NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application *Preliminary* 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

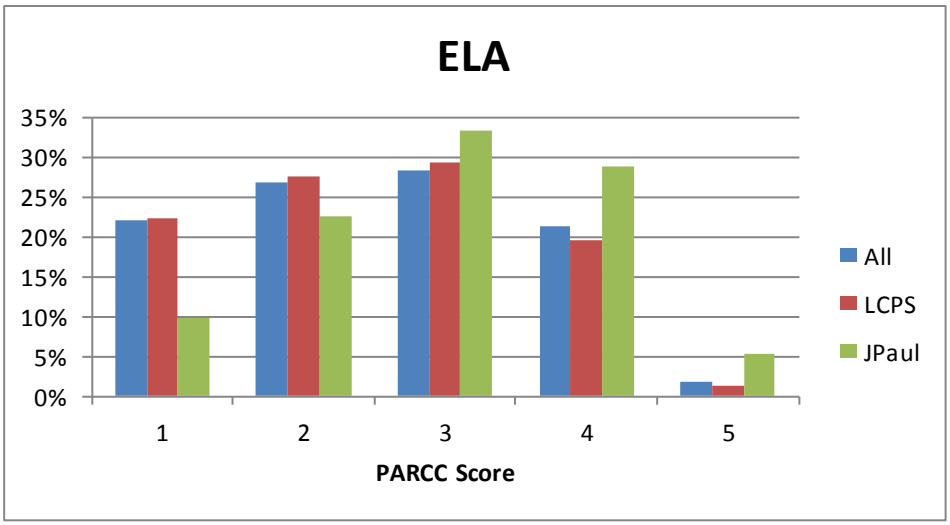
- **Charter History /Academic Performance**

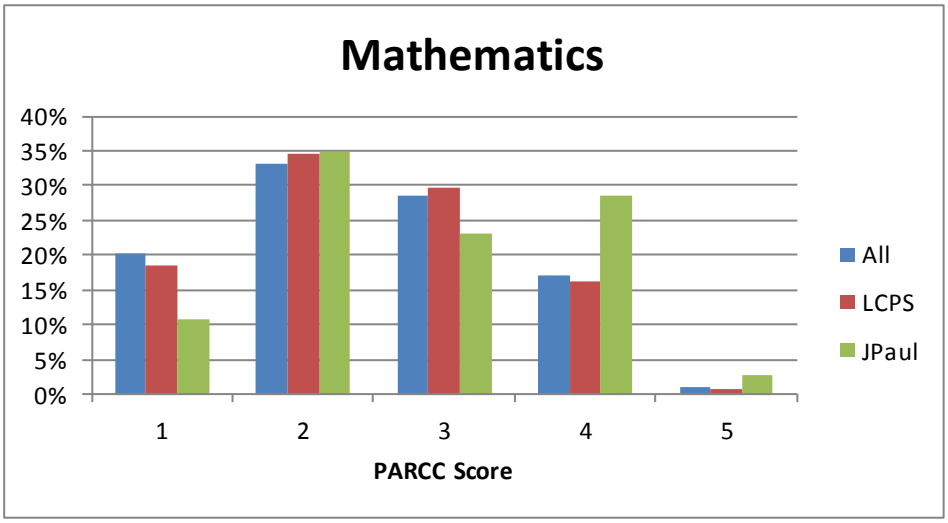
J. Paul Taylor Academy opened in 2011 with grades Kindergarten through 6th. By the 2013-2014 FY the school had expanded to serve Kindergarten through 8th grade. State Report Card grades show an increase in total points earned in all areas with the exception of school growth. The school continues to struggle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

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.

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.

Material Violations

The Charter School Act provides:

> *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, 22-8B-12F (1) NMSA 1978.*

The school's charter defines the terms under which it proposes to operate and defines the measurable goals the school pledges to meet. The review team has analyzed the evidence provided by both the charter school and the school's current authorizer (the PEC or the school district) with regard to material violations.

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.

The school may comment on the results of the preliminary analysis by typing directly in the text box below. Response areas are available for all remaining sections.

School Response

J. Paul Taylor Academy is implementing Project Based Learning and is continuing to refine this process. An illustration of this is the current discussion that has been occurring at the school level centered on student learning presentations, which are an integral part of Project Based Learning. The staff has decided to implement standardized rubrics to assess student presentations in order to show vertical alignment among grade level projects and expectations. The rubrics will be grade-level appropriate, adjusted to meet the needs of each classroom and project, and address Common Core Standards at each grade level. Development of this template will be in progress this school year. These rubrics will be compiled at the conclusion of each project with data summarized to show levels of competency in addressed areas. Teachers will work together to use this summarized information to drive planning and instruction of future projects. Students will be instrumental in creating the rubrics from this template that will be used in their classroom for each project. This year J. Paul Taylor Academy is focused on two themes for our projects (Past and Present and Voices), which we look forward to using to assist us in developing the process outlined above. Examples of projects completed this year include: Traveling to Ancient Cultures (6th Grade), Traveling to Early New Mexico (7th Grade), Traveling to Early America (8th Grade), Technology Past and Present (2nd Grade), Linking Past, Present, and Future: The J. Paul Taylor Academy Time Capsule (J. Paul Taylor Academy Gifted Services).

J. Paul Taylor Academy recently had their Bilingual Application approved by NMPED. This application coupled with a previously developed scope and sequence and action plan (see below) will be used to ensure that the Spanish Language Acquisition program is well-planned, evident, and implemented with measurable goals.
Scope and Sequence and Action Plan:

JPTA LAT Scope and Sequence

Kindergarten: Oral IPT 2 times per year as determined by LAT

Letters in Spanish	Numbers to 20
Colors	Days of the Week

Basic Phrases/Introduce Self
Basic Commands
Ask for bathroom
Ask for water
Bilingual learning centers

Months of the Year
Names of animals, body parts, family members, things in the classroom

By the end of the year Kindergarten Students will be able to:

- Identify and name the alphabet, numbers to 20, colors, days of the week, months of the year– saying names and identifying
- Comprehend and use beginner phrases and simple commands

First Grade: IPT 2 times per year as determined by LAT

All objectives covered in Kindergarten
Syllables
Numbers to 100
Vocabulary specific to classroom projects
Asking and answering simple questions in Spanish
Vocabulary for food, community, home life, transportation
Bilingual learning centers

By the end of the year First Graders will be able to:

- Demonstrate all Kindergarten objectives
- Identify and write Spanish word syllables
- Identify and write Numbers to 100
- Identify and write various content specific vocabulary words
- Ask and answer simple questions in Spanish
- Read and write primary level books
- Write at least one sentence in Spanish independently

Second Grade: IPT 1 time per year at the end of the school year

All objectives covered in Kindergarten and First Grade
Mirror English concepts
Vocabulary specific to classroom projects
Increase conversational vocabulary
Read more complex primary level books
Write complete sentences using correct punctuation and accents.
Bilingual learning centers

By the end of the year Second Graders will be able to:

- Demonstrate all Kindergarten and First Grade objectives
- Demonstrate proper accent and pronunciation of Spanish words in a reading sample

- Write 3 to 4 sentences in Spanish on a topic
- Begin to converse with teacher and other students using basic Spanish phrases (Social Spanish)

Third Grade: IPT 1 time per year at the end of the school year

All objectives covered in Kindergarten, First and Second Grades
Vocabulary specific to classroom projects
Increase conversational vocabulary
Read and write longer primary level books
Write short essays/paragraphs in Spanish
Write complete sentences using correct punctuation and accents.
Bilingual learning centers/research centers

By the end of the year Third Graders will be able to:

- Demonstrate all Kindergarten, First and Second Grade objectives
- Read more complex Spanish primary level books
- Demonstrate proper accent and pronunciation of Spanish words in a reading sample
- Write one paragraph in Spanish
- Converse with teacher and other students using basic Spanish phrases and vocabulary (Social Spanish)

Fourth Grade: IPT 1 time per year at the end of the school year

All objectives covered in Kindergarten, First, Second, and Third Grades
Vocabulary specific to classroom projects
Increase conversational vocabulary
Read and write longer primary level books
Write short essays/paragraphs in Spanish
Write complete sentences using correct punctuation and accents.
Bilingual learning centers/research centers

By the end of the year Fourth Graders will be able to:

- Demonstrate all Kindergarten, First and Second Grade objectives
- Read more complex Spanish academic books
- Demonstrate proper accent and pronunciation of Spanish words in a reading sample
- Write academic language paragraphs in Spanish
- Converse easily with teacher and other students using basic Spanish phrases and vocabulary (Social Spanish)

JPTA Language Acquisition Action Plan

JPTA Language Acquisition Program:

School-wide Language of the Day – Designated days (ie. Alternate days)
will feature Spanish as the Language of the Day; all staff will attempt to utilize Spanish at every possible opportunity, to the greatest extent of their ability

Spanish Language "Word Walls" – Spanish LA classrooms will provide language support through general and special collections (ie. seasonal or project specific) of Spanish Language vocabulary words

Dual Language Labels - Spanish LA classrooms will be labeled using aqe-appropriate terminology using color coding for standardized comprehension (blue for English, red for Spanish)

In an effort to promote more successful acquisition of the Spanish language by JPTA students, the LAT agreed that Spanish Language objectives should be addressed every day (not just every other day), that school-wide support should be solicited, and that more opportunities for parent involvement should be explored.

A Daily Spanish Block – a designated daily time, as noted in lesson plans, for social Spanish opportunities, phasing into academic usage

Class Pen-Pals – Middle school with elementary to practice social Spanish and basic written Spanish
Class and School Newsletters in Spanish and English - To provide parents opportunities to see information in both languages to acquaint themselves with written Spanish with English support

Post links to Spanish On-Line Resources on the school website – Offer parents access to quality on-line sites for their children to play games and practice Spanish

Spanish Language Acquisition Parent Nights – Monthly or quarterly parent nights that feature Spanish Language activities: Spanish Language storytellers, movies, dances, game nights, make-and-take/craft nights, etc.

Response to Intervention, Student Assistance Team, and Special Education are a priority at J. Paul Taylor Academy. Significant progress is being made in these areas and J. Paul Taylor Academy appreciates the acknowledgement of this work.

CSD Analysis – School Grade Report For The Last 3 Years

J. Paul Taylor Academy was required to provide statements of progress for any specific area of the state report card that did not meet a C level for any of the past 3 years. The school provided statements of progress which are analyzed following the rubric provided to schools during the final renewal training given by CSD.
J. Paul Taylor Academy was required to submit statements of progress for the Q1 performance, Q3 performance, and School Growth.

Statements of Progress- Q1 Performance
1.) The school indicated in the renewal application an increase in Q1 performance from an F to a D from 2013-2014.
2 a.) Specific data was not mentioned related to performance intervention to this area
b.) the school cites professional development, Academic Intervention plans, and the SAT process as determining factors for growth.
c.) The school indicates tier 1 and tier 2 interventions though it is unclear in what specific capacity. The school slightly increased its Q3 score and indicates a desire to increase professional development to support continued growth.
3.) Specific increases for this area were not cited with data to support the statement.

Q3
1.) The school has not presented data sufficient to support growth in this area.
2 a.) There is no data to support growth in this area.
b.) It is unclear how the school systematically utilizes data to understand the root causes of areas needing Improvement.
c.) It is unclear what function the indicated processes perform:

- Tier 1, 2 interventions,
- Academic intervention plans (AIP)
- SAT

3.) The school indicates it has improved. CSD will need to understand the relationship between total enrollment, total number of students tested, and the relationship between the actions taken and growth reported.

Site Visit Findings:
CSD could not confirm targeted interventions were used to increase performance in this area.

Current administration confirmed that clear data has not been compiled during the course of the current charter. The school did not complete all required statements of progress.

School Response

J. Paul Taylor Academy will utilize data in a meaningful way to inform instruction. Discovery tests will continue to be administered 3 times/year. DIBELS will be administered at least 3 times/year for Kindergarten through 5th grade. Both Discovery and DIBELS testing will allow for tracking of student skills on an individual level, as well as cohort tracking. At set intervals throughout the year teachers will prepare their data and engage in in-depth discussions that will celebrate student success and determine opportunities for improvement. During that time teachers will collaborate with peers to determine next steps to include whole group, small group, and individual instruction. J. Paul Taylor Academy will document these steps in various formats and explore how the documentation of interventions will be most beneficial. Some possibilities could include RtI forms, Action Plans, Lesson Plans, AIPs, SAT intervention plans, IEP goals etc.

CSD Analysis – School Charter Goals For The Last 3 Years

Statements of progress were required by CSD for any goal stated in the school's previous charter that was not met. J. Paul Taylor Academy's charter contains 4 goals, during the 2014/2015 school year the school met 1 of the goals. The three remaining goals required statements of progress; CSD evaluated those in accordance with the rubric provided to all renewing schools at the final training conducted by CSD. The following analysis will follow the format of the rubric.

1.) The school did not meet three out of four goals indicated in the charter
2 a.) The school provided insufficient data for existing charter goals.

The school indicates it has not collected data for two out of three goals. The goal data for goal 1 is DIBELS data but is presented as proficiency percentile rather than growth data which is indicated in the goal language.

b.) There is no indication that the school analyzes the presented data to increase performance. The data does not reflect the goal.

c.) The school does not indicate systematic actions it takes to meet its goals

Site Visit Findings:
CSD could not confirm targeted interventions were used to increase performance in this area. Current administration confirmed that clear data has not been compiled during the course of the current charter.

School Response

Goal 1
Family involvement at JPTA will be encouraged at least every other month, for activities such as: First Day of School family picnic/ice cream social, Mr. Taylor's birthday celebration/charter week activities, 16 de septiembre celebration, Move-a-Thon fundraising, Meet the Author/Read-In Night, Winter Holiday concert, New Year extravaganza, Talent Show, Science Night, Art Auction, Attendance/awards assemblies, and/or 8th grade Graduation/Spring Concert. It is important that the events held showcase student work or are facilitated by students as much as possible. Additionally, not all events held will include all students however; all students will be included at least 2-3 times each year.

Goal 2
Staff development will be conducted during the afternoons of the ½-day early release time, typically scheduled for the first Wednesday of each month. At the first PD session teachers will be surveyed re: possible areas of interest and/or needs as determined by self or recommended by administration. The agenda for each upcoming session will be provided in advance for teacher review and input, and teachers will sign in to document participation. PD will connect with the material terms of the charter. As often as possible teacher leaders will be responsible for leading professional development.

Goal 3- Spanish Language Acquisition- See Above (Section: Material Terms)

Goal 4- Diversity
J. Paul Taylor Academy will work to continue its steady increase in a diverse student body by announcing its enrollment period in the local newspaper and posting notices in public places such as business offices, studios, and medical clinics throughout town. The home language survey will be administered to every child (if no HLS has been administered at another school or district), and registration forms will be presented in both English and Spanish. The new location in the downtown area will be a key factor in drawing new students from diverse background. Additionally our Spanish Language Acquisition Action Plan (detailed in the Material Terms Section response) includes steps that will increase parent involvement.

CSD Analysis – Proposed Charter Goals
J. 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.
School Response

CSD Analysis – Final Site Visit Report 2014/2015
J. Paul Taylor Academy had 18 items rated "Does Not Meet" in the 2014/2015 SY PEC Authorized Charter School Annual Monitoring Report. Items of continued concern following the renewal site visit include: • Material terms of the charter • Personnel files including background checks • Failure to track data associated with charter goals • Sheltered instruction and continued monitoring of ELLs • Unclear SAT and RTI processes • STARS reporting
School Response
Material Terms of the Charter: See Above (Section: Material Terms) J. Paul Taylor Academy has worked hard to get Personnel Files in order quickly. At the start of the year approximately 95% of the files had missing documentation. As of November 13, 2015 76% of our Personnel Files are now complete. All background checks have now been verified. Failure to Track Data Associated with Charter Goals: See Above (Section: School Grade Report for the Last 3 Years) Sheltered Instruction and Continued Monitoring of ELLs: See Above (Sections: Material Terms and School Grade Report for the Last 3 Years)

Unclear SAT and RTI Process: See Above (Section: Material Terms)

STARS reporting has been a concern in previous years. To address this issue, J. Paul Taylor Academy has implemented the use of a new Student Information System. Synergy has been used by all teachers and for IEPs since October 5, 2015. Additionally, a new STARS coordinator has been hired.