

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: May 11, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendments, J. Paul Taylor Academy
- III. Executive Summary and Proposed Motions:

Request and Rationale

J. Paul Taylor Academy (JPTA) requests to amend Page 4 of its Performance Framework, Academically-Oriented Mission Specific Indicators.

The school would like to add the following language to its contract:

2.e. Spanish Language Acquisition shall be measured using the IPT Test to measure proficient of students' acquisition of Spanish Language.

2.e.i. 1-3 year cohort

2.e.ii. 4+ years cohort

(See Proposed Addition to the JPTA Performance Framework)

The school states the following rationale for its request:

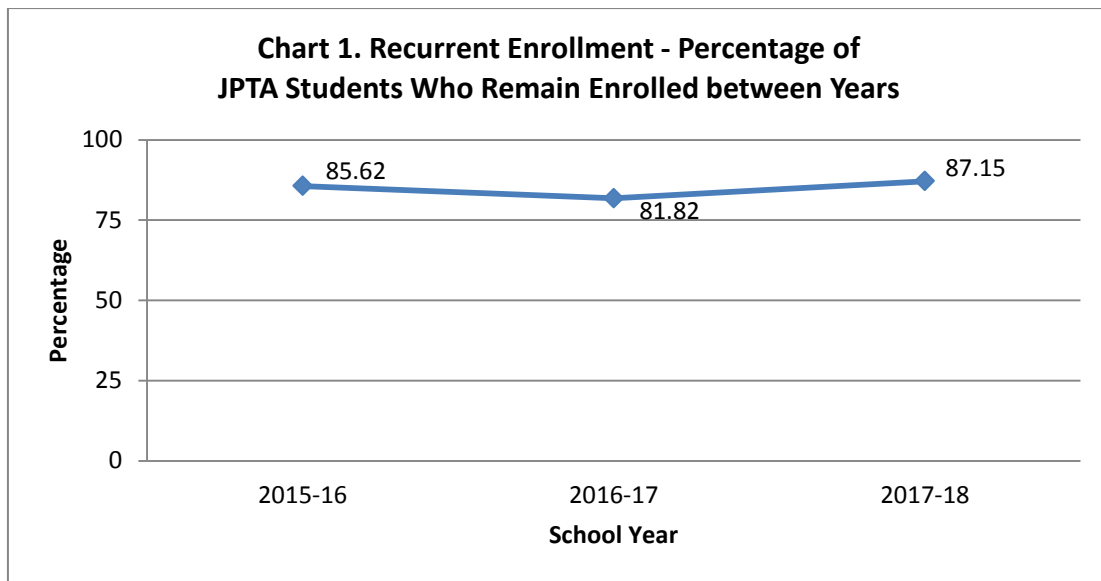
At the time of the charter renewal, the school did not have an established test that measured students [sic] proficiency in Spanish language acquisition. As a result, the 2015-16 and 2016-17 years were used to establish a baseline to determine appropriate measures to be applied in the Performance Framework.

School History and Recurrent Enrollment

JPTA was approved by the PEC in 2010. The school began serving students during the 2011-12 school year. The school was granted a 5 year renewal by the PEC in October 2016. According to the school's contract, the goal of the school is to provide a high-quality learning experience to a diverse population that would allow all children to excel at their own pace and with the greatest amount of choice possible. The school originally started as a Dual Language program and was amended to become a Spanish Acquisition program in 2014.

The school is authorized to serve grades K-8 and its enrollment cap is 200. According to the 2016-17 End-of-Year STARS report, the school had 199 students enrolled at the end of SY17. JPTA's student enrollment data demonstrates that 85.62% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. JPTA's student enrollment data demonstrates a slight decline from the previous year with 81.82% of the students who completed the school year in 2015-16 returned to the school in the 2016-17 school year. However, the school saw a 5% increase in its recurrent enrollment for the SY18 year where 87.15% of eligible students returning to the school.

Though the school's recurrent enrollment rate dipped, the school currently meets the PEC's recurrent enrollment target of 85%. See Chart 1, below.



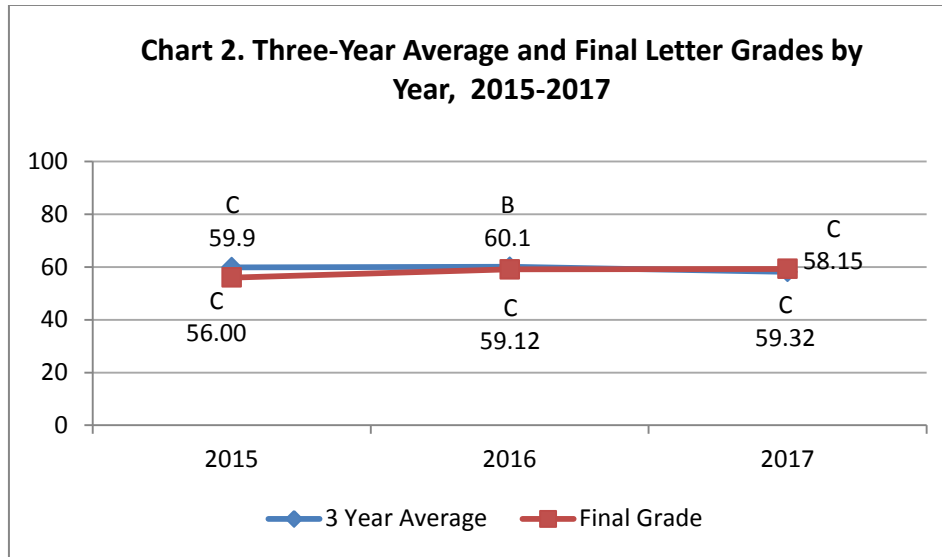
School Performance

While the school earned an overall C grade in 2017, a review of some indicators of academic performance reveal stagnant growth and notable academic performance gaps among various student subgroups. This section provides an overview of school performance and provides analysis of various indicators from the school grade reporting.

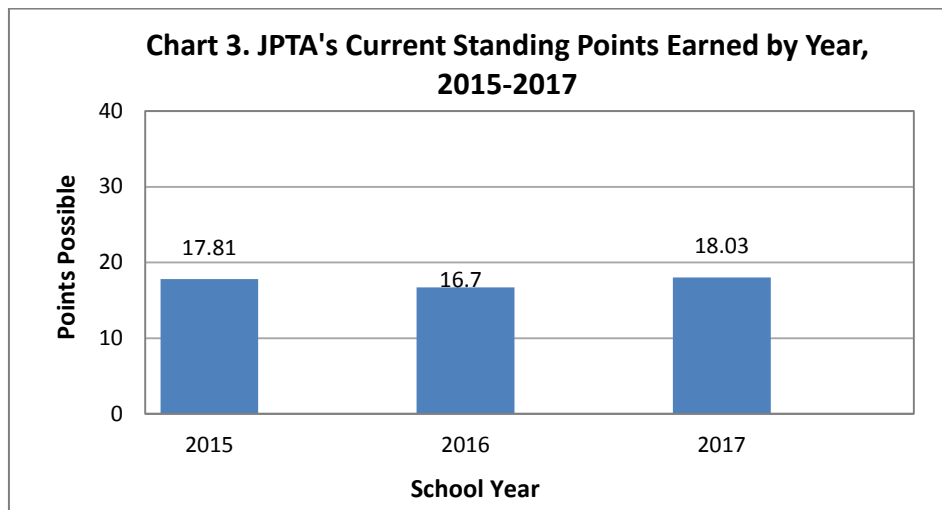
Chart 2, below, illustrates JPTA's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade has remained constant over the last three years (red line) as well as the three-year average grade (blue line).

JPTA has earned the following school grades:

- In 2014-2015 the school grade was a C (56.00).
- In 2015-2016 the school grade was a C (59.12).
- In 2016-2017 the school grade was a C (59.32).



Current standing. This indicator accounts for the greatest portion of a school’s overall grade, with up to 40 possible of the 100 points. This indicator is broken into four components with points for: reading proficiency; *growth* in reading proficiency; math proficiency; and *growth* in math proficiency. In 2017, the points possible are as follows: 12.5 points for reading proficiency; 7.5 points for growth in reading proficiency; 12.5 points for math proficiency; and 7.5 points for growth in math proficiency. Chart 3, below, illustrates the total points JPTA earned in the current standing indicator for the last three years.



Reading and math proficiency. In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Overall, the school’s reading proficiency shows a 12.5% growth while math proficiency has remained flat. The school’s 2017 school report card indicates that 58% of JPTA’s students were proficient in reading and 31% of the school’s students were proficient in math, outperforming the statewide average in both areas. Chart 4, below, illustrates the students’ academic proficiency percent rates in reading and math over the last three years.

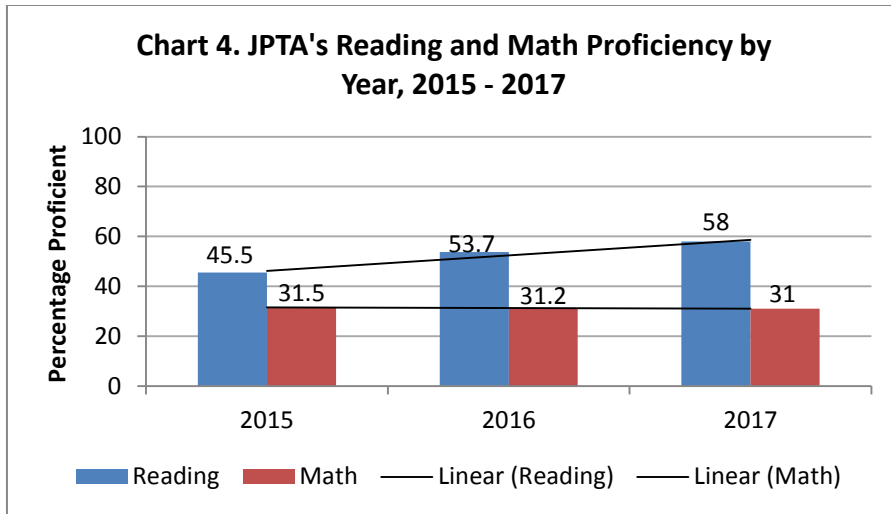
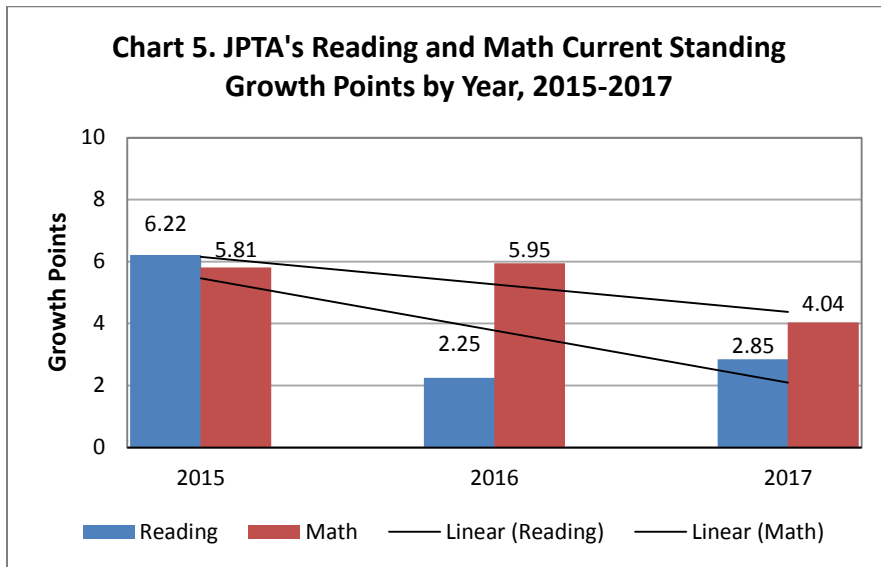


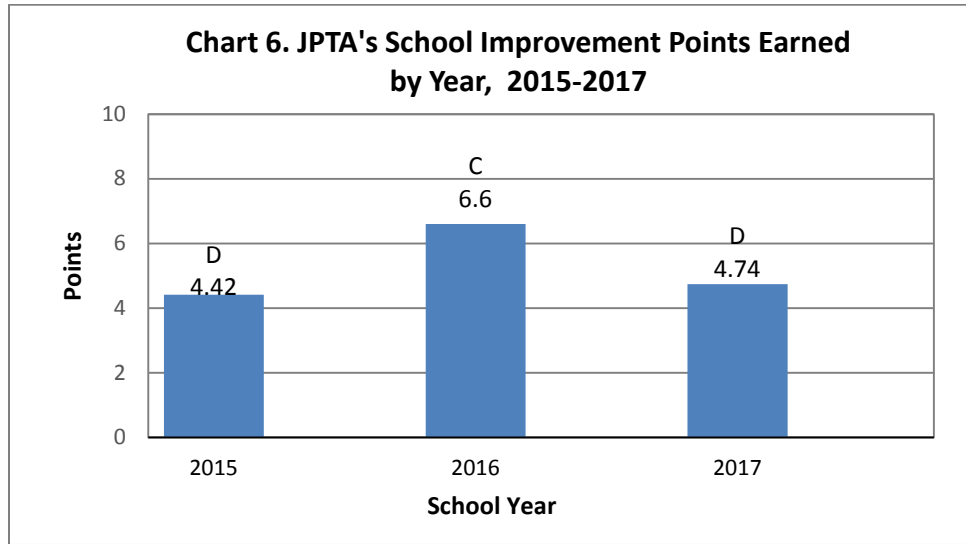
Chart 5, below, illustrates the reading and math growth points earned within the current standing indicator, (in 2017, 7.5 possible points for reading growth and 7.5 possible points for math growth). In 2017, JPTA earned 2.85 and 4.04 in reading and math *growth points*, respectively, for a total of 6.89 points out of the 20 possible points in current standing, earning significantly less than half of the possible points.



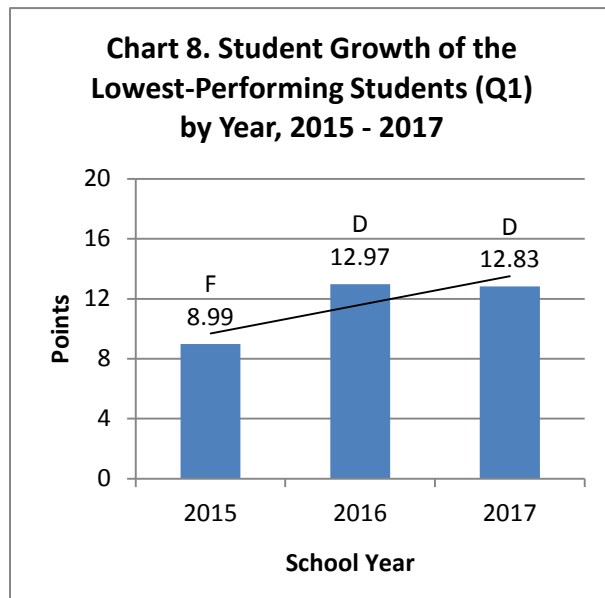
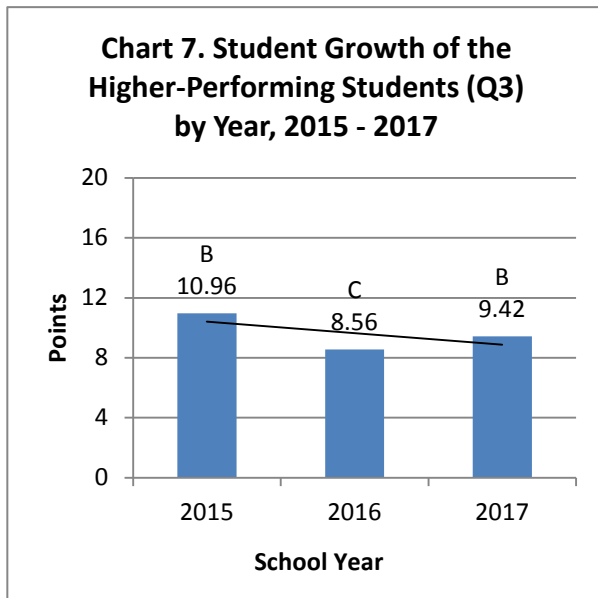
JPTA demonstrates downward trends in both reading and math growth points earned (see trend lines in the Chart 5 above). If the school does not increase both its growth and proficiency in reading and math, the school may not sustain current results or may possibly experience declining overall school grade.¹

¹ Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state's approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for the last time in 2018, after which they will no longer be a component of the school grades.

School improvement. Chart 6 below, illustrates non-sustained school growth between school years. JPTA should address the inconsistent growth pattern between school years and strive to implement strategies for a stable upward growth schoolwide.



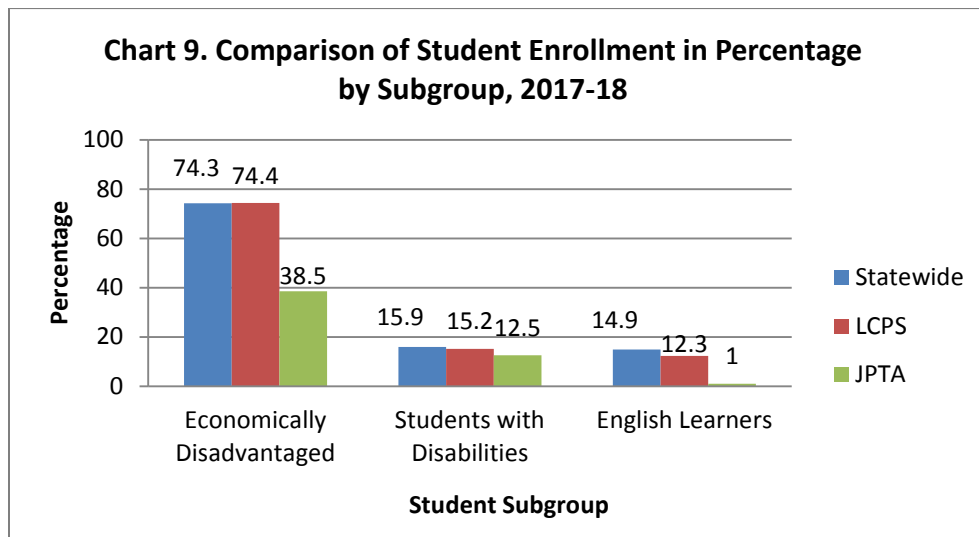
Higher-performing and lowest-performing students. In the state’s school grade reporting, growth is also reported among the school’s higher-performing and its lower-performing students. Over the last three years, the school’s higher-performing students have outperformed the state average of 7.2 out of the possible 20 points on this indicator. See Chart 7, below. While JPTA has also demonstrated improvement with growth in its lowest-performing students, the school still trails the state average of 15.3 points by over 2 points on this indicator. See Chart 8.



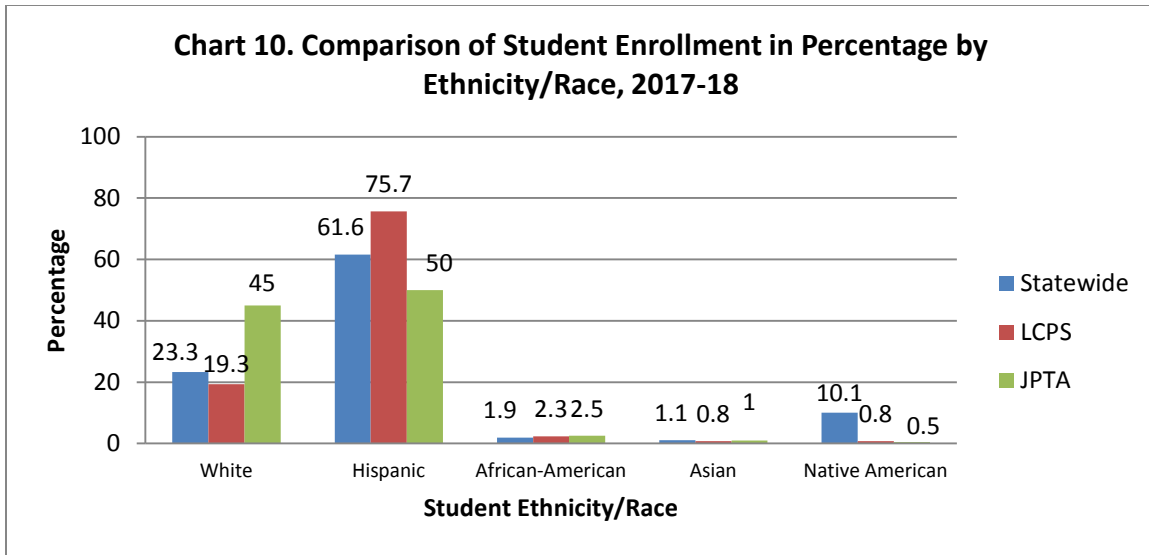
The school experienced inconsistent growth for its highest-performing while improving a few points for its lowest-performing students (see trend lines above). In both cases, there is much room for growth, especially its lowest-performing students since the indicator grade is only at a D. So while the school has earned an overall C grade, it is clear that the school can and must do more to support all of its students, especially its lowest-performing students. While the lowest-performing students indicator grade is only at a D, it should be noted that the school has achieved positive growth indices for this group, which indicates they are achieving greater than expected growth.

Student Enrollment and Academic Performance by Subgroup

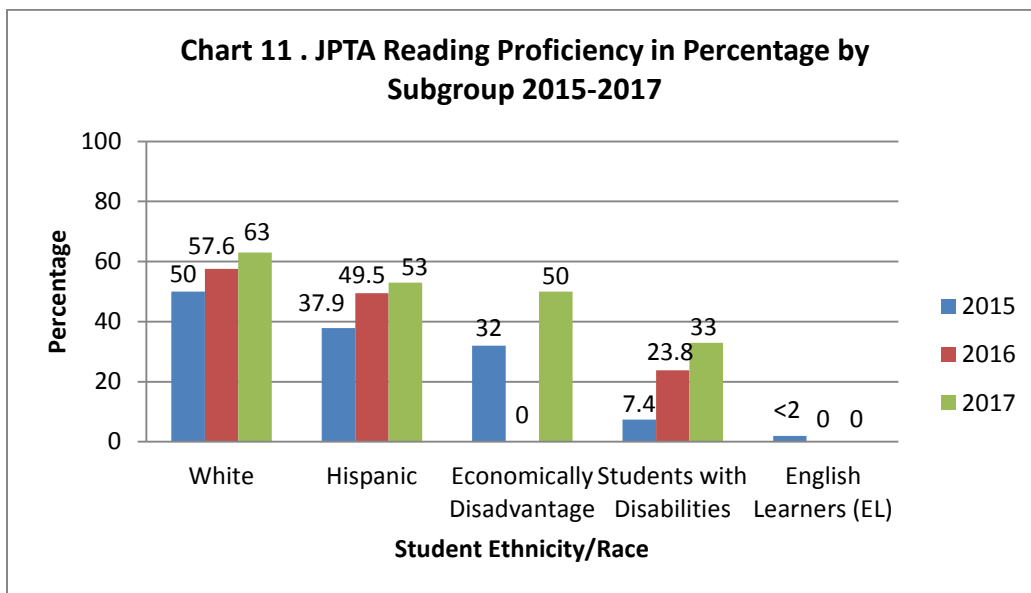
Enrollment. While the previous section examined overall school performance, the following section notes differences in the school’s student subgroup demographics and academic performance. Student demographic data is compared to the state and local school district, Las Cruces Public Schools (LCPS). The school serves a significantly lower percent of economically disadvantaged students (38.5%) when compared to LCPS (74.4%). Chart 9 below, illustrates that JPTA serves half the percentage of economically disadvantaged students when compared to LCPS. Even more concerning is that JPTA serves almost no ELs (just 1%) whereas LCPS reports only 12.3% of its students as ELs. These discrepancies are concerning since the school’s population does not mirror the local school district’s population. The school should review and address any data discrepancies but also review and improve its EL identification procedures.



The data also demonstrates that JPTA serves a much higher White student population (45%) when compared to LCPS (19.3%). Almost half of the school’s population is White, which is more than double that of LCPS’ White student population. The school also serves a much lower percentage of Hispanic students (50%) when compared to LCPS, representing a difference of over 25%. See Chart 10, below.

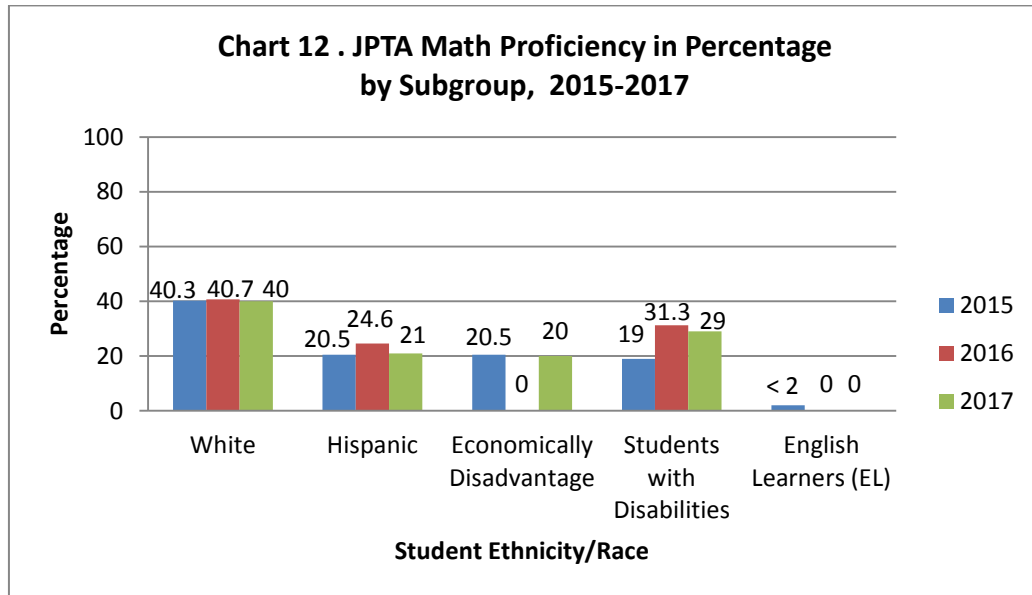


Academic performance. As the data is further disaggregated by subgroup, large achievement gaps across student subgroups are revealed. The difference in reading proficiency for White and Hispanic students demonstrates consistently 10% or more of a reading proficiency gap between the last three years. Further, the data over the last two years is not reported for ELs because there are so few ELs identified. Nevertheless, there does appear to be a data discrepancy for economically disadvantaged students in 2016. Additionally, no ELs are reported for reading proficiency and yet the school does serve a small EL population. The school should review and address any data discrepancies, and again should not only review and improve its EL identification procedures but address how it might better support the academic and language learning needs of its ELs to improve reading proficiency. See Chart 11, below.



Additionally, the data reveals discrepancies in math proficiency between the school's student subgroups; the achievement gaps among subgroups is concerning. At JPTA, the math proficiency of White students (40%) is nearly doubled the math proficiency of Hispanic students (21%) in 2017. Furthermore, the data

reveals this is a consistent trend for the school among all three years when comparing proficiency between the White and Hispanic student populations. Again, there appear to be a data discrepancy for economically disadvantaged students in 2016. Additionally, no ELs are reported for math proficiency and yet the school does serve a small EL population. The school should review and address any data discrepancies, and should also review and/or improve its EL identification procedures as well as address how it might better support the academic and language learning needs of its ELs to improve math proficiency for this group of students. See Chart 12, below.



When comparing student enrollment and academic proficiency data of EL students, it is not only concerning that few ELs are part of the school’s population but that the few that are enrolled may not be performing well. To reiterate, the school should improve its procedures for identifying EL students and ensure once identified, EL students are receiving adequate instruction and support to address their language learning needs. As evidence above, the school’s data demonstrates significant achievement gaps between its subgroups and the school should address these large discrepancies.

Organizational Performance Evaluation

2016-2017 Performance Framework – Summary of Final Evaluation. To be rated as meeting the standard on its performance framework, a school must be found in compliance with all applicable statutes, regulations, Authorizer and PED policy related to the indicator and demonstrated such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site visit during exit meeting and then in Web-EPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school’s rating on the indicator is updated to *Working to Meet Standard*. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as *Falls Far Below Standard*.

The Final evaluation of JPTA's 2016-2017 performance framework demonstrates the following final ratings: 13 indicators rates as *Meets Standard*; 9 indicators rated as *Working to Meet Standard*; 5 indicators rated as *Falls Far Below Standard*; and one indicator rated as *Not Applicable*. Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework:

- **Mission-specific indicators were not met:** The school either did not submit adequate evidence and supporting documentation to verify that its mission-specific indicators for math and/or reading or the data provided indicated that it did not meet its established mission-specific goals.
- **Not meeting financial reporting and compliance requirements:** The school did not provide evidence demonstrating that the school instituted remedies to correct the internal control structure (expenditure function) audit finding.
- **Not meeting business management reporting and compliance requirements:** The school did not provide evidence demonstrating that the school instituted policies to correct the internal control structure (material weakness and cash management) audit finding.
- **No head administrator evaluation:** The school did not provide evidence it holds the school's leader accountable.
- **Not communicating to parents regarding teacher credentials:** The school did not provide a plan to ensure that parents are notified of their student(s) being taught by a long-term substitute.

The school's 2017-2018 site visit has been conducted, however its evaluation has not been finalized. For the current school year, the school has no indicators rated as *Falls Far Below Standard* since the school has taken steps to move toward compliance in the indicators where non-compliance during the site visit was observed.

Additional Analysis on the Amendment Request

The school's request is to add an academically oriented mission-specific indicator to its Performance Framework for Spanish language acquisition in order to comply with its school specific terms of its current contract. The school specific term, 6a, asks: *Is the school working to establish a Spanish Language Acquisition academic indicator?* On the first page of the school's approved Performance Framework it states the IPT indicator was to be used beginning with the 2017-2018 school year.

The school's proposed mission-specific indicator on its performance framework, as submitted with the amendment request, states that the purpose of IPT stating that "The IPT Test – This test is designed to assess the fluency of native Spanish speakers in Spanish Language Arts. As such, non-native Spanish students are highly challenged by this test". However, the IPT is *not* a measure of Spanish language arts, rather a measure of Spanish language development. The vendor's website clearly states its assessments are for both "Spanish native speakers and Spanish language learners".² If the school believes the IPT is most appropriate for native-Spanish speakers (which it does not serve) and believes the assessment will disadvantage non-Native Spanish speakers (the school's population), then it would behoove the school to select a different assessment. It is not clear why this assessment has been explicitly named in the school's performance framework, thereby limiting the school's ability to select an assessment it believes is more

² For a summary of IPT, click on the following link: <http://www.ballard-tighe.com/ipt/about/ipt-rw-spanish/>

appropriate for its student population. Further, in selecting assessments for the measurement of progress on indicators and school goals, it would be prudent for schools to consult with the Department and the Division therein with expertise on assessment in various areas.

The Department recently engaged in rulemaking on state regulation governing state-funded bilingual multicultural education programs, 6.32.2 NMAC, and has significantly changed how it will evaluate the performance of state-funded bilingual multicultural education programs beginning with the 2018-2019 school year. The PED's Language and Culture Bureau, LCB, (formerly the Bilingual Multicultural Education Bureau) has established a taskforce to advise it on developing more a rigorous application process, assist with the review of all available Spanish language proficiency assessments to select and require the use of a single department-approved Spanish language proficiency assessment statewide, and to for the purpose of establishing state targets for language proficiency (in English and the partner language of the program)³ that can be measured uniformly across all same-language program model types. Remaining compliance with all state statutes and regulations governing bilingual multicultural education programs is essential for remaining eligible for state-funding for such programs.

Since JPTA seeks to continue to apply for and receive state funding for its Spanish language acquisition program⁴, it would be prudent for the school to remain informed and in contact with the PED's LCB to ensure it is compliant with state statute and regulation, especially as the LCB makes significant changes to its guidance and policies. While the LCB has not made changes to its current practices allowing the use of four different Spanish language proficiency assessments, it has indicated—as a response to stakeholder feedback—that it intends to move toward one statewide assessment. While JPTA seeks to successfully meet its charter contract's school specific terms and ensure it is addressing a significant part of its school's mission, it must also follow additional state guidance should it wish to remain eligible for state-funding for its Spanish language acquisition program. While adopting the IPT as its assessment does create conflict now, it may be a concern in the future. Should the Department update its guidance to the field and IPT is not a department-approved assessment, the school would have to keep administering the IPT and forgo state funding for its program, or administer two Spanish language proficiency assessments – the IPT to comply with contract terms, and the Department-approved assessment to remain compliant with Department guidance and policies governing state-funded bilingual programs. The only other option would be for the school to request an amendment to change its assessment.

The PED does not advocate that schools change their mission-specific indicators or measures for performance on its selected indicators during its contract. Further, any changes made should be consistent with the PED-LCB guidance for measuring or reporting on Spanish language proficiency. It is important that as schools negotiate goals and measurement options that they have adequately consulted with the appropriate Department staff with relevant knowledge and expertise to ensure the school's

³ Currently, the PED's LCB has approved four distinct Spanish language proficiency assessments for use at the discretion of districts. However, significant feedback from the field indicates strong interest in the department selecting a uniform assessment to be used across the state to improve the department's ability to conduct comparative data analysis and provide customized support across districts, schools, and program models.

⁴ State funding for bilingual multicultural education programming is available with approved applications, and applications must be timely submitted for review and approval annually.

goals and measurement tools are appropriately aligned and consistent with Department guidance.

Recommendation

The PED recommends that the Commission reconsider the school specific terms that appear to require the school to develop an additional academic performance indicator under its current contract. The PED recommends that the Commission waive this requirement, or amend the term to allow the new performance indicator to be phased in upon renewal.

If the Commission determines the school must develop a new indicator under its current contract, then the PEC recommends the school's amendment request be approved and with the understanding that the school may need to submit an amendment request to change its assessment in the event that Department changes its guidance requiring the exclusive use of one Department-approved Spanish language proficiency assessment and it is different than the one the school is currently using (IPT).

Proposed Motions

Change to Performance Framework – Mission-Specific Indicator (Spanish Language Acquisition)

- Move to approve the amendment presented by J. Paul Taylor Academy to add mission-specific indicators for Spanish language acquisition, as required by the school's contract and school specific terms.

- Move to deny the amendment the second amendment request presented by J. Paul Taylor Academy to add mission-specific indicators for Spanish language acquisition, as required by the school's contract and school specific terms, because the Commission is waiving the school specific term that required the development and addition of this school specific academic performance indicator.

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: **Attorney for the Public Education Commission**, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504
And
Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: J. Paul Taylor Academy

Date submitted: _____ Contact Name: Eric B. Ahner, Executive Director E-mail: eric.ahner@jpaultayloracademy.org

| Current Charter Application or Contract Section and Page | Current Charter Statement(s) | Proposed Revision/Amendment Statement(s) | Rationale for Revision/Amendment | Date of Governing Body Approval |
|--|------------------------------|--|---|---------------------------------|
| Page 4 of Performance Framework: 2. Academically-Oriented Mission-Specific Indicators Does not currently exist in the charter. | Does not exist. | 2.e. Spanish Language Acquisition shall be measured using the IPT test to measure proficiency of students' acquisition of Spanish Language. 2.e.i. 1-3 year cohort 2.e.ii. 4+ years cohort See accompanying documentation for proposed revisions to the school's Performance Framework. | At the time of charter renewal, the school did not have an established test that measured students proficiency in Spanish language acquisition. As a result, the 2015-16 and 2016-17 school years were used to establish a baseline to determine appropriate measures to be applied in the Performance Framework. | 9/20/2017 |

Original Signature of Governing Council President or Designee:  Date: 9-20-2017

Printed Name of Governing Council President or Designee: Richard Hernandez, Governance Council Chair

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

APPROVED DENIED

PROPOSED ADDITION TO THE JPTA PERFORMANCE FRAMEWORK

2.e. ASSESSMENT IN SPANISH ACQUISITION

J. Paul Taylor Academy is committed to assisting student acquire Spanish language skills. We currently receive funding for bilingual education and are expanding our services to include all grades by the 2019-2020 school year.

Spanish language acquisition data, from the Ballard and Tighe IDEA Fluency Tests (IPT tests), will be used to measure the progress of all students who meet the criteria of the two cohorts in 2.e.i. (1 to 3 years students) and 2.e.ii. (4 or more years).

Students' data will be tracked at three levels:

- Beginning
- Early Intermediate/Intermediate
- Early Advanced/Advanced

Notes:

7th grade will begin Spanish instruction and be assessed in the 2018-19 school year and 8th grade will begin Spanish instruction and be assessed in the 2019-2020 school year.

The IPT Test – This test is designed to assess the fluency of native Spanish speakers in Spanish Language Arts. As such, non-native Spanish students are highly challenged by this test.

2.e.i. ONE TO THREE YEAR COHORT

Cohort – The one to three-year cohort shall include student who have attend the school for one to three years. Any new students who are present at the 40th day and in the spring at the time of the IPT test administration are considered one year students and are included in this cohort.

Most members of this cohort are K-3 students and new students. This cohort is tracked separately based on the idea that achievement increases over time in students' acquisition of the Spanish language. Also, kinder and first grade students only test for oral fluency. The school's disaggregated data revealed increased fluency for students who have attended JPTA for over three years.

Fluency. A student scoring at the "Early Intermediate" level or higher.

- Kinder/1st grade – oral test
- 2nd grade and up – overall score (Oral, reading and writing)

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

Exceeds Standard:

The school surpasses the target of this indicator if:

The percent of students in this cohort scoring fluent is $\geq 55\%$.

Meets Standard:

The school meets the target of this indicator if:

The percent of students scoring fluent is $\geq 45\%$ and $< 55\%$.

Does Not Meet Standard:

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

The percent students scoring fluent is $\geq 35\%$ and $< 45\%$

Falls Far Below Standard:

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

The percent of students at the fluent level is $< 35\%$.

2.e.ii. FOUR+ COHORT

Cohort – The four+ student cohort shall include student who were enrolled during the administration of 4 or more IPT tests.

Fluency. A student scoring at the “Early Intermediate” level or higher.

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

Exceeds Standard:

The school surpasses the target of this indicator if:

The percent of students in this cohort scoring fluent is $\geq 65\%$.

Meets Standard:

The school meets the target of this indicator if:

The percent of students scoring fluent is $\geq 55\%$ and $< 65\%$.

Does Not Meet Standard:

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

The percent students scoring fluent is $\geq 45\%$ and $< 55\%$

Falls Far Below Standard:

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

The percent of students at the fluent level is $< 45\%$.



J. PAUL TAYLOR ACADEMY

Recapturing the Joy of Learning - Recapturar la Alegria de Aprender



**J. Paul Taylor Academy Charter School
Governance Council Regular Meeting Minutes
Wednesday, September 20, 2017 6:30 PM (MDT)
402 W. Court Building 2, Las Cruces New Mexico 88005
JPTA Media Room**

I. Opening items

- A. The J. Paul Taylor Academy Governance Council met in open session on September 20, 2017. The meeting was called to order at 6:30 p.m. to conduct a Regular Meeting.
 1. Roll was called by Suzan Martinez de Gonzales: Governance Council members Ric Hernandez, Janet Acosta (arrived at 6:32pm), Martin Lopez (arrived at 6:32pm), Stephanie Haan-Amato, Sherry Booth, Dolores Connor, Carrie Hamblen, and Suzan Martinez de Gonzales were present. A quorum was confirmed. Yvette Turrieta and Arthur Berkson were absent and notified the board of their absences. Eric Ahner, Executive Director, and Gina Trujillo, Assistant Business Manager were also present.
- B. Chairman Ric Hernandez called for any conflict of interest. None was stated by those in attendance.
- C. Dolores Connor read the Mission Statement: *J. Paul Taylor Academy, in alliance with families at the school and community, will offer a rigorous, well-rounded Spanish acquisition, project based instructional program in a smaller school to promote excellence for the diverse students of the Las Cruces area.*
- D. Sherry Booth moved to approve the agenda for September 20, 2017, Regular Meeting Agenda. Stephanie Haan-Amato seconded the motion. Motion approved unanimously with affirmative votes from Ric Hernandez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor, Carrie Hamblen, and Suzan Martinez de Gonzales.
- E. Approval of Minutes
 1. Dolores Connor moved to approve the minutes for August 30, 2017 Special Meeting. Stephanie Haan-Amato seconded the motion. Motion approved unanimously with affirmative votes from Ric Hernandez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor Carrie Hamblen, and Suzan Martinez de Gonzales.

Janet Acosta and Martin Lopez arrived at 6:32pm.

II. Public Input

- A. Chairman Ric Hernandez called for any public input. There was no public input at this time.
- B. Chairman Ric Hernandez called for any staff input. Mrs. Tamara Alexander read a statement that follows:

*Ladies and Gentlemen,
The contract that you are considering tonight for Mr. Torres is something that teachers have asked about before. At the time that Mr. Torres was first contracted to advise the Administration Collective Bargaining Team, teachers questioned the need for such and expenditure. It was explained that the Administration Team felt the need for an "Expert" to advise and guide decisions because none of the members on*

the Administration side had any experience with Collective Bargaining Negotiations. It was pointed out that the Teacher's team also had NO experience with Bargaining. Both sides have had access all along, and continue to have access to the services of Mr. Dennis Teel of the Federal Mediation and Conciliation Service, whose sole job is to advise and guide the decisions of ALL parties in the negotiations of Collective Bargaining, FOR FREE. Our questions and disapproval of the cost of Mr. Torres' services were met with the explaining that a contract for his expertise had ALREADY been signed and had to be honored up until July1, 2017. The Teacher's team feels that the negotiations have been progressing well, though slowly at that, while Mr. Torres' presence in the negotiations has been positive and helpful to all of us, we feel that the discussions have been collaborative and productive enough without his presence. Points of discussion that he has been able to clarify have been things that we could have looked up on our own. It is our understanding that legal counsel has also been secured for a couple of points as the negotiations have progressed. The Administration Team is certainly free to contract the services of any that they deem necessary to be able to make the best decisions on this very important issue, but as the Teachers Team, and also as General Staff of J. Paul Taylor Academy, we are very sensitive to the expenditure of money by the school. The contract for Mr. Torres' services feels excessive in light of the availability of a free resource from the Labor Commission and of the additional services of attorneys. We ask that you reconsider the need for Mr. Torres' services at this time.

III. Finance

A. Approve July Finance Committee Report

No action was taken on internal control and procurement policy review and the committee descriptions at the last Finance meeting due to time. They did review the Voucher Report for the first time in this format and reviewed all financial reports including operating and activity cash accounts, revenue and expenditure reports and cash reports. The committee recommends these items for approval tonight. They also held an audit of 3 checks and everything was good with those checks.

Janet moved to approve the July Finance Committee Report. Carrie Hamblen seconded the motion. Motion approved unanimously with affirmative votes from Ric Hernandez, Janet Acosta, Martin Lopez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor, Carrie Hamblen, and Suzan Martinez de Gonzales.

B. Approve Maintenance BARs 535-000-1718-0008-M through 0012-M.

Gina briefly went over each bar and fielded questions.

Dolores Connor moved to approve BAR 535-00-1718-0008-M, BAR 535-00-1718-0009-M, BAR 535-00-1718-0010-M, BAR 535-00-1718-0011-M, and BAR 535-00-1718-0012-M. Janet Acosta seconded the motion. Motion approved unanimously with affirmative votes from Ric Hernandez, Janet Acosta, Martin Lopez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor, Carrie Hamblen, and Suzan Martinez de Gonzales.

C. Ric Hernandez reminded the board that they must vote on any contract that is over \$25,000 and this year the New Mexico Public Schools Insurance Authority Expense is at that threshold.

Martin Lopez moved to approve the New Mexico Public Schools Insurance Authority Expense, invoice # FY158-00177. Sherry Booth seconded the motion. Motion approved unanimously by roll call vote with affirmative votes Motion approved unanimously with affirmative votes from Ric Hernandez, Janet Acosta, Martin Lopez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor, Carrie Hamblen, and Suzan Martinez de Gonzales.

IV. Governance

A. Mr. Ahner introduced the reason that the approval of Charter Amendment for Spanish Language Acquisition was needed (this has also been discussed at previous meetings). More details are found in the Performance Framework. It wasn't included before because the school didn't have a way to test Spanish Language Acquisition proficiency. However, we do now have two years of data that this is based off. This has been reviewed with JPTA's LAT team.

Dolores Connor moved to approve the Charter Amendment for Spanish Language Acquisition. Janet Acosta seconded the motion. There was further discussion on changing the wording proficient to fluency. Dolores Connor moved to approve with this modification. Janet Acosta seconded the motion with the modification. Motion approved unanimously with affirmative votes from Ric Hernandez, Janet Acosta, Martin Lopez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor, Carrie Hamblen, and Suzan Martinez de Gonzales.

B. Mr. Ahner led a brief discussion on the approval of the Charter Amendment for Instructional Time. This would change JPTA's instructional time to the state minimum for middle schools. JPTA will meet or more likely exceed this minimum.

Janet Acosta moved to approve the Charter Amendment for Instructional time as presented. Carrie Hamblen seconded the motion. Motion approved unanimously with affirmative votes from Ric Hernandez, Janet Acosta, Martin Lopez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor, Carrie Hamblen, and Suzan Martinez de Gonzales.

C. Chairman Ric Hernandez led the discussion of the approval of the Contract for Herb Torres Discussion:

- Eric Ahner stated that it is important to remember that we do not have an expert on union negotiations.
- Martin Lopez feels Mr. Torres has proved valuable services to us. He believes we should keep him on.
- Ric Hernandez also feels that he has been valuable and feels like it would be wrong to terminate the contract toward the end of this process when we are almost done with these negotiations.
- Sherry Booth sought clarification of the roles of Mr. Torres and Mr. Teel.

Dolores Connor moved to approve the contract for Mr. Herb Torres as a Contracted Service Agreement. Sherry Booth did note that she understood where the statement from the staff is coming from. A Staff Member in attendance stated that they feel like Mr. Torres is for the Governing Board and not the teachers, and the teachers do not have someone on their side. It was again stated that they were told his contract would end in July 2017. Ric Hernandez responded that the negotiations are talking longer than expected is a reason that this is before the board tonight. Stephanie Haan-Amato sought clarification on their feeling of no one is on their side, because she understood that what NEA was providing that for them. Janet Acosta seconded the motion. Motion approved unanimously with affirmative votes from Ric Hernandez, Janet Acosta, Martin Lopez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor, Carrie Hamblen and Suzan Martinez de Gonzales.

Carrie Hamblen left at 7:18 pm.

V. Executive Director Support and Evaluation

A. Executive Director Report was displayed on the board. Eric asked for any questions. Sherry Booth asked about the retention from 5th to 6th grade. Mr. Ahner will look into providing that data to the board in a future report.

VI. Facility

A. Facilities Committee Report was given by Eric Ahner in Arthur Berkson's absence. He stated they are waiting for a second quote for the next phase of the playground. They are also trying to launch the laying of the Donation Bricks in the front of the school.

VII. Academic Excellence

A. Parent Advisory Council: Stephanie Haan-Amato briefly discussed the meeting that was held on September 13, 2017. There will be a Fall Carnival on October 28th. Janet Acosta wanted to express how wonderful the Deis y Seis de Septiembre event was. Praise was given to all who were involved. It was a great event to be transitioned to the evening time. The success of it as a fundraiser for LAT was mentioned.

VIII. Other Business

A. Ric Hernandez called for any other business to discuss.

- Ric Hernandez shared that the school has opened its doors to the Alameda Neighborhood Depot and they have asked for our help in their efforts with a project they are doing for Pioneer Park. They would like us to provide them with any pictures of events in the park so they can use them for their committee. They also asked the school for three attributes or keywords that describe our feelings about the park. Those keywords/attributes from the staff/students were given to them.
- Sherry Booth wants the teachers to know that the approval of Herb Torres' contract should not be perceived any other way than as it is continuation of what has already been put in place. She would not consider approval in the future and would like the board to consider the Teacher's concerns if a future contract is needed.

IX. Closed Session

Chairman Ric Hernandez informed the board that here is nothing else to report/discuss at this time in regard to Collective Bargaining, and therefore there was no need to move into Closed Session to discuss Collective Bargaining Strategies (pursuant to Section 10-15-1-H (5). NMSA 1978).

X. Closing Items

A. Sherry Booth moved to adjourn the September 20, 2017 Regular meeting. Martin Lopez seconded the motion. Motion was passed unanimously with affirmative votes by roll call from Ric Hernandez, Janet Acosta, Martin Lopez, Stephanie Haan-Amato, Sherry Booth, Dolores Connor, and Suzan Martinez de Gonzales. Meeting was adjourned at 7:30 p.m.

Respectfully Submitted,

Suzan Martinez de Gonzales
JPTA Governance Council Secretary

Approved October 18, 2017

Ric Hernandez
JPTA Governance Council Chair

New Mexico Public Education Commission Charter School Performance Framework

To be used during the following academic school years:

2016-2017 Academic School Year

2017-2018 Academic School Year

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

2018-2019 Academic School Year

2019-2020 Academic School Year

2020-2021 Academic School Year

For J. Paul Taylor Academy

ABOUT THE PERFORMANCE FRAMEWORK

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

Conditions placed on the School by the Authorizer, if any:

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

Notes:

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

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

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

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

REQUIRED ACADEMIC PERFORMANCE INDICATORS

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

| | |
|---|---|
| 1. Is the school meeting acceptable standards according to New Mexico's A-F grading system? | |
| Exceeds Standard: | |
| <input type="checkbox"/> The school received an A on the state's grading system. | |
| Meets Standard: | |
| <input type="checkbox"/> The school received a B on the state's grading system. | |
| Meets Standard: | |
| <input type="checkbox"/> The school received a C on the state's grading system for previous school year. | |
| or | |
| <input type="checkbox"/> The school received a C average on the state's grading system over the past three school years and has submitted an improvement plan which the school believes will result in improved results for the students of the school. The improvement plan must be presented to the PEC for approval within 40 calendar days from release of the school grades. | |
| Does Not Meet Standard: | |
| <input type="checkbox"/> The school received a D on the state's grading system | <input type="checkbox"/> The school will write an improvement plan which they |

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

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

2. ACADEMICALLY-ORIENTED MISSION-SPECIFIC INDICATORS

2.a ASSESSMENT IN READING

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

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

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

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

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

Exceeds Standard:

The school surpasses the target of this indicator if:

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

OR

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

Meets Standard:

The school meets the target of this indicator if:

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

OR

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

Does Not Meet Standard:

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

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

OR

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

Falls Far Below Standard:

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

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

OR

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

2.b. ASSESSMENT IN READING

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

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

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

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

Exceeds Standard:

The school surpasses the target of this indicator if:

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

OR

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

Meets Standard:

The school meets the target of this indicator if:

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

OR

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

Does Not Meet Standard:

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

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

OR

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

Falls Far Below Standard:

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

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

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

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

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

Kindergarten through 5th Grade

The school surpasses the target of this indicator if:

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

OR

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

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

Kindergarten through 5th Grade

The school meets the target of this indicator if:

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

OR

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

Kindergarten through 5th Grade

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

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

OR

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

Falls Far Below Standard:

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

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

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

Discovery projected growth targets for each student as set by the fall test as established by the attached charts developed from Discovery data or a growth target specifically listed in a student's IEP. Students may show the growth on either of the winter or spring assessments.

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

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

6th Grade through 8th Grade

The school surpasses the target of this indicator if:

80% or more of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results

OR

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

6th Grade through 8th Grade

The school meets the target of this indicator if:

70-79% of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results

OR

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

6th Grade through 8th Grade

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

60-69% of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results

OR

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

Falls Far Below Standard:

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

FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

Process:

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

1. Operating Budgets

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?

a. If not, why not?

b. If not, how long was it before it was turned in?

1. Is the school timely submitting budget information?

Meets Standard:

The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

Working to Meet Standard:

The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

2. Audits

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
- If not, why not?
 - If not, how long was it before it was turned in?
 - What was the date of the letter from the school certifying its readiness to proceed with an audit review?

2. Is the school timely submitting audit information?

Meets Standard:

- The school demonstrates evidence of substantial compliance with timely submittal of audit information.

Working to Meet Standard:

- The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3. Periodic Reports

3. Cash report and Actual report

- Is this school on quarterly or monthly reporting?
 - If on monthly, please identify the reason for the monthly requirement.
 - During the current fiscal year, was the school ever required to report monthly?
 - If so, please identify the reason for the monthly requirement.
- Were the reports for the current year turned in on time? (Please explain for each late report)
 - If not, why not?
 - If not, how long was it before it was turned in?
- For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
 - If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
 - iii. How long did that process take to correct the issue(s)?
 - iv. If it was not corrected, why not?
 - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- i. If not, why not?

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

Meets Standard:

- The school demonstrates evidence of substantial compliance with timely submittal of required reports.

Working to Meet Standard:

- The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4. Expenditures

4. Were there any invoices pending for more than 90 days in the current year?

- a. If so, why were these invoices pending for so long?
- b. Are any of these pending now?
- c. If so, what is the anticipated payment schedule?

4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?

- a. If not, why not?
- b. Are any of these liabilities not up-to-date now?
- c. If not, what is the anticipated payment schedule?

4. Is the school timely paying expenditures?

Meets Standard:

The school demonstrates evidence of substantial compliance with timely paying expenditures.

Working to Meet Standard:

The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

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

5. Is the school timely seeking reimbursement?

Meets Standard:

The school demonstrates evidence of substantial compliance in seeking reimbursements.

Working to Meet Standard:

The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

6. Audit Reviews

6. The last released audit by the State Auditor was for FY . Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?
- b. What were the audit findings from the last released audit?

- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
 - i. If so, what was the repeat finding(s)?
 - ii. Please explain the reason for the repeat finding(s).
 - iii. What has the school done to correct it?

6. Is the school responsive to audit findings?

Meets Standard:

The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

Working to Meet Standard:

The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

7. Meals

- 7. Do you serve meals to students?
 - a. If yes, do you enter into contracts with food service management companies?
 - b. Were any audit findings noted regarding those food contracts?
 - c. Please explain the reason(s) for the finding(s).
 - d. What has the school done to correct these audit finding(s)?

7. Is the school managing food service contracts appropriately?

Meets Standard:

The school demonstrates evidence of managing food service contracts appropriately without audit finding.

Working to Meet Standard:

The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

8. General Information

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
 - a. If so, what was the concern identified?
 - b. What was the school's response to these concern(s)?
 - c. What was the resolution of these concern(s)?

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

For each measure a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Falls Far Below Standard" which are defined below. The term "material" used below means that the PEC deems the matter relevant to:

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

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC's renewal decision. If a school receives a "Working to Meet Standard" or "Falls Far Below Standard," this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

Meets Standard:

The school meets the standard if it satisfies each of the conditions described in the paragraph.

Working to Meet Standard:

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1. EDUCATIONAL PLAN

1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

Meets Standard:

The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

Working to Meet Standard:

The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.b. Is the school complying with applicable education requirements?

Meets Standard:

Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.c. Is the school protecting the rights of all students?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings.

suspension and expulsion policies.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.d. Is the school protecting the rights of students with special needs?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.e. Is the school protecting the rights of English Language Learner students?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.f. Is the school complying with compulsory attendance laws?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

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

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

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

197

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

171

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

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

26

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

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

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

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

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

Meets Standard:

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

Working to Meet Standard:

Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

Falls Far Below Standard:

Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

2. BUSINESS MANAGEMENT AND OVERSIGHT

2.a. Is the school meeting financial reporting and compliance requirements?

Meets Standard:

- The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:
- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
 - Submittal of information required to conduct and complete the annual independent audit;
 - Development and adherence to sound internal control policies; and
 - Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

Working to Meet Standard:

- The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

2.b. Is the school following Generally Accepted Accounting Principles?

Meets Standard:

- The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:
- An unqualified audit opinion;
 - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
 - An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

Working to Meet Standard:

- The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3. GOVERNANCE AND REPORTING

3.a. Is the school complying with governance requirements?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3.b. Is the school holding management accountable?

Meets Standard:

The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4. EMPLOYEES

4.a. Is the school meeting teacher and other staff credentialing requirements?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.b. Is the school respecting employee rights?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.c. Is the school completing required background checks?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt

and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.d. General Information

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

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

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

___ Yes ___ No ___ N/A

If so, please complete the following:

a. Please identify the reason for the turnover. _____

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

c. What actions are you taking to retain staff?

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

5. SCHOOL ENVIRONMENT

5.a. Is the school complying with facilities requirements?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5.b. Is the school complying with health and safety requirements?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5.c. Is the school handling information appropriately?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

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

program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

6. SCHOOL SPECIFIC TERMS

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

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

Meets Standard:

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

Working to Meet Standard:

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

Falls Far Below Standard:

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

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

Meets Standard:

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

Working to Meet Standard:

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

Falls Far Below Standard:

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


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

Approved:

**New Mexico Public Education
Commission**

By: Vince Bergman

Title: Chair

Signature: 


Date: 5-13-16

Approved:

J. Paul Taylor Academy

By: Dr. Jana Williams

Title: Chair

Signature: 

Date: 5/11/16



© 2012 National Association of Charter School Authorizers (NACSA)

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

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

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

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

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

J Paul Taylor Academy Charter

District: State Charter

Grade Range: KN - 8 Code: 535001

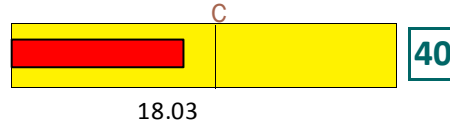
C - State benchmark established in 2012

Possible Points

This School Earned

Current Standing

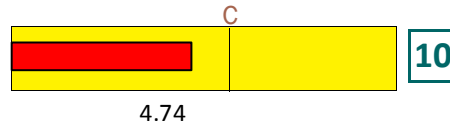
Are students performing on grade level? Did they improve more or less than expected?



D

School Improvement

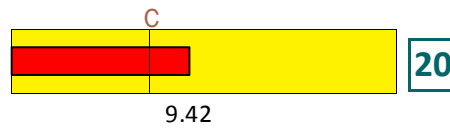
Is the school as a whole making academic progress?



D

Improvement of Higher-Performing Students

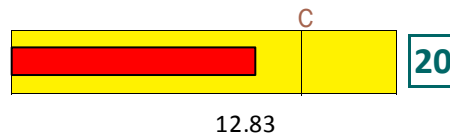
Are higher-performing students improving more or less than expected?



B

Improvement of Lowest-Performing Students

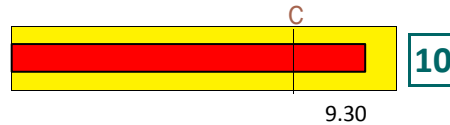
Are the lowest-performing students improving more or less than expected?



D

Opportunity to Learn

Do students and families believe their school is a good place to attend and learn?



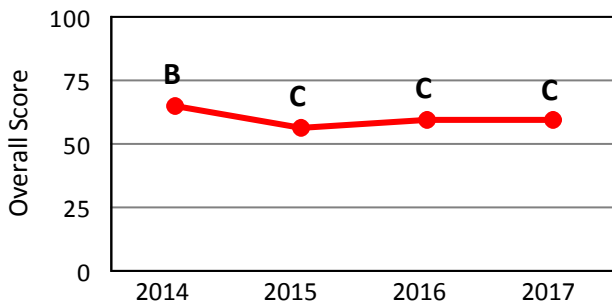
A

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 5.00

This School's History



Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

Final Points

| Elementary and Middle Schools | |
|-------------------------------|---|
| 75.0 to 100.0 | A |
| 60.0 to 74.9 | B |
| 50.0 to 59.9 | C |
| 37.5 to 49.9 | D |
| 0.0 to 37.4 | F |

Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

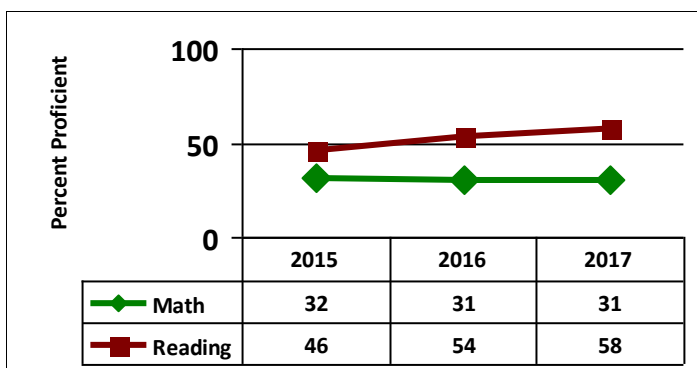
| | | | Grades |
|-----------------|---|----------------------|--------|
| PARCC | Partnership for Assessment of Readiness for College and Careers | Mathematics, Reading | 3-11 |
| SBA | Standards Based Assessment - Spanish | Reading | 3-11 |
| NMAPA | New Mexico Alternate Performance Assessment | Mathematics, Reading | 3-11 |
| DIBELS | Dynamic Indicators of Basic Early Literacy Skills (prior to 2017) | Early Literacy | KN-2 |
| IStation | IStation (beginning 2017) | Early Literacy | KN-2 |

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

| | | All Students | Gender | | Race / Ethnicity | | | | | Econ Disadv | Students with Disabilities | English Language Learners |
|----------------|-----------------------|--------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
| | | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| <i>Reading</i> | Proficient (%) | 58 | 63 | 53 | 63 | - | 53 | - | - | 50 | 33 | - |
| | Points Proficiency | 7.26 | | | | | | | | | | |
| | Points Student Growth | 2.85 | | | | | | | | | | |
| <i>Math</i> | Proficient (%) | 31 | 28 | 34 | 40 | - | 21 | - | - | 20 | 29 | - |
| | Points Proficiency | 3.88 | | | | | | | | | | |
| | Points Student Growth | 4.04 | | | | | | | | | | |



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

| | | |
|--------------|----------------|-------------|
| | <i>Reading</i> | <i>Math</i> |
| Growth Index | 0.00 | -0.13 |
| Points | 2.50 | 2.24 |

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero This group performed higher than expected.

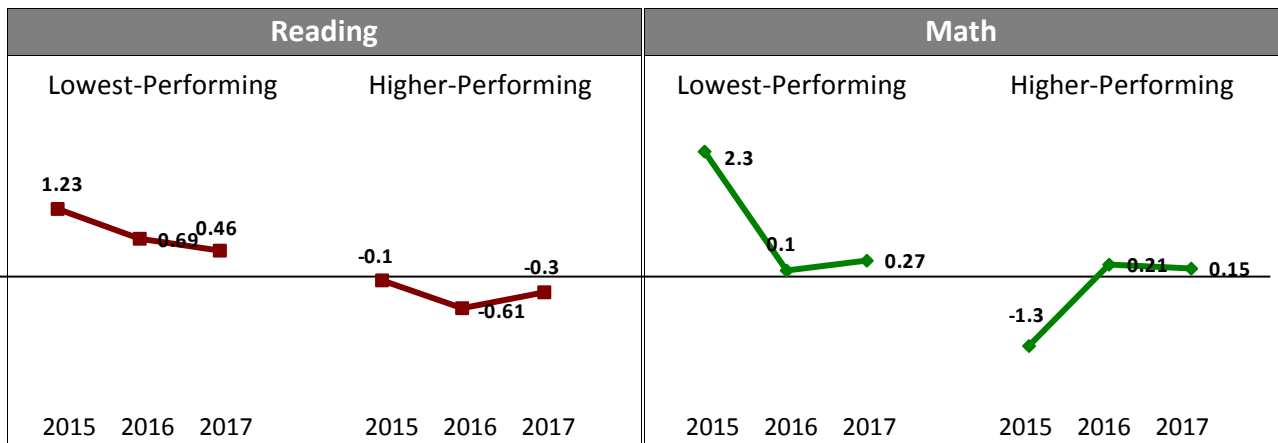
Near Zero This group performed as expected based on their academic history.

Below Zero This group performed below expectations, and students are falling behind when compared to their peers.

| | School Overall | Student Groups | | | | | | | | | |
|--------------------------|----------------|----------------|-------|-------|--------------|-------|-------|-----------|-------------|----------------------------|---------------------------|
| | | F | M | White | Afr American | Hisp | Asian | Am Indian | Econ Disadv | Students with Disabilities | English Language Learners |
| Reading Growth | | | | | | | | | | | |
| Higher-Performing Points | -0.30 3.82 | 0.18 | 0.09 | 0.24 | - | 0.03 | - | - | 0.07 | 0.07 | - |
| Lowest-Performing Points | 0.46 6.76 | -0.09 | 0.00 | 0.36 | - | -0.27 | - | - | - | - | - |
| Math Growth | | | | | | | | | | | |
| Higher-Performing Points | 0.15 5.60 | -0.13 | -0.01 | -0.17 | - | 0.14 | - | - | -0.22 | 0.12 | - |
| Lowest-Performing Points | 0.27 6.07 | -0.07 | 0.27 | -0.01 | - | -0.01 | - | - | -0.02 | - | - |

Growth Over Time

Growth Greater than Expected



Growth Lower than Expected

Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

| Student Attendance | | Gender | | Race / Ethnicity | | | | | Econ Disadv | Students with Disabilities | English Language Learners |
|--------------------|--------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
| | All Students | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Average (%) | 98 | >98 | 97 | >98 | - | 98 | 93 | - | >98 | 98 | >98 |
| Points | 5.17 | | | | | | | | | | |

Surveys

Score (Average) 37.15
 Points 4.13
 Number of Surveys 641

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- Student and Parent Engagement
- Truancy Improvement
- Extracurricular Activities
- Using Technology

Participation

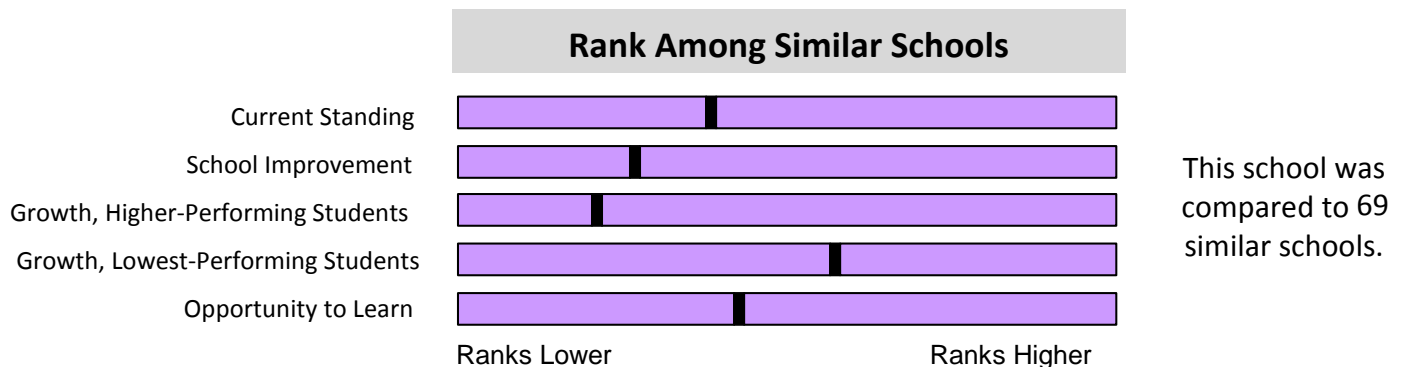
All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%) 97
 Math (%) 97

Additional Information

Similar Schools

This shows how an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

| | | All Students | Gender | | Race / Ethnicity | | | | | Econ Disadv | Students with Disabilities | English Language Learners |
|----------------------------|----------|--------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
| | | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| <i>Reading Proficiency</i> | 2017 (%) | 58 | 63 | 53 | 63 | - | 53 | - | - | 50 | 33 | - |
| | 2016 (%) | 54 | 55 | 52 | 58 | - | 50 | - | - | - | 24 | - |
| | 2015 (%) | 46 | 49 | 42 | 50 | - | 38 | - | - | 32 | 7 | - |
| <i>Math Proficiency</i> | 2017 (%) | 31 | 28 | 34 | 40 | - | 21 | - | - | 20 | 29 | - |
| | 2016 (%) | 31 | 25 | 39 | 41 | - | 25 | - | - | - | 31 | - |
| | 2015 (%) | 32 | 29 | 35 | 40 | - | 21 | - | - | 21 | 19 | - |

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.



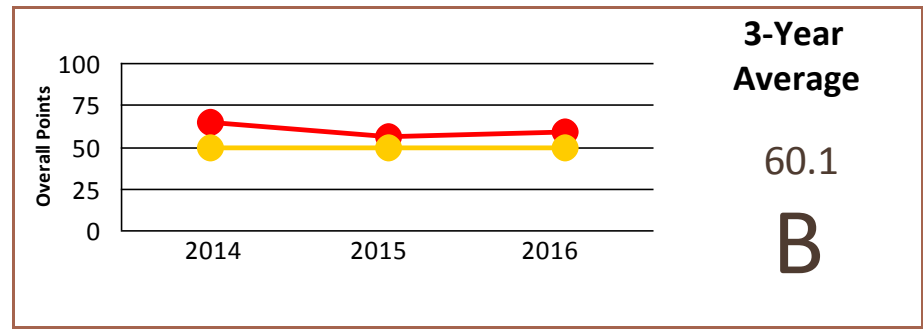
Final Grade
C

J Paul Taylor Academy Charter

District: State Charters
Grade Range: KN - 8 Code: 535001

This School ■
Statewide C Benchmark ■

| | | Grade | School Points | Possible Points |
|--|--|-------|---------------|-----------------|
| Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected? | | D | 16.70 | 40 |
| School Growth Did the school as a whole improve student performance more or less than expected? | | C | 6.60 | 10 |
| Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school. | | C | 8.56 | 20 |
| Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school. | | D | 12.97 | 20 |
| Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high? | | A | 9.29 | 10 |
| Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students? | | | 5.00 | 5 |



| Final School Grade | | Total Points | |
|--------------------|-------|--------------|---|
| 75.0 to < | 100.0 | | A |
| 60.0 to < | 75.0 | | B |
| 50.0 to < | 60.0 | | C |
| 37.5 to < | 50.0 | | D |
| 0.0 to < | 37.5 | | F |
| | | 59.12 | |

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

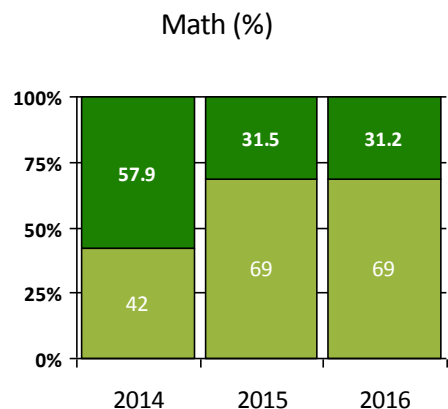
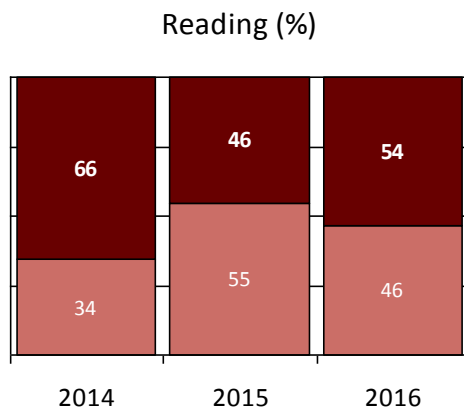
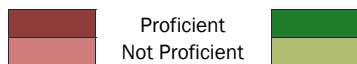
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|-------------------------------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Reading | | | | | | | | | | | |
| Proficient and Advanced (%) | 53.7 | 55.1 | 52.2 | 57.6 | - | 49.5 | - | - | - | 23.8 | - |
| Proficient and Advanced (Pts) | 5.37 | | | | | | | | | | |
| Value-Added Model (Pts) | 2.25 | | | | | | | | | | |
| Math | | | | | | | | | | | |
| Proficient and Advanced (%) | 31.2 | 24.6 | 39.3 | 40.7 | - | 24.6 | - | - | - | 31.3 | - |
| Proficient and Advanced (Pts) | 3.12 | | | | | | | | | | |
| Value-Added Model (Pts) | 5.95 | | | | | | | | | | |

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

| | | |
|-------------------|----------------|-------------|
| | <i>Reading</i> | <i>Math</i> |
| Value-Added Score | 0.390 | 0.430 |
| Points Earned | 3.26 | 3.34 |

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

| | School Overall | Subgroup Analysis | | | | | | | | | |
|-----------------------|----------------|-------------------|-------|-------|------------------|----------|-------|-----------|-------------|----------------------------|---------------------------|
| | | Female | Male | White | African American | Hispanic | Asian | Am Indian | Econ Disadv | Students with Disabilities | English Language Learners |
| <i>Reading Growth</i> | | | | | | | | | | | |
| Highest 75% (VAS) | -0.61 | 0.06 | 0.13 | 0.15 | -0.05 | 0.04 | 0.21 | -0.39 | - | 0.03 | -0.49 |
| Highest 75% (Pts) | 2.72 | | | | | | | | | | |
| Lowest 25% (VAS) | 0.69 | -0.10 | 0.55 | 0.37 | -0.35 | 0.20 | - | - | - | 0.19 | -0.50 |
| Lowest 25% (Pts) | 7.56 | | | | | | | | | | |
| <i>Math Growth</i> | | | | | | | | | | | |
| Highest 75% (VAS) | 0.21 | -0.01 | -0.37 | -0.26 | 0.10 | -0.10 | - | -1.15 | - | -0.75 | -1.07 |
| Highest 75% (Pts) | 5.85 | | | | | | | | | | |
| Lowest 25% (VAS) | 0.10 | 0.43 | -0.24 | 0.57 | 0.55 | -0.04 | - | - | - | 0.55 | -0.06 |
| Lowest 25% (Pts) | 5.41 | | | | | | | | | | |

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|----------------------|--------------|--------|----|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Attendance (Average) | 98.0 | 98 | 98 | 98 | 99 | 98 | 98 | 98 | 98 | 99 | 99 |
| Attendance (Points) | 5.18 | | | | | | | | | | |

| | | |
|----------------------|------|---|
| Survey (Average) | 37.0 | Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices. |
| Survey (Points) | 4.11 | |
| Count of Surveys (N) | 180 | |

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

Student and Parent Engagement
 Truancy Improvement
 Extracurricular Activities
 Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

| | |
|-------------|----|
| Reading (%) | 97 |
| Math (%) | 98 |

Supplemental Information

Similar Schools While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

| | School Rank | | | | | | | | | | | |
|-----------------------------|-------------|--------|------|--------|-----------|--------|------|--------|----------|--------|-----------|--------|
| | ELL | | SWD | | Ethnicity | | ED | | Mobility | | Composite | |
| Students (% Tested) | 2.3 | | 10.7 | | 52.6 | | 0.0 | | 26.8 | | | |
| | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total |
| Current Standing | 31 | (46) | 25 | (45) | 32 | (46) | 36 | (45) | 22 | (46) | 36 | (45) |
| School Growth | 25 | (46) | 16 | (45) | 25 | (46) | 29 | (45) | 13 | (46) | 29 | (45) |
| Student Growth, Highest 75% | 37 | (46) | 30 | (45) | 34 | (46) | 40 | (45) | 35 | (46) | 39 | (45) |
| Student Growth, Lowest 25% | 18 | (46) | 15 | (45) | 16 | (46) | 24 | (45) | 11 | (46) | 27 | (45) |
| Opportunity to Learn | 33 | (46) | 40 | (45) | 33 | (46) | 35 | (45) | 36 | (46) | 33 | (45) |

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

| | | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|----------------------------|----------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| <i>Reading Proficiency</i> | 2016 (%) | 53.7 | 55.1 | 52.2 | 57.6 | - | 49.5 | - | - | - | 23.8 | - |
| | 2015 (%) | 45.5 | 48.6 | 42.0 | 50.0 | 25.0 | 37.9 | 50.0 | >98.0 | 32.0 | 7.4 | <2.0 |
| | 2014 (%) | 65.8 | 70.8 | 60.0 | 63.0 | - | 72.2 | - | - | 62.9 | 37.0 | - |
| <i>Math Proficiency</i> | 2016 (%) | 31.2 | 24.6 | 39.3 | 40.7 | - | 24.6 | - | - | - | 31.3 | - |
| | 2015 (%) | 31.5 | 28.6 | 34.5 | 40.3 | <2.0 | 20.5 | <2.0 | | 20.5 | 19.0 | <2.0 |
| | 2014 (%) | 57.9 | 56.9 | 58.9 | 67.9 | - | 40.5 | - | - | 50.0 | 51.9 | - |

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.



Final Grade
C

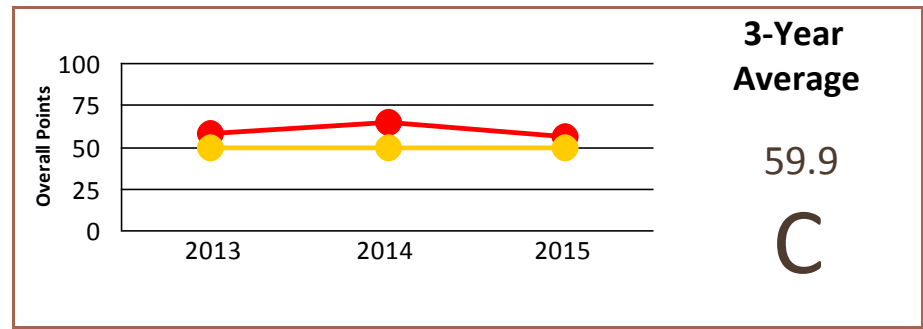
J Paul Taylor Academy Charter

District: State Charters

Grade Range: KN - 08 Code: 535001

This School ■
Statewide C Benchmark ■

| | | Grade | School Points | Possible Points |
|---|-------------|-------|---------------|-----------------|
| <p>Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.</p> | <p>21.3</p> | D | 17.81 | 40 |
| <p>School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?</p> | <p>5.8</p> | D | 4.42 | 10 |
| <p>Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.</p> | <p>7.2</p> | B | 10.96 | 20 |
| <p>Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.</p> | <p>15.3</p> | F | 8.99 | 20 |
| <p>Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?</p> | <p>7.5</p> | A | 9.31 | 10 |
| <p>Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?</p> | <p>1.6</p> | | 4.51 | 5 |



| Final School Grade | | Total Points | |
|--------------------|-------|--------------|---|
| 75.0 to < | 100.0 | | A |
| 60.0 to < | 75.0 | | B |
| 50.0 to < | 60.0 | | C |
| 37.5 to < | 50.0 | | D |
| 0.0 to < | 37.5 | | F |
| | | 56.00 | |

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

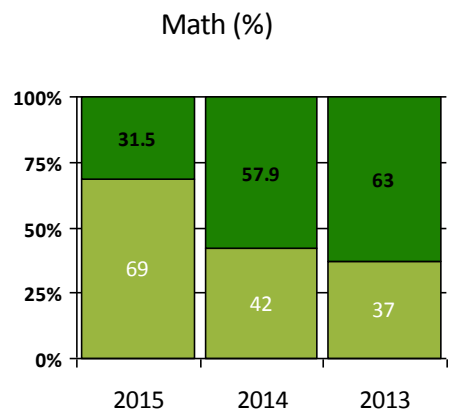
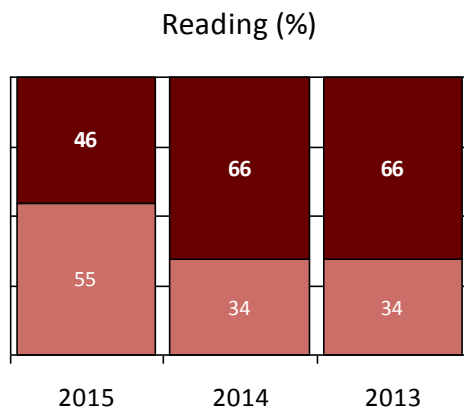
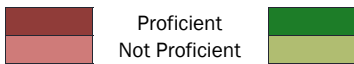
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|-------------------------------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Reading | | | | | | | | | | | |
| Proficient and Advanced (%) | 45.5 | 48.6 | 42.0 | 50.0 | 25.0 | 37.9 | 50.0 | >98.0 | 32.0 | 7.4 | <2.0 |
| Proficient and Advanced (Pts) | 3.41 | | | | | | | | | | |
| Value Added Model (Pts) | 6.22 | | | | | | | | | | |
| Math | | | | | | | | | | | |
| Proficient and Advanced (%) | 31.5 | 28.6 | 34.5 | 40.3 | <2.0 | 20.5 | <2.0 | | 20.5 | 19.0 | <2.0 |
| Proficient and Advanced (Pts) | 2.36 | | | | | | | | | | |
| Value Added Model (Pts) | 5.81 | | | | | | | | | | |

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

| | <i>Reading</i> | <i>Math</i> |
|-------------------|----------------|-------------|
| Value Added Score | -0.144 | -0.149 |
| Points Earned | 2.21 | 2.20 |

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

| | School Overall | Subgroup Analysis | | | | | | | | | |
|-----------------------|----------------|-------------------|-------|-------|------------------|----------|-------|-----------|-------------|----------------------------|---------------------------|
| | | Female | Male | White | African American | Hispanic | Asian | Am Indian | Econ Disadv | Students with Disabilities | English Language Learners |
| <i>Reading Growth</i> | | | | | | | | | | | |
| Highest 75% (VAS) | 0.14 | 0.07 | -0.14 | 0.08 | 0.25 | -0.21 | 0.14 | -0.04 | 0.12 | 0.12 | - |
| Highest 75% (Pts) | 5.55 | | | | | | | | | | |
| Lowest 25% (VAS) | 0.07 | 0.12 | -0.12 | 0.11 | 0.45 | -0.18 | 0.39 | - | -0.23 | -0.20 | -1.63 |
| Lowest 25% (Pts) | 5.29 | | | | | | | | | | |
| <i>Math Growth</i> | | | | | | | | | | | |
| Highest 75% (VAS) | 0.10 | -0.21 | 0.01 | -0.16 | 0.77 | -0.04 | - | - | -0.03 | -0.41 | - |
| Highest 75% (Pts) | 5.41 | | | | | | | | | | |
| Lowest 25% (VAS) | -0.33 | 0.22 | -0.03 | 0.11 | 0.78 | -0.07 | 0.83 | - | 0.17 | 0.18 | -0.63 |
| Lowest 25% (Pts) | 3.70 | | | | | | | | | | |

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|----------------------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Attendance (Average) | 97.6 | 97.8 | 97.4 | 97.6 | - | 97.6 | - | - | 97.1 | 97.1 | - |
| Attendance (Points) | 5.13 | | | | | | | | | | |

| | | | | |
|----------------------|------|--|----------------|------|
| Survey (Average) | 37.6 | Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices. | <i>Reading</i> | 36.7 |
| Survey (Points) | 4.2 | | <i>Math</i> | 39.9 |
| Count of Surveys (N) | 147 | | <i>General</i> | 36.6 |

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- Student Engagement
- Parental Engagement
- Extracurricular Activities
- Truancy Improvement
- Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 96

Math (%) 97

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

| | School Rank | | | | | | | | | | | |
|-----------------------------|-------------|--------|------|--------|-----------|--------|------|--------|----------|--------|-----------|--------|
| | ELL | | SWD | | Ethnicity | | ED | | Mobility | | Composite | |
| Students (% Tested) | 0.7 | | 17.8 | | 39.8 | | 33.6 | | 6.6 | | | |
| | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total |
| Current Standing | 29 | (45) | 26 | (45) | 31 | (43) | 41 | (45) | 25 | (44) | 38 | (45) |
| School Growth | 32 | (45) | 28 | (45) | 35 | (43) | 43 | (45) | 27 | (44) | 41 | (45) |
| Student Growth, Highest 75% | 28 | (45) | 27 | (45) | 32 | (43) | 28 | (45) | 28 | (44) | 34 | (45) |
| Student Growth, Lowest 25% | 30 | (45) | 30 | (45) | 37 | (43) | 40 | (45) | 29 | (44) | 39 | (45) |
| Opportunity to Learn | 16 | (45) | 22 | (46) | 18 | (45) | 18 | (45) | 23 | (45) | 15 | (45) |

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

| | | Target | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|--------------------------------|---------------|--------|--------------|--------|---|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Growth Lowest 25% (Q1) | Reading | .0038 | Y | Y | N | Y | Y | N | Y | . | N | N | N |
| | Math | -.0334 | N | Y | Y | Y | Y | N | Y | . | Y | Y | N |
| Growth Highest 75% (Q3) | Reading | -.0481 | Y | Y | N | Y | Y | N | Y | Y | Y | Y | . |
| | Math | -.0613 | Y | N | Y | N | Y | Y | . | . | Y | N | . |
| Proficiency | Reading | 33.3% | Y | Y | Y | Y | N | Y | Y | Y | N | N | N |
| | Math | 17.6% | Y | Y | Y | Y | N | Y | N | | Y | Y | N |
| Graduation | 4-Year Cohort | 75.6% | | | | | | | | | | | |

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

| | | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|----------------------------|----------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| <i>Reading Proficiency</i> | 2015 (%) | 45.5 | 48.6 | 42.0 | 50.0 | 25.0 | 37.9 | 50.0 | >98.0 | 32.0 | 7.4 | <2.0 |
| | 2014 (%) | 65.8 | 70.8 | 60.0 | 63.0 | | 72.2 | | | 62.9 | 37.0 | |
| | 2013 (%) | 65.7 | 75.0 | 55.8 | 66.2 | | 64.7 | | | 61.5 | 48.1 | |
| <i>Math Proficiency</i> | 2015 (%) | 31.5 | 28.6 | 34.5 | 40.3 | <2.0 | 20.5 | <2.0 | | 20.5 | 19.0 | <2.0 |
| | 2014 (%) | 57.9 | 56.9 | 58.9 | 67.9 | | 40.5 | | | 50.0 | 51.9 | |
| | 2013 (%) | 63.0 | 66.1 | 59.6 | 67.6 | | 55.9 | | | 51.3 | 51.9 | |

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

| Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners | |
|--|--------------|--------|---|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|---|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | | |
| Grade 3 to Grade 4 (%) | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 5 to Grade 6 (%) | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 8 to Grade 9 (%) | | | | | | | | | | | | |

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.