NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application *Final* Analysis
For the New Mexico Public Education Commission

J. Paul Taylor Academy	Nov 2015

Head Administrator: Aine Garcia-Post

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 Acquisition, 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		

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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%

School Overview

Charter History/Academic Performance

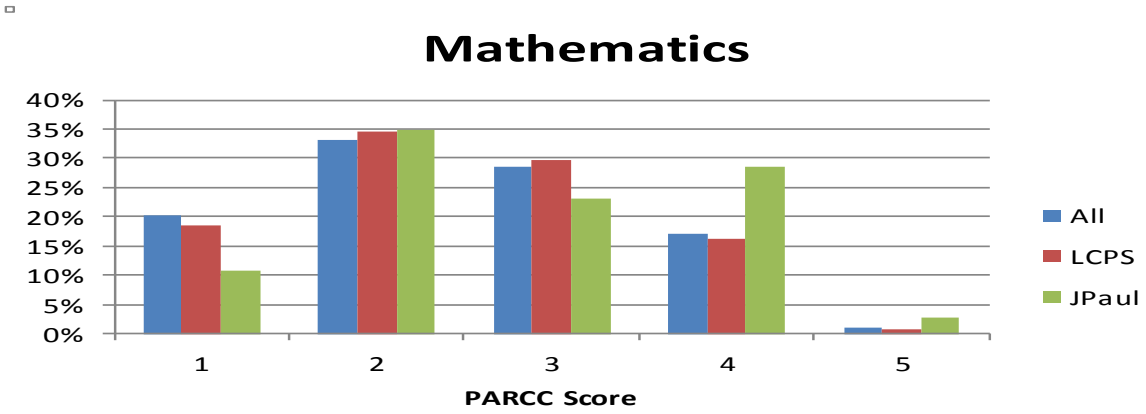
- **Charter History /Academic Performance**

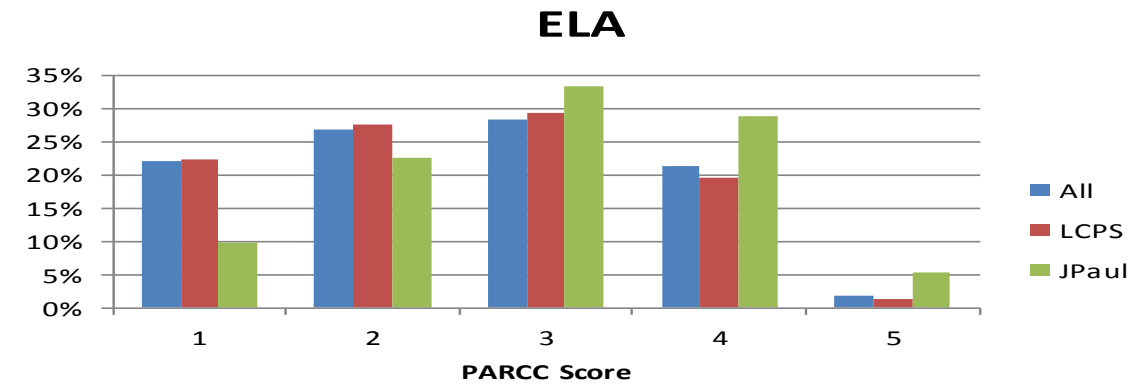
J. Paul Taylor Academy opened in 2011 with grades Kindergarten through 6th. By the 2013-2014 FY the school had expanded to serve Kindergarten through 8th grade. State Report Card grades show an increase in total points earned in all areas with the exception of school growth. The school continues to struggle with school growth and Q3, Q1 performance.

The school's current three year average is a B and the FY14 letter grade is a B. The school continues to score low grades in the areas of School Growth, and Q3 and Q1 student growth.
The school has shown a slight increase in points earned from 2013 to 2014 in the areas of Final Grade, 3 Year Average, Current Standing, Q3, Q1 Performance and Opportunity to Learn. Points earned in the area of Student Growth have decreased.

School Report Data - J Paul Taylor Academy Charter School			
	2012	2013	2014
3 Year Average	N/A	C 57.9	B 60.4
Final Grade	C 57.4	C 56.39	B 61.46
Current Standing	B 29.3	B 28.13	B 30.42
School Growth	B 7.4	B 6.79	D 4.37
Student Growth of Highest Performing Students	C 8	D 4.94	D 5.65
Student Growth of Lowest Performing Students	F 3.7	F 7.72	D 11.68
Opportunity to Learn	B 9	B 8.81	A 9.34

CSD compiled the following 2014/2015 PARCC data for all grades tested at J. Paul Taylor Academy in both Mathematics and English Language Arts. The tables below represent comparisons between the state at large, Las Cruces Public Schools, and J. Paul Taylor Academy for the same tested grades. In FY14-15, J. Paul Taylor Academy had a higher percentage of students scoring in the proficient range for both math and reading than did LCPS or the state at large.





- **Site Visit Summary**

J. Paul Taylor continues to struggle in many areas outside the state report card despite a new head administrator.

CSD noted during the site visit that some teachers remain reluctant to accept changes implemented by the new leadership, the results of this reluctance are apparent as evidenced by low teacher morale and personnel disciplinary issues. In addition, there was little clarity seen among staff regarding the implementation of project-based learning and Spanish language acquisition. None of the teachers interviewed could speak to specific training or curriculum in these areas.

Related to issues surrounding personnel, the school has significant errors and missing documentation in personnel files. Missing items include:

- Background checks
- Current and appropriate licensure

The parents interviewed speak highly of the school. They cite the school's small size and family atmosphere as highlights and are happy with the new administrator.

The governing board at J. Paul Taylor seems to have faith in the new administrator and the changes she

is implementing. This school year marks a change in the actions of the board regarding evaluations of the head administrator and themselves, though the board admits it looks to the head administrator for guidance in many aspects of management. The fact that the board relies on the head administrator underscores the need for training and limits their ability to uphold the charter and hold the head administrator accountable.

Application Part B. Self-Report/ Looking Back

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.

CSD Analysis – School Grade Report For The Last 3 Years

J. Paul Taylor Academy did show evidence of improving performance in 2 required reporting areas on the state report card Q3 and Q1 Performance. Points earned increased in the following areas:

	Final Grade	3 Year Average	Current Standing	Q3 Performance	Q1 Performance	Opportunity to Learn
2013	C-56.39	C- 57.9	B- 28.13	D- 4.94	F- 7.72	B-8.81
2014	B- 61.46	B- 60.4	B- 30.42	D- 5.56	D- 11.68	A-9.34

J. Paul Taylor Academy did not show evidence of improving performance in the area of School Growth. Points earned decreased from a B- 6.79 in 2013 to a D- 4.37 in 2014.

J. Paul Taylor Academy did not provide a statement of progress, supported by artifacts that describe evidence of data the school systematically collects and utilizes to understand student performance in this area. No data was presented for the previous 3 years. The current administration indicated the previous administration did not collect data for analysis. In the school response the current administrator indicated that DIBELS and Discovery Education short cycle assessment data will be collected for the 2015/2016 SY.

J. Paul Taylor Academy did not provide evidence of how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance in required areas. The current administration indicated the existence of professional development,

academic intervention plans for students, and the SAT process as systematic actions that will be taken in the 2015/2016 SY.

J. Paul Taylor Academy did not provide evidence of systematic actions the school takes to respond to the data. The school indicates tier 1 and tier 2 interventions are used, though it is unclear in what specific capacity.

J. Paul Taylor Academy did not provide evidence of improving performance in this area as demonstrated by internal school data in the most recent year. No data was collected and no evidence was provided for any of the required areas.

Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐	**Not Applicable** ☐

CSD Analysis – School Charter Goals For The Last 3 Years
J. Paul Taylor Academy did not show evidence of improving performance in this indicator/goal. The school failed to meet 3 of 4 charter goals. J. Paul Taylor Academy did not show evidence of data the school systematically collects and utilizes to understand student performance in this area supported by artifacts. The current administration indicated the previous administration did not collect data for analysis. In the school response the current administration indicated events the school will hold in relation to one of its goals but did not indicate a strategy to compile data related to the goal. Many of the school's goals are not academic in nature with the exception of Spanish language acquisition. The current administration indicated a plan was approved by Bilingual Education Bureau and will help to meet this goal and material term of their contract in the 2015/2016 SY. J. Paul Taylor Academy did not show evidence of how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance in this area. There is no indication that the school analyzes the presented data to increase performance. The data does not reflect the goal. J. Paul Taylor Academy did not show evidence of systematic actions the school takes to respond to the

data.			
Meets ☐	**Does Not Meet ☒**	**Falls Far Below ☐**	**Not Applicable ☐**

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 and Financial Statement			
The school reports that it 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.			
Meets ☐	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☒**

Audit Findings			
The school reports that it follows Generally Accepted Accounting Principles. The school's audits have included the following negative findings from independent audits for the 2012-2013 fiscal year: 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. 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. 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			
Meets ☐	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☒**

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

J. Paul Taylor Academy is not meeting the material terms of its charter as evidenced by the 2014/2015 PEC Authorized Annual Site Visit and confirmed during the 2015 Renewal Application Site Visit. The school has not provided sufficient evidence that it is implementing either project-based learning or Spanish-language acquisition as noted in their mission statement. Staff interviews confirmed a lack of training in these two areas as well as inconsistent implementation of the programs.

In addition, the school was out of compliance with the stated enrollment cap of 180. The school maintained an enrollment of 200 and did not meet compliance until an amendment was approved during the September 2015 PEC meeting.

During monitoring visits in the summer, CSD also uncovered concerns about the school's 2014-2015 administration of special education programming, RTI and SAT processes, appropriate identification processes for special education students, and expenses related to special education services. The school has been cooperative and is working to correct these issues.

The school also has not tested and served ELL students before the 2015/2016 School Year. CSD was able to confirm that the school is now using an appropriate home language survey and is testing students accordingly.

In the school response section the current administration indicated a plan to implement project-based learning which included professional development and the creation of school-wide rubrics. A specific plan with timelines for implementation was not indicated.
Additionally, the administrator indicated a plan to implement the Spanish Language Acquisition by citing a scope and sequence for indicated grades and stated the school's plan had been approved by the Bilingual Education Bureau of PED. Dates for implementation of this plan were not given.

Employees

The school has made assurances that it is meeting organizational performance requirements related to employees including:

The school meets teacher and other staff credentialing requirements

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.

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.

CSD reviewed employee files and confirmed 6 employees had errors in their files. Issues include:

- 2 expired licenses,
- 1 missing background check,
- Missing transcripts

Based on this finding, the school does not meet the organizational performance requirements related to employees.

Meets ☐	Does Not Meet ☒	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

School Environment

The school has made assurances that it is meeting organizational performance requirements related to school environment including:

The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years.

The school keeps records of fire inspections and other safety requirements.

The school meets transportation and nutrition requirements, if applicable.

The school complies with health and safety requirements.

The building, grounds, and facilities provide a safe and orderly environment.

CSD confirmed these items during the 2014/2015 monitoring visit.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

Appropriate Handling of Information

The school has made assurances that it is meeting organizational performance requirements related to appropriate handling of information including:

The school maintains required information in STARS and submits in a timely manner.

The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.

The school keeps all records safe from fire and theft and stored in a retrievable manner.

All student records are retained and disposed of pursuant to state requirements.

The school properly and securely maintains testing materials.

CSD confirmed these items during the 2014/2015 monitoring visit.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

Governance
The school has made assurances that it complies with governance requirements including: All required School Policies The Open Meetings Act Inspection of Public Records Act Conflict of Interest Policy Anti-Nepotism Policy Governing Body Organization and Membership Rules (i.e., Bylaws) Required Committees (Finance and Audit) and submission of appropriate documentation Governing Body Mandated Trainings Governing Body Evaluates Itself Is the school holding management accountable The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress. The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations. CSD confirmed these items during the 2014/2015 monitoring visit.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☒

Part C. Looking Forward

CSD Analysis – Proposed Charter Goals
. Paul Taylor Academy has included 3 mission specific/academic indicators in the renewal application. Each of these indicators is created in SMART format and contain appropriate metrics ranging from exceeds to falls far below. Two of the goals are short cycle assessment goals in reading and math, the third goal is mission-specific regarding Spanish language acquisition. CSD finds the goals sufficient to begin negotiations should the school be granted renewal.

Meets ☒	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable ☐**