

# New Mexico Public Education Commission Charter School Performance Framework

---

To be used during the following academic school years:

2016-2017 Academic School Year

2017-2018 Academic School Year

(with new IPT academic indicator added for 2017-2018)

2018-2019 Academic School Year

2019-2020 Academic School Year

2020-2021 Academic School Year

For J. Paul Taylor Academy

# 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:

The school has provided a Corrective Action Plan to CSD which will be considered by the PEC at the August, 2016 meeting. The school believes that the Corrective Action Plan has been substantially completed as of the date of the contract negotiation (April, 2016) and as of the April Site Visit by CSD.

## Notes:

As set forth in Organizational goal 6, the school will add an additional indicator for the 2017-2018 on Spanish Language Acquisition.

# 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".

The PEC has specified that all schools shall propose and then negotiate two academically-oriented mission specific indicators for each school year. Those will be listed in the "Academically-oriented Mission-specific indicators" section below. Each indicator must be listed separately and have its own rating system.

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.)

## 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?                      |   |
| <i>Exceeds Standard:</i><br><input type="checkbox"/> The school received an A on the state's grading system.     |   |
| <i>Meets Standard:</i><br><input type="checkbox"/> The school received a B on the state's grading system.        |   |
| <i>Meets Standard:</i><br><input type="checkbox"/> The school received a C on the state's grading system         | <b>The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.</b> |
| <i>Does Not Meet Standard:</i><br><input type="checkbox"/> The school received a D on the state's grading system | <b>The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades</b>  |

## 1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

|   |   |
|---|---|
| <p><b>Falls Far Below Standard:</b><br/> <input type="checkbox"/> The school received an F on the state’s grading system.</p> | <p>The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.</p> |
|---|---|

## 2. ACADEMICALLY-ORIENTED MISSION-SPECIFIC INDICATORS

### 2.a ASSESSMENT IN READING

Short Cycle Assessment data (DIBELS) will be used to measure adequate reading progress of Full Academic Year (FAY) students who have attended the school.

Growth. In order to show adequate reading progress (the first phrase in each of the standards set forth below), FAY students will demonstrate adequate reading progress in Reading as measured by three assessments using DIBELS. (Kindergarten through 4<sup>th</sup> Grade). The growth will be set in the fall for all students testing Well Below Benchmark or Below Benchmark by using the growth tool and setting above average growth targets for these students, and identifying these growth targets in a chart in the fall. The School may set individualized growth targets for students with IEPs using the growth tool as a resource. Students will be scored as having achieved adequate reading progress if they meet their growth targets set in the fall on either the winter or spring test.

At or Above Benchmark. In order to show adequate reading progress (the second phrase in each of the standards set forth below), a student tests “At or Above Benchmark” on either the winter or spring testing.

|                       | Kindergarten | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> |
|-----------------------|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| At or Above Benchmark | 119          | 155             | 238             | 330             | 391             | 415             | 380             |
| Below Benchmark       | 89 – 118     | 111 – 154       | 180 – 237       | 280 – 329       | 330 – 390       | 340 – 414       | 324 – 379       |
| Well Below Benchmark  | 88 or below  | 110 or below    | 179 or below    | 279 or below    | 329 or below    | 339 or below    | 323 or below    |

### 2.a. Did the school meet this mission-specific indicator?

**Exceeds Standard:**

The school surpasses the target of this indicator if:

86% or more of students made at least one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at “benchmark” on the winter or spring short-cycle assessment.

**Meets Standard:**

The school meets the target of this indicator if:

75-85% of students made at least one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at “benchmark” on the winter or spring short-cycle assessment.

**Does Not Meet Standard:**

The school does not meet the target of this indicator if:

**70-74% of students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results**

**OR**

**The student tests at "benchmark" on the winter or spring short-cycle assessment.**

**Falls Far Below Standard:**

**The school falls far below the target of this indicator if:**

**Less than 70% of students made at least one year's growth in reading short-cycle assessment scores when comparing beginning year results to later results**

**OR**

**The student tests "benchmark" on the winter or spring short-cycle assessment.**

## 2.b. ASSESSMENT IN READING

Short Cycle Assessment data (**Discovery**) will be used to measure adequate reading progress of Full Academic Year (FAY) students who have attended the school. (**5<sup>th</sup>-8<sup>th</sup> Grade**)

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as established by the attached charts developed from Discovery data or a growth target specifically listed in a student's IEP. Students may show the growth on either of the winter or spring assessments.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

## 2.b. Did the school meet this mission-specific indicator?

**Exceeds Standard:**

**The school surpasses the target of this indicator if:**

**86% or more of FAY students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results**

**OR**

**The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.**

**Meets Standard:**

**The school meets the target of this indicator if:**

**75-85% of FAY students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results**

**OR**

**The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.**

**Does Not Meet Standard:**

**The school does not meet the target of this indicator if:**

**65-74% of FAY students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results**

**OR**

**The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.**

**Falls Far Below Standard:**

The school falls far below the target of this indicator if none of the standards set forth above are met.

2.c. SHORT CYCLE ASSESSMENT MATH K-5. Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students, K-5.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students, K-5 will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as established by the attached charts developed from Discovery data or a growth target specifically listed in a student's IEP. Students may show the growth on either of the winter or spring assessments.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

2.c. Did the school meet this mission-specific indicator?

Kindergarten through 5<sup>th</sup> Grade

The school surpasses the target of this indicator if:

86% or more of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.

The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.

Kindergarten through 5<sup>th</sup> Grade

The school meets the target of this indicator if:

75-85% of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.

Kindergarten through 5<sup>th</sup> Grade

The school does not meet the target of this indicator if:

65-74% of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.

**Falls Far Below Standard:**

The school falls far below the target of this indicator if none of the standards set forth above are met.

2.d. SHORT CYCLE ASSESSMENT MATH, 6<sup>TH</sup>-8<sup>TH</sup>. Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students, 6<sup>th</sup> -8<sup>th</sup>.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students 6<sup>th</sup> – 8<sup>th</sup> will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as established by the

attached charts developed from Discovery data or a growth target specifically listed in a student's IEP. Students may show the growth on either of the winter or spring assessments.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

| 2.d. Did the school meet this mission-specific indicator?   |
|---|
| <p><b>6<sup>th</sup> Grade through 8<sup>th</sup> Grade</b></p> <p><input type="checkbox"/> The school surpasses the target of this indicator if:<br/>80% or more of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results<br/>OR<br/>The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.</p> |
| <p><b>6<sup>th</sup> Grade through 8<sup>th</sup> Grade</b></p> <p><input type="checkbox"/> The school meets the target of this indicator if:<br/>70-79% of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results<br/>OR<br/>The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.</p>          |
| <p><b>6<sup>th</sup> Grade through 8<sup>th</sup> Grade</b></p> <p><input type="checkbox"/> The school does not meet the target of this indicator if:<br/>60-69% of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results<br/>OR<br/>The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.</p>  |
| <p><b>Falls Far Below Standard:</b></p> <p><input type="checkbox"/> The school falls far below the target of this indicator if none of the standards set forth above are met.</p>   |

# 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

2. 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.

## 3. 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?
- i. If not, why not?

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

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

#### 5. 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?
- If so, what was the text of the specifically identified section?
  - 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

- 7. 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.**

# 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.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.

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

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

A. The School has the following enrollment at the present time:

197

B. Out of these total students, the following students are eligible for re-enrollment at the School:

171

(Students that could come back to the school the next year)

C. Out of these total students, the following students are not eligible for re-enrollment at the School:

26

(i.e. Students that will not come back to the school the next year because they graduate or are only attending the school for 1 year. [B subtracted from A above])

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

21 students are not eligible for re-enrollment because they are currently enrolled as 8<sup>th</sup> graders. J. Paul Taylor Academy serves Kindergarten through 8<sup>th</sup> grade students only. The school also loses some students at the middle school transition.

85% of the students listed in B above will be required to re-enroll at the School to meet the standard in the Organizational Performance Framework. This number is 145 [B times .85].

**NOTE: The school should provide this data by looking at the student enrollment report in the fall. (CSD cannot get this data off of STARS)**

**Meets Standard:**

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

**Working to 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 PEC 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, and all other applicable purchasing laws.

**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.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 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. 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;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

**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.
- (Partner Organizations) The governing body 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 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.

4.d. General Information

(Complete with regard to the present fiscal year and the previous fiscal year)

Note: The PEC may choose to negotiate an indicator with the school for the next year, depending on the information provided

Has the school had more than 20% turnover in personnel in each of the past two years?

\_\_\_ Yes                      \_\_\_ No                      \_\_\_ N/A

If so, please complete the following:

a. Please identify the reason for the turnover. \_\_\_\_\_

\_\_\_\_\_

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

\_\_\_\_\_  
\_\_\_\_\_

c. What actions are you taking to retain staff?

\_\_\_\_\_

d. What actions are you taking to ensure that staff hired will work well at the school?

\_\_\_\_\_

**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;
- If applicable, 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 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;
- 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 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;
- Allows access to documents maintained by the school under the Inspection of Public Records Act 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 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.

## 6. SCHOOL SPECIFIC TERMS

*6.a. Is the school working to establish a Spanish Language Acquisition academic indicator?*

School leadership will administer the IPT by the end of school year 2015-2016 (K-4) and 2016-2017 (K-5) to establish a baseline for student scores. The school will continue to add a grade level to the testing each year until all grades have been added into the Spanish language acquisition program and all students are tested.

**Meets Standard:**

The school has administered the IPT to 95% of all students for 2015-2016 (K-4) and 2016-2017 (K-5).

**Working to Meet Standard:**

The school has not administered the IPT to 95% of all students for 2015-2016 (K-4) and 2016-2017 (K-5) and has a plan to ensure that testing will be implemented for 95% of the students.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above.

School leadership will provide a proposed academic indicator to the PEC to add to its 2017-2018 Performance Framework which will be based on proficiency and growth. The indicator will be proposed to the PEC by May 1, 2017 for discussion and adoption with the PEC by July 1, 2017.

**Meets Standard:**

The school provided an academic indicator to the PEC based on proficiency and growth.

**Working to Meet Standard:**

The school has not provided the indicator as set forth above, but has a plan for remediation of this short fall by June 1, 2017.

**Falls Far Below Standard:**

Evidence shows that the school has not implemented the program in the manner described above.

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

**Approved:**

**New Mexico Public Education  
Commission**

By: Vince Bergman

Title: Chair

Signature:

Date:

**Approved:**

**J. Paul Taylor Academy**

By: Dr. Jana Williams

Title: Chair

Signature:

Date:



© 2012 National Association of Charter School Authorizers (NACSA)

This document carries a Creative Commons license, which permits noncommercial re-use of content when proper attribution is provided. This means you are free to copy, display and distribute this work, or include content from the application in derivative works, under the following conditions:

**Attribution** You must clearly attribute the work to the National Association of Charter School Authorizers, and provide a link back to the publication at <http://www.qualitycharters.org/>.

**Noncommercial** You may not use this work for commercial purposes, including but not limited to any type of work for hire, without explicit prior permission from NACSA.

**Share Alike** If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

For the full legal code of this Creative Commons license, please visit [www.creativecommons.org](http://www.creativecommons.org). If you have any questions about citing or reusing NACSA content, please contact us