

Albuquerque Public Schools Charter School Performance Framework

For the 2019-20 Academic School Year

For Coral Community 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. In the Spring of 2017 the Albuquerque Public Schools (APS) Director of Charter Schools modified the performance framework to more accurately measure the items that are important to the district. The Performance Framework sets the academic, fiscal, and organizational standards by which APS-authorized public charter schools will be evaluated, informing APS and the charter school about the school’s performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, APS 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. In addition this performance framework is also designed to more clearly communicate to the public at-large the performance of a school.

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the district 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 district. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

REQUIRED ACADEMIC PERFORMANCE INDICATORS

1. MISSION-SPECIFIC INDICATOR(S)

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

1. Did the school meet its mission-specific indicator(s)?
Coral Community Charter School students will improve their social emotional indicators as outlined in their Personal Education Plans from beginning from the school year to the end of the school year.

Meets Standard:
 The school substantially met the mission-specific indicator if 85% or more of students meet social emotional indicators

Working to Meet Standard:
 The school is working to meet the mission-specific indicator if 70% to 85% of students meet social emotional indicators

Does Not Meet Standard:
 The school does not meet the mission specific indicator if less than 70% of students meet social emotional indicators

2. Did the school meet its mission-specific indicator(s)?
Coral Community Charter School students will be measured in gender subgroup performance to close the achievement gap in the standards based assessment in English Language Arts and Mathematics.

Meets Standard:
 The school substantially met the mission-specific indicator if there is less than a 10% difference between male and female subgroups.

Working to Meet Standard:
 The school is working to meet the mission-specific indicator if there is a 15% to 10% difference between male and female subgroups.

Does Not Meet Standard:
 The school does not meet the mission specific indicator if there is a more than a 15% difference between male and female subgroups.

2. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

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

Meets Standard:

The school received an A, B, or C on the state's grading system.

Does Not Meet Standard:

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

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 district 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 district 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.

Did the school meet its supplemental indicator? The school chose not to negotiate.

Exceeds Standard:

The school surpassed the targets of its supplemental Indicator.

Meets Standard:

The school substantially met the targets of its supplemental indicator.

Working to Meet Standard:

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

Does Not Meet 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).

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 interconnected metrics, the Financial Framework analyzes the current state of charter schools while taking into account the school's financial trends. 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. Schools will be able to provide comments/responses to each of the indicators. Additionally this information is dependent upon the availability of funding from the State of New Mexico. For each measure, a school receives one of these ratings: "Meets Standard", "Working to Meet Standard", or "Falls Far Below Standard."

1. Enrollment

Actual Enrollment (average of 2nd & 3rd STAR Reports) divided by Enrollment Projection in Charter School Board-Approved Budget

Meets Standard:

95%+

Working to Meet Standard:

90%-94.9%

Falls Far Below Standard:

Less than 90%

2. Liquidity

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

Meets Standard:

1+ Month of Cash

Working to Meet Standard:

.5 - .99 Months of Cash

Falls Far Below Standard:

Less than .5 months of Cash

3. Total Audit Findings

Total number of audit findings from the most recent audited Financial Statements

Meets Standard:

0-2 Findings

Working to Meet Standard:

3-4 Findings

Falls Far Below Standard:

5+ Findings

4. Repeat Audit Findings

Number of repeat audit findings from previous years from the audited Financial Statements

Meets Standard:

None

Working to Meet Standard:

1 Repeat Finding

Falls Far Below Standard:

2+ Repeat Findings

5. Classification of Audit Finding

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

Meets Standard:

None

Working to Meet Standard:

1 Significant Deficiency

Falls Far Below Standard:

2+ Significant Deficiencies or 1 Material Weakness

6. Exceptions from Site Visit

Cited exceptions for most recent annual site visit

Meets Standard:

0-2 Exceptions

Working to Meet Standard:

3-4 Exceptions

Falls Far Below Standard:

5 + Exceptions

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 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. If a school receives a “Falls Far Below Standard,” district 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.

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 with law.

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 with law.

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, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

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 with law.

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 with law.

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

Meets Standard:

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 with law.

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 with law.

1.d. Is the school protecting the rights of students with special needs?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

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 with law.

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 with law.

1.d.1 Total # of Overdue Individual Education Plans (IEP's) from 40th Day, 80th Day, 120th day and End of Year (EOY)

Meets Standard:

8 or Less

Working to Meet Standard:

Between 9 and 24

Falls Far Below Standard:

More than 24

1.d.2 Total # of Overdue Evaluations from 40th Day, 80th Day, 120th day and End of Year (EOY)

Meets Standard:

4 or Less

Working to Meet Standard:

Between 5 and 20

Falls Far Below Standard:

More than 20

1.d.3 Total # of Caseload Waivers Needed

Meets Standard:

2 or less

Working to Meet Standard:

Between 3 and 5

Falls Far Below Standard:

More than 5

1.d.4 Total # of Special Education Data Issues from 40th Day, 80th Day, 120th day and End of Year (EOY)

Meets Standard:

8 or Less

Working to Meet Standard:

Between 9 and 44

Falls Far Below Standard:

More than 45

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, but not limited to, 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 with law.

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 with law.

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 with law.

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 with law.

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 APS and set forth in the Charter Contract;
- 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, and all other applicable purchasing laws.

Working to Meet Standard:

The school has not implemented sound financial principles and financial reporting requirements in the manner described above; the 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 sound financial principles and financial reporting requirements in the manner described above; the 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.

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 financial management and oversight expectations in the manner described above; the 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 financial management and oversight expectations in the manner described above; the 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.

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 body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body 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 with law.

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 with law.

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 body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

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 with law.

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 with law.

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, and that the school has a licensed business manager. 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 with law.

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 with law.

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:

- Does not interfere in employees' rights to organize collectively.
- 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 with law.

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 with law.

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 with law.

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 with law.

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 facilities. 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 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;

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 with law.

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 with law.

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, if such services are provided. 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;

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 with law.

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 with law.

5.c. Is the school handling information appropriately?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. 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;
- 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 with law.

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 with law.

The Albuquerque Public Schools and Charter School agree to the terms specified in this Performance Framework.

Representative of Albuquerque Public Schools

Signature: _____

Title: _____ Date of Approval: _____

Representative of the Charter School

Signature: _____

Title: _____ Date of Approval: _____