

CORRECTED 13 AUGUST 2014

**New Mexico
Public Education Commission
Charter School
Performance Framework**

For the 2014-2015 Academic School Year

For New Mexico School For the Arts Charter School

ABOUT THE PERFORMANCE FRAMEWORK

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC 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.

Conditions placed on the School by the Authorizer, if any:

No Conditions



ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant 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 (Section 22-8B-9.1.A. (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 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".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

The Academic Performance Indicators are not intended to be Material Terms of the Contract for purposes of establishing a "material violation" as defined in NMSA 1978, §22-8B-12(K)(1), rather they are "student performance standards" as included in NMSA 1978, §22-8B-12(K)(2) and shall be assessed accordingly for purposes of nonrenewal or revocation.

REQUIRED ACADEMIC PERFORMANCE INDICATORS

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

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

Exceeds 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.

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.

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

Working to Meeting the Standard

The PEC 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.

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> The school received a C on the state's grading system</p> <p>AND did not provide an improvement plan or show evidence of accreditation as set forth on the right.</p>	<p><input type="checkbox"/> The PEC and the school have agreed on an improvement plan which the parties believe will result in improved results for the students of the school</p> <p>OR</p> <p><input type="checkbox"/> The school has been accredited by a nationally recognized accreditation organization.</p>
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<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> The school received a D or F on the state's grading system.</p>	<p><i>Check the box below in addition to the school grade on the left if the condition described below is applicable.</i></p> <p>Working to Meeting the Standard</p> <p><input type="checkbox"/> The PEC and the school have agreed on an improvement plan which the parties believe will result in improved results for the students of the school</p> <p>OR</p> <p><input type="checkbox"/> The school has been accredited by a nationally recognized accreditation organization.</p>
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2. MISSION-SPECIFIC INDICATOR(S)

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

1. New Mexico School for the Arts students will achieve academic proficiency in reading as measured by the annual NM Standards Based Assessment.

Note: The cohort identified below is not determined by NMSA for this indicator. The Assessment Bureau of NMPED determines this cohort.

<p>2.a Did the school meet its mission-specific indicator(s)?</p>	
<p><i>Exceeds Standard:</i></p> <p><input type="checkbox"/> 80% or more of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in reading on the New Mexico Standards Based Assessment (NMSBA).</p>	
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> 70% to 79% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in reading on the New Mexico Standards Based Assessment (NMSBA).</p>	
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> 60% to 69% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in reading on the New Mexico Standards Based Assessment (NMSBA).</p>	
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Less than 60% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in reading on the New Mexico Standards Based Assessment (NMSBA).</p>	

Note: The state benchmark for reading is that 56.7% of all students tested will be proficient or advanced.

2. New Mexico School for the Arts students will achieve academic proficiency in math as measured by the annual NM Standards Based Assessment.

Note: The cohort identified below is not determined by NMSA for this indicator. The Assessment Bureau of NMPED determines the cohort.

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

Exceeds Standard:

- 70% or more of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in math on the New Mexico Standards Based Assessment (NMSBA).

Meets Standard:

- 60% to 69% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in math on the New Mexico Standards Based Assessment (NMSBA).

Does Not Meet Standard:

- 50% to 59% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in math on the New Mexico Standards Based Assessment (NMSBA).

Falls Far Below Standard:

- Less than 50% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in math on the New Mexico Standards Based Assessment (NMSBA).

Note: The state benchmark for math is that 50% of all students tested will be proficient or advanced.

Note: Because we are unfamiliar with the PARCC and because it is not going to be used until at least 2017, we are not using it as a measure. In the future, we will re-evaluate our measures to reflect PARCC.

3. All students who have attended New Mexico School for the Arts (NMSA) for six or more consecutive semesters will demonstrate proficiency as measured by individual department rubrics for a creative collaborative department project that illustrates competency in their discipline, personal-expression through their art form, and the ability to produce and carry out a comprehensive project.

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

Exceeds Standard:

- 90% or more of those students who have attended NMSA for six or more consecutive semesters will demonstrate proficiency in the students' art form with a passing grade of C (70%) or better.

Meets Standard:

- 80% to 89% of those students who have attended NMSA for six or more consecutive semesters will demonstrate proficiency in the students' art form with a passing grade of C (70%) or better.

Does Not Meet Standard:

- 70% to 79% of those students who have attended NMSA for six or more consecutive semesters will demonstrate proficiency in the students' art form with a passing grade of C (70%) or better.

Falls Far Below Standard:

Less than 70% of those students who have attended NMSA for six or more consecutive semesters will demonstrate proficiency in the students' art form with a passing grade of C (70%) or better.

Note: It is expected that NMSA will present the cohort data in percentages and actual numbers for each graduating class so that the data will accurately reflect the achievement of each cohort. For example, 80% or 40 out of 50 students have met the 'meets standard' for this goal. NMSA expects each cohort to have no less than 40 students with a total enrollment of 200.

The cohort will represent at least 70% of the total group of students possible in that category based on the fact that the majority of our students enroll in the 9th grade.

OPTIONAL ACADEMIC PERFORMANCE INDICATORS

Section C of 22-8B-9.1(C) 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 PEC mission-specific and/or supplemental academic goals that are specific, measurable, rigorous, and directly address student academic performance.

Schools are encouraged, but not required, to identify goals in this area. However, the PEC believes that 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.

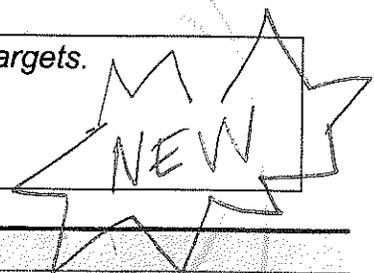
In particular, the PEC encourages schools to present indicators that address actions the school takes to ensure that its student population is "ready to learn."

1. 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.

None



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 pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

Process:

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

1. OPERATING BUDGETS

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?
 - a. If not, why not?
 - b. If not, how long was it before it was turned in?

1. Is the school timely submitting budget information?

Meets Standard:

- The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

Working to Meet Standard:

- The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

2. AUDITS

To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?

- a. If not, why not?
- b. If not, how long was it before it was turned in?
- c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

2. Is the school timely submitting audit information?

Meets Standard:

The school demonstrates evidence of substantial compliance with timely submittal of audit information.

Working to Meet Standard:

The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

PERIODIC REPORTS

3. Cash report and Actual report

- a. Is this school on quarterly or monthly reporting?
 - i. If on monthly, please identify the reason for the monthly requirement.
 - ii. During the current fiscal year, was the school ever required to report monthly?
 1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
 - i. If not, why not?
 - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
 - i. If so, why did that occur?
 - ii. If so, was it corrected with a budget adjustment?

- iii. How long did that process take to correct the issue(s)?
- iv. If it was not corrected, why not?
- v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
 - iii. If not, why not?

3. Is the school timely submitting required reports which show sufficient financial?

Meets Standard:

- The school demonstrates evidence of substantial compliance with timely submittal of required reports.

Working to Meet Standard:

- The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4. EXPENDITURES

- 4. Were there any invoices pending for more than 90 days in the current year?
 - a. If so, why were these invoices pending for so long?
 - b. Are any of these pending now?
 - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
 - a. If not, why not?
 - b. Are any of these liabilities not up-to-date now?
 - c. If not, what is the anticipated payment schedule?

4. Is the school timely paying expenditures?

Meets Standard:

The school demonstrates evidence of substantial compliance with timely paying expenditures.

Working to Meet Standard:

The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5. REIMBURSEMENTS

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

Is the school timely seeking reimbursement?

Meets Standard:

The school demonstrates evidence of substantial compliance in seeking reimbursements.

Working to Meet Standard:

The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

6. AUDIT REVIEWS

6. The last released audit by the State Auditor was for FY [REDACTED]. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?
- b. What were the audit findings from the last released audit?
- c. Were any findings considered Material Weaknesses?

- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
 - i. If so, what was the repeat finding(s)?
 - ii. Please explain the reason for the repeat finding(s).
 - iii. What has the school done to correct it?

6. Is the school responsive to audit findings?

Meets Standard:

The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

Working to Meet Standard:

The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

7. MEALS

Do you serve meals to students?

- a. If yes, do you enter into contracts with food service management companies?
- b. Were any audit findings noted regarding those food contracts?
- c. Please explain the reason(s) for the finding(s).
- d. What has the school done to correct these audit finding(s)?

7. Is the school managing food service contracts appropriately?

Meets Standard:

The school demonstrates evidence of managing food service contracts appropriately without audit finding.

Working to Meet Standard:

The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

8. GENERAL INFORMATION

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?

- a. If so, what was the concern identified?
- b. What was the school's response to these concern(s)?
- c. What was the resolution of these concern(s)?

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools 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 (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local... compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

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 PEC deems the matter relevant to:

1. The PEC’s accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, 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 PEC’s renewal decision. If a school receives a “Working to Meet Standard” or “Falls Far Below Standard,” this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

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 with law.

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 with law.