New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
2014 State Charter Renewal Application Kit

Updated March 2015

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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2015**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2016**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at http://www.ped.state.nm.us/charter/index.html. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD

and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as "looking back"). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school's performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as "looking forward"). At the end of this section, the school is then asked to write two "mission-specific indicators/goals" as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School's capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as "first drafts" of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School's response, the CSD sends their final Director's Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…violated any provision of law from which the charter school was not specifically exempted.

Please contact me: katie.poulos@state.nm.us or (505) 827-8068 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Katie Poulos
Director, Charter Schools Division

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Instructions: 2014 State Charter Renewal Application Process and Review Stages	
Form and Point of Contact	All submissions should be prepared utilizing the 2015 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Matt Pahl at katie.poulos@state.nm.us or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	2015 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Amy Chacon at Amy.Chacon@state.nm.us. Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2015. Note: Submission prior to October 1st, 2015 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.
Technical Assistance Workshops (April – September 2015)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September 2015. The first training will take place April 20, 2015 and will be a webinar. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 2–November	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the

9)**	renewal application kit.
CSD Preliminary Renewal Analysis (November 9)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis (November 9-16	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
CSD Director's Recommendation (November 30)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on **Monday, November 30, 2015**. Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 10–11)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on **December, 10 - 11, 2015**.
Contract Negotiations (December, 2015–March, 2016)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?
The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?
The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?
The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?
The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate "Performance Contract" (*§22-8B-9 NMSA 1978)* between the authorizer and the charter school and "Performance Frameworks" (*§22-8B-9.1 NMSA 1978)*.

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: *(This process takes place after a success renewal process.)* The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for ***Material Terms***:
The term *material* means that the authorizer deems the matter relevant to

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

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note**: The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to "material violations." There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals MUST BE provided within the renewal application. If the application is approved, these indicators/goals will be used as a "first draft" for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

(1) Demonstrate the school's ability to implement the school's mission;

(2) Be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,

(3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no

cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

SAMPLE. The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?
Exceeds Standard: **☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 95% or more of Cohort 1 students graduate AND** **Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Meets Standard: **☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 90% or more of Cohort 1 students graduate AND** **Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Does Not Meet Standard: **☐ The school does not surpass the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 80% or more of Cohort 1 students graduate AND** **Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Falls Far Below Standard: **☐ The school falls far below the standard if it fails to meet any of the standards set forth above.**

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (*§22-8B-9 NMSA) (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [*§22-8B-9.1 NMSA] (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

(1) Student academic performance
(2) Student academic growth
(3) Achievement gaps in proficiency and growth between student subgroups
(4) Attendance
(5) Recurrent enrollment from year to year
(6) If the charter school is a high school, post-secondary readiness

(7) If the charter school is a high school, graduation rate
(8) Financial performance and sustainability
(9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self-study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.

2015 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School's Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.

- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.

Part A—School's Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - Renewal Snapshot Report

J. Paul Taylor Academy

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

General Information

Mailing Address: 3900 Del Rey, Las Cruces, NM 88012
Physical Address: 3900 Del Rey, Las Cruces, NM 88012
Phone: (575) 652-4006 Ext: Fax: (575) 652-4621 Website: www.jpaultayloracademy.org
Opened: 2011 State Appvd: Sep-10 Renewal: 2016
School District: Las Cruces County: Dona Ana

Aine Garcia-Post, Principal Email: Aine.garciapost@jpaultayloracademy.org
Dr. Jana Williams, President Email: jana.williams@jpaultayloracademy.org

Mission: J. Paul Taylor Academy, in alliance with school families and the community, will offer a rigorous, well-rounded Spanish Aquisition, Project- Based learning program in a smaller school environment to promote academic excellence for the diverse students of the Las Cruces area.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	K-8		200	190	13	14.6

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	C	C	B		
2. 3 Year Avg Grade		C	B		
3. Current Standing	B	B	B		
4. School Growth	B	B	D		
5. Highest Performing Students	C	D	D		
6. Lowest Performing Students	F	F	D		
7. Opportunity to Learn	B	B	A		
8. Graduation					
9. Career and College					
10. Reading Proficiency	71.9	65.7	65.8		
11. Math Proficiency	61.8	63	57.9		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0	2	3.77		

NM PED Charter School Division - Renewal Snapshot Report

J. Paul Taylor Academy

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment		157	175	186	190

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male		48.4%	49.7%	51.6%	51.6%
3. % Female		51.6%	50.3%	48.4%	48.4%
4. % Caucasian		62.4%	65.7%	69.4%	60.5%
5. % Hispanic		30.6%	30.9%	28.5%	36.8%
6. % African American		2.5%	2.3%	1.1%	0.0%
7. % Asian		3.8%	0.6%	0.5%	1.6%
8. % Native American		0.6%	0.6%	0.5%	0.5%
9. % Economically Disadvantaged		35.0%	35.4%	26.3%	32.1%
10. % Title 1 TS		100.0%	100.0%	100.0%	100.0%
11. % Title 1 T		0.0%	0.0%	0.0%	8.4%
12. %Title 1 S		0.0%	0.0%	0.0%	0.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		14.0%	18.9%	15.1%	14.2%
15. % ELL		0.0%	0.0%	0.0%	100.0%

Part B—Self-Report/Looking Back

(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report
(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA**. The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

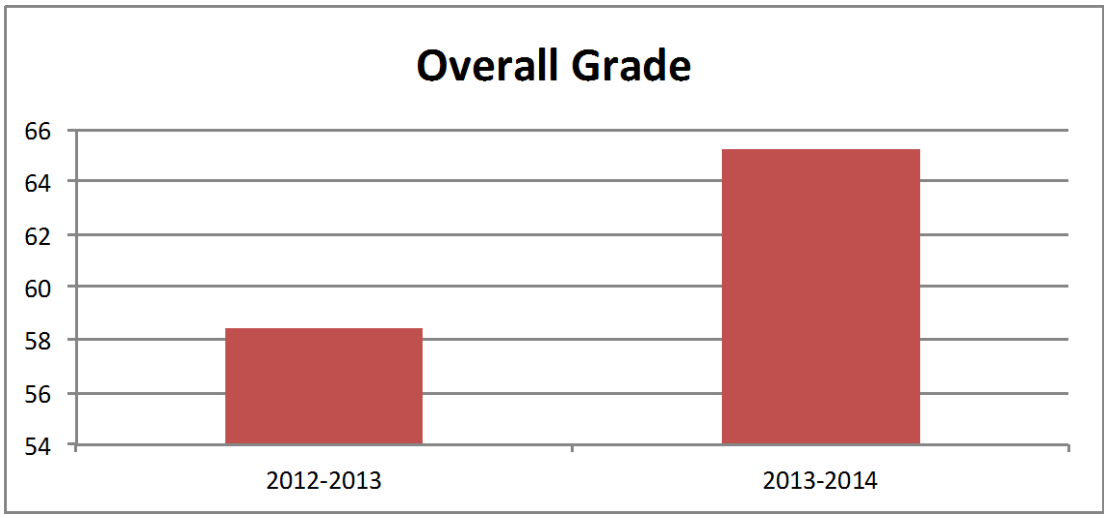
School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years 2012-13, 2013-14, 2014-15.

J. Paul Taylor Academy opened in 2011 with grades Kindergarten through 6th. By the 2013-2014 school year the school had expanded to serve Kindergarten through 8th grade students in a small and academically rigorous setting. For the 2 years that we are examining (12-13 and 13-14) for which we have State Report Card grades, it is evident that J. Paul Taylor Academy's total school points have risen steadily. We have gained 6.8 points in the last 2 years and the current Final Grade as reported in the School Grade Report Card 2014 is a B (65.23 points). Although we do not have the 2014-2015 Grading Report, Discovery data can be examined. Based on this data, it appears that J. Paul Taylor Academy's growth has continued. For example, Reading Discovery data at the end of the 2014-2015 school year demonstrated that every grade level had at least 60% of the students

scoring in the proficient or advanced achievement level. The school-wide percentage of students scoring proficient or advanced in reading was 78%. Additionally, Math Discovery data at the end of the 2014-2015 school year demonstrated that every grade level had at least 40% of the students scoring in the proficient or advanced achievement level. The school-wide percentage of students scoring proficient or advanced in math was 67%. This assessment based on the CCSS indicates that students are growing and attaining high levels of proficiency as they move through the grade levels at J. Paul Taylor Academy.

There have been several factors that have impacted this growth. Project Based Learning has engaged students. As teachers have built their capacity to facilitate this learning, the students have had the opportunity to extend their thinking while also addressing a wider scope within the CCSS. We have also increased our focus on the growth of our lowest performing students. Although this growth has not reached our goal or ideal level, the focus on Tier 1 and Tier 2 instruction as well as Special Education Instruction and IEP goals has assisted this sub-group of students. Lastly, a stronger emphasis on atypical family and student led activities has increased our bonus points.



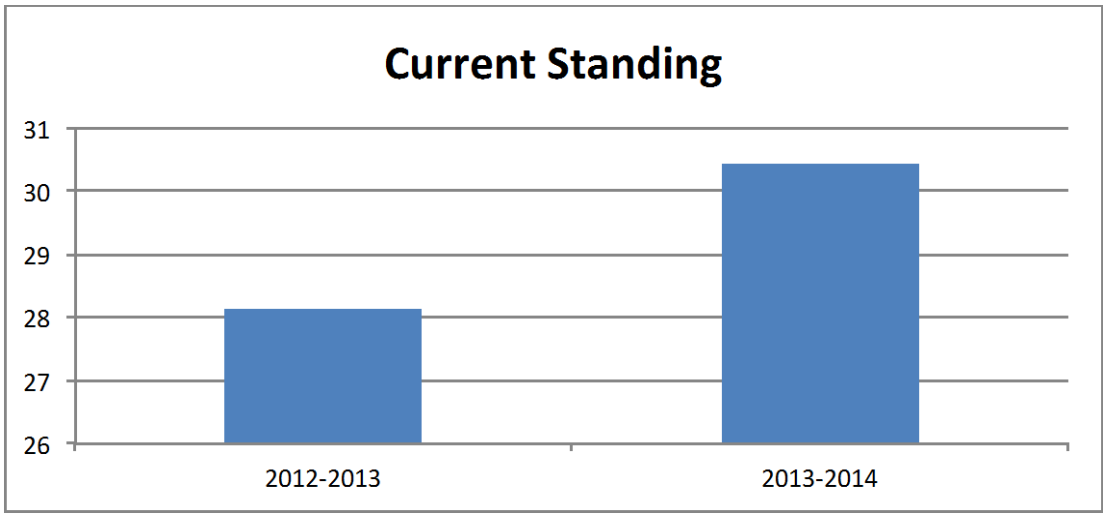
Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

Our "Current Standing" for the past two years has been a B. Our Current Standing in 2013 produced 28.13 points. Our Current Standing in 2014 earned us 30.42 points. The growth in our Current Standing in the last two years has been 2.29 points.

From 2012 to 2014 our overall Reading proficiency has dropped slightly from 72% in 2012 to 66% in 2014. From 2012 to 2014 our overall Math proficiency has risen steadily from 62% in 2012 to 68% in 2014. Our 2015 Discovery Data for both Reading and Math illustrate that these scores should rise when we receive the results in the new Report Card. However, when viewing this information it is important to note that these results

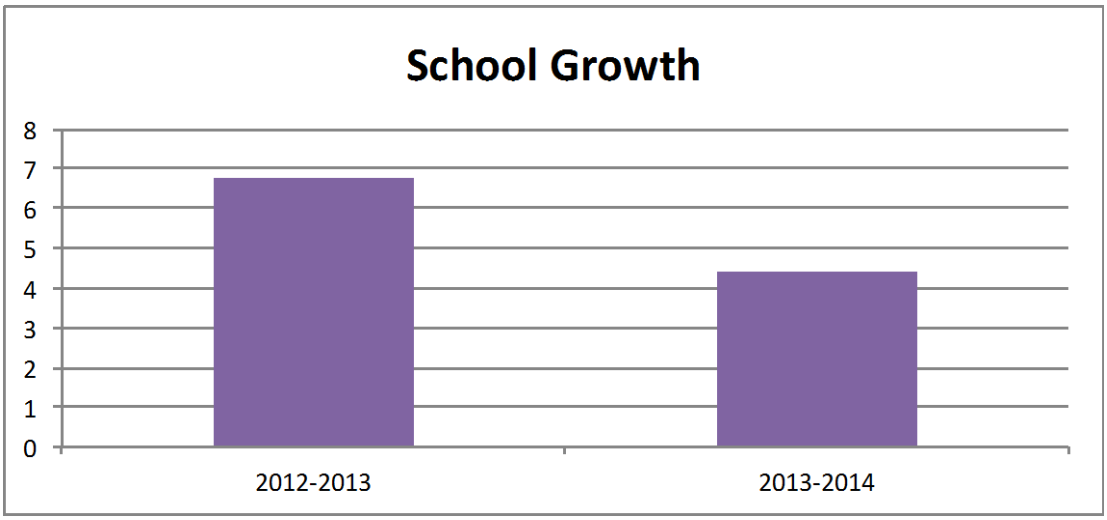
represent slightly different classes of students. We also need to consider that in a small school setting (fewer than 150 students are in third through eighth grade) a change in a few students can create a difference in percentages that are not statistically significant. In addition, the school had made the transition to teaching the CCSS and used the state-approved assessment, Discovery, as the interim assessment because it was aligned with the Common Core Standards. PARCC was not ready for administration in 2014, and the SBA administered was only partially aligned with CCSS. The top year for reading performance was 2012 with 72% of students being proficient/advanced. The top year for math was 2014 with 68% of students being proficient/advanced. The growth in math and relative steadiness in reading can be attributed to advancement of our lowest 25% cohort of students. These students have been supported through increased in-class interventions in the form of students reviewing their data and setting goals for improvement.



School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

The "School Growth" category examines how the school has increased grade level performance from year to year. In 2013, our school growth grade was a B (6.79 points). In 2014, our school growth grade was a D (4.37 points). This decline in our school growth can be attributed to shifts in program implementation as well as variance among different classes and to a small school setting (fewer than 150 students are in third through eighth grade) where a change in a few students can create a difference in percentages.
While this category on our 2014 School Grade Report Card did not reach the State's expectations, our Discovery (Reading and Math) and DIBELS data does illustrate that most grade levels have been growing in percent of students proficient or advanced from year to year.



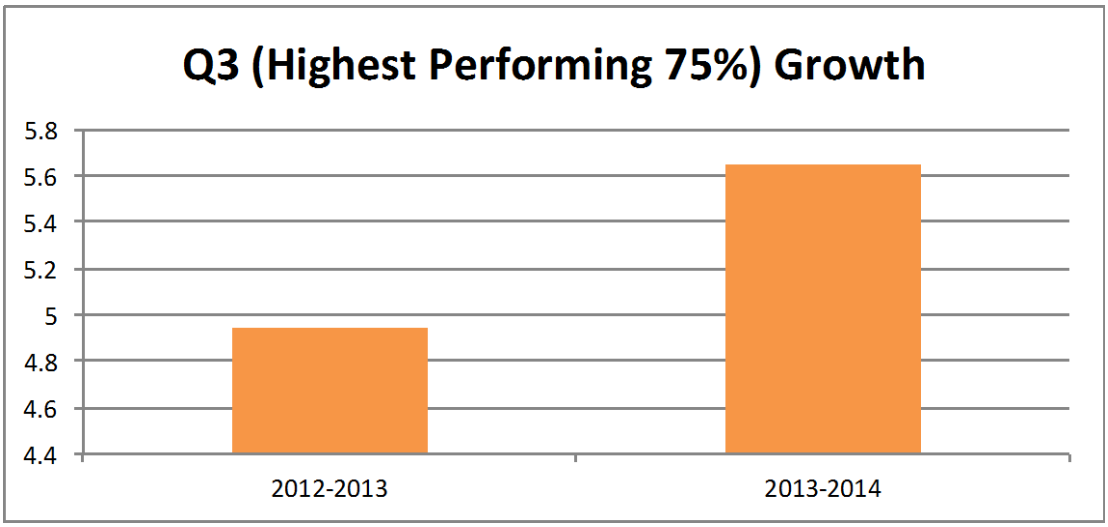
Data—Average Scores (Discovery Reading) Percentage of Students Proficient and Advanced			
Grade Level	**Year 2 School Year 12-13**	**Year 3 School Year 13-14**	**Year 4 School Year 14-15**
K	EOY 85.0%	EOY 95.7%	EOY 100%
1	EOY 72.7%	EOY 78.2%	EOY 95.7%
2	EOY 77.3%	EOY 69.5%	EOY 83.3%
3	EOY 82.6%	EOY 52.1%	EOY 77.3%
4	EOY 82.6%	EOY 78.2%	EOY 61.9%
5	EOY 90.5%	EOY 73.9%	EOY 61.9%
6	EOY 66.7%	EOY 65.2%	EOY 64.7%
7	EOY 68.8%	EOY 69.6%	EOY 73.7%
8	School was K-7	EOY 100%	EOY 75.0%

Data—Average Scores (Discovery Math) Percentage of Students Proficient and Advanced			
Grade Level	**Year 2 School Year 12-13**	**Year 3 School Year 13-14**	**Year 4 School Year 14-15**
K	EOY 100%	EOY 95.7%	EOY 95.7%
1	EOY 77.2%	EOY 63.7%	EOY 95.6%
2	EOY 95.4%	EOY 65.2%	EOY 79.2%
3	EOY 86.9%	EOY 43.5%	EOY 40.9%
4	EOY 73.9%	EOY 65.2%	EOY 66.7%
5	EOY 76.2%	EOY 72.7%	EOY 47.6%
6	EOY 41.7%	EOY 40.9%	EOY 60%
7	EOY 37.5%	EOY 40.9%	EOY 63.1%
8	School was K-7	EOY 14.3%	EOY 45.0%

Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

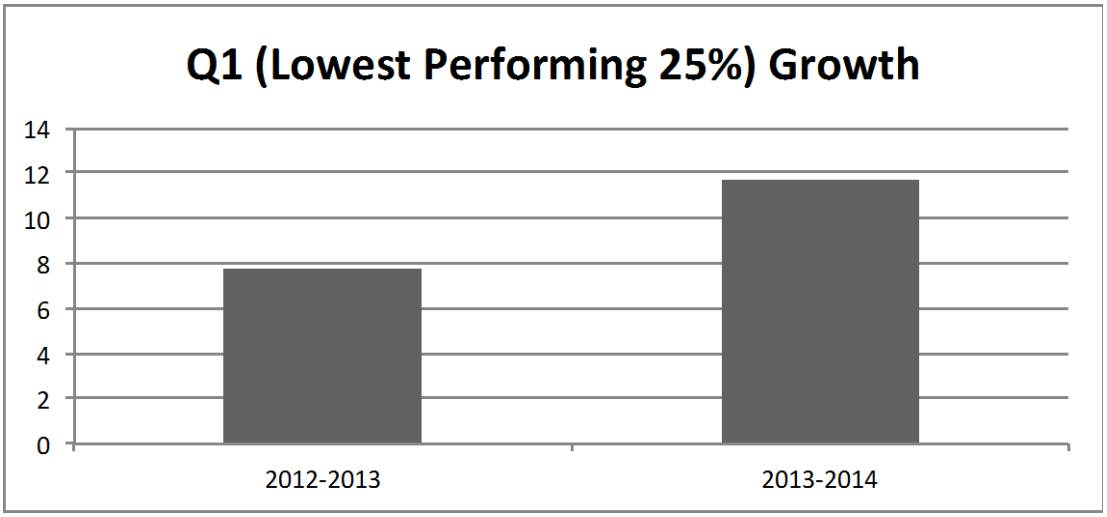
Our Quartile 3 students were scored at a D with 4.94 points in 2013. In 2014, the school remained at a D but increased to 5.65 points with a growth from the year before of 0.71 points. The score of a D in this area with limited improvement is an area of focus for the school. This score needs to be examined and strategic professional development needs to be completed with our staff. The goal will be to look at students' strengths and determine how acceleration needs can be better met within the classroom (through strategic differentiation). We will continue to work with all teachers to expand and deepen the Project Based Learning curriculum within the classroom and as a result provide even more intervention and enrichment opportunities for students. Additionally, work is being done within our Special Education Program to ensure that IEPs are also specific to the needs of individual students (including gifted students).



Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure.

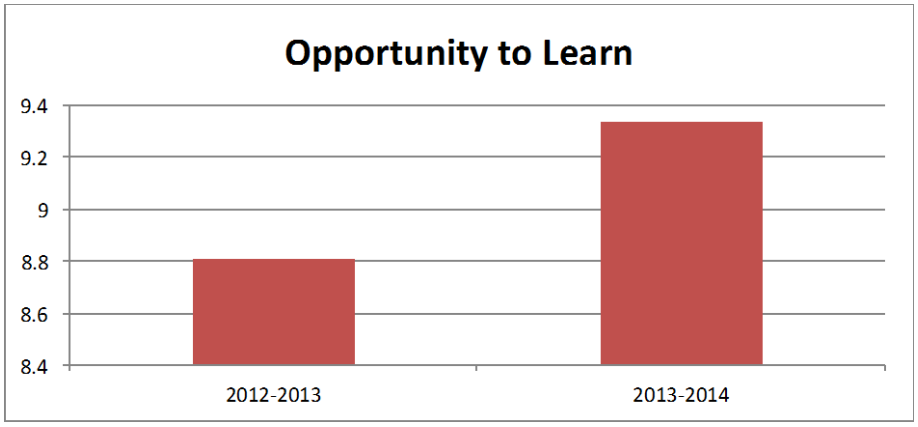
Our Quartile 1 students were scored at an F with 7.72 points in 2013. In 2014, the school grew in this area to a D with 11.68 points. The score of a D in this area is a concern for the school, however, the consistent growth and improvement of 7.98 points in the last three years illustrates that this has been an area of focus and that improvement is occurring. A "D" needs to continue to be examined so that more strategic professional development is done with our staff. The goal of this professional development will be to look at students' present levels and determine how intervention needs can be better met within the classroom (through strategic differentiation). Specifically, a new Academic Improvement Plan (AIP) process will be established as well as a redefined SAT process. This instructional shift will place a more strategic emphasis on Tier 1 and Tier 2 instruction within the classroom. Although J. Paul Taylor Academy is showing progress towards closing the achievement gap between Q1 and Q3 students, the plans described above show a continuing and enhanced commitment to supporting our lowest performing students.



Opportunity to Learn

Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

In 2013, the Opportunity to Learn portion of the report received a B (8.81 points). In 2014, this score increased to an A (9.34 points). In general, students respond positively on their surveys. In 2014 the two highest responses came from the questions "My teacher checks our understanding." and "My teacher wants me to explain my answers". These questions illustrate that students feel as though teachers are holding them accountable for their own learning.



Graduation—as applicable

Provide a statement of progress regarding your "Graduation" over the past three years and offer any additional information regarding this measure. N/A

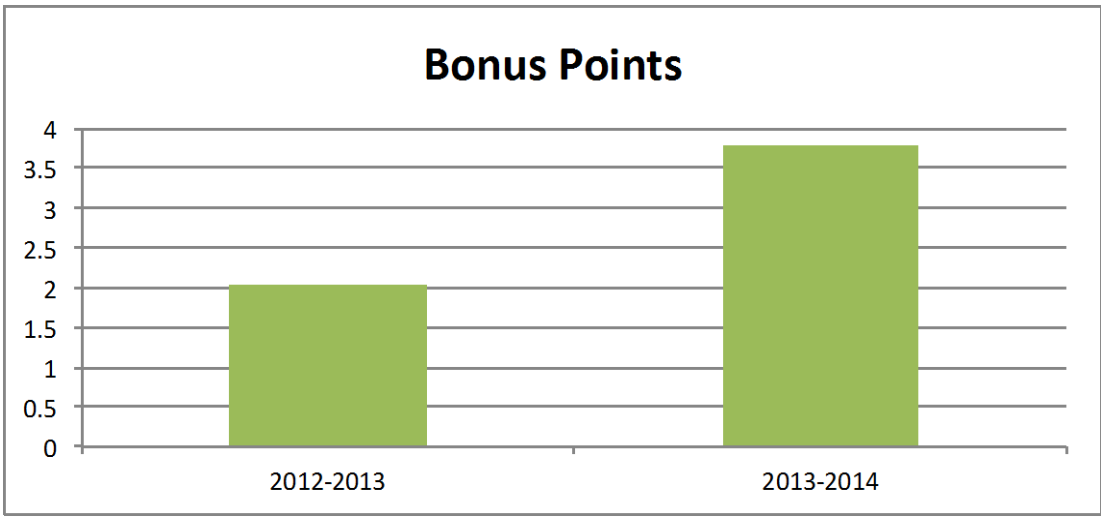
College and Career Readiness—as applicable

Provide a statement of progress regarding your "College and Career Readiness" over the past three years and offer any additional information regarding this measure. N/A

Bonus Points

Provide a statement of progress regarding "Bonus Points" over the past three years.

Bonus points have grown significantly over the last three years. In 2013, 1.6 points were earned. In 2014, 3.77 points were earned. The increase has come from strategic identification of atypical events that are student and parent led. As a school we are committed to encouraging and fostering the innovation that can occur when students and parents take charge of school activities (both curricular and extracurricular). We look forward to continuing to expand in this area and take our level of authentic student and parent engagement to new heights. For example, we have a Volunteer Help Counter that allows parents to easily sign-in and log the hours they spend supporting learning at J. Paul Taylor Academy. This support from parents comes in many forms and includes work that parents do in our Kitchen and with promoting physical activity for students.



Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter
—as measured by the school's selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school's statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

1. Student Academic Performance Standard/Goal #1:

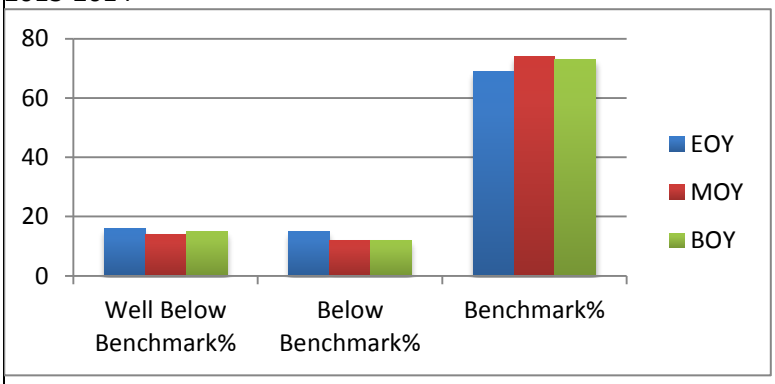
Academic excellence will be demonstrated by student performance on tests such as MAP and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the state mandated standards based assessments. The short cycle assessment will show continuous progress and the standards based assessment will show at least one school years' growth for 75% of the students each year, progressing annually to 90% for students attending all 5 years.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

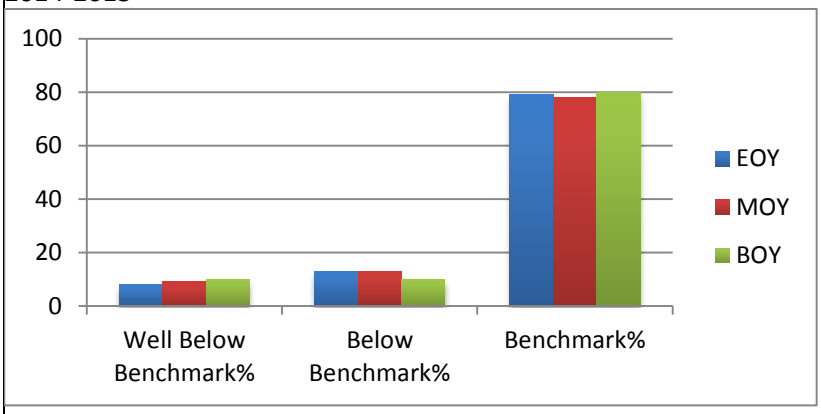
With our current data, we will utilize SBA as a Summative Assessment to illustrate students' final level of proficiency at the end of the school year. The trend in our data over time shows that our students consistently outperform the state and local school district's average. Additionally, well over 50% of our students are consistently scoring in the Proficient or Advanced range in grades 3-8 as measured by SBA.

Our two short cycle assessments (Discovery and DIBELS) evaluate students' progress towards proficiency on the CCSS. These assessments illustrate that students show growth from Test 1 to the final assessment of the year (either Test 3 or Test 4 depending on the year of testing) within the grade-level. As cohorts of students are tracked we can see that the goal of improving annually was not met.

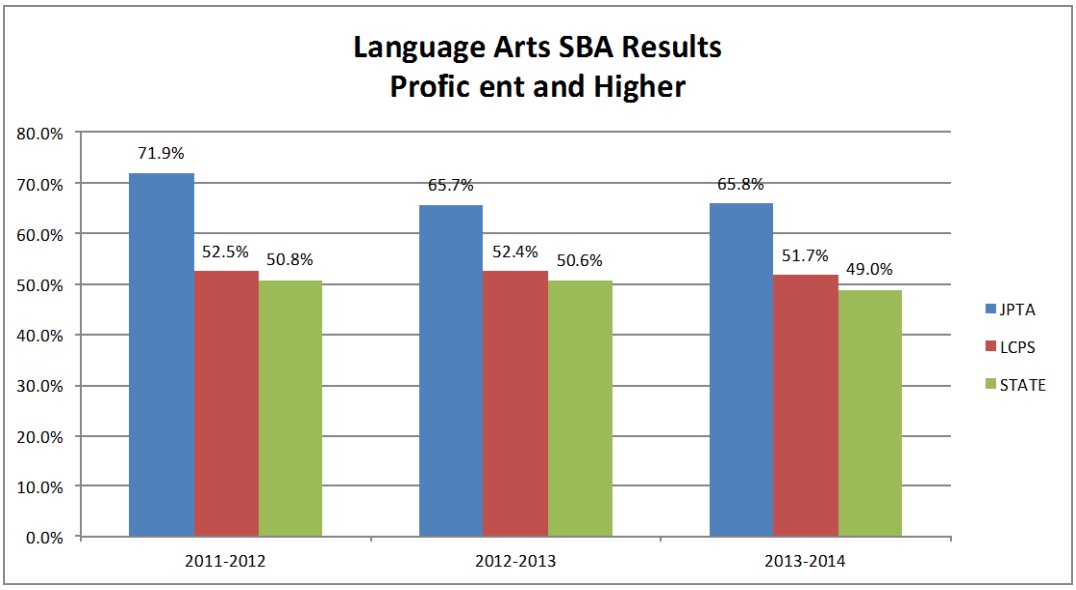
DIBELS Kindergarten-3rd Grade
2013-2014

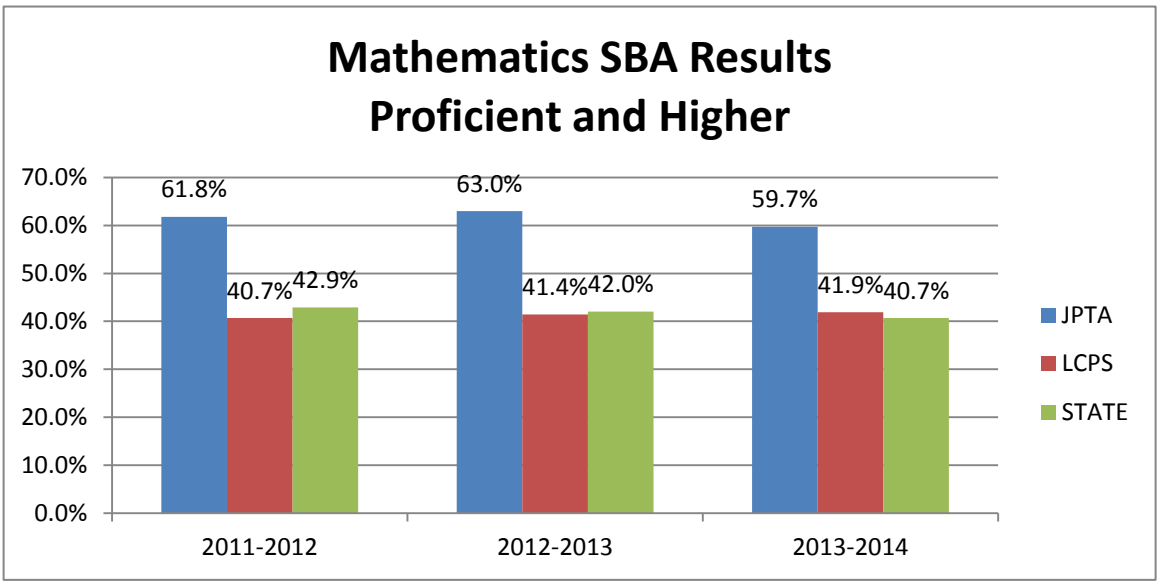


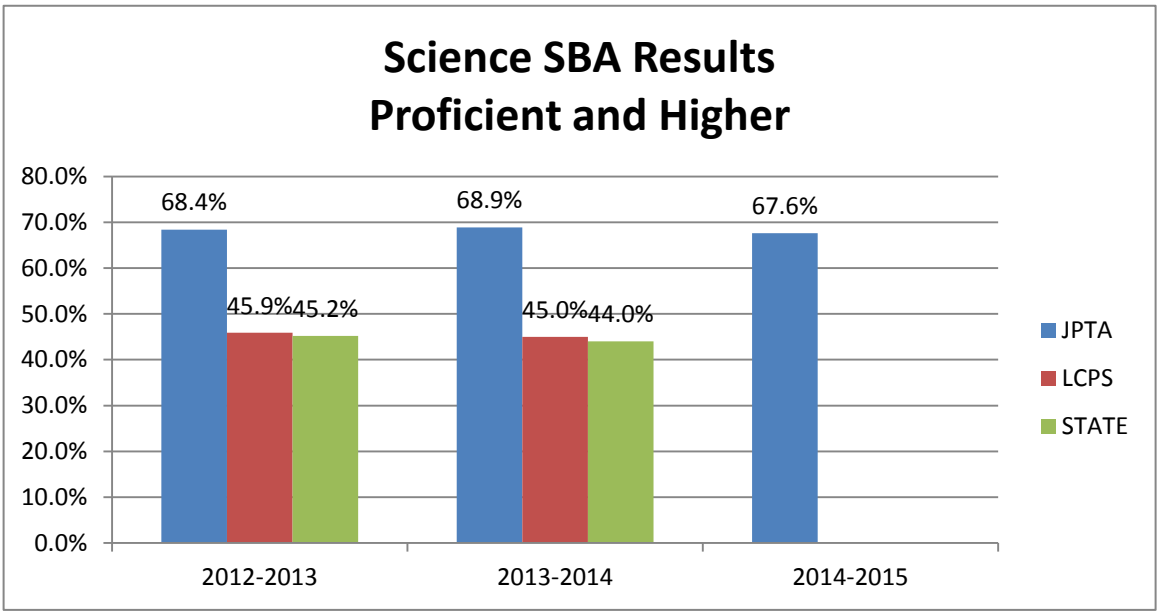
DIBELS Kindergarten-3rd Grade
2014-2015



Data—Average Scores (SBA) Percentage of Students Proficient and Advanced				
Grade Level	**Year 1 School Year 11-12**	**Year 2 School Year 12-13**	**Year 3 School Year 13-14**	**Year 4 School Year 14-15**
Entire School Language Arts- SBA	71.9%	65.7%	65.8%	
Entire School Mathematics-SBA	61.8%	63.0%	59.7%	
Entire School Science (4th and 7th grades)	N/A	68.4%	68.9%	67.6%




Mathematics SBA Results
Proficient and Higher
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
61.8%
40.7%
42.9%
63.0%
41.4%
42.0%
59.7%
41.9%
40.7%
2011-2012
2012-2013
2013-2014
JPTA
LCPS
STATE


Science SBA Results
Proficient and Higher
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
68.4%
45.9%
45.2%
68.9%
45.0%
44.0%
67.6%
2012-2013
2013-2014
2014-2015
JPTA
LCPS
STATE

Data—Average Scores (Discovery Reading) Percentage of Students Proficient and Advanced			
Grade Level	**Year 2 School Year 12-13**	**Year 3 School Year 13-14**	**Year 4 School Year 14-15**
K	Test 3 85.0% Test 1 95.2%	Test 4 95.7% Test 1 47.4%	Test 4 100% Test 1 72.8%
1	Test 3 72.7% Test 1 82.6%	Test 4 78.2% Test 1 63.7%	Test 4 95.7% Test 1 43.4%
2	Test 3 77.3% Test 1 69.5%	Test 4 69.5% Test 1 88.8%	Test 4 83.3% Test 1 60.8%
3	Test 3 82.6% Test 1 78.3%	Test 4 52.1% Test 1 76.2%	Test 4 77.3% Test 1 71.4%
4	Test 3 82.6% Test 1 87.9%	Test 4 78.2% Test 1 78.2%	Test 4 61.9% Test 1 40.9%
5	Test 3 90.5% Test 1 81.8%	Test 4 73.9% Test 1 72.7%	Test 4 61.9% Test 1 54.5%
6	Test 3 66.7% Test 1 81.8%	Test 4 65.2% Test 1 66.6%	Test 4 64.7% Test 1 33.3%
7	Test 3 68.8% Test 1 56.3%	Test 4 69.6% Test 1 70.0%	Test 4 73.7% Test 1 40.0%
8	School was K-7	Test 4 100% Test 1 71.4%	Test 4 75.0% Test 1 66.7%

Data—Average Scores (Discovery Math) Percentage of Students Proficient and Advanced			
Grade Level	**Year 2 School Year 12-13**	**Year 3 School Year 13-14**	**Year 4 School Year 14-15**
K	Test 3 100% Test 1 85.7%	Test 4 95.7% Test 1 63.2%	Test 4 95.7% Test 1 59.1%
1	Test 3 77.2% Test 1 73.9%	Test 4 63.7% Test 1 77.3%	Test 4 95.6% Test 1 87.0%
2	Test 3 95.4% Test 1 73.9%	Test 4 65.2% Test 1 66.7%	Test 4 79.2% Test 1 65.2%
3	Test 3 86.9% Test 1 47.8%	Test 4 43.5% Test 1 76.2%	Test 4 40.9% Test 1 19.0%
4	Test 3 73.9% Test 1 52.2%	Test 4 65.2% Test 1 65.2%	Test 4 66.7% Test 1 36.3%
5	Test 3 76.2% Test 1 72.8%	Test 4 72.7% Test 1 77.3%	Test 4 47.6% Test 1 50.0%
6	Test 3 41.7% Test 1 27.3%	Test 4 40.9% Test 1 57.1%	Test 4 60% Test 1 37.4%

7	Test 3 37.5% Test 1 18.8%	Test 4 40.9% Test 1 57.9%	Test 4 63.1% Test 1 20.0%
8	School was K-7	Test 4 14.3% Test 1 28.6%	Test 4 45.0% Test 1 27.8%

Discovery Cohort Data		
Grade Span by Cohort 2013-2015	Reading: Change in % Proficient/Advanced	Math: Change in % Proficient/Advanced
Kindergarten- 2nd Grade	-1.7	-20.8
1st Grade-3rd Grade	+4.6	-36.3
2nd Grade- 4th Grade	-15.4	-28.7
3rd Grade- 5th Grade	-20.7	-39.3
4th Grade- 6th Grade	-17.9	-13.9
5th Grade-7th grade	-16.8	-13.1
6th Grade- 8th Grade	+8.3	+3.3
7th Grade-8th Grade* *2013-2014	+31.2	-23.2

Provide a statement of progress and additional information regarding the above data:
There are instances in which cohorts of students do not illustrate the expected growth, however, these cohorts remain at high proficiency rates and specific steps have been taken to examine data and identify consistent gaps that need to be addressed through strategic Tier 1 and Tier 2 classroom instruction. It is clear that a lack of growth is most apparent in the Mathematics Discovery assessment. For this reason the scope and sequence of mathematics instruction has been examined and will continue to be examined. Additionally the CCSS clearly define Depths of Knowledge that will be important for J. Paul Taylor Academy to examine and utilize within our Project Based Learning Structure.

Student Academic Performance Standard/Goal #2:

Dual language students acquiring English will make 50% or more of the required growth to attain the next level on Assessing Comprehension and Communication in English State-to-State (ACCESS) or a similar test. Of these children, 80% will achieve the middle level or higher by the end of their fifth year. Children acquiring Spanish in the dual language program will make consistent progress towards the level of Limited Spanish Speaker annually with at least 25% of them achieving the category of Fluent Spanish Speaker by the end of their fifth year on the IDEA Proficiency Test (IPT) or similar test.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):
J. Paul Taylor Academy began as a Dual Language School. This was changed through a Charter Amendment (6/2014) to reflect the population of students being served at the school. Upon acceptance of the amendment, the school began using a Spanish Language Acquisition model. Neither the Dual Language model nor the Spanish Language Acquisition models have ever been tested formally through standards-based instruments. Consequently, there is no data to report. However, in July of 2015 a Bilingual Application was submitted to the NMPED. This Bilingual Application states that the school will begin to administer the IPT assessment to students as a way to obtain measurable data in regards to our Spanish Language Acquisition model upon acceptance of the application. Additionally, in August of 2015, any student with a response other than English on their Home Language Survey was given the W-APT assessment to determine if they qualify for English Language Learner (ELL) Status. If students were designated as ELLs based on their Home Language Survey and W-APT results, they will be given the ACCESS assessment during the State Testing Window for administration beginning in the 2015-2016 school year. Based on the assessment data, appropriate services will be provided to ELL students.

Data—Average Scores				
Grade Level	**Year 1** **School Year 11-12**	**Year 2** **School Year 12-13**	**Year 3** **School Year 13-14**	**Year 4** **School Year 14-15**

Provide a statement of progress and additional information regarding the above data: Please see above statement.

Student Academic Performance Standard/Goal #3:

All students of J. Paul Taylor Academy will demonstrate ownership of their learning and present this learning to families and community at least twice a school-year using a minimum of four of the following: portfolios, power points, display boards, tangible creations, plays, songs, stories and books they have made or other demonstrations as indicated in their Individual Education Plan (IEP).

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):
Based on the above stated goal, there is no standardized short-cycle assessment or other standards-based instrument that directly measures student-learning presentations. Additionally, no specific data was kept by the school, however, several events have been held during the four years of J. Paul Taylor Academy to include: 16 de septiembre Celebration, Student Talent Show, Annual Student Created Art Auction, Winter Concerts, Charter Week Celebration, Founders Day Celebration, Classroom Project Presentations (at the culmination of all classroom projects- to include at least 2/ year /classroom), Open House, Parent-Teacher Conferences (3 times/year)
Additionally, students' high proficiency levels (as measured by SBA, Discovery (Reading and Math) Data, and DIBELS Data) illustrates that students have been given the opportunity to take ownership over their learning and that this ownership has translated to demonstration of mastery of the NM State Standards and the CCSS.

Data—Average Scores				
Grade Level	**Year 1** **School Year 11-12**	**Year 2** **School Year 12-13**	**Year 3** **School Year 13-14**	**Year 4** **School Year 14-15**

Provide a statement of progress and additional information regarding the above data: Please see above statement.

Other Student Performance Standards/Goals from your Current Charter—as applicable –
Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

1. Student Performance Standard/Goal #1:				
Measure(s) Used:				
Data—				
Grade Level	**Year 1** **School Year 11-12**	**Year 2** **School Year 12-13**	**Year 3** **School Year 13-14**	**Year 4** **School Year 14-15**
Provide a statement of progress and additional information regarding the above data:				

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1: Administration and staff of J. Paul Taylor Academy will provide opportunities for family and community involvement bi-monthly to build school community as documented by attendance logs and photos, demonstrating at least 25% involvement of families with children attending the school the first year, growing to 75% by the fifth year.

Measure(s) Used: No specific data has been kept to measure opportunities for family and community involvement. However, over the last four years, families and the Las Cruces Community have been invited to participate in several events to include: 16 de septiembre Celebration, Student Talent Show, Annual Student Created Art Auction, Winter Concerts, Charter Week Celebration, Founders Day Celebration, Classroom Project Presentations (at the culmination of all classroom projects- to include at least 2/ year per classroom), Open House, Parent-Teacher Conferences (3 times/year) This year students have already had 2 opportunities to present their learning to families. This occurred during our Open House (July 23, 2015- Middle School Students; July 30, 2015- Elementary Students; percent of families in attendance= 56%) and our Fall Parent Teacher Conferences (Week of September 14, 2015; percent of families in attendance= 65%).
Data:
Provide a statement of progress and additional information regarding the above data: Although consistent data has not been kept in the past, this year's family and community involvement events will be tracked and recorded through a standardized J. Paul Taylor Academy Sign-In Sheet as well as through photos and video to be posted on our school website (with parent permission).

Organizational Performance Standard/School Goal #2: During each of the five school years, the head administrator will provide staff development at least one afternoon per month regarding Project Based Learning, Love and Logic, mastery based grading and other topics deemed necessary.
Measure(s) Used: As reported by staff, J. Paul Taylor Academy has consistently had half-day professional development that occurs from 12:30-3:15 on the first Wednesday of every month. These staff development sessions have focused on Project-Based Learning, Love and Logic, grading practices, the use of technology, and other topics to assist staff with their facilitation of instruction.
Data:

Provide a statement of progress and additional information regarding the above data:
Although consistent data has not been kept in the past, this year a documentation system has been developed and implemented. For each staff professional development that is held, staff members receive an agenda. This agenda is also included on a standard sign-in sheet that each staff member signs to record meeting attendance. The Head Administrator retains this documentation along with any handouts or materials provided during training.
This year, 3 professional development sessions (July, August, and September) have been held. These sessions have covered: school goals, professional development needs assessment and planning, redesigned SAT process, Project Based Learning, and technology.

Organizational Performance Standard/School Goal #3:
J. Paul Taylor Academy will implement a phased in dual language program, beginning with grade kindergarten (K) the first year, and progressing to grade 4 by the 5th year. By the fifth year of the charter all children in grades K-4 will be instructed in both English and Spanish.

Measure(s) Used:
In June of 2014, J. Paul Taylor Academy's Charter was amended and the school shifted its dual language focus to a Spanish Language Acquisition model. This model is in place in the Kindergarten through 4th grade classrooms. No consistent data was kept to monitor either programs' implementation or students' progress within the program.

Data:

Provide a statement of progress and additional information regarding the above data:
In July of 2015, a Bilingual Application was submitted to the NMPED. This Bilingual Application states that the school will begin to administer the IPT assessment to students as a way to obtain measurable data in regards to our Spanish Language Acquisition model upon acceptance of the application.

Organizational Performance Standard/School Goal #4:
The 40 day report of each of the first 5 school years will show increased student diversity resulting in a closer reflection of the ethnic and socio-economic diversity of the Las Cruces Public School District.

Measure(s) Used:
In June of 2014, J. Paul Taylor Academy's Charter was amended and the above goal was altered to read:

J. Paul Taylor's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
J. Paul Taylor continues to encourage applicants to increase our diversity.

Data:
Provide a statement of progress and additional information regarding the above data: J. Paul Taylor Academy is in the process of evaluating our student outreach practices to ensure that the entire Las Cruces community has knowledge of our school and how to apply. Additionally, in November of 2015, we will be moving our campus location to be more centrally located within the Las Cruces community. We believe that this will allow more families to access our school.

B. Financial Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

X☐ **Yes** ☐ **No** Is the school meeting financial reporting and compliance requirements?

X☐ **Yes** ☐ **No** Is the School following generally accepted accounting principles?

To the best of our knowledge, NMPED has sanctioned that the requirements have been met and that accounting principals have been followed for the last 4 year at J. Paul Taylor Academy. Additionally, with a new Head Administrator and Business Manager, safeguards, processes, and procedures have been put in place to ensure that moving forward J. Paul Taylor Academy will follow all reporting and compliance requirements as well as the accepted accounting principals.

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the Component Unit Section of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
1 (11-12)	0		

		Compliance in Accordance with the New Mexico State Audit Rule) Condition: During our test work, we noted that a total of $40 in penalty fees was paid to the Education Retirement Board (ERB). This was due to the July 2012, September 2012, and March 2013 reports being submitted late.	Management will ensure the ERB reports are uploaded before the due date.
		Quarterly Budget to actual reports - Compliance in Accordance with the New Mexico State Audit Rule) Condition: We noted the expenditures for the Operational Fund and Federal Charter Planning Fund on the 4th Quarter Budget to Actual Report did not agree by function to what was on general leger. We noted variances of $7,000 for Instruction, ($2,000) for Support Services, Students, and ($5,000) for Operation & Maintenance of Plant in the Operational Fund. We noted variances of $90 for Instruction, $477 for Support Services, Students, and $($567) for Support Services, Instruction in the Federal Charter Planning Fund.	Management will implement a policy to ensure the general ledger matches the actual.
2 (12-13)	3	Budgetary Conditions -Compliance in Accordance with the New Mexico State Audit Rule) Condition: The School has expenditure functions where actual expenditures exceeded budgetary authority: Federal Charter School Planning Support Services $91	Management will have the finance committee review the quarterly reports and make the necessary budget adjustment requests.
3 (13-14)	N/A	Audit results have not been released by the State	

Identify any changes made to fiscal management practices as a result of audit findings. See Statement Above

C. Organizational Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter…*and/or*…violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations
Please provide assurances.

Questions	School's Response		
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? *If "no" please provide details.*	☐ Yes	☒No -The charter stated we would cap enrollment at 180 but we have capped it at 200. (There was confusion because this was listed differently in the initial application vs. the final charter.) – An amendment was submitted to the PEC and was accepted on 9/24/15 . --The charter stated we would cap each classroom at 20 students. J. Paul Taylor Academy has instead been following NM Administrative Code on Class Load – An amendment was submitted to the PEC and was accepted on 9/24/15. -The Home Language Survey was not used to trigger the administration of the W-APT. Consequently ELL students have not been identified or given the ACCESS assessment yearly. As of September 2015, all ELLs have been identified and ACCESS will be administer when the State testing window opens. -We initially listed multiple tests we would use at the school and while we have not used all tests, we have met state and federal mandates on long and	

		short term cycle testing.	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? *If "yes" please provide details.*	☒Yes In July of 2015 a visit was conducted and the CSD identified areas of concern (J. Paul Taylor Academy is awaiting the formal report). Preliminary discussion with the Head Administrator identified the following areas of concern: -Enrollment and Class Load Caps (see above) -SPED testing and identification (JPTA has worked with the SEB and conducted an internal audit- the process is being revised and follow-up with individual students is being done) -The Governance Council had not been approving all contracts as stated in the Charter (an amendment was submitted to the PEC and accepted on 9/24/15).	☐No	

Educational Requirements—Assurances

1) X☐ Yes ☐ No The school complies with instructional days/hours requirements.
2) X☐ Yes ☐ No The school complies with graduation requirements.
3) X☐ Yes ☐ No The school complies with Promotion/Retention requirements.
4) X☐Yes ☐ No Next-step plans are completed for applicable grades.
5) X☐ Yes ☐ No The school has an approved EPSS Plan.
6) ☐ Yes X☐ No The school demonstrates compliance with requirements relating to assessments.
7) ☐ Yes X☐ No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).

8) X☐ Yes ☐ No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.
6. The school has followed most State and Federal testing requirements, however some Charter requirements have not been followed consistently. Also, the W-APT and ACCESS tests have not been administered but will be in the 2015-2016 school year.
7. There is no formal beginning teacher program that has been implemented at the school. A program will be developed and implemented. Also, teachers working on their Level II Dossier have been connected with the local school district for support in this process.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.
Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

b) X☐ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:

1) X☐ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
2) X☐**Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
3) X☐ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

c) ☐ **Yes X**☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

d) ☐**Yes X**☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.

e) X☐ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.
c. A Special Education Audit by the Special Education Bureau determined that Special Education policies and procedures had not been followed in regards to identification of students, determination of eligibility of students, and IEP record keeping and files. To assist with this process, an AIP/SAT process has been established at the school. Additionally, a new Special Education lead teacher has been identified and provided with training. A new diagnostician has also been hired.
d. No services have been provided to English Language Learners. Now that the school has identified all English Language Learners, all laws, rules, and regulations will be followed.

Employees—Assurances

a. ☐ **Yes** X☐ **No** The school meets teacher and other staff credentialing requirements

b. X☐ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

c. X☐ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.
a. The school has employed 2 unlicensed teachers. One teacher has submitted her Alternative Licensure application and has been issued a provisionary license. The other teacher will be allowed to work as a long-term substitute (upon receiving his substitute license) and the position will be posted.

School Environment—Assurances

a. X☐ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.

b. X☐ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.

c. X☐ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.

d. ☐ **Yes** X ☐ **No** The school complies with health and safety requirements.

e. X☐ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation. Several portable buildings were not equipped with a fire alarm system. This has been corrected. The corrective action taken by J. Paul Taylor Academy has been approved by the State Fire Marshall (as of September 2015).

Appropriate Handling of Information—Assurances

a. ☐ **Yes** X☐ **No** The school maintains required information in STARS and submits in a timely manner.

b. X☐ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.

c. X☐ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.

d. X☐ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.

e. X☐ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.
a. The school has missed STARS submission deadlines. Additionally, information reported in STARS has been inaccurate. The school has a new contract with a different agency to oversee our STARS reporting (as of the 2015-2016 school year) and this will no longer be an issue.

Governance—Assurances

1) x☐ Yes ☐ No The school complies with governance requirements? Including:
2) x☐ Yes ☐ No All required School Policies
3) x☐ Yes ☐ No The Open Meetings Act
4) x☐ Yes ☐ No Inspection of Public Records Act
5) x☐ Yes ☐ No Conflict of Interest Policy
6) x☐ Yes ☐ No Anti-Nepotism Policy
7) x☐ Yes ☐ No Governing Body Organization and Membership Rules (i.e., Bylaws)
8) x☐ Yes ☐ No Required Committees (Finance and Audit) and submission of appropriate documentation
9) x☐ Yes ☐ No Governing Body Mandated Trainings
10) x☐ Yes ☐ No Governing Body Evaluates Itself

x☐**Yes** ☐ **No** Is the school holding management accountable?

1) ☐ **Yes X**☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
2) X☐ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.
1. During the first four years at J. Paul Taylor Academy the governing body did not receive regular written reports from the Head Administrator. Verbal reports were given at all council meetings indicating that the school was doing very well. A new Head Administrator started in July 2015. We have received monthly reports now, as well as weekly updates via email or meetings on key concerns within the school.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

II. Checklist

		Yes)
Appendix A	Financial Statement	☐X
Appendix B	Petition of Support from Employees Affidavit	☐X

Appendix C	Petition of Support from Households Affidavit	☐X
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	☐X
Other Attachment(s)	Describe: Data Excel Files	☐X

Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Based on the academic results from the past 4 years J. Paul Taylor Academy has shown progress and is in good standing with an overall report card grade of a B. The school has demonstrated high levels of student engagement and of students' ownership of their own learning. Despite success, J. Paul Taylor Academy acknowledges that there is room for growth in several areas.

Academic Priorities:

1. Improve reading and math achievement for Quartiles 1 and 3 through differentiation
2. Standardize and enhance our Spanish Language Acquisition Program
3. Use of data to drive instruction and support students' specific needs

2. What main strategies will be implemented to address these priorities?

1. Improve reading and math achievement for Quartiles 1 and 3 by implementing and supporting Differentiation within Classroom Instruction:
   Flipped Professional Development that allows teachers to learn about and explore differentiation during their individual planning time. Whole group Professional Development will then be utilized for teacher collaboration and planning to ensure that differentiation to support all students is being implemented daily within classroom instruction.

2. Spanish Language Acquisition Program:

- Key components of the SLA program need to be defined for our K-8 program.
- A scope and sequence of learning expectations will be created.
- Assessment of students using the IPT (at a minimum of yearly) will be used to measure students' progress and set goals.

3. Data Driven Instruction

Teachers will be provided with professional development in the area of using data to inform instruction. This professional development will support teachers in analyzing data and how to use the information from this analysis to ensure that students are being provided with strategic instruction that meets their needs (both for intervention and acceleration). This work will also support the differentiation priority. Teachers will be supported in this work and given time to do this work within their teams (K-1, 2-3, 4-5, 6-8).

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

Data has not been used to modify systems and structures at the school wide level. For this reason a Data Driven Instruction priority has been established.
The following strategies will be implemented:

- At the beginning of the school year, we will review student assessments from the previous year. We will look at not only SBA scores, but other interim assessment scores as well. We will implement data teams to review and track student progress consistently throughout the school year.
- We will identify students who are struggling and determine possible reasons for their difficulty. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. This will begin with a teacher implemented Academic Improvement Plan (AIP) and then with the Student Assistance Team (SAT) if needed. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.
- Review curriculum map for the school year, and make sure that the curriculum and instruction sequence is aligned to the grade level/content expectations and end-of-year goals. CCSS will also be analyzed to ensure that the Depths Of Knowledge are being addressed consistently.
- We will identify and/or develop interim assessments (formal and informal) where our lowest 25% students are assessed after each unit and/or in their pull out session.
- We will create time in the weekly schedule for data teams to meet and review this additional data, discuss student progress, and formulate action plans to address students who are continuing to struggle.
- When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students performed on each question, what wrong answer choices they made and how students performed on each standard or skill.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

The lowest performing students have shown growth over the last 3 years. Despite this growth we have not reached a level of growth that is sufficient. The main reason for the lack of acceleration has to do with inconsistent use of differentiation within the classroom and an inadequate SAT process. A new SAT process has been implemented. Additionally an academic priority has been set around differentiation at the school-wide level.

Students with Special Needs in our Q1 have not shown the growth that we would like them make. This is the result of inconsistent inclusion service time and the need to have classroom teachers support IEP goals and accommodations. With a new Special Education Lead Teacher and IEP writing system, there will be a revamped process to ensure that these students' specific needs are being met consistently.

No ELL students were identified during the last 3 years. This year ELL students were identified and data will be collected and analyzed to support their growth.

Economically Disadvantaged students do not make up a large percentage of the school population and their data had not previously been examined separately. Looking at this data recently, these students have not made significant growth. We believe that by examining their data as a cohort, we will be able to make plans to support student learning through differentiation.

In order to further support the instruction of our Q1 students, professional development will focus on the areas of instructional strategies including scaffolding, differentiation, identifying targets for learning, checking for prior knowledge, chunking objectives, how instruction is delivered (multi-sensory), spiraling "back" to previous learning, effective use of homework, and student self-evaluations. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and in ESL programs (for example: GLAD, Sheltered Instruction). These programs benefit students not only with second language issues but cultural barriers as well. Students who do not respond to these school-wide programs and interventions may be referred to SAT for individualized and tailored to their unique needs.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

The Governing Council of J. Paul Taylor Academy is proud of the work that the staff, families and students have undertaken in the first four years of our Charter. The Council meets at minimum once, frequently twice or three times, a month to discuss the status of the school, its academic successes and needs and receive updates from the Head Administrator on other pertinent operational issues. A new Charter undertakes substantial tasks during their first 5 years and JPTA Governance Council has been in a significant

learning curve. The Council has worked diligently to establish policies and procedures, procure a permanent location, facilitate dialogue with the NM PED, Las Cruces Public Schools and other area Charter Schools, retain the key facets of the JPTA Charter and most recently hire a new Head Administrator.

The JPTA Governance Council has experienced a rotation of council members. In the last 2-3 years the Council has worked towards encouraging membership of individuals from the Las Cruces greater community including New Mexico State University, current and former educators and other community members in addition to parents of JPTA students. The diversity of the Council has demonstrated the passion and desire the community has to continue to allow JPTA to flourish.

In the past, the Governance Council meeting agenda included a report from the school leader. In the beginning of the school year, SBA results and School Grades were reviewed. The focus of the Council will turn more towards student achievement and the assessment program (kinds of assessments the school uses, what the assessments are measuring and what changes the school will make to assure high achievement). The Council will review student achievement data at the beginning of school year and after each assessment cycle. At the beginning of the school year, the head administrator will be required to present an academic achievement improvement plan for the school year. For subsequent Governance Council meetings, more time will be allocated in the meeting to discuss the academic progress of students, and progress toward mission specific goals and objectives.

The Council realized areas in which the school was unable to meet the original Charter and made Charter Amendments via approval of the PEC. The Dual Language program was modified to a Spanish Language Acquisition program in June 2014. Going forward assessments of the SLA program will be conducted to ensure students are making progress in this area or to determine if modifications need to be made to the program to promote student success. Another area of modification facilitated via a Charter Amendment approved by the PEC was in regards to student population and socio-economic demographics. The Council is optimistic that the relocation to our new permanent downtown location will facilitate the growth in a diverse population and further build the current enrollment wait list that at present far exceeds the capacity of the school.

The Council undertook the process of hiring a new Head Administrator effective July 1, 2015. The Council is confident that a cooperative working relationship and open, transparent dialogue will move the school and the Council in a positive direction. In SY 2014-2015 the Council developed a written policy for a mid-year review and end of the year evaluation of the Head Administrator. Additionally, the Head Administrator is now required to provide a written report to the Council on a monthly basis including enrollment status, professional development, assessments, STARS, finance, community outreach, and safety within our facilities. The Head Administrator's contract will include performance-based provisions with a particular focus on growth of the lowest 25% of students. In addition to providing reports on short-cycle assessment results throughout the school year, the school administrator will also provide an informational training about school grades, assessments and data. If student achievement does not increase at a consistent rate,

the governing body may place the head administrator on an improvement plan focused on achieving charter contract academic and performance measures. The Council will also work with the school administrator to review school policies yearly to assure that effective policies are in place to support student achievement.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals MUST BE provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. ***Please note****: renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

(1) Demonstrate the school's ability to implement the school's mission

(2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below)

(3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year**.

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards."

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE**.**

Provide Two Mission-Specific Indicators/Goals.

Goal 1:
SHORT CYCLE ASSESSMENT READING Short Cycle Assessment data (Discovery or a similar assessment) will be used to measure academic growth or proficiency in Reading.

Growth. In order to show growth (the first phrase in each of the standards below), students will demonstrate academic growth in Reading as measured by three short cycle assessments using the Discovery, or a similar assessment, grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the Beginning of Year test. Students may show the growth on either of the Middle of Year or End of Year assessments.

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

Exceeds Standard: **☐ The school surpasses the target of this indicator if:** **81% or more of students made at least one full year's growth on the reading short-cycle assessment scores when comparing beginning year results to later results** **OR** **The student tests at "achievement level III or IV" on the Middle of Year or End of Year short-cycle assessment.**
Meets Standard: **☐ The school meets the target of this indicator if:** **80% of students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results** **OR** **The student tests at "achievement level III or IV" on the Middle of Year or End of Year short-cycle assessment.**
Does Not Meet Standard: **☐ The school does not meet the target of this indicator if:** **70-79% of students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results** **OR** **The student tests at "achievement level III or IV" on the Middle of Year or End of Year short-cycle assessment.**
Falls Far Below Standard: **☐ The school falls far below the target of this indicator if:** **Less than 70% of students made at least one year's growth in reading short-cycle assessment scores when comparing beginning year results to later results** **OR** **The student tests "achievement level III or IV" on the Middle of Year or End of Year short-cycle assessment.**

Goal 2:

SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (Discovery or a similar assessment) will be used to measure academic growth or proficiency in Mathematics.

Growth. In order to show growth (the first phrase in each of the standards below), students will demonstrate academic growth in Mathematics as measured by three short cycle assessments using the Discovery, or a similar assessment, grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the Beginning of Year test. Students may show the growth on either of the Middle of Year or End of Year assessments.

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

Exceeds Standard: **☐ The school surpasses the target of this indicator if:** **81% or more of students made at least one full year's growth on the math short-cycle assessment scores when comparing beginning year results to later results** **OR** **The student tests at "achievement level III or IV" on the Middle of Year or End of Year short-cycle assessment.**
Meets Standard: **☐ The school meets the target of this indicator if:** **80% of students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results** **OR** **The student tests at "achievement level III or IV" on the Middle of Year or End of Year short-cycle assessment.**
Does Not Meet Standard: **☐ The school does not meet the target of this indicator if:** **70-79% of students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results** **OR** **The student tests at "achievement level III or IV" on the Middle of Year or End of Year short-cycle assessment.**
Falls Far Below Standard: **☐ The school falls far below the target of this indicator if:** **Less than 70% of students made at least one year's growth in math short-cycle assessment scores when comparing beginning year results to later results** **OR** **The student tests "achievement level III or IV" on the Middle of Year or End of Year short-cycle assessment.**

Goal 3:

SPANISH LANGUAGE ACQUISITION Assessment data (IPT or a similar assessment) will be used to measure academic growth or proficiency in Spanish.

Growth. In order to show growth (the first phrase in each of the standards below), students will demonstrate academic growth in Spanish as measured by improvement in at least one component of the IPT assessment (Oral, Reading, Writing). The growth will be determined using the students' previous scores and at least one of the subtest scores will advance at least one band (Oral Bands: Non-Spanish Speaking, Limited Spanish Speaking, Fluent Spanish Speaking; Reading Bands: Non-Spanish Reader, Limited Spanish Reader, Competent Spanish Reader; Writing Bands: Non-Spanish Writer, Limited Spanish Writer, Competent Spanish Writer).

Proficiency. In order to show proficiency (the second phrase in each of the standards below), a student scores at the Proficient range for all three components (Fluent Spanish Speaking, Competent Spanish Reader, Competent

Spanish Writer).

Exceeds Standard: **☐ The school surpasses the target of this indicator if:** **51% or more of students grew by at least one band in one of the three assessment components.** **OR** **The student tests at proficiency (as stated above) in all three components.**
Meets Standard: **☐ The school meets the target of this indicator if:** **50% of students grew by at least one band in one of the three assessment components.** **OR** **The student tests at proficiency (as stated above) in all three components.**
Does Not Meet Standard: **☐ The school does not meet the target of this indicator if:** **40-49% or more of students grew by at least one band in one of the three assessment components.** **OR** **The student tests at proficiency (as stated above) in all three components.**
Falls Far Below Standard: **☐ The school falls far below the target of this indicator if:** **39% or less of students grew by at least one band in one of the three assessment components.** **OR** **The student tests at proficiency (as stated above) in all three components.**

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

J. Paul Taylor Academy's Mission Statement is focused on creating a rigorous Spanish Language program as well as a student-centered Project Based Learning environment. For this reason, we have selected to create SMART goals that will support our work as we strive to meet our mission. The data from the previous 4 years indicates that Spanish Language Acquisition has not been monitored sufficiently and as a result we are unable to track the successes or opportunities for improvement within the model. Outlining a clear goal with measurable and time specific objectives will ensure that this is accomplished. Project Based Learning occurs daily at J. Paul Taylor and is the core of our curriculum. The learning outcomes supported by these projects can be measured by examining short-cycle and summative testing results. To achieve a well-rounded picture it is also important to collect and review data that describes a student's actual work product. This will be done by compiling the results of project rubrics so that teachers can obtain individual student information as well as classroom data to inform instruction.