



**The State of New Mexico**

# **Charter School Contract**

Between The  
New Mexico Public Education  
Commission

And

J. Paul Taylor Academy

July 1, 2016 – June 30, 2021

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This charter contract (“Contract”), effective the 1st day of July, 2016 is made and entered into between the New Mexico Public Education Commission (“Commission” or “Authorizer”) and J. Paul Taylor Academy, public charter school (“School”). Collectively, these entities are referred to as the “Parties.”

The Secretary of the New Mexico Public Education Department is authorized to hear appeals regarding this Contract from the Parties (“Secretary”).

## **Article I. Recitals.**

### **Section 1.01 Purpose.**

The Charter Schools Act<sup>ii</sup> enables a charter school

- to structure its educational program and curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices, or have been replicated successfully in schools with diverse characteristics;
- to develop different and innovative ways of measuring student learning and achievement which addresses the needs of all students, including those determined to be at risk;
- to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- to improve student achievement;

- to provide parents and students with an educational alternative by creating new, innovative and more flexible ways of educating children within the public school system;
- to encourage parental and community involvement in the public school system; and
- to develop and use site-based budgeting that meets state fiscal requirements.

### **Section 1.02 Description of the Roles of the Parties.**

In order to meet the purposes of the Act, the School will determine the process it uses to achieve successful outcomes for the students it serves. The Authorizer's role<sup>iii</sup> will be to evaluate the School's outcomes rather than to establish the process by which the School achieves the outcomes sought.

### **Section 1.03 Description of Protocol for Oversight.**

At the request of the Authorizer or its designee(s), in order to implement a protocol of continuous improvement or to address issues that are of concern, the School may present the Authorizer with improvement plans from time to time to address identified issues. The Parties may also implement a corrective action plan. The Authorizer may implement suspension or revocation procedures under the Charter School Act and associated regulations<sup>iv</sup>.

### **Section 1.04 History.**

The founders of the J. Paul Taylor Academy sought to provide a high-quality learning experience to a diverse student population that would allow all children to excel at their own pace and with the greatest amount of student choice possible. The school was established to focus on project-based learning. The school originally started as a Dual Language program and was amended to become a Spanish Language Acquisition



program. A commitment to Healthy Life Skills was also a pillar of the first charter, as evidenced by the practice of a daily walk, expanded Physical Education instruction, and a food service program that would center on fresh-daily meals with a heavy emphasis on fresh vegetables and fruit, locally produced as often as possible. Music and Art classes were also included as integral and indispensable components of the JPTA school week. These ideals remain in place, alive and well, at JPTA.

Our relationships with the community at large have always been rich and rewarding. From the beginning, teachers at JPTA have welcomed members of the Las Cruces community to come and share their expertise and experience with our students. Over the years we have had guest speakers from government - local, state, and tribal, speak at the school about the past, the present, and the future. We have had hands-on lessons on topics as diverse as quilt-making, sea turtle preservation, and Native American (Piro/Tortugas) culture, to name just a few. On-going, established partnerships with local institutions such as the Asombro Institute and the Mesilla Valley Bosque State Park enrich science curriculum at JPTA. The New Mexico State University Kinesiology and Physical Education Departments have committed to placing practicum students in the school. Their presence supports the JPTA PE program by providing additional adult supervision of students and the extra energy, excitement, and innovativeness of new teachers. Participation in intra-scholastic activities such as Battle of the Books is also available at our school. We have partnered extensively with other schools and districts in our community in an effort to keep the cost of our facilities at a minimum. We work closely with Alma D'Arte, a public charter high school, to borrow their theater for our large presentations.

The founders believed that all children are capable of academic excellence and wish to achieve it. As our students have learned, we, also, have grown and learned, exploring the ideals of Project-Based Learning, experimenting with true student leadership, sharing failures and successes, discussing options to identify best solutions to problems, negotiating, compromising, and, ultimately, supporting each other. We continue to strive for a place where children will be actively involved in learning, participating in planning projects that are meaningful to them and working with and for their community to complete these projects using two languages, in a small, nurturing, child-focused environment. We still believe in our motto, "To Recapture the Joy of Learning."

See, Exhibit 1, Documentation of renewal approval or permission to commence operation by the Authorizer.

The Parties, therefore, hereby agree to establish a New Mexico public charter school according to the following terms and conditions of this Contract.

## **Article II. Parties, Notice and Intent.**

### **Section 2.01 Parties.**

The Commission is created pursuant to the Article XII, Section 6 of the New Mexico Constitution and has powers as accorded to it by law. The Commission is authorized to receive applications for initial and renewal charter applications that request to be authorized by the state<sup>v</sup>.

The Charter Schools Division (CSD) of the New Mexico Public Education Department (NMPED) shall provide staff support to the Commission as it performs its functions; provide staff support to the Secretary; provide technical support to the School and make recommendations regarding approval, denial, suspension or revocation of the School<sup>vi</sup>. (The Commission or any person designated by the Commission to address an issue or shall be referred to generally as “Authorizer” from this point forward.)

The School is a charter school approved by the Authorizer. (The School Governing Body, its Head Administrator as staff or any person designated by the Governing Body or its Head Administrator to address an issue shall be referred to generally as “School” from this point forward.)

### **Section 2.02 Notice.**

Any notice required, or permitted, under this Contract shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgement of receipt) or three days after mailing when sent by certified mail, to the Head

Administrator for notice to the School, or to the designated Authorizer representative for notice to the Authorizer at the addresses set forth below. Either Party may change the address for notice by giving written notice to the other Party. At the commencement of any action which requires notice, the parties may agree to use electronic notice and filing.

**New Mexico Public Education Commission**  
C/O Director, Options For Parents  
New Mexico Public Education Department  
300 Don Gaspar, Room 301  
Santa Fe, New Mexico 87505

AND

Attorney for the PEC  
New Mexico Attorney General's Office  
408 Galisteo  
Santa Fe, NM 87501

**Charter Schools Division**  
C/O Director, Options For Parents  
New Mexico Public Education Department  
300 Don Gaspar, Room 301  
Santa Fe, New Mexico 87505

**And a separate notice to**

**Assistant General Counsel**  
**Charter Schools Division**  
C/O Director, Options For Parents  
New Mexico Public Education Department  
300 Don Gaspar, Room 301  
Santa Fe, New Mexico 87505

J. Paul Taylor Academy  
**Governing Body Contact]**  
Dr. Jana Williams  
Mailing Address:  
502 W. Court Ave., Building 2  
Las Cruces, NM 88005

575-621-1206,  
jana.williams@jpaultayloracademy.org

**Head Administrator**

Aine Garcia-Post  
502 W. Court Ave., Building 2  
Las Cruces, NM 88005  
575-652-4006;  
aine.garciapost@jpaultayloracademy.org

**Attorney**

Patricia Matthews  
Matthews Fox, P.C.  
1925 Aspen Drive; Suite 301  
Santa Fe, NM 87505  
505-473-3020, pmatthews@matthewsfox.com

### Section 2.03 Creation of Essential Documents.

Essential Documents. This Contract, the Performance Frameworks (as discussed in further detail in Articles V through VIII below) including the annual performance indicators set under the Performance Frameworks together form the essential documents governing the Parties (“Essential Documents”). Goals set forth in the initial application or the renewal application shall be reviewed by the Parties as part of the basis for the negotiations of the Performance Frameworks as further described in Section VI below. Where appropriate, the conditions placed by the Authorizer on the School in the application of renewal process may become Performance Indicators in the annual Performance Frameworks in order to monitor the School’s compliance with the conditions.

Material Elements of Charter and Renewal Applications Incorporated. The material provisions of the renewal application have been incorporated as part of the Contract and are listed in Article VIII below.

## **Article III. General Governing Principles**

### **Section 3.01 Public Charter School.**

The School is authorized by the Authorizer to operate as a public school, but is a separate legal entity from the Authorizer<sup>vii</sup>. Notwithstanding its existence as a separate legal entity, the School is subject to all applicable state and federal laws, regulations, rules, and policies unless waived by the Secretary or by law<sup>viii</sup>.

### **Section 3.02 Term of the Charter.**

This Contract and the Performance Frameworks are effective as of July 1, 2016. The Term of this Contract shall run until June 30, 2021 with the condition that JPTA must successfully complete a Corrective Action Plan that addresses all of the issues raised by the CSD.

### **Section 3.03 Availability of Funds.**

Although this Contract is for the operation of the School for the Term of the Contract, any financial commitment on the part of the NMPED or Authorizer, if applicable, contained in this Contract is subject to the annual appropriations of the New Mexico Legislature.

### **Section 3.04 Board of Finance.**

The governing body of the School is qualified as a Board of Finance.

## **Article IV. Oversight to Allow Autonomy**

### **Section 4.01 Oversight allowing autonomy.**

The Authorizer shall comply with the provisions of the Act and the terms of the Contract in a manner that does not unduly inhibit the autonomy granted to the School. In order to meet the purposes of the Act, the School will determine the process it uses to achieve the successful outcomes for its students. The Authorizer's role will be to evaluate the School's outcomes according to this Contract and the Performance Frameworks, rather than to establish the process by which the School achieves the outcomes sought.

## **Section 4.02 Charter School Rights and Obligations**

### **(a) Curriculum, Instructional Program, Student Performance Standards.**

The School shall have the authority and responsibility for designing and implementing the educational plan described as material terms of the Charter in Section 8 below.

### **(b) Site Based Management.**

The School is responsible for its own operation, including preparation of a budget; is subject to audits<sup>x</sup>; may contract for services; and shall address personnel matters in accordance with the School Personnel Act<sup>x</sup> and all other applicable laws.

### **(c) Right to Sue.**

The School's Governing Body may contract, sue and be sued.

### **(d) Limitation on Liability.**

The Authorizer shall not be liable for any acts or omissions of the School<sup>xi</sup>.

### **(e) Employees.**

All employees hired by the School shall be employees of the School for which the Authorizer has no employment responsibility.

**(f) Waivers.**

***(i) Automatic Waivers.***

The Charter School Act allows for waivers for the School from the requirements of the Public School Code pertaining to individual class load, length of the school day, staffing patterns, subject areas, purchase of instructional materials, evaluation standards for school personnel, school principal duties and driver education<sup>xii</sup>.

Waivers listed pursuant to this paragraph shall be effective for the term of the Contract<sup>xiii</sup>. The list of waivers is attached as **Exhibit 2**.

***(ii) Discretionary Waivers.***

The School has listed Discretionary Waivers that either it has obtained or will seek from the Secretary, as set forth in **Exhibit 2**, which must be approved by the Secretary as set forth in (iii) below.

***(iii) Waiver Approval.***

The School shall, within 30 days from the execution of this Contract, deliver to the NMPED any Discretionary Waiver requests submitted for the Secretary's approval. The NMPED shall notify the School of the Secretary's decision on the Discretionary Waiver(s). The School shall ensure that **Exhibit 2** correctly identifies the waiver(s) approved by the Secretary.

***(iv) Subsequent Waivers.***

The School may request additional Discretionary Waivers from the Secretary after the initial request. Any new waiver requests shall be processed according to NMPED waiver request procedures, and, if approved, shall be added to this Contract

by the School submitting a revised list of approved waivers (**Exhibit 2** to this Contract) to the Authorizer.

**(g) Policies.**

The School has developed its own policies and agrees to adopt policies and/or procedures, if and as needed, to deliver the School's program. The School shall be exempt from local district policies and shall, instead, develop policies and procedures to the extent required by applicable law and regulation.

**(h) Acquisition of Property and Gifts.**

The School, within constitutional and statutory limits, may acquire and dispose of property, provided that, upon termination of the Charter, the following will occur: All assets of School shall revert to the state, except that, if all or any portion of a School facility is financed with the proceeds of general obligation bonds issued by a local school board, the facility shall revert to the local school board.<sup>xiv</sup>

The School's Governing Council may accept or reject any charitable gift, grant, devise or bequest; provided that no such gift, grant, devise or bequest shall be accepted if subject to any condition contrary to law or to the Material Terms of this Contract as set forth in Article VIII below. The particular gift, grant, devise or bequest shall be considered an asset of the School.

**Section 4.03 Authorizer Rights, Obligations, and Processes for Oversight.**

**(a) Authorizer Criteria, Processes and Procedures**



The Act requires that the Authorizer develop and maintain the criteria, processes and procedures<sup>xv</sup> that the Authorizer and its designees will use for ongoing oversight of organizational, financial and academic performance of the School. Accordingly, these criteria, processes and procedures are set forth in this Article IV and in Articles V through VIII below.

In areas where the School needs improvement (as identified by results of the assessment of the School under the Performance Framework or any performance review), and as requested by the Authorizer, the School shall present an improvement plan(s) to the Authorizer for approval. The School will report to the Authorizer on the progress of the improvement plans from time to time, as established in the improvement plans. The Authorizer may require and the School shall implement a corrective action plan. If warranted the Authorizer may implement revocation, suspension or other procedures pursuant to the process in Article XI.

**(b) Authorizer Development of Policies and Protocols.**

The Authorizer shall develop and maintain chartering policies and practices consistent with nationally recognized principles and standards for quality charter authorizing as set forth by the Act, including policies regarding charter school oversight and evaluation; organizational capacity and infrastructure; evaluation of charter applications; performance contracting; and charter school corrective action plans; suspension, revocation, renewal, and closure processes. This contract and the Performance Framework demonstrate, in part, implementation of its chartering policies and practices.

**(c) Authorizer Development of Processes for Suspension, Revocation and Nonrenewal.**

The Authorizer shall develop processes for suspension, revocation or nonrenewal of a school<sup>xvi</sup>. In the event that the Authorizer ever determines that suspension, revocation or nonrenewal of the School is appropriate, the Authorizer shall

- i. provide the School with timely notification of the prospect of suspension, revocation or nonrenewal of the Charter and the reasons for such action;
- ii. allow the School a reasonable amount of time to prepare and submit a response to the Authorizer's action no less than 30 days, absent exigent circumstances; and
- iii. submit the final determination made by the Authorizer to the NMPED.

In addition, Article XI below also sets forth terms relating to suspension, revocation and non-renewal.

**(d) Authorizer Development of a Performance Framework.**

Throughout the term of this Contract, the Authorizer shall establish annual Performance Framework templates that set forth clear academic and operations performance indicators, measures and metrics that includes the following:

- a. Student academic performance;
- b. Student academic growth;
- c. Achievement gaps in both proficiency and growth between student subgroups;

- d. Attendance;
- e. Recurrent enrollment from year to year;
- f. Post-secondary readiness and graduation rate (if the charter school is a high school);
- g. Financial performance and sustainability; and
- h. Governing body performance, including compliance with all applicable laws, rules, and terms of the Contract.

For purposes of this Contract, the Authorizer shall implement the performance indicators, metrics and measures through the Performance Frameworks. Any additional indicators shall be negotiated in good faith between the Parties and included in the annual School Specific Indicators as discussed in Article V below.

**(e) Authorizer Development of a Closure Protocol.**

The Authorizer shall establish a closure protocol in the event the School closes. The Authorizer shall oversee and work with the closing School to ensure a smooth and orderly closure and transition for students and parents according to the closure protocol and to ensure that assets are appropriately accounted for and protected<sup>xvii</sup>. In addition, Article XII below also sets forth terms relating to closure.

**(f) Authorizer Obligations Relating to the Contract and Monitoring**

***(i) Negotiate the Contract in Good Faith.***

The Authorizer shall negotiate and execute this Contract, in good faith, so long as it meets the requirements of the Act<sup>xviii</sup>.

***(ii) Collect, Analyze and Report Data.***

The Authorizer shall collect, analyze and report all data from state assessment tests in accordance with the Performance Frameworks.

**1) Access to Data and State Assessment.**

The School shall obtain information where possible directly from NMPED, including, but not limited to, test scores, Elementary and Secondary Education Act school improvement status, A-F school grading designation, Common Core alignment information, special education notices, and funding information. The Authorizer or its designee at the request of the School shall provide the School with substantive information pertaining to the School to which the Authorizer has access in a timely way that is otherwise not provided directly to the School by the NMPED.

**2) Data Available through student information systems.**

To the extent possible, the Authorizer shall not request reports from the School that are otherwise available to the Authorizer through student information systems or other data sources available to the Authorizer, including but not limited to those data sources created and kept by the NMPED.

In the event that information requested on the reports is available to the Authorizer's designee from the student information systems or other data sources reasonably available to the Authorizer's designee, the Authorizer's designee shall pre-populate required reports and provide this pre-populated report to the School.

***(iii) Conduct Oversight.***

The Authorizer shall conduct and/or require oversight activities according to its policies and procedures to allow the Authorizer to fulfill its responsibilities under the Act, including conducting appropriate inquiries and investigations, when warranted.

*(iv) Monitor School's Progress (Site Visits).*

The Authorizer shall continuously monitor and conduct at least one annual visit to the School to provide technical assistance to determine the overall organizational, academic and financial performance of the School as described in the Performance Frameworks.

**1) Site Visit**

The Authorizer designee(s) shall make at least one annual visit to the School<sup>xix</sup> ("Annual Site Visit"). The Authorizer its designee(s) or legal counsel, however, may conduct such monitoring activities in its performance review as it deems appropriate to ensure that the School is complying with applicable law, the terms of this Contract and Essential Documents. Except in extraordinary circumstances, Authorizer visits should be pre-arranged and with reasonable notice to avoid needless disruption of the educational process. The Authorizer, or its designee(s) reserves the right to make unannounced visits to open meetings, or to the School.

**2) Annual Site Visit/ Site Visit Report.**

The protocol for the Annual Site Visit and Annual Site Visit Report shall be conducted and prepared according to the Authorizer protocol and forms provided relating to the Performance Frameworks (as discussed in Articles V - VIII below) and any plan created pursuant to this Contract (i.e. improvement plan or corrective action plan). The protocol

and forms shall be provided at least 30 days in advance to the School. The Annual Site Visit shall contain a review, at a minimum, of the School's evidence of progress towards the indicators identified in the Performance Frameworks and progress towards any plan created pursuant to this Contract, as applicable.

Following the site visit, the Authorizer or its designee(s) shall complete a draft of the Annual Site Visit Report and present it to the School within 45 days after completion of the site visit. The School shall have 30 days to provide input and comment.

*(v) Review Data.*

The Authorizer shall review the data provided by the School to support ongoing evaluation according to the terms of the Contract.

*(vi) Notify School of Unsatisfactory Performance.*

The Authorizer shall notify the School in a timely manner of unsatisfactory performance on the organizational, academic or financial frameworks, or any other factor that may result in an improvement plan, corrective action, nonrenewal or revocation as determined during the annual site visit or at any other time.

If, based on a performance review conducted by the Authorizer, the Authorizer finds that the School is not making satisfactory progress towards organizational, academic or financial performance or the Authorizer believes there to be a breach of this Contract, the Authorizer may take any steps allowed by law including but not limited to establishment of an Improvement Plan or a Corrective Action Plan as set forth in Article

XI<sup>xx</sup>. The Authorizer may suspend or revoke the School's Charter if warranted<sup>xxi</sup> and according to the process established by the Authorizer.

*(vii) Suspend, Revoke or Not Renew the Contract, if necessary.*

The Authorizer may suspend, revoke or not renew this Contract and the Charter<sup>xxii</sup> if the Authorizer determines that the School did any of the following:

- a. Committed a material violation of any of the conditions, standards or procedures set forth in this Contract;
- b. Failed to meet or make substantial progress toward achievement of the department's minimum educational standards or the student performance standards identified in the Contract;
- c. Failed to meet generally accepted standards of fiscal management; or
- d. Violated any provision of law from which the School was not specifically exempted.

*(viii) Identify Reasons for Suspension, Revocation or Nonrenewal.*

The Authorizer shall state in writing and at a public meeting its reasons for the suspension, revocation or nonrenewal, including the factual bases therefor, if the Authorizer revokes or does not renew a charter<sup>xxiii</sup>.

**Section 4.04 Funding.**

**(a) Authorizer Budget for Two Percent Administrative Fee.**

The amount of funding allocated to the School shall not be less than ninety-eight percent of the school-generated program costs<sup>xxiv</sup>. The Authorizer may withhold and use the remaining two percent of the school-generated program cost for its

administrative support of the School. The Authorizer shall use the two percent amount withheld for the following purposes:

1. A portion of the expenditures supports the charter school division staff salaries and benefits.
2. A second portion of the expenditures supports the Public Education Commission's work. This includes their travel, and expenses such as meals, hotels, and per diem.
3. A third portion of the expenditures provides the resources needed to accomplish the oversight necessary such as supplies, hardware, software and other resources needed to support the work of the CSD.
4. A fourth portion of the expenditures provides the resources needed from all other bureaus in the NMPED that spend time working on issues related to charter schools, including but not limited to, Special Education, Information Technology, Title I, School & Family Support Bureau, Student Nutrition, and School Budget.

**(b) Federal Program Funding for Charters.**

The School is authorized by law to apply for federal funding for which it may be eligible<sup>xxv</sup>.

**(c) Annual Audits.**

The School agrees to pay its proportionate share of the NMPED's annual audit expense and to budget an appropriate amount annually for purposes of conducting the School's annual audit.

*Select one:*



The School has an associated not-for-profit foundation named **The J. Paul Taylor Academy Foundation**, and the foundation is designated as a component unit of the School. The foundation shall pay a reasonable, additional amount to include the not-for-profit foundation in the School's audit if required.

OR

The School does not have an associated not-for-profit foundation that is designated as a component unit of the School.

School Delay in Audit. If the School's annual audit is delayed and that delay results in the School and/or the NMPED receiving a "late audit report" finding, the NMPED shall notify the Authorizer and the School with that information once the audit is released publically. The Authorizer may determine that the "late audit report" finding constitutes a violation of this Contract or the Performance Framework indicators and shall provide the School a reasonable opportunity to submit an explanation for the audit finding in addition to its "management response" for the Authorizer's review. The PEC may make an independent determination of whether it considers the School's "late audit finding" a material violation of this Contract based on the School's response to the audit finding and take appropriate action including imposition of the sanctions as set forth in NMSA 1978, 22-8-12.1 or as otherwise provided by law.

#### **(d) Third Party Contracts.**

The School may contract<sup>xxvi</sup> with a school district, a university or college, the state, another political subdivision of the state, the federal government or one of its agencies, a tribal government or any other third party for the use of a facility, its

operation and maintenance and the provision of any service or activity that the School is required to perform in order to carry out the educational program described in the Material Terms of the Contract as set forth in Article VIII below.

The School shall not contract with a for-profit entity for the management of the School.

Contract for goods or services. If the School proposes to contract with a third party provider for goods or services over \$60,000, the School shall provide notice that demonstrates that the contract complies with the Procurement Code and other applicable laws that relate to the use of public funds and provide a written assurance that the proposed contract preserves the School's financial independence from the provider ("Financial Compliance Documentation").<sup>xxvii</sup>

Contract relating to Real Property. For any contract over \$60,000 involving real property, the School shall provide notice by submitting a written assurance that the proposed contract preserves the School's financial independence from the provider ("Real Property Compliance Documentation"). The written assurance may be satisfied by providing a copy of the written assurance provided pursuant to the Public School Finance Act.

1. The terms of this section do not apply to personnel contracts. The School is not required to seek a review of any personnel contracts.
2. After receipt of the required Financial Compliance Documentation or Real Property Compliance Documentation request from School on forms provided by the Authorizer, the Authorizer, its designee(s) or legal counsel, or staff's legal

counsel designated to review the documentation shall respond in writing within 10 working days with objection(s) to the Financial Compliance Documentation or Real Property Compliance Documentation and the basis for such objection(s). If there is no response, the Authorizer shall be deemed to have consented to the proposed contract with the selected vendor.

3. If the Authorizer, its designee(s) or legal counsel designated to review the documentation raises an objection(s) regarding the Financial Compliance Documentation or Real Property Compliance Documentation request, the School may submit a response within 10 working days.

4. The Authorizer, its designee(s) or legal counsel must then object or consent to the Financial Compliance Documentation or Real Property Compliance Documentation request in writing within 10 working days.

5. If the Authorizer, through its designee(s) or legal counsel, raises objection(s) that are unable to be resolved by the response from the school, either party may choose to commence alternative dispute resolution procedures outlined in Article IX of this contract. The parties are encouraged to continue informal discussions in an effort to resolve the objections.

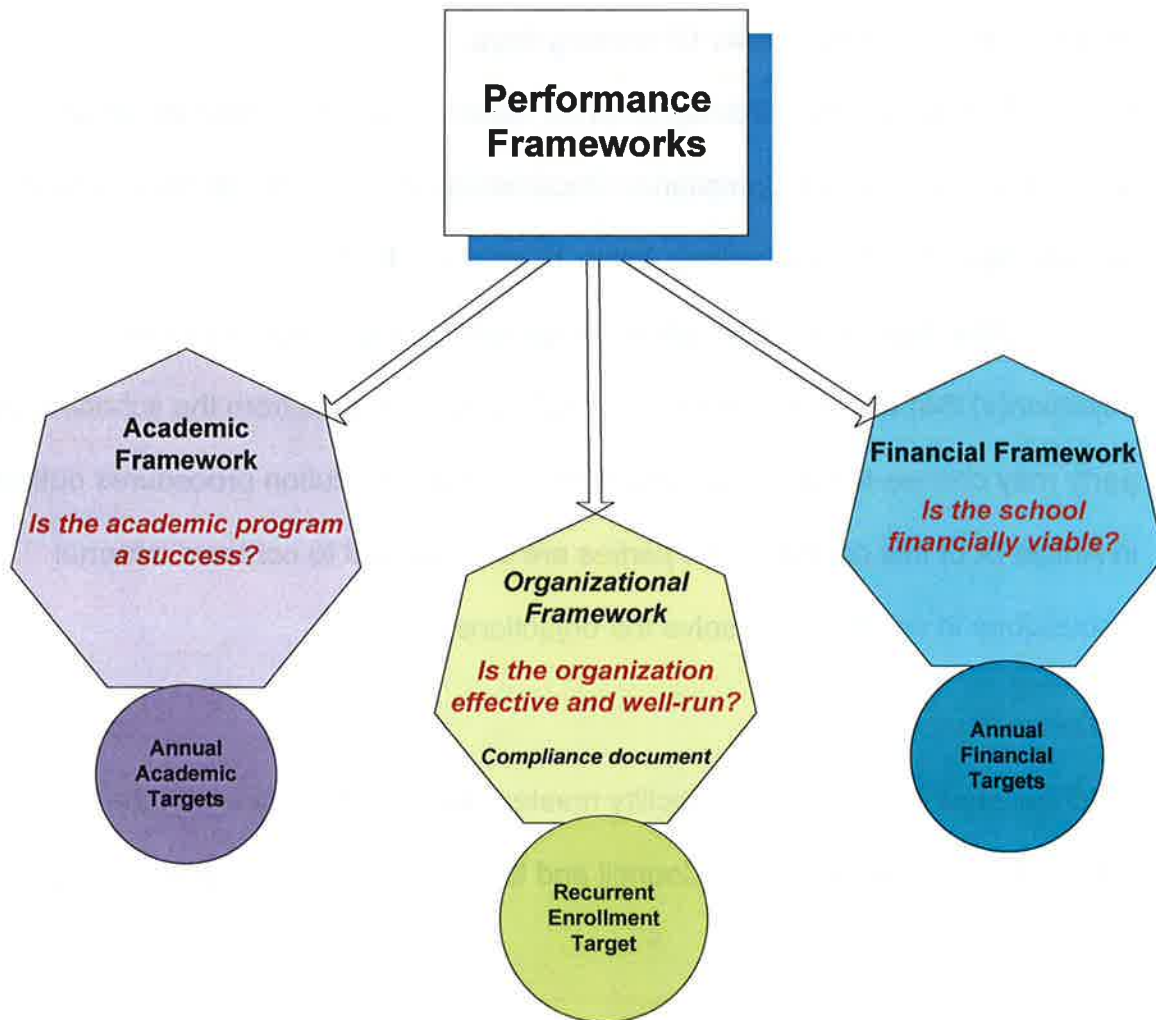
**(e) Master Plan.**

The School shall prepare its own facility master plan in compliance with the rules of the Public School Capital Outlay Council and the Public Schools Capital Outlay Act<sup>xxviii</sup>.

## Article V. Performance Frameworks.

### Section 5.01 Performance Framework Overview.

The School's performance shall be based on three Performance Frameworks: an Academic, an Organizational and Financial Framework, which are discussed in further detail in Articles VI, VII and VIII below. Each Framework will include indicators<sup>xxix</sup>, measures and metrics. As referenced above, these Performance Frameworks and the annual performance indicators are part of the Essential Documents governing the Parties.



**(a) Optional Supplemental Indicators.**

The School may identify optional supplemental indicator(s) that are specific, rigorous, valid, measureable and reliable. If such indicator(s) are identified, the School shall report each year on supplemental indicator(s) as set forth in the Performance Framework. Progress towards achieving the supplemental indicator(s) shall be described annually.

These annual Performance Frameworks will be used by the Authorizer to monitor and assess the performance of the School. The Performance Frameworks are the basis of the annual school review process, and the data and evidence resulting from the annual review ultimately will inform the Authorizer's renewal decision.

**Section 5.02 Annual Performance Indicators.**

Each Performance Framework is set up to establish annual performance indicators and targets. For the annual performance indicators and targets, the Authorizer first shall approve a Performance Framework template to be used for the upcoming school year, after consultation with its schools. The Parties shall then complete the template with school-specific indicators for each year this Contract is in effect ("negotiated Performance Framework"). The annual negotiated Performance Framework and scorecards are compiled in Exhibit 3. The annual negotiated Performance Framework negotiated by the parties may include additional specific, rigorous, valid and reliable indicators to augment other evaluations of the School's performance. The annual negotiated Performance Framework established for each year of this Contract and scorecards resulting from a review of these annual School Specific Indicators shall be

included in the Essential Documents as Exhibits 3.1, 3.2, 3.3, 3.4 and 3.5, as each document is created for each year of the Contract.

### **Section 5.03 Progress on Performance Framework Indicators and Annual Performance indicators.**

The School shall make satisfactory progress towards the negotiated Performance Framework which includes Academic, Financial and Organizational Frameworks by meeting or exceeding the standard as set forth in the negotiated Performance Framework. If the Authorizer finds that the School is not making satisfactory progress toward any part or all of the annual negotiated Performance Framework or fiscal, overall governance and student performance and legal compliance<sup>xxx</sup>, the Authorizer may take such action as allowed by this Contract or by law, rule or regulation, including implementing an Improvement Plan, a Corrective Action Plan or charter revocation as set forth in this Contract or by law, rule or regulation.

The renewal of the School's charter shall be based substantially on the data collected regarding how the School is progressing towards the annual School Specific Indicators in the negotiated Performance Frameworks and compliance with the terms of this Contract. The Parties will negotiate how the School will show compliance with its annual Academic Indicators. The information from the annual Financial Framework will come from the annual School audit or any other applicable sources. Each annual Organizational Indicator outlines the evidence that the School may show the Authorizer to show compliance with that Indicator.

During the Annual Site Visit, the Authorizer designee(s) and School shall review annual School Specific Indicators established the previous school year. Subsequently, the Parties shall identify the annual School Specific Indicators for the next year considering and incorporating the general annual performance indicators set by the Authorizer for that year. The Parties may meet to negotiate changes if necessary.

#### **Section 5.04 Terms Requiring Amendment.**

Any modification of the Performance Frameworks requires an amendment that must be agreed to and executed by both Parties. Each Party must vote on this amendment in an open public meeting prior to execution of the amendment. The School will submit the requested amendment to all entitled to notice in Section 2.02 and request that the Authorizer place the amendment on the agenda of the Authorizer for approval.

### **Article VI. Academic Performance Framework**

*Is the Academic program a success?*

#### **Section 6.01 Academic Annual Performance indicators.**

The annual negotiated Performance Framework includes three parts. One part is an Academic Framework. The Academic Framework looks at student performance.

Failure to meet the standard(s) set forth in an Academic Performance Indicator is not a “material violation” as defined in NMSA 1978, §22-8B-12(K)(1). Rather it may be deemed a failure “to meet or make substantial progress toward achievement of the department’s minimum educational standards or student performance standards”

(NMSA 1978, §22-8B-12(K)(2)) and may be assessed accordingly for purposes of nonrenewal or revocation.

### **Section 6.02 Disaggregation of Data.**

The Parties shall look at disaggregated data by student subgroup, including gender, race, poverty status, special education or gifted status, and English language learner status, in determining student performance. The Parties may obtain such information through reports prepared by the NMPED. To the extent that an annual performance indicator already reports disaggregated data by student subgroup, such as the A-F grading system, the Parties may use this report in their review rather than creating additional reports.

## **Article VII. Financial Performance Framework.**

*Is the School financially viable?*

The annual negotiated Performance Framework includes three parts. One part is a Financial Framework. The Financial Framework looks at the financial viability of the School.

## **Article VIII. Organizational Framework.**

*Is the organization effective and well run?*

The annual negotiated Performance Framework includes three parts. One part is an Organizational Framework. The Organizational Framework is a compliance checklist that ensures that the School is responsive to the needs of its students, employees and School community, and also looks at recurrent enrollment. This framework looks at



organizational, overarching processes established by the School to ensure efficient operations by the School and compliance with applicable laws.

The following is a general description of the Organizational Framework areas of focus.

**Section 8.01 Organizational Framework, Education Program 1.a. *Is the school implementing the Material Terms of the Charter as defined in this section?***

Organizational Framework Question 1.a. Description. The School shall demonstrate evidence of achieving the Material Terms of the Charter in all respects.

**(a) Material Terms of the Charter.**

The Parties agree that the following are the “Material Terms” of the approved Charter:

**(i) Operational Structure**

Length of school day	6 hours and 45 minutes (which does not include lunch)
Length of school year	Minimum of 185 days
Enrollment cap	200
Authorized school grades	Kindergarten, 1 <sup>st</sup> Grade, 2 <sup>nd</sup> Grade, 3 <sup>rd</sup> Grade, 4 <sup>th</sup> Grade, 5 <sup>th</sup> Grade, 6 <sup>th</sup> Grade, 7 <sup>th</sup> Grade, 8 <sup>th</sup> Grade
Partner	n/a
Management company	n/a
	n/a

**(ii) School Mission**

The School’s mission statement is as follows:

J Paul Taylor Academy, in alliance with families at the school and community, will offer a rigorous, well rounded Spanish Acquisition, project based instructional program in a smaller school to promote academic excellence for the diverse students of the Las Cruces area.

The School shall report each year on implementation of its mission as set forth in the mission specific indicator(s) as set forth in the Performance Framework, Academic Framework. Progress toward achieving the School's Mission shall be described annually.

*(iii) Educational Program of the School*

The key provisions related to J. Paul Taylor Academy's education approach and philosophy are Project Based Learning and Spanish Language Acquisition. These major components are our content delivery models. The Spanish Language Acquisition is presently implemented in 2016 in grades K-4. A school grade will be added each year until the entire school is a Spanish Language Acquisition school. Teachers teaching the Spanish Language Acquisition will have a bi-lingual endorsement.

In 2016-2017, the Spanish Acquisition program will be implemented in K-5
In 2017-2018, the Spanish Acquisition program will be implemented in K-6
In 2018-2019, the Spanish Acquisition program will be implemented in K-7
In 2019-2020, the Spanish Acquisition program will be implemented in K-8

Children in the Spanish Language Acquisition are actively involved in learning, participating in planning projects that are meaningful to them and working with and for their community to complete these projects using two languages, in a small, nurturing, child-focused environment.

A commitment to Healthy Life Skills is a pillar of the school's educational program. This is evidenced, for example, by the practice of a daily walk, expanded Physical Education instruction, and a food service program that centers on fresh-daily meals with a heavy emphasis on fresh vegetables and fruit, locally produced as often as possible. Music and Art classes are also included as integral and indispensable components of the JPTA school week.

Project-Based Learning is implemented through experimenting with true student leadership, sharing failures and successes, discussing options to identify best solutions to problems, negotiating, compromising, and, ultimately, supporting each other.

*(iv) Student – Focused Term(s).*

J. Paul Taylor Academy is committed to providing students with many school programs to enhance their learning. These programs may include:

- Battle of the Books

- Commitment to healthy lifestyle through daily walks and nutritious food options
- Physical Education Instruction for K-5 grade students daily and for 6-8 grade students
- Music Instruction for K-5 grade students and for 6-8 grade students
- Art Instruction for K-5 grade students and for 6-8 grade students

J. Paul Taylor Academy is committed to fostering and developing at least 3 strong community partnerships. Examples of current partnerships include:

- ASOMBRO
- Friends of the Taylor Family Monument
- New Mexico State University- kinesiology
- Bosque Ecosystem Monitoring
- DACC Children's Festival
- SEMAA with New Mexico State University
- Project Growing up Thinking Scientifically
- Innoventures- STEM
- La Piñon

*(v) Teacher – Focused Term(s).*

J. Paul Taylor Academy is committed to providing teacher/staff training and the opportunity to enhance their knowledge and understanding of our mission. This will be done through:

- Monthly Professional development specifically in the area of Project Based Learning and Spanish Language Acquisition for those teachers working in the Spanish Language Acquisition program
- Professional development with a technology focus illustrating how technology enhances Project Based Learning and Spanish Language Acquisition for those teachers working in the Spanish Language Acquisition program
- Monitoring of programs through classroom walkthroughs (done by administration) and learning walks (done by peers)
- Support of outside trainings/trainers to provide teachers/staff with additional information

*(vi) Parent – Focused Term(s).*

Parents participate in school-wide committees such as Parent Advisory Committee, Academic Oversight Committee, and Gifted Advisory Committee. J. Paul Taylor Academy will also host 3 Family Nights (in a variety of formats) that inform parents about various aspects of the school to include Project Based Learning and Spanish Language Acquisition

*(vii) Governance Structure.*

The Parties agree that the following are key provisions regarding the School's governance structure.

**The governing council will have at least 5 members.**

***(viii) Total Student Enrollment.***

As set forth above, the School is authorized to enroll the following:

**200 students**

The School shall provide instruction to students in such grades and subject to approved caps in each year of operation<sup>xxxii</sup>. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to this contract or waiver of grade cap provision<sup>xxxii</sup>.

If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.

***(ix) Intent to Provide Educational Services.***

The School represents to the Authorizer that based upon its mission and school goals, it intends to provide educational services including delivery of instruction in the following described general geographic area:

County(ies):	<b>Dona Ana and surrounding counties</b>
City(ies):	<b>Las Cruces and surrounding cities</b>

**(x) Facility.**

For Schools with a Set Location. The Charter School's primary location is:

402 W. Court Ave., Building 2  
Las Cruces, NM 88005

Physical Address). The facility meets all applicable facility requirements of State and Federal law.

For School Anticipating Changing Locations. The School is in the process of identifying a new location at

The School acknowledges that the new facility must meet all applicable health and safety requirements prior to the School relocating to the new location. The Authorizer approves this location contingent upon the School providing the Authorizer with evidence of compliance with applicable law, including NMSA 22-8B-4.2(C).

**(xi) Facilities Occupancy Requirement.**

The School acknowledges that its facility must meet all educational occupancy standards required by applicable New Mexico Construction Codes<sup>xxxiii</sup>. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building, including the approval of the director or designee of the New Mexico Public Schools Facilities Authority ("PSFA")<sup>xxxiv</sup>.

The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011).

The School shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.

***(xii) New Mexico Condition Index.***

The School acknowledges that it may not open or relocate to a facility after opening unless:

- A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or
- B. the School demonstrates within 18 (eighteen) months of occupancy or relocation of the School, the way in which the facility will achieve a rating equal to or better than the average New Mexico condition index<sup>xxxv</sup>.

***(xiii) Facilities Funding.***

The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act<sup>xxxvi</sup>; the Public School Capital Improvements Act<sup>xxxvii</sup>; the Public School Buildings Act<sup>xxxviii</sup>; and any other applicable law.

***(xiv) Lease Purchase Agreement.***

The School acknowledges that it may not enter into a Public School Lease Purchase Agreement<sup>xxxix</sup> without prior approval of the NMPED.

***(xv) Multiple Facilities.***

With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program units pursuant to the Public School Finance Act.

*(xvi) Food Service.*

According to the Charter, the School

will provide the following food services: \_\_\_\_\_ food services shall be provided in a manner that is in compliance with applicable federal and state laws regarding public school food programs.

OR

will not provide food services.

OR

will provide free and reduced breakfast under the Free School Breakfast Program. Food services shall be provided in a manner that is in compliance with applicable laws regarding public school food programs.

AND/OR

will provide free and reduced lunch. Food services shall be provided in a manner that is in compliance with applicable laws regarding public school food programs.

*(xvii) Transportation.*

The School has agreed to provide student to-and-from transportation<sup>xl</sup>.

OR

The School, in accordance with the Act, does not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.

**Section 8.02 Organizational Framework, Education Program 1.b. *Is the school complying with applicable educational requirements?***

Organizational Framework Question 1.b. Description. Unless waived, the School shall demonstrate compliance with applicable laws, rules, and regulations relating to education requirements such as instructional days, graduation and promotion requirements; content standards, state assessments and implementing mandated programming associated with state or federal funding.

**Section 8.03 Operational Framework, Students and Employees, 1.c. *Is the School protecting the rights of all students?***

Organizational Framework Question 1.c. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to the rights of students, including policies related to admissions, lottery, recruitment and enrollment; adherence to due process protections; and development and adherence to student discipline policies.

The School shall also comply with the following additional terms and conditions:

**(a) Non-discrimination.**

The School is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation,



spousal affiliation, national origin, religion, ancestry or need for special education services. The School shall be a nonsectarian, nonreligious and non-home-based public school<sup>xii</sup>.

Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability, or need for special education services<sup>xiii</sup>.

**(b) Enrollment and admission processes and procedure.**

The School must establish and post enrollment and admissions process and procedures which comply with applicable law. The School may not charge tuition or have other admissions requirements, except as otherwise provided in the Public School Code<sup>xliii</sup>.

**(c) Lottery.**

Unless otherwise exempted in the Public School Code, if more students apply than can be admitted based on the School's enrollment cap, admission decisions will be made by a lottery process<sup>xliv</sup>. The School shall adopt in advance the enrollment procedure for vacancies that occur during the school year that complies with applicable law.

**(d) Continuing Enrollment.**

Students who enroll in the School shall remain enrolled in the School through the highest grade served by the School, unless there is a voluntary withdrawal, mandatory withdrawal pursuant to the New Mexico Public School Finance Act,

expulsion, graduation, court-ordered placement, IEP team placement, or other applicable laws.

**(e) Suspension or Expulsion.**

A student who is long-term suspended or expelled from the School shall be deemed to be suspended or expelled from the school district in which the student resides<sup>xiv</sup>. A student who is suspended from a school district may also be considered suspended or expelled from the School located within the geographic boundary of that district. The School shall develop its own enrollment policies for enrolling students who have been suspended or expelled from another charter school or a school district.

**Section 8.04 Organizational Framework, Education Program 1.d. *Is the School protecting the rights of students with special needs?***

Organizational Framework Question 1.d. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, 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.

The School shall also comply with the following additional terms and conditions:

**(a) Special Populations.**

The School is responsible for identifying, evaluating, and offering a free appropriate public education to all eligible children who are accepted for enrollment in the School.

**(b) Enrollment of Students with Disabilities.**

To ensure that the needs of students with a disability are met, the following procedures must be followed:

**(i) Documents.**

Following the application deadline and upon completing the lottery if required, the School shall request from relevant school district and/or the student a copy of the most recent Individualized Education Program (IEP) or Section 504 Accommodations Plan, if any.

**(ii) Implementing the IEP.**

Admission of applicants with an IEP or Section 504 Accommodations Plan must be in compliance with state and federal requirements and procedures concerning the education of students with disabilities or intellectual ability. Every student who is admitted to the School with an IEP or Section 504 Accommodations Plan from his/her previous school must receive services as reflected in the IEP or 504 plan unless modified.

**(c) Response to Intervention.**

The School must fully implement the State's Response to Intervention (RtI) Framework known as the *Three-Tier Model of Student Intervention*<sup>xlvii</sup>. This framework serves as the overarching structure for how K–12 public schools in New Mexico organize instruction to all students, and provides procedures for early assistance and intervention to students who are experiencing academic and/or behavioral challenges, or who need opportunities for advanced learning. The RtI Framework

includes the Student Assistance Team process which supplements regular education functions, conducts evaluations and develops accommodation plans under Section 504, develops individual student academic improvement plans<sup>xlvii</sup>, and receives and analyzes evaluation requests for special education and gifted education services.

**Section 8.05 Organizational Framework, Education Program 1.e. *Is the School protecting the rights of English Language Learner (ELL) students?***

Organizational Framework Question 1.e. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations, including Title III of the Elementary and Secondary Education Act, relating to English Language Learner requirements.

**Section 8.06 Organizational Framework, Education Program 1.f. *Is the School complying with compulsory attendance laws?***

Organizational Framework Question 1.f. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

**Section 8.07 Organizational Framework, Education Program 1.g. *Is the School complying with the annual recurrent enrollment target?***

The School shall comply with the annual recurrent enrollment target set by the Authorizer.

**Section 8.08 Organizational Framework, Financial Management and Oversight 2.a. *Is the School meeting financial reporting and compliance requirements?***

Organizational Framework Question 2.a. Description. The School shall demonstrate complete and timely compliance with applicable laws, rules, and regulations relating to

sound financial principles<sup>xlviii</sup> and financial reporting requirements, including compliance with the New Mexico Procurement Code.

The School shall also comply with the following additional terms and conditions:

**(a) Authorizer Notification.**

The School shall notify the authorizer or its designee(s) and appropriate authorities in the following situations:

- A. All complaints filed against the School by governmental entities alleging violations of state, federal or local violations of law, regulation or rule, (e.g. building-code violations, environmental or health code violations, state-level IDEA special education complaints or due process hearings, Section 504 grievances, Title I of the Elementary and Secondary Education Act complaints);
- B. The conviction of any members of the School's governing body or staff for a crime punishable as a felony, or misdemeanor involving moral turpitude, or determination of inappropriate contact<sup>xlix</sup> related to that person's responsibilities to the School; or for any crime related to the misappropriation of school funds or theft of school property; or
- C. A finding by an internal or independent auditor or investigator of misappropriation of the School's public funds by any member of the School's governing body, employee, volunteer, contractor, or other individuals.

Notice shall be provided within a reasonable period of time under the circumstances.

The Parties may then take such steps as reasonably necessary, and as consistent with their adopted policies, to address these issues.

**(b) Operational Reporting.**

The School shall provide the following reports to the Authorizer:

**None other than required in other sections of this contract**

The Authorizer may require additional reporting as a part of an Improvement Plan or Corrective Action Plan.

**Section 8.09 Operational Framework, Financial Management and Oversight 2.b. *Is the School following Generally Accepted Accounting Principles?***

Organizational Framework Question 2.b. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations, relating to financial management and oversight expectations, that shows that the School is following generally accepted accounting principles.

**Section 8.10 Organizational Framework, Governance and Reporting 3.a. *Is the School complying with governance requirements?***

Organizational Framework Question 3.a. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to school policies; the Open Meetings Act; the Inspection of Public Records Act; a conflict of interest policy; an anti-nepotism policy and sound Governing Body operations.

The School shall also comply with the following additional terms and conditions:

**(a) Governing Structure.**

The School's governing body shall have at least 5 (five) members<sup>1</sup>. No member shall serve on the School's governing body if he or she was a member of another charter

school's governing body that was suspended or failed to receive or maintain their board of finance designation.<sup>li</sup>

**(b) Change in Governance Membership.**

The School will notify the Authorizer within 30 (thirty) days of a member's resignation or designation of a new member and shall sign the appropriate forms to ensure that the governing body continues to qualify as a board of finance<sup>lii</sup>. The School shall fill any vacancy on its governing body no later than 45 days from the vacancy or shall seek an extension for such appointment from the Authorizer in writing. The new member must execute the required statements for Board of Finance designation<sup>liii</sup> to the NMPED.

**Section 8.11 Operational Framework, Governance and Reporting 3.b.  
*Is the School holding management accountable?***

Organizational Framework Question 3.b. Description. The School shall demonstrate timely compliance with applicable laws, rules, and regulations relating to oversight of school management through evaluation of the head of school and the relationship with a partner organization, if any.

The School shall also comply with the following additional terms and conditions:

**(a) School Complaint Process.**

The School must establish a process for resolving community, parental, and other public complaints. The process shall afford the opportunity for the complainants to be heard by the head administrator and/or the School's governing body. The

governing body shall be the final determiner of the complaint unless the complainant has additional legal remedies or requirements provided by law.

**(b) Authorizer Notification Regarding Complaints.**

The Authorizer agrees to notify the School of all written complaints about the School that the Authorizer receives. The notification shall be made immediately or as soon as is practicable under the circumstances, but not later than 10 business days after its receipt by the Authorizer. The notice shall include the substance of the complaint, taking into consideration any complainant's request for anonymity. The School shall respond to the complaint according to its prescribed complaint procedures and shall notify the Authorizer through its legal counsel of the School's response to the complaint within the timeframe prescribed in the notice of the complaint.

**Section 8.12 Organizational Framework, Students and Employees, 4.a. *Is the School meeting teacher and other staff credentialing requirements?***

Organizational Framework Question 4.a. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to state certification requirements and Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals.

**Section 8.13 Organizational Framework, Students and Employees, 4.b. *Is the School respecting employee rights?***

Organizational Framework Question 4.b. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to employment requirements; and develop and adhere to sound policies for employees.

The School shall also comply with the following additional terms and conditions:



**(a) Volunteer Requirements.**

The School acknowledges that all volunteers must comply with state regulations<sup>liv</sup>.

**Section 8.14 Organizational Framework, Students and Employees, 4.c. *Is the School completing required background checks?***

Organizational Framework Question 4.c. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to background checks of all individuals at the School having unsupervised access to children, including staff and members of the community, where required.

**Section 8.15 Organizational Framework, School Environment, 5.a. *Is the School complying with facilities and transportation requirements?***

Organizational Framework Question 5.a. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to the School's facilities and transportation.

The School shall also comply with the following additional terms and conditions:

**(a) Insurance Provider.**

The School shall procure insurance<sup>lv</sup> through the New Mexico Public Insurance Authority (NMPSIA). Upon request by the Authorizer, a copy of the certificate of insurance shall be provided.

**(b) Insurance Coverage.**

The School shall purchase insurance protecting the School and its governing body, employees, and volunteers, and the Authorizer, consisting of comprehensive general liability insurance, errors and omissions liability insurance, and auto liability

insurance. The School shall also purchase statutory workers' compensation insurance coverage.

**(c) Change of Coverage.**

All of the School's insurance policies purchased by the School shall state that coverage shall not be suspended, voided, cancelled, reduced in coverage or in limits, except after 45 days prior written notice by certified mail, return receipt requested, has been given to the Authorizer. The School shall notify the Authorizer within 10 days if for any reason there is a lapse in insurance coverage. The School shall be solely responsible for any deductibles payable under the policies purchased by the School.

**Section 8.16 Operational Framework, School Environment, 5.b. *Is the School complying with health and safety requirements?***

Organizational Framework Question 5.b. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to safety and the provision of health related services, if such services are provided by the School.

**Section 8.17 Organizational Framework, School Environment 5.c. *Is the School handling information appropriately?***

Organizational Framework Question 5.c. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to security of and appropriate access to personally identifiable student information; student records and testing materials.

All records required to be kept pursuant to state and/or federal laws, regulations, or policies or as otherwise established shall be open to inspection and review and made available in a timely manner to the PEC, CSD, NMPED, or other officials who shall be deemed to have legitimate educational interests in such records within the meaning of the federal Family Educational Rights and Privacy Act (FERPA). The School is encouraged to adopt a policy for student directory information in compliance with FERPA.

## **Article IX. Resolution of Dispute Relating to the Contract.**

### **Section 9.01 Dispute Resolution.**

Disputes arising out of the implementation of this Contract shall be subject to the dispute resolution process set forth in this section. However disputes coming under Article XI of this Contract shall not be subject to the dispute resolution process unless agreed to by the Parties.

### **Section 9.02 Continuation of Contract Performance.**

The School and the Authorizer agree that the existence and details of a dispute notwithstanding, the Parties shall continue without delay their performance of this Contract, except for any performance that may be directly affected by such dispute.

### **Section 9.03 Notice of Dispute.**

Either party shall notify the other party in writing that a dispute exists between them within 15 working days from the date the dispute arises. The notice of dispute shall identify the article and section of this Contract in dispute, reasons alleged for the dispute

and copies of any documentation that supports the complaining party's position. If the dispute is not timely presented to the other party, the party receiving late notice may elect not to enter into mediation.

#### **Section 9.04 Initial Administrative Resolution.**

The matter shall be submitted to the head administrator of the School and the Authorizer's designee(s). The head administrator and the Authorizer's designee(s) shall keep the School Governing Body and the Authorizer informed during any attempt at administrative resolution. Either Party may identify an authorized representative to join the School staff or the Authorizer's designee(s) in identifying possible solutions. The process shall be completed within 15 working days of the receipt of the Notice of Dispute or the Parties shall agree in writing to an alternative date certain for the termination of this process. If the matter is not resolved within the time frame established, either Party may consider the Initial Administrative Resolution alternative terminated and give the other party notice of the termination. ("Termination of Initial Administrative Resolution").

If the matter is able to be resolved through an Initial Administrative Resolution, the School staff and Authorizer's designee(s) shall jointly draft a document identifying the agreed upon resolution and notify the respective Parties of the Initial Administrative Resolution. If the Initial Administrative Resolution requires an action of the School and the Authorizer, such Initial Administrative Resolution shall be presented after due notice at the next respective Governing Body meetings of the Parties. If necessary, the Parties shall call a special or emergency meeting to approve any Initial Administrative

Resolution. In the case that Party approval is needed under this paragraph, the Initial Administrative Resolution shall take effect only if approval is given by both Parties and shall have no effect otherwise.

#### **Section 9.05      Mediation at the Administrative Level.**

If there is a Termination of the Initial Administrative Resolution process, then either Party may demand formal mediation by mailing or delivering notice in writing to the other Party within 10 working days after the Termination of Initial Administration Resolution.

Mediation conducted by the Parties is subject to the Mediation Procedures Act<sup>lvii</sup>. If either Party submits a Notice of Demand to Mediate, it shall include in the notice the name of a mediator along with his/her qualifications. If the other Party does not agree to the proposed mediator, then it shall identify an alternate mediator along with his/her qualifications within 5 business days. If the other Party does not agree with the alternate designation, it shall give notice within 5 business days. In the event that the Parties cannot agree on a mediator the two proposed mediators shall meet within 5 business days to appoint a third person to act as mediator. The appointed mediator shall mediate the dispute.

Each Party shall pay one-half of the reasonable fees and expenses of the mediator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, shall be paid by the Party incurring such costs.

Mediation shall be completed within 40 working days unless another date certain is set by the Parties and mediator.

If the matter is able to be resolved through Mediation at the Administrative Level, the School through its staff and Authorizer through its designee shall jointly draft a document identifying the Mediation Resolution and notify the Parties of the Mediation Resolution. If the Mediation Resolution requires an action of the School and the Authorizer, such Mediation Resolution shall be presented at the next respective Governing Body meeting of the Parties. If necessary, the Parties shall call a special or emergency meeting to approve any Mediation Resolution. In the case that Party approval is needed under this paragraph, the Mediation Resolution shall take effect only if approval is given by both Parties and shall have no effect otherwise.

If no resolution is reached by the Parties, then the mediator shall render a written proposal with a proposed resolution of the mediator concerning the matters in controversy, together with his/her findings in the event that the Parties do not come to any agreement. The Proposed Resolution of the Mediator shall be presented to each Party. The mediator shall note any provision in the proposed resolution that would require a vote of the respective Parties.

#### **Section 9.06      Governing Body Consideration.**

If a Mediation Resolution has not been reached within 40 business days of the appointment of the mediator, both representatives shall submit the matter to the respective Parties for consideration along with the Proposed Resolution of the Mediator.

The matter shall be placed on the next regular meeting of each Party, unless a special or emergency meeting is warranted. Prior to the board meeting, the Parties may designate a subcommittee to meet with the subcommittee of the other Party for informal discussions. The subcommittee shall be less than the quorum needed for a meeting of the Governing Body. The subcommittees shall meet jointly to consider the proposals of each Party and the Proposed Resolution of the Mediator. If the subcommittees of the Governing Bodies can identify a Joint Proposal that may resolve the dispute, the Joint Proposal of the subcommittees shall be presented at the next meeting of each Party. The Joint Proposal shall be discussed in the public meeting and public comment shall be heard on the Joint Proposal. The Joint Proposal shall then be voted on by the Parties. A special or emergency session may be called of each Party, if needed.

If both Parties adopt the Joint Proposal, the issue shall be deemed resolved according to the terms of the Joint Proposal. If one or both Parties reject(s) the Joint Proposal, then the dispute resolution process shall be deemed to have failed and to have ended.

### **Section 9.07 Process for Final Resolution of Dispute.**

If settlement of the dispute is not reached through mediation or by agreement of the Parties, either Party may pursue any right or remedy to which it may be entitled by law.

## **Article X. Renewal.**

### **Section 10.01 Renewal Timeline and Process.**

The School shall submit its renewal application to the Authorizer on or before October 1 of 2020. The Parties may mutually agree to an extension of the submittal of the renewal application; such extension shall be memorialized in writing. The Authorizer shall vote on the renewal application in a public hearing no later than January 1, of the year in which the Contract expires; i.e. January 1, 2021 unless extended by agreement.

#### **Section 10.02 Required Information.**

The renewal application shall contain the information required by law<sup>lvii</sup>.

#### **Section 10.03 Authorizer Review and Analysis of Renewal Contract.**

The Authorizer review shall be conducted according to law, regulation and rule.

### **Article XI. Suspension, Nonrenewal and Revocation.**

#### **Section 11.01 Suspension, Nonrenewal and Revocation.**

The charter may be suspended, revoked, or not renewed by the Authorizer as set forth in law, regulation, rule or policy that complies with law and as set forth in this Contract. The Authorizer is not required to allow corrective action as set forth below if the unsatisfactory review warrants revocation.<sup>lviii</sup> Until such time as the NMPED promulgates regulations setting forth procedures for revocation, the Parties shall follow the processes set forth in the Uniform Licensing Act<sup>lix</sup> and such other Rules of Civil Procedure as agreed to by the Parties in conjunction with the revocation proceedings under the Charter School Act, but only to the extent such processes are consistent with the provisions of the Charter Schools Act.



## **Section 11.02 Corrective Action Required by Authorizer for Actions Not Warranting Immediate Revocation.**

If, based on a performance review conducted by the Authorizer, the School's organization, academic or financial performance appears unsatisfactory or the Authorizer believes there to be a breach of this Contract not warranting immediate revocation, the Authorizer may initiate the process to implement a corrective action plan. The Authorizer shall notify the School of the unsatisfactory review and provide a reasonable opportunity for the School to remedy the Authorizer's concerns.

### **(a) Notice of Unsatisfactory Performance (NUP) for actions not warranting immediate revocation.**

The Authorizer shall provide written notice to the School no more than 10 business days after determining that there is unsatisfactory performance related to the School's organization, the School's academic or financial performance appears unsatisfactory, or the Authorizer believes there to be a breach of this Contract not warranting immediate revocation.

### **(b) Response for actions not warranting immediate revocation.**

The School shall respond to the NUP within 10 business days, unless an extension is agreed to by the Authorizer. The response shall be in writing and shall include all documents that support the response.

### **(c) Corrective Action Plan (CAP) for actions not warranting immediate revocation.**

After receiving the School's response to the NUP, the Authorizer may require the School to present a Corrective Action Plan that addresses the identified deficiencies; provided that if the unsatisfactory review and School's response to the NUP warrants

revocation, the Authorizer may begin revocation procedures. The Authorizer shall provide clear timelines for complying with the Authorizer's demand for corrective action.

**(d) CAP Development for actions not warranting immediate revocation.**

If a CAP is required by the Authorizer, the School shall develop the CAP along with a proposed timeline for correcting the alleged deficiencies and submit the CAP to the authorizer for review, comment, and approval. The Authorizer may require the school to review and revise the plan if it is not effective in remedying the deficiency.

**(e) Effect of Successful CAP Response for actions not warranting immediate revocation.**

Successful completion of the CAP shall be acknowledged by the Authorizer in writing and the corrected infractions addressed by the CAP shall not be a basis for future for nonrenewal or revocation actions. However, if the School does not successfully correct the Authorizer's concerns, the Authorizer may take additional steps to insure compliance, which include, but are not limited to seeking assistance from the CSD or another technical assistance provider to implement a plan for correcting the Authorizer's concerns. Failure to comply with the requirements of the CAP may also be considered by the Authorizer when making decisions about renewal, suspension or revocation.

## **Article XII. School Closure.**

Any permanent School closure shall be conducted according to applicable law, regulation rule or policy that complies with law.

## **Article XIII. General Provisions.**

### **Section 13.01 Order of Precedence.**

In the event of any conflict among the documents and practices defining this relationship, it is agreed that

- a) the Contract shall take precedence over policies of either Party and the Charter; and
- b) a provision in the annual Performance Frameworks that conflicts with a provision in the Contract shall take precedence over that provision in the Contract.

This Contract shall not take precedence over any applicable provisions of law, rule or regulation.

### **Section 13.02 Amendments.**

#### **(a) Terms Requiring Amendment.**

Any modification of the contract requires an amendment that must be agreed to and executed by both parties. The Authorizer is required by law to vote on this amendment in an open public meeting. The party requesting the amendment will submit the requested amendment to all entitled to notice in section 2.02.

#### **(b) Authority to Amend.**

No amendment to the Contract shall be valid unless ratified in writing by the Authorizer and the School and executed by its authorized representatives.

#### **(c) Process.**

The School must first vote in a public meeting to approve any proposed amendment to the Contract or Essential Documents. The School must then submit the requested amendment to the Authorizer's legal counsel. The Authorizer shall vote on the proposed amendment within 60 days of the request. If the Authorizer denies the amendment, the School may appeal the decision to the Secretary of the NMPED. Until the time that NMPED promulgates appropriate regulations; the procedure for this appeal will be the same as provided in NMSA 22-8B-9(C).

### **Section 13.03 Merger.**

The Contract and Essential Documents to this Contract contain all terms, conditions, and understandings of the Parties relating to its subject matter. All prior verbal representations, understandings, and discussions are superseded by this Contract.

### **Section 13.04 Non-Assignment.**

Neither Party shall assign or attempt to assign any rights, benefits, or obligations accruing to the Party under this Contract unless the other Party agrees in writing to any such assignment.

### **Section 13.05 Governing Law and Enforceability.**

This Contract shall be governed and construed according to the Constitution and laws of the State of New Mexico. If any provision of this Contract or any application of this Contract to the School is found to be contrary to law, such provision or application shall have effect only to the extent permitted by law.

### **Section 13.06 Severability.**

If any provision of this Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in full force and effect, unless otherwise terminated by one or both of the Parties in accordance with the terms contained herein. Either Party may revoke this Contract if a material provision is declared unlawful or unenforceable by any court of competent jurisdiction and the Parties do not successfully negotiate a replacement provision.

### **Section 13.07 Changes in Law, Rules, Procedures or Forms.**

In the event of a change in law, regulation, rule, procedure or form affecting the School during the term of this Contract, the Parties shall comply with the change in law, rule, regulation or procedure or utilize the new form, provided, however, that the change does not impair the existing Contract and the Parties' respective rights hereunder. If an amendment to this Contract is required to comply with a change in the law or rule, then the Parties shall execute such an amendment, to the extent that the change does not impair the Parties' respective rights hereunder. No such amendment is required to only amend or correct any references to statute, rule, regulation or document provision set forth in this Contract.

### **Section 13.08 No Third Party Beneficiary.**

The enforcement of the terms and conditions of this Contract and all rights of action relating to such enforcement shall be strictly reserved to the Authorizer and the School. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the Parties that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.

**Section 13.09 No Waiver.**

The Parties agree that no assent, express or implied, to any breach by either of them of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

**Section 13.10 Authorized Signatories.**

The Parties hereby declare that their president/chair or their authorized designee shall be or has been duly authorized to sign this Contract.

**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:

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<sup>i</sup> Section 22-8B-9(A) NMSA 1978.  
<sup>ii</sup> Section 22-8B-3 NMSA 1978.  
<sup>iii</sup> Section 22-8B-5.3 NMSA 1978 and all other duties assigned to the Commission relating to charter schools.  
<sup>iv</sup> e.g. Section 22-8B-12 NMSA 1978  
<sup>v</sup> Section 22-8B-16 NMSA 1978.  
<sup>vi</sup> Section 22-8B-17 NMSA 1978.  
<sup>vii</sup> Sections 22-8B-2(A) and 22 -8B-4(C),(J), (N), (P), and (R) (2011) NMSA 1978.  
<sup>viii</sup> Section 22-8B-5 NMSA 1978.  
<sup>ix</sup> Pursuant to the Audit Act at Section 12-6-1 NMSA 1978, *et seq.*  
<sup>x</sup> Section 22-10A-1 NMSA 1978, *et seq.*  
<sup>xi</sup> Section 22-8B-4(P) NMSA 1978 (2011).  
<sup>xii</sup> Section 22-8B-5(C) NMSA 1978 (2006).  
<sup>xiii</sup> Section 22-8B-5(C) NMSA 1978 (2006).

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- xiv Section 22-8B-4 (N) NMSA, 1978
  - xv Section 22-8B-5.3(H) NMSA 1978.
  - xvi Section 22-8B-12(L) NMSA 1978 (2011).
  - xvii Section 22-8B-12.1(A) NMSA 1978 (2011).
  - xviii Section 22-8B-9 NMSA 1978 (2011).
  - xix Section 22-8B-12(E) NMSA 1978 (2011).
  - xx Section 22-8B-12(F) NMSA 1978.
  - xxi Section 22-8B-12(K) NMSA 1978 (2012).
  - xxii Section 22-8B-12(K) NMSA 1978 (2012).
  - xxiii Section 22-8B-12(M) NMSA 1978 (2011).
  - xxiv As defined by the Public School Finance Act, Section 22-8-1 NMSA 1978, *et seq.* Also see Section 22-8B-13 NMSA 1978 (2006).
  - xxv Section 22-8B-13(C) and (D) NMSA 1978.
  - xxvi Section 22-8B-4 (R) NMSA 1978.
  - xxvii Section 22-8B-9(B)(14) NMSA 1978 (2011).
  - xxviii Section 22-24-4 NMSA 1978 (2010).
  - xxix Performance indicators in this Contract are the same as the performance targets referenced in Section 22-8B-9.1(B) NMSA 1978 (2011)
  - xxx Section 22-8B-12 (D) 1978
  - xxxi Section 22-8B-6 NMSA 1978 (2011).
  - xxxii Section 22-8B-6(D) NMSA 1978 (2011).
  - xxxiii Section 22-8B-4.2(A) NMSA 1978 (2011).
  - xxxiv Section 22-8B-4.2 NMSA 1978 (2011).
  - xxxv Section 22-8B-4.2(C) NMSA 1978 (2009).
  - xxxvi Section 22-24-1 NMSA 1978, *et seq.*
  - xxxvii Section 22-25-1 NMSA 1978, *et seq.*
  - xxxviii Section 22-25-1 NMSA 1978, *et seq.*
  - xxxix Section 22-26A-1 NMSA 1978, *et seq.* of the Public School Lease Purchase Act
  - xl Section 22-8B-26 NMSA 1978.
  - xli Section 22-8B-4(K) NMSA 1978.
  - xlII Section 22-8B-4(J) NMSA 1978.
  - xlIII Section 22-8B-4 (K) NMSA 1978.
  - xliv Section 22-8B-4.1 NMSA 1978.
  - xlv Section 22-8B-5(G) NMSA 1978 (2006).
  - xlvi 6.29.1.9(D) NMAC, including the guidance manual cited in that rule
  - xlvii Section 22-2C-6 NMSA 1978.
  - xlviii e.g. Public School Finance Act at Section 22-8-1 NMSA 1978, *et seq.*, and 6.20.2.1 NMAC [2006].
  - xlIX 6.60.9 NMAC
  - <sup>1</sup> Section 22-8B-4(B) NMSA 1978 (2011).
  - <sup>II</sup> Section 22-8-38(B)(4) NMSA 1978 (2011).
  - <sup>III</sup> Section 22-8-38 NMSA 1978 (2011).
  - <sup>IIII</sup> 6.80.4.16 NMAC [6/30/2008].
  - <sup>IV</sup> 6.50.18 NMAC [2010] ("Use of Volunteers in Schools and School Districts).
  - <sup>V</sup> Section 22-8B-9(B)(16) NMSA 1978.
  - <sup>VI</sup> Section 44-7B-1 NMSA 1978, *et seq.*
  - <sup>VII</sup> Section 22-8B-12(J) NMSA 1978.
  - <sup>VIII</sup> Section 22-8B-12(F) NMSA 1978
  - <sup>IX</sup> Section 61-1-1 et. seq. NMSA 1978 and associated rules and regulations





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BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
PUBLIC MEETING  
VOLUME ONE  
December 10, 2015  
9:00 a.m.  
Jerry Apodaca Education Building - Mabry Hall  
300 Don Gaspar  
Santa Fe, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219  
Bean & Associates, Inc.  
Professional Court Reporting Service  
201 Third Street, NW, Suite 1630  
Albuquerque, New Mexico 87102

JOB NO.: 4479L(CC)

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 820-6349



MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com

1 Page 6 of that Executive Summary.

2 THE CHAIR: Commissioner Carr?

3 COMMISSIONER CARR: I can make the motion,  
4 if it pleases the Commission.

5 And you can help me along here when we get  
6 to the six-month point here.

7 I move the Public Education Commission  
8 approve the renewal application for J. Paul Taylor  
9 Academy for a term of five years, with the following  
10 conditions, and that these conditions be completed  
11 within -- or by July 1st of 2016.

12 THE CHAIR: Through a Corrective Action  
13 Plan.

14 COMMISSIONER CARR: Through a Corrective  
15 Action Plan.

16 COMMISSIONER GIPSON: That addresses all  
17 the concerns raised in the analysis.

18 COMMISSIONER CARR: That addresses all the  
19 concerns that are addressed in the analysis.

20 And as described in the renewal  
21 application and analysis, J. Paul Taylor Academy has  
22 not met student performance standards identified in  
23 the charter contract. Additionally, the school  
24 failed to demonstrate it is making substantial  
25 progress toward achievement of these academic

1 standards. Further, the school has failed to meet  
2 the generally accepted standards of fiscal  
3 management and has violated the provisions of law  
4 from which a charter school is not exempted.

5 For these reasons, the Commission has a  
6 statutory justification in terms of the charter  
7 school -- wait a minute.

8 COMMISSIONER TOULOUSE: We don't want any  
9 of that.

10 COMMISSIONER GIPSON: You're not renewing  
11 them now.

12 MS. POULOS: Madam Chairwoman and  
13 Commissioners, no, that -- the proposed language --  
14 if I can just take a minute and explain it to you,  
15 provides a motion to renew without conditions. In  
16 that case, it provides a template for you to  
17 identify that they have met all the conditions for  
18 renewal without any conditions at all, meaning that  
19 all of those provisions of law that could justify  
20 nonrenewal are not -- are met appropriately.

21 COMMISSIONER CARR: Yeah. If you -- I'm  
22 sorry.

23 MS. POULOS: Sorry. Versus the motion to  
24 renew with conditions identifies that there could be  
25 a reason that this Commission -- or is a reason that

1 this Commission could choose not to renew the  
2 school, but has decided it would like to, for  
3 whatever reason, and gives the Commission the  
4 opportunity to do that.

5 And then the last one is the motion to not  
6 renew, which simply identifies that it has -- it has  
7 existed with conditions that would allow the  
8 condition not to renew.

9 So I think you may want to look at that  
10 proposed language before you just use it.

11 COMMISSIONER CARR: Actually, if I was  
12 allowed to read the last paragraph, it would have  
13 corrected it.

14 So it sounds like I need to start over,  
15 because the reading here is correct. It started to  
16 sound like it was a denial; but it wasn't. Okay?  
17 It was a -- it was an acceptance with conditions.  
18 And I was getting ready to state the conditions,  
19 pretty much; well, some of them, anyway.

20 THE CHAIR: Are you saying the conditions  
21 are the Corrective Action Plan that will address all  
22 of the issues?

23 COMMISSIONER CARR: Why don't we have you,  
24 the lawyer -- and, then, let's -- it is  
25 unnecessarily complex.

1 THE CHAIR: Let's take about a ten-minute  
2 break, please. We'll be back at ten after.

3 (Recess taken, 10:00 a.m. to 10:15 a.m.)

4 THE CHAIR: I call back into session this  
5 meeting of the Public Education Commission.

6 Ladies and gentlemen, would you please  
7 take a seat?

8 Ladies and gentlemen, would you please  
9 take a seat? We're ready to begin our -- further  
10 our deliberations, as necessary.

11 I believe this Commission is ready for the  
12 motion concerning the J. Paul Taylor Academy.

13 Commissioner Carr, I believe you have  
14 rescinded your earlier motion that died, for lack of  
15 a second, anyway.

16 COMMISSIONER CARR: Well, that's true. So  
17 I don't have to rescind it, then, do I?

18 THE CHAIR: There you go.

19 COMMISSIONER CARR: Okay. All right.

20 THE CHAIR: Are you ready to make the  
21 motion?

22 COMMISSIONER CARR: I am ready to make the  
23 motion, Madam Chair and members of the Commission.

24 I move the Public Education Commission  
25 approve the renewal application for J. Paul Taylor

1 Academy for a term of five years, with the following  
2 conditions. This five-year renewal is contingent  
3 upon the school's successful completion of a  
4 Corrective Action Plan that addresses all the issues  
5 raised by the CSD and are on the official record.

6 This plan must be completed by the end of  
7 the current contract period.

8 As described in the renewal application  
9 and analysis, J. Paul Taylor Academy has not met the  
10 student performance standards identified in the  
11 charter contract. Additionally, the school failed  
12 to demonstrate it is making substantial progress  
13 toward achievement of these academic standards.  
14 Further, the school has failed to meet the general  
15 accepted standards of fiscal management and has  
16 violated provisions of the law from which the  
17 charter school is not exempted.

18 For these reasons, the Commission has a  
19 statutory justification that this charter could not  
20 be renewed.

21 However, because the school has  
22 demonstrated adequate academic performance, as  
23 identified in the letter grades, and because there  
24 is not evidence that the school's governing body has  
25 been adequately notified of the unsatisfactory

1 performance and provided reasonable opportunity for  
2 the governing body to remedy the problem, the Public  
3 Education Commission is granting a limited term  
4 renewal, with conditions, to allow the charter  
5 school a reasonable opportunity to improve the  
6 academic, organizational, and financial performance  
7 of the school.

8 THE CHAIR: You've heard the motion. Do  
9 we have a second?

10 COMMISSIONER GIPSON: Second.

11 THE CHAIR: I'm sorry. Who did I hear?  
12 Commissioner Gipson?

13 Motion by Commissioner Carr, second by  
14 Commissioner Gipson, to approve the renewal  
15 application for J. Paul Taylor for a period of five  
16 years, with conditions as noted on the record.

17 Is there any discussion?

18 Commissioner Bergman?

19 COMMISSIONER BERGMAN: I'm just curious.  
20 I believe the last sentence that Commissioner Carr  
21 read said "a limited term." Are we doing it for  
22 five years or something less than five years? Is  
23 that wording correct?

24 COMMISSIONER CARR: Well, it's -- the  
25 limited part would be the six months it would take

1 them to do the Corrective Action.

2 COMMISSIONER BERGMAN: So it is a  
3 five-year renewal?

4 COMMISSIONER CARR: It is a five-year -- I  
5 did say five years.

6 THE CHAIR: All right. Any further  
7 discussion among Commissioners?

8 As long as we're -- have not voted yet, I  
9 just want to ask the school. Is that time period  
10 realistic for you all to get that Corrective Action  
11 Plan completed?

12 MS. GARCIA-POST: So I just want to be  
13 clear, would we be working with the Charter School  
14 Division and be showing progress towards  
15 implementing the steps to make those corrections,  
16 like having the data available and those sorts of  
17 things? Or what's the -- you know, how will we show  
18 that we've made progress adequately by July 1st,  
19 2016?

20 THE CHAIR: In my mind, it would be --  
21 there are some things that I think could be  
22 completed. Other things simply would have the plan  
23 in place to move forward.

24 Katie, would that be your --

25 MS. POULOS: Certainly. I think we would



1 work with the school to identify what that plan is  
2 and what action steps should have evidence of  
3 implementation already; and then, moving forward,  
4 where there will be further evidence of  
5 implementation and what that would look like.

6 MS. GARCIA-POST: Okay. So it would be  
7 some completed and some in progress, started  
8 implementation, things like that?

9 THE CHAIR: As long as -- I would think as  
10 long as it's an adequate plan, long-term, of course.

11 Any other comments or questions?

12 Hearing none, Mr. Secretary, may we have a  
13 roll-call vote?

14 COMMISSIONER PERALTA: Commissioner  
15 Conyers?

16 COMMISSIONER CONYERS: Yes.

17 COMMISSIONER PERALTA: Commissioner Carr?

18 COMMISSIONER CARR: Yes.

19 COMMISSIONER PERALTA: Commissioner  
20 Toulouse?

21 COMMISSIONER TOULOUSE: Yes.

22 COMMISSIONER PERALTA: Commissioner

23 Chavez?

24 COMMISSIONER CHAVEZ: Yes.

25 COMMISSIONER PERALTA: Commissioner

1 Peralta votes "Yes."

2 Commissioner Ambruster?

3 COMMISSIONER ARMBRUSTER: Yes.

4 COMMISSIONER PERALTA: Commissioner  
5 Gipson?

6 COMMISSIONER GIPSON: Yes.

7 COMMISSIONER PERALTA: Commissioner

8 Bergman?

9 COMMISSIONER BERGMAN: Yes.

10 COMMISSIONER PERALTA: Commissioner

11 Shearman?

12 THE CHAIR: Yes.

13 COMMISSIONER PERALTA: I apologize.

14 Madam Chair. That is nine to zero favor of the  
15 motion.

16 THE CHAIR: Thank you very much. The  
17 motion passes unanimously. The renewal application  
18 is accepted with conditions.

19 Thank you, and have a great next five  
20 years.

21 MS. GARCIA-POST: Thank you very much for  
22 your support.

23 (Applause.)

24 THE CHAIR: Next on the agenda is Roots  
25 and Wings Charter School from Questa. If there's

## J. Paul Taylor Charter School 2016 - 2021 Contract

### Exhibit 2: Waivers

Section 4.01(f)(i) Automatic Waivers that the Charter intends to utilize, and the alternative provisions that the School will use instead of the waiver provision	<u>Waiver</u>	<u>Alternative Proposed</u>
	Individual Class Load	J. Paul Taylor utilizes this waiver so that classes can exceed the state class load maximum when enrollment fluctuations dictate a change in student distribution.
	Teaching Load	J. Paul Taylor utilizes this waiver to allow the daily teaching load per teacher to exceed the established limits.
	Length of School Day and School year	J. Paul Taylor utilizes this waiver because the school utilizes a longer school day as defined by the length of school day statute.
	Staffing Pattern	J. Paul Taylor utilizes this waiver to modify the staffing pattern to implement its curriculum and to balance out the case load for teachers to address enrollment issues.
	Subject Area	n/a
	Purchase of Instructional Materials	J. Paul Taylor utilizes this waiver because the school's curriculum requires materials acquired from sources that may not be on the NMPED instructional materials list.
	Evaluation standards for School personnel	n/a
	School Principal duties	<p>J. Paul Taylor utilizes this waiver to allow the school's principal to serve in capacities that might fall outside that of a typical principal.</p> <p>The Charter Schools Act provides that a charter school top executive is referred to as a "head administrator". NMSA 1978, 22-8B-10(A). The NMPED regulation defines "head administrator" as "the duly licensed school administrator who is the chief executive officer of the charter school," and "chief executive officer" means the person with duties similar to that of a superintendent as set forth in 22-5-14 NMSA 1978, 6.80.4.7. Thus, the duties of a charter school administrator include: carrying out educational policy and rules of the governing body, administering and supervising the school, making all employment decisions, preparing and overseeing the school budget, and such other functions as required by law.</p> <p>The responsibilities of a charter school head administrator include, but may differ from a school district building "principal", as defined in NMSA 1978, 22-10A-18. Thus, J. Paul Taylor's head administrator will have assignments and duties that differ from the statutory definition of a "principal".</p> <p>An additional staff member may perform some of the school principal duties. This person will hold a valid New Mexico Administrative License.</p>
	Driver education	



<u>Section 4.01(f)(ii)</u> Discretionary Waivers that the Charter proposes, and the rationale for these waivers (i.e. flexibility to modify number of students per grade while keeping within total cap)	<i>Waiver</i>	<i>Rationale for Request</i>
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**Kindergarten Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
862	138	276	1138
956	78	156	1112
1014	57	114	1128
1049	48	96	1145
1076	42	84	1160
1098	39	78	1176
1117	36	72	1189
1134	35	70	1204
1149	33	66	1215
1163	32	64	1227
1177	31	62	1239
1190	31	62	1252
1202	31	62	1264
1215	30	60	1275
1227	30	60	1287
1239	30	60	1299
1251	30	60	1311
1264	31	62	1326
1276	31	62	1338
1290	32	64	1354
1304	33	66	1370
1319	34	68	1387
1335	36	72	1407

Average 1170 82

**Kindergarten Math\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
777	139	278	1055
871	78	156	1027
929	57	114	1043
966	48	96	1062
994	43	86	1080
1016	40	80	1096
1036	37	74	1110
1054	36	72	1126
1070	34	68	1138
1085	33	66	1151
1100	32	64	1164
1114	32	64	1178
1127	31	62	1189
1140	31	62	1202
1153	31	62	1215
1166	31	62	1228
1178	31	62	1240
1191	31	62	1253
1205	32	64	1269
1233	33	66	1299
1249	33	66	1315
1284	35	70	1354
1306	36	72	1378
1332	39	78	1410

Average 1107 84

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016





**Grade 1 Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
877	138	276	1153
971	77	154	1125
1028	56	112	1140
1063	47	94	1157
1110	42	84	1194
1128	38	76	1204
1144	36	72	1216
1159	34	68	1227
1172	32	64	1236
1185	31	62	1247
1197	30	60	1257
1209	30	60	1269
1220	29	58	1278
1231	29	58	1289
1242	29	58	1300
1253	29	58	1311
1264	29	58	1322
1275	29	58	1333
1287	30	60	1347
1298	30	60	1358
1311	31	62	1373
1324	32	64	1388
1338	33	66	1404
1354	35	70	1424
1371	38	76	1447
1391	41	82	1473
1417	46	92	1509
1451	55	110	1561
Average	1208	80	

**Grade 1 Math \***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
826	139	278	1104
922	79	158	1080
981	58	116	1097
1020	50	100	1120
1049	44	88	1137
1073	41	82	1155
1094	39	78	1172
1113	37	74	1187
1131	36	72	1203
1147	35	70	1217
1163	34	68	1231
1178	33	66	1244
1193	33	66	1259
1207	32	64	1271
1220	32	64	1284
1234	32	64	1298
1247	32	64	1311
1261	32	64	1325
1274	32	64	1338
1288	32	64	1352
1302	33	66	1368
1317	33	66	1383
1332	34	68	1400
1348	35	70	1418
1365	37	74	1439
1385	39	78	1463
1407	42	84	1491
1434	48	96	1530
Average	1180	84	

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016



**Grade 2 Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
975	138	276	1251
1068	77	154	1222
1125	56	112	1237
1159	47	94	1253
1185	42	84	1269
1206	38	76	1282
1224	36	72	1296
1240	34	68	1308
1255	32	64	1319
1268	31	62	1330
1281	30	60	1341
1293	30	60	1353
1305	29	58	1363
1316	29	58	1374
1327	29	58	1385
1338	29	58	1396
1349	28	56	1405
1360	29	58	1418
1371	29	58	1429
1382	29	58	1440
1393	29	58	1451
1405	30	60	1465
1417	30	60	1477
1429	31	62	1491
1443	32	64	1507
1457	34	68	1525
1473	36	72	1545
1491	38	76	1567
1512	42	84	1596
Average	1304	70	

**Grade 2 Math\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
912	139	278	1190
1007	78	156	1163
1066	58	116	1182
1103	49	98	1201
1131	44	88	1219
1154	40	80	1234
1174	38	76	1250
1193	36	72	1265
1209	35	70	1279
1225	33	66	1291
1239	33	66	1305
1253	32	64	1317
1266	31	62	1328
1279	31	62	1341
1292	31	62	1354
1304	30	60	1364
1316	30	60	1376
1328	30	60	1388
1341	30	60	1401
1353	31	62	1415
1365	31	62	1427
1378	31	62	1440
1392	32	64	1456
1405	33	66	1471
1420	34	68	1488
1436	35	70	1506
1453	37	74	1527
1473	39	78	1551
1495	43	86	1581
1522	48	96	1618
Average	1267	81	

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016



**Grade 3 Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1038	138	276	1314
1131	77	154	1285
1188	56	112	1300
1223	47	94	1317
1250	42	84	1334
1271	39	78	1349
1290	36	72	1362
1306	34	68	1374
1321	33	66	1387
1335	32	64	1399
1348	31	62	1410
1360	30	60	1420
1372	29	58	1430
1383	29	58	1441
1394	28	56	1450
1405	28	56	1461
1415	28	56	1471
1426	28	56	1482
1436	28	56	1492
1446	28	56	1502
1457	28	56	1513
1468	28	56	1524
1479	29	58	1537
1490	29	58	1548
1502	30	60	1562
1514	31	62	1576
1527	32	64	1591
1541	33	66	1607
1356		69	

**Grade 3 Math\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
970	140	280	1250
1069	81	162	1231
1133	61	122	1255
1175	52	104	1279
1208	47	94	1302
1234	43	86	1320
1257	40	80	1337
1278	38	76	1354
1296	26	52	1348
1313	35	70	1383
1328	34	68	1396
1343	33	66	1409
1356	32	64	1420
1370	31	62	1432
1382	31	62	1444
1395	30	60	1455
1407	30	60	1467
1419	30	60	1479
1431	30	60	1491
1443	30	60	1503
1456	31	62	1518
1468	31	62	1530
1481	31	62	1543
1495	32	64	1559
1509	33	66	1575
1524	35	70	1594
1541	36	72	1613
1560	39	78	1638
1582	42	84	1666
1608	47	94	1702
Average		1351	82

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016



**Grade 4 Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1115	138	276	1391
1209	78	156	1365
1266	57	114	1380
1302	47	94	1396
1329	42	84	1413
1350	39	78	1428
1369	36	72	1441
1386	34	68	1454
1401	33	66	1467
1415	32	64	1479
1428	31	62	1490
1440	30	60	1500
1453	30	60	1513
1464	30	60	1524
1476	29	58	1534
1487	29	58	1545
1499	29	58	1557
1510	29	58	1568
1522	30	60	1582
1533	30	60	1593
1546	31	62	1608
1558	31	62	1620
1572	32	64	1636
1587	34	68	1655
1602	36	72	1674
1620	38	76	1696
1433		72	

**Grade 4 Math\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1070	138	276	1346
1164	78	156	1320
1221	56	112	1333
1256	47	94	1350
1304	42	84	1388
1323	39	78	1401
1339	36	72	1411
1354	34	68	1422
1367	33	66	1433
1380	31	62	1442
1392	31	62	1454
1404	30	60	1464
1415	29	58	1473
1426	29	58	1484
1437	28	56	1493
1447	28	56	1503
1458	28	56	1514
1468	28	56	1524
1479	28	56	1535
1489	28	56	1545
1500	29	58	1558
1511	29	58	1569
1522	30	60	1582
1534	30	60	1594
1547	31	62	1609
1560	32	64	1624
1575	34	68	1643
1590	35	70	1660
1608	38	76	1684
1629	41	82	1711
1655	47	94	1749
1689	56	112	1801
Average	1426	77	

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016





**Grade 5 Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1147	138	276	1423
1240	77	154	1394
1296	56	112	1408
1330	47	94	1424
1356	41	82	1438
1376	38	76	1452
1394	36	72	1466
1410	34	68	1478
1425	32	64	1489
1438	31	62	1500
1451	31	62	1513
1464	30	60	1524
1475	30	60	1535
1487	29	58	1545
1499	29	58	1557
1510	29	58	1568
1521	29	58	1579
1533	29	58	1591
1544	30	60	1604
1556	30	60	1616
1569	31	62	1631
1582	32	64	1646
1596	33	66	1662
1611	34	68	1679
1627	36	72	1699
1645	38	76	1721
	1457	71	

**Grade 5 Math\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1141	138	276	1417
1235	78	156	1391
1293	57	114	1407
1328	48	96	1424
1355	42	84	1439
1377	39	78	1455
1395	36	72	1467
1412	34	68	1480
1427	33	66	1493
1441	32	64	1505
1454	31	62	1516
1466	30	60	1526
1478	29	58	1536
1489	29	58	1547
1500	29	58	1558
1510	28	56	1566
1521	28	56	1577
1532	28	56	1588
1542	28	56	1598
1552	28	56	1608
1563	28	56	1619
1574	29	58	1632
1585	29	58	1643
1596	29	58	1654
1608	30	60	1668
1620	31	62	1682
1633	32	64	1697
1648	33	66	1714
1663	35	70	1733
1681	38	76	1757
Average	1468	77	

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016



**Grade 6 Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1173	138	276	1449
1266	77	154	1420
1321	56	112	1433
1356	47	94	1450
1381	41	82	1463
1402	38	76	1478
1420	36	72	1492
1436	34	68	1504
1451	32	64	1515
1464	31	62	1526
1477	31	62	1539
1489	30	60	1549
1501	29	58	1559
1512	29	58	1570
1523	29	58	1581
1534	29	58	1592
1545	29	58	1603
1556	29	58	1614
1567	29	58	1625
1578	29	58	1636
1589	29	58	1647
1600	29	58	1658
1612	30	60	1672
1624	30	60	1684
1637	31	62	1699
1650	32	64	1714
1664	33	66	1730
1679	34	68	1747
1487		70	

**Grade 6 Math\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1175	138	276	1451
1269	78	156	1425
1326	57	114	1440
1362	48	96	1458
1388	42	84	1472
1410	39	78	1488
1429	36	72	1501
1445	34	68	1513
1460	33	66	1526
1474	32	64	1538
1487	31	62	1549
1499	30	60	1559
1511	29	58	1569
1522	29	58	1580
1533	29	58	1591
1544	28	56	1600
1554	28	56	1610
1565	28	56	1621
1575	28	56	1631
1586	28	56	1642
1597	28	56	1653
1607	29	58	1665
1618	29	58	1676
1630	30	60	1690
1642	30	60	1702
1654	31	62	1716
1668	32	64	1732
1682	34	68	1750
1698	35	70	1768
1716	38	76	1792
1737	41	82	1819
1762	47	94	1856
Average	1521	76	

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016



**Grade 7 Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1202	138	276	1478
1295	77	154	1449
1351	56	112	1463
1385	47	94	1479
1411	41	82	1493
1432	38	76	1508
1449	35	70	1519
1465	33	66	1531
1479	32	64	1543
1492	31	62	1554
1504	30	60	1564
1516	29	58	1574
1527	28	56	1583
1538	28	56	1594
1548	28	56	1604
1558	28	56	1614
1568	27	54	1622
1578	27	54	1632
1588	27	54	1642
1598	27	54	1652
1608	28	56	1664
1618	28	56	1674
1628	28	56	1684
1639	29	58	1697
1650	29	58	1708
1662	30	60	1722
1675	31	62	1737
1689	33	66	1755
1704	35	70	1774
1722	37	74	1796

1529      67

**Grade 7 Math\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1229	138	276	1505
1322	77	154	1476
1379	56	112	1491
1414	47	94	1508
1440	42	84	1524
1461	38	76	1537
1479	36	72	1551
1495	34	68	1563
1510	32	64	1574
1523	31	62	1585
1536	30	60	1596
1548	30	60	1608
1559	29	58	1617
1570	28	56	1626
1581	28	56	1637
1591	28	56	1647
1602	28	56	1658
1612	28	56	1668
1622	28	56	1678
1632	28	56	1688
1642	28	56	1698
1653	28	56	1709
1663	28	56	1719
1674	29	58	1732
1686	30	60	1746
1698	31	62	1760
1711	32	64	1775
1725	33	66	1791
1740	35	70	1810

Average      1537      77

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016



**Grade 8 Reading\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1213	138	276	1489
1306	77	154	1460
1362	56	112	1474
1396	47	94	1490
1422	41	82	1504
1442	38	76	1518
1460	35	70	1530
1476	34	68	1544
1490	32	64	1554
1504	31	62	1566
1516	30	60	1576
1528	29	58	1586
1539	29	58	1597
1550	28	56	1606
1560	28	56	1616
1571	28	56	1627
1581	28	56	1637
1591	28	56	1647
1601	28	56	1657
1611	28	56	1667
1622	28	56	1678
1632	28	56	1688
1643	29	58	1701
1654	29	58	1712
1665	30	60	1725
1678	31	62	1740
1691	32	64	1755
1705	33	66	1771
1720	35	70	1790
1738	38	76	1814
1758	41	82	1840
<b>1548</b>	<b>68</b>		

**Grade 8 Math\***  
**Not level 3 or 4**

Scaled Score	Standard Error	Twice Standard Error	Growth Score (Scaled Score + Twice Standard Error)
1259	138	276	1535
1352	77	154	1506
1408	56	112	1520
1442	47	94	1536
1467	41	82	1549
1488	38	76	1564
1506	35	70	1576
1521	33	66	1587
1535	32	64	1599
1548	31	62	1610
1561	30	60	1621
1572	29	58	1630
1583	28	56	1639
1594	28	56	1650
1604	28	56	1660
1614	28	56	1670
1624	27	54	1678
1634	27	54	1688
1644	27	54	1698
1654	28	56	1710
1665	28	56	1721
1675	28	56	1731
1686	28	56	1742
1697	29	58	1755
1708	30	60	1768
1720	31	62	1782
1733	32	64	1797
1747	33	66	1813
<b>Average</b>	<b>1556</b>	<b>77</b>	

\*Scores are based on the fall, 2014 test data from Discovery for use in School Year 2015-2016

