for Albuquerque Public Schools, is a substantive and foundational document that will support the Charter School Office in strategic planning from Fall 2016 through Fall 2021. It is important that this strategic plan be fluid and an organic document for Albuquerque Public Schools. Substantial input has been taken from the Superintendent, the Superintendent's Cabinet, internal staff members who work with charter schools, charter school leaders, and the New Mexico Coalition of Charter Schools. The main priorities from the NACSA report include:

- **Continued collaboration** with individual charter leaders and the New Mexico Coalition of Charter Schools.
 - Strategic collaboration continues, additionally the Director of Charter Schools has continued to meet and do ongoing collaboration with the New Mexico Coalition of Charter Schools. Additionally, we have created a Charter School Design team, made up of 8 charter school leaders who will meet with the director monthly to discuss major issues and to give feedback as this strategic plan gets implemented.
- **Board of Education Training:** Continue to collaborate with the APS Board of Education Office on training for the Board after the next election cycle with support from NACSA. Training will include basic responsibilities of authorization and discussion about vision/goals for charter authorization.
- **Committee on Revision of Performance Contract w/Academic Framework Embedded:** Charter School leaders will be invited to participate in a committee to address the issues brought forward through the NACSA Authorizer Evaluation report. It is essential that the committee consider best practices from NACSA, the State of New Mexico's Public Education Department, and the current contract in place for Albuquerque Public Schools. This document should be used to understand and communicate the schools mission/vision and contractual obligations. A sub-committee will be established of school leaders and business managers to discuss the financial viability and performance area of the contract.
 - The districts performance contract and framework has been updated through the Charter School Design Team. This will be rolled out to the district's charter leaders in the coming weeks and will be presented and implemented along with the site visit.
- **Semester and Annual Reports to the Board of Education/Public:** The Charter School office will develop semester reports and an annual report that will include transparent information including where the charter is on meeting performance contract goals, financial viability and management, special education data compliance, school governance/leadership and other informal/formal information that is captured through in-person visits and contact. This document would also allow space for the school to provide information to the board and public on their performance and work with students. The development of the report will be in collaboration with Charter Leaders and the New Mexico Coalition of Charter Schools. In addition this will comply with NMSA 1978 §22-8B-12G, which states "Every chartering authority shall submit an annual report to the division, including a performance report for each charter school that it oversees, in accordance with the performance framework set forth in the charter contract."
- **Quarterly Reports of Charter School Financial Health:** As schools are in the business of educating students, academic performance should be the primary outcome by which a charter



school is evaluated. But a charter school cannot provide students with a good education if it cannot meet payroll, afford to keep the lights on in the building, or worse yet, improperly uses public funds that should be spent in the classroom. Collaborate with APS Finance to develop a quarterly report of a charter school's financial health using the current financial information that they provide to the district. This will include NACSA best practices of reading and interpreting charter school financial statements; knowing if a school's resources have kept pace with expenses; tracking financial trends; spotting characteristics of financial health, as well as warning signs and red flags; and identifying if a charter school is gaining or losing financial ground (NACSA, 2009). The quarterly reports will be included in summary form in the semester reports to the Board of Education and Public.

- **Committee on Revision of Renewal Application and Rubric:** Charter school leaders participated in a committee to review the current Renewal Application and Rubric to ensure that the application is in compliance with state law, APS Policy and Procedure, and most importantly that the application reflects the information that the APS Administration needs to make a recommendation on renewal to the APS Board of Education. This included adding specific indicators to the rubric and the design of a renewal continuum for recommendation on renewals other than the state maximum of five years.
- **Application Review Team:** A work plan will be designed to set a team approach for all reauthorizations and new applications. The team will be specifically trained to understand their role in reviewing and ultimately scoring each application including the information that is examined in the site visit. Ultimately the individual scores and consensus recommendation will be giving to the Board of Education for their review.
 - The review teams were implemented in the 2016 renewal application process. During this renewal process the director recruited the co-executive directors of the Charter School Coalition which served on the renew team. There was push back from some charter schools who were not being reviewed. In the future, the two team members from the charter schools will be charter leaders from similar schools instead of the coalition.



Yearly Calendar of Authorizer Work with Charter Schools

October	<ul style="list-style-type: none"> • Renewal applications due. • Charter to magnet school applications due
November	<ul style="list-style-type: none"> • Review of renewal applications through review teams • Guidelines and process for new charter applications published on website.
December	<ul style="list-style-type: none"> • Board of Education Policy Committee Meeting to review renewal applications and take action. • Media Advisory or Article on Website Outlining the Process for Notice of Intent.
January	<ul style="list-style-type: none"> • Letters must be received from those intending to apply for a new charter application. • <i>1st Semester Report to the Board of Education/Public (Not Implemented Yet)</i> • Update Board of Education on letters of intent for new charter applications. • Update Board of Education on new application planning year process.
April	<ul style="list-style-type: none"> • Update Board of Education on new application planning year process.
June	<ul style="list-style-type: none"> • 2nd Semester Report to the Board of Education/Public • New Charter Applications Due
July	<ul style="list-style-type: none"> • Review New Applications through review teams • Annual Report to the Board of Education/Public Education Department/Public. • New Applications for Charter Schools Due.
September	<ul style="list-style-type: none"> • Board of Education Policy Committee Meeting to review new applications and take action. • Annual Report to the Board of Education/Public Education Department/Public.
<i>Continuous</i>	<ul style="list-style-type: none"> • Amendments to the Charter for increase in total number of grades provided; increase the total number of students served; Change in location and/or facilities, even if that change in location is planned to meet New Mexico Adequacy Standards for Educational Buildings; Any change in operations, management, ideology or practices from the original contract.



2017-18 Priorities

- Annual Site Visit Reports and Memorandums
 - Completed
- Renewal Application/Rubric Revisions
 - Completed
- Survey of Charter Schools on APS Authorizing Practices
 - Completed
- Finalize 2016-17 Performance Frameworks
 - Completed
- Individual Meetings to set goals/baseline of Mission Specific Goals
 - Completed



2018-19 Priorities

Update Website	Update website with current charter list, relevant documents, and appropriate contact information	Fall 2018
Annual Report	Mockup of annual report	August 2018
	Review mockup of annual report with – Manger of Charter School Business, Executive Director of Innovation, APS Board Services Office, and Charter School Design Team	August 2018
	Input data for each charter	September 2018
	Proofing of Individual Charter Reports and Response/Narrative for Annual Report	September 2018
	Draft of Annual Report for Proofing with all available data	September 2018
	Finalize and Publish Annual Report (Include posting on website, news release, presentation to Superintendent, presentation to APS Board of Education, submittal to New Mexico Public Education Department)	October 2018
Academic Performance Framework	Design and implement a more transparent and robust academic performance framework including the weighting and scoring of academic performance in line with National Association of Charter School Authorizers (NACSA) best practices.	Fall 2018
	Lay foundation work on “Why” with charter design team and leaders (Use outside resources, Mary Bradley from Chicago Public Schools, Erin Kupferberg from Washington DC Public Charter School Board)	Completed Spring/Summer 2018
	Design and select measures and weighting with committee (Design Team) <ul style="list-style-type: none"> • <i>Establish targets for all performance framework indicators.</i> • <i>Revise the financial performance framework to be a comprehensive assessment of financial viability as opposed to financial operations.</i> 	Fall 2018



	<ul style="list-style-type: none"> • <i>Establish renewal criteria, aligned with the performance frameworks, as the primary basis of accountability decision-making.</i> • <i>Revise the academic performance framework to incorporate proficiency measures broadly applicable to all schools, indicators of student subgroup performance, student growth, achievement gaps, and post-secondary success. Establish performance targets for all academic indicators.</i> • <i>Develop guidelines and requirements for ensuring that mission-specific and supplemental indicators, measures, and metrics are reliable, valid and rigorous.</i> • <i>Establish renewal criteria, aligned with the academic performance framework, as the primary basis of accountability decision-making.</i> 	
	Pilot measures and weighting	Spring 2019
Charter Schools and Capital	Create and align “Amendment” process for Charter Schools seeking grade range change and enrollment cap to the APS Transfer/Enrollment Timelines	Spring 2019
	Use of APS Facilities, including maintenance contracts	Fall 2018
	Process for evaluation of available space and resources	Spring 2019
	Process for APS Capital Master Plan for Charter Schools (Could be parallel to traditional schools CMP and a magnet/innovation)	Spring 2019
	Creation of prioritization of capital/facility need for all charter schools - Creation of process for “right of first refusal” for available facilities.	Summer 2019
Amendment Process	Create Process to Review Amendments	Fall 2018
	Create process for Amendment Windows	Fall 2018
Review and Update “New” Charter Application and Rubric	<ul style="list-style-type: none"> • <i>Require that key components of schools’ educational programs, including curriculum and instructional</i> 	Fall 2018



	<p><i>elements, be adequately developed rather than relying on promises to satisfy application elements after approval.</i></p> <ul style="list-style-type: none"> • <i>Revise educational program requirements to include vision statements and statements of educational philosophy.</i> • <i>Develop a transparent process that allows the results of both the written application and capacity interview to be integrated into the board's decision-making.</i> 	
<p>Review and Update Charter School Policies and Procedures (Decision Alignment)</p>	<ul style="list-style-type: none"> • <i>Institute board policies that guide high-stakes decision-making, aligned with the performance framework and established performance criteria.</i> • <i>Develop a comprehensive conflict of interest policy specific to APS' authorizing work.</i> • <i>Establish a policy for invoking suspension, aligned with the New Mexico Charter Schools Act and principles of quality authorizing, which preserves charter autonomy.</i> 	<p>Spring 2019</p>
<p>Contracting</p>	<ul style="list-style-type: none"> • <i>Establish a system for tracking and enforcing contractual compliance.</i> 	<p>Spring 2019</p>
<p>School Opening</p>	<ul style="list-style-type: none"> • <i>Incorporate pre-opening requirements into the charter contract.</i> • <i>Determine whether any pre-opening requirements are preconditions for opening and develop a protocol for delaying opening for schools that do not meet pre-conditions.</i> • <i>Establish the board's role in pre-opening accountability by requiring explicit readiness-to-open verification and authorization.</i> 	<p>Fall 2018</p>
<p>Performance Management</p>	<ul style="list-style-type: none"> • <i>Establish a policy for invoking suspension, aligned with the New Mexico Charter Schools Act and principles of quality authorizing, which protects the district from real</i> 	<p>Spring 2019</p>



	<p><i>or perceived conflicts of interest by identifying what a school must remedy without prescribing or implementing solutions on its behalf.</i></p>	
<p>School Intervention/Revocation</p>	<ul style="list-style-type: none"> • <i>Establish a policy for invoking suspension that is aligned with the New Mexico Charter Schools Act and principles of quality authorizing and that protects the district from real or perceived conflicts of interest by identifying what school must remedy without prescribing or implementing solutions on its behalf.</i> • <i>Ensure adherence to the established intervention policy to promote transparency and create a record of evidence in the event a revocation of the charter is necessary</i> 	<p>Spring 2019</p>



2019-20 Priorities

<p>On-Going Monitoring</p>	<ul style="list-style-type: none"> • <i>Establish and implement a system for monitoring academic and organizational performance on an ongoing basis.</i> • <i>Consider adopting a framework for differentiated oversight based on a school's track record of performance.</i> • <i>Consider a framework for differentiated oversight based on schools' records of legal compliance and academic, financial, and organizational performance.</i> 	<p>Fall 2019</p>
<p>Governing Council Support</p>	<ul style="list-style-type: none"> • <i>Open Meetings Act Coaching and Compliance</i> • <i>Regular Meeting Agenda Setting - What is required for the public</i> • <i>Gathering of governing council members and board</i> 	<p>Fall 2019</p>
<p>Specialized Applicant Types and Existing Operators</p>	<ul style="list-style-type: none"> • <i>Develop a pathway for quality operators to pursue opportunities to grow, provided that they still undergo appropriate vetting, including thorough consideration of the existing record of performance.</i> 	<p>Spring 2020</p>
<p>Board Professional Development</p>	<ul style="list-style-type: none"> • <i>Provide meaningful, detailed professional development for the APS board covering the essential practices of quality authorizers.</i> 	<p>Fall 2019</p>
<p>Administrative Fees</p>	<ul style="list-style-type: none"> • <i>Increase transparency around how-authorizing fees are utilized throughout the district to support authorizing functions.</i> • <i>Publish a scope of services document to clarify for schools and other stakeholders how APS' authorizing revenue is deployed to support authorizing functions.</i> 	<p>Fall 2019</p>



NACSA Authorizer Evaluation Report Findings and Individual Responses

• **Application Decision Making (including 1.1 Application Materials and Process)**

- *Publish and communicate actively about the opportunity and expectations for applying to operate a charter school in Albuquerque any strategic priorities that the district identifies for new schools*

- Prior to the January letter of Intent the Charter School Office will publish a Request for Proposals that fill the gaps in the School of Choice Portfolio.

- Timeline: Fall 2019

- Portfolio of choice has been developed and is being written into APS Procedural Directive.
- Further the APS Charter School Department complied with law and formally advertised for new applications on the APS website:
<https://www.aps.edu/news/aps-accepting-new-charter-school-applications>

- *Ensure the quality and integrity of the application review process by including internal and external reviewers with collective expertise in academic, financial, and organizational health.*

- *Develop a protocol for incorporating the feedback of all review team members in a meaningful and transparent manner.*

- A team approach to review applications was implemented for the 2016 renewal process and on-going. The teams include internal and external experts in academic, financial and organizational aspects that will be reviewed. The team will review the application, attend the site visit, score independently using a common matrix and will ultimately make a consensus recommendation for renewal or denial.

- *Adopt a recommendation format and template to guide the CMSD in providing the APS board with robust information for its consideration in making new school decisions.*

- The Charter School Office developed this using best practices from NACSA and other authorizers, that was aligned to the revised charter school renewal document.

1.2 Educational Program

- a. *Require that key components of schools' educational programs, including curriculum and instructional elements, be adequately developed rather than relying on promises to satisfy application elements after approval.*

- b. *Revise educational program requirements to include vision statements and statements of educational philosophy.*

- The Charter School Office will develop this using best practices from NACSA and other authorizers.

- Timeline: Fall 2018

1.3 Organizational Plan

- a. *Require evaluator training to ensure consistent application of rubric criteria and require evaluators to substantiate all rubric ratings with evidence.*

- Collaborated with the New Mexico Coalition of Charter Schools to co-train evaluator teams for the application review in 2016. The APS Charter School Team has done this training consistently.



1.4 Business/Financial Plan

a. *Ensure that feedback on the financial program elements is detailed and aligns with the rubric.*

b. *Ensure that the feedback of all evaluators is considered and that all review team members participate in a structured consensus discussion of the application.*

- A team approach to review applications was implemented for the 2016 renewal process and on-going. The teams include internal and external experts in academic, financial and organizational aspects that will be reviewed. The team will review the application, attend the site visit, score independently using a common matrix and will ultimately make a consensus recommendation for renewal or denial.

1.5 Capacity

a. *Require interview orientation for the review panel to ensure consistent application of interview criteria. (COMPLETED)*

b. *Permit and encourage evaluators to pursue application-specific questions as necessary in addition to standard interview questions. (COMPLETED)*

- Collaborated with the New Mexico Coalition of Charter Schools to co-train evaluator teams for the application review in 2016. The APS Charter School Team has done this training consistently.

c. *Develop a transparent process that allows the results of both the written application and capacity interview to be integrated into the board's decision-making.*

- The Charter School Office will develop this using best practices from NACSA and other authorizers.
 - Timeline: Fall 2018

1.6 Specialized Applicant Types and Existing Operators

a. *Develop a pathway for quality operators to pursue opportunities to grow, provided that they still undergo appropriate vetting, including thorough consideration of the existing record of performance.*

- The Charter School Office will develop this using best practices from NACSA and other authorizers.
 - Timeline: Spring 2020

1.7 Decision Alignment

a. *Develop a protocol to ensure board members have robust understanding of and information on which to base application decisions, including an orientation to the evaluation process, an overview of the content of each application, an analysis of the merits of each of the main sections, explicit assessment of applicant capacity, and due diligence where applicable for experienced operators.*

- The charter school office provides a an overview to the APS Board of Education Office on the application review process prior to an application being brought to the board.



2. Performance Management Systems

- *Revise the charter contract template to eliminate any non-material or out-of-date terms, remove duplicative or unnecessary language and incorporate the performance framework by reference.*
 - Completed.
- *Establish and implement a system for monitoring academic and organizational performance on an ongoing basis.*
- *Develop and publish an annual report of charter school performance, readily available to the public that includes comprehensive information about individual schools' performance and the APS charter portfolio as a whole.*
 - The charter School office will work on the development of semester and annual reports to the APS Board of Education highlighting the performance contract, financial management and viability, and other essential indicators of each charter school so that the APS Board can consistently know how each charter school is performing. This will include information from regular informal site visits.
 - Timeline: Summer 2018
- *Establish a policy for invoking suspension, aligned with the New Mexico Charter Schools Act and principles of quality authorizing, which protects the district from real or perceived conflicts of interest by identifying what a school must remedy without prescribing or implementing solutions on its behalf.*
 - The Charter School Office will develop this using best practices from NACSA and other authorizers.
 - Timeline: Summer 2019

2.1 Contracting

- a. *Revise the charter contract template to eliminate any non-material or out-of-date terms, remove duplicative or unnecessary language, and include the performance framework by attachment (COMPLETED).*
 - Completed
- b. *Establish a system for tracking and enforcing contractual compliance.*
 - *Will be aligned through the quarterly reporting system to the APS Board of Education and public.*
 - Timeline: Fall 2018

2.2 School Opening

- a. *Incorporate pre-opening requirements into the charter contract.*
- b. *Determine whether any pre-opening requirements are preconditions for opening and develop a protocol for delaying opening for schools that do not meet pre-conditions.*
 - Timeline: Fall 2018
- c. *Establish the board's role in pre-opening accountability by requiring explicit readiness-to-open verification and authorization.*
 - Collaborate with the Board of Education Office to establish clear policies and procedures.
 - Timeline: Fall 2018



2.3 Ongoing Monitoring

- a. *Develop comprehensive reporting requirements and schedules aligned with the organizational performance framework.*
- b. *Revise the site visit criteria to incorporate only those items that cannot be assessed other than on-site.*
 - Completed
- c. *Establish and implement a system for monitoring academic and organizational performance on an ongoing basis.*
 - Will be aligned through the semester and annual reporting system to the APS Board of Education and public.
 - Timeline: Summer 2018
 - Creating a dashboard excel spreadsheet of all indicators including the annual site visit, performance framework, communication of on-going issues and their responses.
- d. *Establish protocols for coordinating and communicating regularly across APS departments regarding charter school performance.*
 - Completed.

2.4 School Intervention/Revocation

- a. *Establish a policy for invoking suspension that is aligned with the New Mexico Charter Schools Act and principles of quality authorizing and that protects the district from real or perceived conflicts of interest by identifying what school must remedy without prescribing or implementing solutions on its behalf.*
- b. *Ensure adherence to the established intervention policy to promote transparency and create a record of evidence in the event a revocation of the charter is necessary.*
 - The Charter School Office will develop this using best practices from NACSA and other authorizers.
 - Timeline: Summer 2019

2.5 Renewal

- a. *Align renewal recommendations to an analysis of schools' performance against established expectations.*
 - This is complete and was demonstrated through the 2016 renewal process and will be replicated for new applications and renewals.

2.6 Closure

- *Ensure that APS staff members implement their roles and responsibilities according to the district's established closure protocol with fidelity.*
 - Completed and On-Going

2.7 Transparency

- a. *Develop and publish an annual report of charter school performance, readily available to the public that includes comprehensive information about individual schools' performance and the APS charter portfolio as a whole.*
 - Will be aligned through the semester and annual reporting system to the APS Board of Education and public.
 - Timeline: Fall 2018



3.0 Performance Based Accountability

- a. Establish targets for all performance framework indicators.
- b. Revise the financial performance framework to be a comprehensive assessment of financial viability as opposed to financial operations.
- c. Establish renewal criteria, aligned with the performance frameworks, as the primary basis of accountability decision-making.
 - Collaborate with current authorized charter schools to develop a committee to take on this work.
 - Timeline: Fall 2018

3.1 Educational Performance

- a. Revise the academic performance framework to incorporate proficiency measures broadly applicable to all schools, indicators of student subgroup performance, student growth, achievement gaps, and post-secondary success. Establish performance targets for all academic indicators.
- b. Develop guidelines and requirements for ensuring that mission-specific and supplemental indicators, measures, and metrics are reliable, valid and rigorous.
- c. Establish renewal criteria, aligned with the academic performance framework, as the primary basis of accountability decision-making.
 - The Charter School Design Team will finalize this work with technical assistance being done by the National Association of Charter School Authorizers (NACSA).
 - Timeline: Fall 2018

3.2 Financial Performance

- a. Revise the financial performance framework to be a comprehensive assessment of financial viability as opposed to financial operations. Incorporate existing indicators of financial operations (audit findings, repeat findings, classification of audit finding, and cited exceptions during the annual site visit) into the organizational framework. Adopt additional indicators to assess financial health including current ratio, debt default, total margin, debit to asset ratio, cash flow position, and debt service coverage ratio.
- b. Establish common performance targets for all financial performance indicators.
- c. Establish renewal criteria aligned with the financial performance framework, as a basis of accountability decision-making.
 - Completed

3.3 Organizational Performance

- a. Establish a protocol for addressing deficiencies in organizational performance as defined by the performance framework and aligned with an established intervention protocol.
- b. Prepare cumulative records of schools' organizational performance aligned with the organizational framework, and provide them to the board to support high-stakes decision making.
 - Completed



3.4 Special Student Populations

a. *Align the organizational performance indicators regarding students' rights with the special education site visit protocol such that established expectations of performance form the basis of annual evaluations.*

- Completed

3.5 Decision Alignment

a. *Institute board policies that guide high-stakes decision-making, aligned with the performance framework and established performance criteria.*

- Collaborate with the Board of Education Office to establish clear policies and procedures including training.
 - Timeline: Summer 2019

4.0 Autonomy

a. *Address issues that have the potential to infringe on school autonomy including:*

- *Clarifying that fee-for-service agreements will be executed as separate contracts between charters and APS district from schools' charter contract, and*
- *Ensuring that fee-for-service agreements are negotiated outside of the CMSD.*

b. *Eliminate contractual terms that indicate APS involvement in management and/or governance functions.*

- Completed

c. *Consider adopting a framework for differentiated oversight based on a school's track record of performance.*

- *Collaborate with current authorized charter schools to develop a committee to take on this work aligned to academic performance work.*
 - Timeline: Fall 2019

4.1 Educational Program

a. *Address issues that have the potential to infringe on school autonomy including:*

- *Clarifying that fee-for-service agreements will be executed as separate contracts between charters and APS district from schools' charter contract, and*
- *Ensuring that fee-for-service agreements are negotiated outside of the CMSD.*

- Completed

4.2 Financial Management and Business Operations

a. *Eliminate contractual terms indicating that APS will be involved in management and/or governance functions such as the reviewer of contracts for service (COMPLETED).*

- Completed

4.3 Differentiated Oversight

a. *Consider a framework for differentiated oversight based on schools' records of legal compliance and academic, financial, and organizational performance.*

- Collaborate with current authorized charter schools to develop a committee to take on this work.
 - Timeline: Fall 2019



5.0 Organizational Capacity

a. Seize the present staff transition as an opportunity to proactively and thoughtfully define the role of APS' authorizing work for both the APS board and CMSD staff by creating a strategic plan including a mission, vision, and goals specific to authorizing and charter schools.

- Completed

b. Work to create a staffing structure that has an identity as an authorizing team and works in a coordinated fashion whether within a single authorizing office or across APS departments.

- This is completed and on-going. The charter school team consists of the senior director, coordinator, special education resource teacher, and manager of charter school business. In addition, we meet regularly with individuals from APS departments that work regularly with charter schools.

c. Provide meaningful, detailed professional development for the APS board covering the essential practices of quality authorizers.

- Will collaborate with the Board of Education Office to coordinate training.
 - Timeline: Fall 2019

d. Increase transparency around how-authorizing fees are utilized throughout the district to support authorizing functions.

- This will be developed in the culmination of the quarterly reports in one annual report. This report will include how the 2% is used.
 - Timeline: Fall 2019

5.1 Strategic Planning

a. Seize the present staff transition as an opportunity to proactively and thoughtfully define the role of APS' authorizing work for both the APS board and CMSD staff by creating a strategic plan including a mission, vision, and goals specific to authorizing and charter schools.

- Completed

5.2 Organizational Structure and Staff Development

a. Work to create a staffing structure that has an identity as an authorizing team and works in a coordinated fashion whether within a single authorizing office or across APS departments.

- This is completed and on-going. The charter school team consists of the senior director, coordinator, special education resource teacher, and manager of charter school business. In addition, we meet regularly with individuals from APS departments that work regularly with charter schools.

5.3 Conflict of Interest

a. Develop a comprehensive conflict of interest policy specific to APS' authorizing work.

b. Establish a policy for invoking suspension, aligned with the New Mexico Charter Schools Act and principles of quality authorizing, which preserves charter autonomy.

- Work with the APS Policy Analyst to add to the current procedural directives and to draft a policy.
 - Timeline: Spring 2019



5.4 Organizational Budget

a. Publish a Scope of Services document to clarify for schools and other stakeholders how APS' authorizing revenue is deployed to support authorizing functions.

- Internal staff will work to develop the document and ensure all services are covered that charters would like support on.
 - Timeline: Summer 2018

b. Provide mechanisms for the CMSD director to have meaningful input into how authorizing revenues are directed.

- This recommendation will be taken under consideration as the district continues to move forward.

5.5 Leadership and Decision Making Body

a. Provide meaningful and detailed professional development for the APS board covering the essential practices of quality authorizers.

b. Adopt an authorizing-specific mission, vision, goals and strategic plan that will create a shared framework through which the APS board and CMSD staff will conduct authorizing.

c. Develop and adopt a calendar that identifies the board's critical annual authorizing duties.

- Will collaborate with the Board of Education Office to coordinate training, review and adopt a mission, vision, goal, and strategic plan including an annual calendar.
 - Timeline: Fall 2017