

# Albuquerque Public Schools Charter School Performance Framework

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November 22, 2013



ALBUQUERQUE  
PUBLIC SCHOOLS



nacsa  
NATIONAL ASSOCIATION OF  
CHARTER SCHOOL AUTHORIZERS

**NM Public Education  
Department**

## **ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework includes measures that allow the authorizer to evaluate the school's academic performance or outcomes and was developed in accordance to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (22-8B-9.1A (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard". This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

# 1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

★ Is the school meeting acceptable standards according to New Mexico's A-F grading system?

**Meets Standard:**

The school received an A on the state's grading system.

**Meets Standard:**

The school received a B on the state's grading system.

*Check the box below in addition to the school grade on the left if the condition described below is applicable.*

**Meets Standard:**

The school received a C on the state's grading system

AND at least one of the boxes on the right is checked.

**Working to Meeting the Standard**

The authorizer and the school have agreed on an improvement plan which the parties believe will result in improved results for the students of the school

OR

The school has been accredited by a nationally recognized accreditation organization.

**Does Not Meet Standard:**

The school received a C on the state's grading system

AND did not provide an improvement plan or show evidence of accreditation as set forth on the right.

The authorizer and the school have agreed on an improvement plan which the parties believe will result in improved results for the students of the school

OR

The school has been accredited by a nationally recognized accreditation organization.

*Check the box below in addition to the school grade on the left if the condition described below is applicable.*

**Falls Far Below Standard:**

The school received a D or F on the state's grading system.

**Working to Meeting the Standard**

The authorizer and the school have agreed on an improvement plan which the parties believe will result in improved results for the students of the school

OR

The school has been accredited by a nationally recognized accreditation organization.

## 2. MISSION-SPECIFIC INDICATOR(S)

The mission-specific goals of the school will be given greater weight in evaluating the school's academic performance. Mission-Specific and Optional Academic goals should be attached to the Charter School Performance Contract.

*Identify the Mission Specific Indicator(s) which shows the implementation of the school mission*

### 2. Did the school meet its mission-specific indicator(s)?

**Exceeds Standard:**

The school surpassed the targets of its mission-specific indicator(s).

**Meets Standard:**

The school substantially met the targets of its mission-specific indicator(s).

**Does Not Meet Standard:**

The school met at least 50 percent of the targets of its mission-specific indicator(s).

**Falls Far Below Standard:**

The school met less than 50 percent of the targets of its mission-specific indicator(s).

## OPTIONAL ACADEMIC PERFORMANCE INDICATORS

Section C of 22-8B-9.1 NMSA 1978 states: "The performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act. The charter school may submit for review and approval by the authorizer mission-specific and/or supplemental academic goals that are measurable, rigorous, and directly address student academic performance.

Schools are encouraged, but not required, to identify goals in this area. However, this section of the Frameworks provides an opportunity for a school to highlight things that it does well, and that sets it apart from other schools.

Optional Academic Performance Indicators are attached.

### A. OPTIONAL SUPPLEMENTAL INDICATOR –

(NOTE: LIST EACH SUPPLEMENTAL INDICATOR SEPARATELY AND IDENTIFY THE RATING SYSTEM FOR EACH. COPY THE SECTION LISTED BELOW FOR EACH SUPPLEMENTAL INDICATOR.)

*Identify the Optional Supplemental Indicator which the school has selected with targets.*

Did the school meet its supplemental indicator?

**Exceeds Standard:**

The school surpassed the targets of its supplemental indicator.

**meets Standard:**

The school substantially met the targets of its supplemental indicator.

**Does Not Meet Standard:**

The school met at least 50 percent of the targets of its supplemental indicator.

**Falls Far Below Standard:**

The school met less than 50 percent of the targets of its supplemental indicator.

## FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework was developed in accordance to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (2205B-9.1A (8) NMSA 1978).

The purpose of the Financial Performance Framework is to provide key data to assess the financial health and viability of charter schools and to determine whether deeper analysis or monitoring is required. Through a set of six interconnected metrics, the Financial Framework analyzes the current state of charter schools while taking into account the school's financial trends over the last four years during the current charter term. The measures are designed to be complementary and together, they provide a lens into a school's near term financial situation, historic trends and future viability.

For each measure, a school receives one of three ratings: "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard". Measures are weighted to provide an overall cumulative rating for the school on Financial Performance.

1. **Enrollment.** Actual Enrollment (average of 2<sup>nd</sup> & 3<sup>rd</sup> STAR Reports) divided by Enrollment Projection in Charter School Board-Approved Budget

	<u>Meets Standard</u> 95%+	<u>Does Not Meet Standard</u> 90%-94.9%	<u>Falls Far Below Standard</u> Less than 90%
Year 1 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. **Liquidity.** Measures a school's ability to pay debts as they come due. Calculation = General Fund Total Expenditures, divided by 12, divided by the General Fund, Unassigned Fund Balance, to determine how many months your unassigned fund balance would be able to support monthly operating expenses per year end audited financial statements.

	<u>Meets Standard</u> 1+Mo.Cash	<u>Does Not Meet Standard</u> .5-.99 Mo. Cash	<u>Falls Far Below Standard</u> Less than .5 mo.Cash
Year 1 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. **Total Audit Findings.** Total number of audit findings from the Audited Financial Statements.

	<u>Meets Standard</u> 1-2 findings	<u>Does Not Meet Standard</u> 3-4 findings	<u>Falls Far Below Standard</u> 5+ findings
Year 1 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Repeat Audit Findings. Number of repeat audit findings from previous years from the Audited Financial Statements.

	<u>Meets Standard</u> None	<u>Does Not Meet Standard</u> 1 repeat findings	<u>Falls Far Below Standard</u> 2+ repeat findings
Year 1 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Classification of Audit Finding. Auditors classify audit findings, by order of severity, as compliance, significant deficiency or material weakness.

	<u>Meets Standard</u> None	<u>Does Not Meet Standard</u> 1 Significant Deficiency	<u>Falls Far Below Standard</u> 2+ Significant Def. or 1 Material Weakness
Year 1 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Cited Exceptions at Annual Site Visit. Negative cited exceptions noted on Fiscal Section for annual site visit.

	<u>Meets Standard</u> 1-2 Exceptions	<u>Does Not Meet Standard</u> 2-3 Exceptions	<u>Falls Far Below Standard</u> 4+ Exceptions
Year 1 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 (FYE 6/30/20__)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework lists the responsibilities and duties of charter schools that are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (22-8B-9.1A (4, 5, 8, NMSA 1978).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the authorizer deems the matter relevant to:

1. The authorizer's accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the Authorizer's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this will result in closer Authorizer review the following year of the School's movement towards compliance on that indicator. Measures are weighted to provide an overall cumulative rating for the school on Organizational Performance.

***Meets Standard:***

The school meets the standard if it satisfies each of the conditions described in the paragraph.

***Working to Meet Standard:***

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

***Falls Far Below Standard:***

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

## 1. EDUCATIONAL PLAN

1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

**Meets Standard:**

The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**1.b. Is the school complying with applicable education requirements?**

**Meets Standard:**

- Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:
- Instructional days or hours requirements;
  - Next Step Plan;
  - Graduation requirements;
  - Promotion/retention requirements;
  - Content standards, including Common Core;
  - Educational plan for student success (EPSS);
  - State assessments including NMSA 22-2C-1, and if a high school, 22-2-8.11; and
  - Implementation of mandated programming as a result of state or federal funding.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**1.c. Is the school protecting the rights of all students?**

**Meets Standard:**

- Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:
- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
  - Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment

- protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**1.d. Is the school protecting the rights of students with disabilities?**

**Meets Standard:**

The school demonstrates compliance with applicable laws, rules, and regulations, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**1.e. Is the school protecting the rights of English Language Learner students?**

**Meets Standard:**

The school demonstrates compliance with applicable laws, rules, and regulations, including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**1.f. Is the school complying with compulsory attendance laws?**

**Meets Standard:**

The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**1.g. Did the school meet the following recurrent enrollment goals?**

*(To be completed upon negotiation of the Performance Indicators prior to the start of a new school year)*

- A. The school has the following enrollment at the present time: \_\_\_\_\_
- B. Out of these total students, the following students are eligible for re-enrollment at the school: \_\_\_\_\_
- C. Out of these total students, the following students are not eligible for re-enrollment at the school: \_\_\_\_\_
- D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:  
\_\_\_\_\_  
\_\_\_\_\_

**Meets Standard:**

Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

**Did Not Meet Standard:**

Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

**Falls Far Below Standard:**

Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

## 2. BUSINESS MANAGEMENT AND OVERSIGHT

**2.a. Is the school meeting financial reporting and compliance requirements?**

**Meets Standard:**

The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the authorizer and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;

- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

## 2.b. Is the school following Generally Accepted Accounting Principles?

**Meets Standard:**

The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

## 3. GOVERNANCE AND REPORTING

### 3.a. Is the school complying with governance requirements?

**Meets Standard:**

The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing board organization and membership rules (e.g. bylaws);

- Creation of required committees of the Governing board and
- Governing board mandated training requirements.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

### 3.b. Is the school holding management accountable?

**Meets Standard:**

The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing board provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing board periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

## 4. EMPLOYEES

### 4.a. Is the school meeting teacher and other staff credentialing requirements?

**Meets Standard:**

The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals. Credentials match the assigned work of employees or independent contractors.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward

compliance to the satisfaction of the authorizer.

#### 4.b. Is the school respecting employee rights?

*Meets Standard:*

The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

*Working to Meet Standard:*

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

*Falls Far Below Standard:*

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

#### 4.c. Is the school completing required background checks?

*Meets Standard:*

The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

*Working to Meet Standard:*

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

*Falls Far Below Standard:*

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

### 5. SCHOOL ENVIRONMENT

#### 5.a. Is the school complying with facilities requirements?

*Meets Standard:*

The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's physical plant. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved facility master plan;
- Fire inspections and related records;
- Approved list of facility variances; and
- If applicable, student transportation programs.

*Working to Meet Standard:*

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

### 5.b. Is the school complying with health and safety requirements?

**Meets Standard:**

The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

### 5.c. Is the school handling information appropriately?

**Meets Standard:**

The school demonstrates compliance with applicable laws, rules, and regulations relating to security. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the state's freedom of information law and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

**Working to Meet Standard:**

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

By utilizing the Performance Framework as authorized in *22-8B-9.1 NMSA 1978*, the authorizer will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the Authorizer's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this will result in closer Authorizer review the following year of the School's movement towards compliance on that indicator. Measures are weighted to provide an overall cumulative rating for the school on Organizational Performance.

## **ACKNOWLEDGEMENTS**

The original Performance Framework document was developed by the National Association of Charter School Authorizers (<http://www.qualitycharters.org/>) in collaboration with the Colorado League of Charter Schools (with special thanks to Jody Ernst) and Clifton Larson Allen Consulting. This concerted effort was made possible by the invaluable contributions of the New Mexico Public Education Department Charter School Division. This APS Performance Framework has been modified and changed for APS authorized charter schools.

ATTACHMENT

The Optional Measures set forth below were developed by NACSA considering New Mexico school data. These Optional Measures are approved by the Commission for use "as is." If a school selects one of these measures, the contents of the measure will be as set forth below and not modified unless extraordinary circumstances are presented during the negotiation process.

## B. OPTIONAL MEASURES RELATED TO STUDENT GROWTH

Are the top 75% students making sufficient annual growth, as measured by the percent of those students who met or exceeded their target growth using New Mexico's student level growth model?

*Exceeds Standard:*

School exceeds the annual statewide target by more than 10 percentage points.

*Meets Standard:*

School meets or exceeds the annual statewide target by up to 10 percentage points.

*Does Not Meet Standard:*

School misses the annual statewide target by up to 10 percentage points.

*Falls Far Below Standard:*

School misses the annual statewide target by more than 10 percentage points.

Are the bottom 25% students making sufficient annual growth, as measured by the percent of those students who met or exceeded their target growth using New Mexico's student level growth model?

*Exceeds Standard:*

School exceeds the annual statewide target by more than 10 percentage points.

*Meets Standard:*

School meets or exceeds the annual statewide target by up to 10 percentage points.

*Does Not Meet Standard:*

School misses the annual statewide target by up to 10 percentage points.

*Falls Far Below Standard:*

School misses the annual statewide target by more than 10 percentage points.

Do students show growth on short cycle assessments? (Note: Catch-up (move to proficient), Keep-up (stay proficient), and Move-up (move up at least one level) growth, using a nationally normed test)

*Exceeds Standard:*

At least 85 percent of students will catch up, keep up, or move up.

*Meets Standard:*

75-84.9 percent of students will catch up, keep up, or move up.

*Does Not Meet Standard:*

65-74.9 percent of students will catch up, keep up, or move up.

*Falls Far Below Standard:*

Less than 65 percent of students will catch up, keep up, or move up.

## OPTIONAL MEASURES RELATED TO STUDENT ACHIEVEMENT (PROFICIENCY)

Are students proficient on state exams, as measured by the school's rank percentile among all schools serving the same grade levels across the state?

*Exceeds Standard:*

- School's rank is at the 90<sup>th</sup> percentile or above

*Meets Standard:*

- School's rank percentile is between the 50<sup>th</sup> and 89<sup>th</sup> percentile

*Does Not Meet Standard:*

- School's rank percentile is between the 20<sup>th</sup> and 49<sup>th</sup> percentile

*Falls Far Below Standard:*

- School's rank percentile is below the 20<sup>th</sup> percentile

Are students within historically disadvantaged subgroups meeting or exceeding minimum proficiency expectations, defined as meeting median grade level performance across all schools in the state? (Note: Subgroups included are FRL, SWD, and ELL.)

*Exceeds Standard:*

- 90 percent or more of eligible subgroups have a proficiency rate equal to or greater than the median grade level proficiency rate

*Meets Standard:*

- 75 to 89 percent of eligible subgroups have a proficiency rate equal to or greater than the median grade level proficiency rate

*Does Not Meet Standard:*

- 50 to 74 percent of eligible subgroups have a proficiency rate equal to or greater than the median grade level proficiency rate

*Falls Far Below Standard:*

- Less than 50 percent of eligible subgroups have a proficiency rate equal to or greater than the median grade level proficiency rate

## OPTIONAL MEASURES RELATED TO POST-SECONDARY AND CAREER READINESS

Are students within eligible subgroups graduating from high school? (Note: subgroups include, FRL, SWD, and ELL. Graduation rates are calculated according to the federal "4-year, adjusted cohort graduation rate".)

*Exceeds Standard:*

- At least 70 percent of students graduate from high school within four years of starting the 9<sup>th</sup> grade

*Meets Standard:*

- 60-69.9 percent of students graduate from high school within four years of starting the 9<sup>th</sup> grade

*Does Not Meet Standard:*

- 50-59.9 percent of students graduate from high school within four years of starting the 9<sup>th</sup> grade

*Falls Far Below Standard:*

- Fewer than 50 percent of students graduate from high school within four years of starting the 9<sup>th</sup> grade

Are high school graduates enrolled in post-secondary institutions within 16 months following graduation?

**Exceeds Standard:**

At least 90 percent of high school graduates were enrolled in a post-secondary institution

**Meets Standard:**

70-89.9 percent of high school graduates were enrolled in a post-secondary institution

**Does Not Meet Standard:**

50-69.9 percent of high school graduates were enrolled in a post-secondary institution

**Falls Far Below Standard:**

Less than 50 percent of high school graduates were enrolled in a post-secondary institution

**Are high school graduates adequately prepared for post-secondary academic success?**

**Exceeds Standard:**

Less than 20 percent of graduates attending post-secondary institutions required remediation

**Meets Standard:**

20-29.9 percent of graduates attending post-secondary institutions required remediation

**Does Not Meet Standard:**

30-39.9 percent of graduates attending post-secondary institutions required remediation

**Falls Far Below Standard:**

40 percent or more of graduates attending post-secondary institutions required remediation