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GOVERNOR

Part A: Data Report and Current Charter Contract Terms

J. Paul Taylor Academy

School Address: 402 W. Court Avenue, Building 2, Las Cruces, NM 88005

Head Administrator: Eric Ahner

Business Manager: Vicki Chavez

Authorized Grade Levels: Kindergarten through 8th Grade

Mission:

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 small school to promote academic excellence for the diverse student of the Las Cruces area.

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools*. In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates,2) student achievement growth,3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

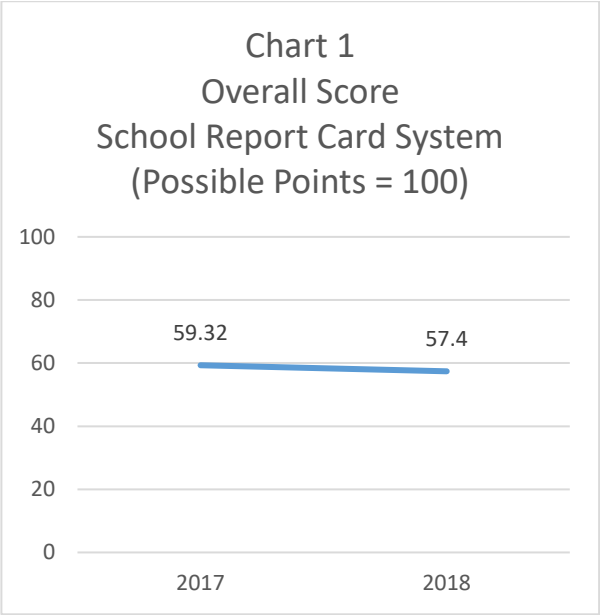
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2019, the data from the NM System of School Support and Accountability Reports is also provided.

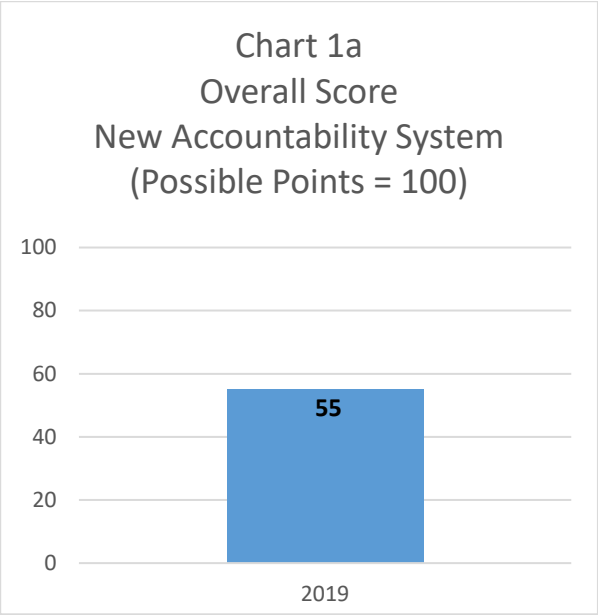
For 2020, due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

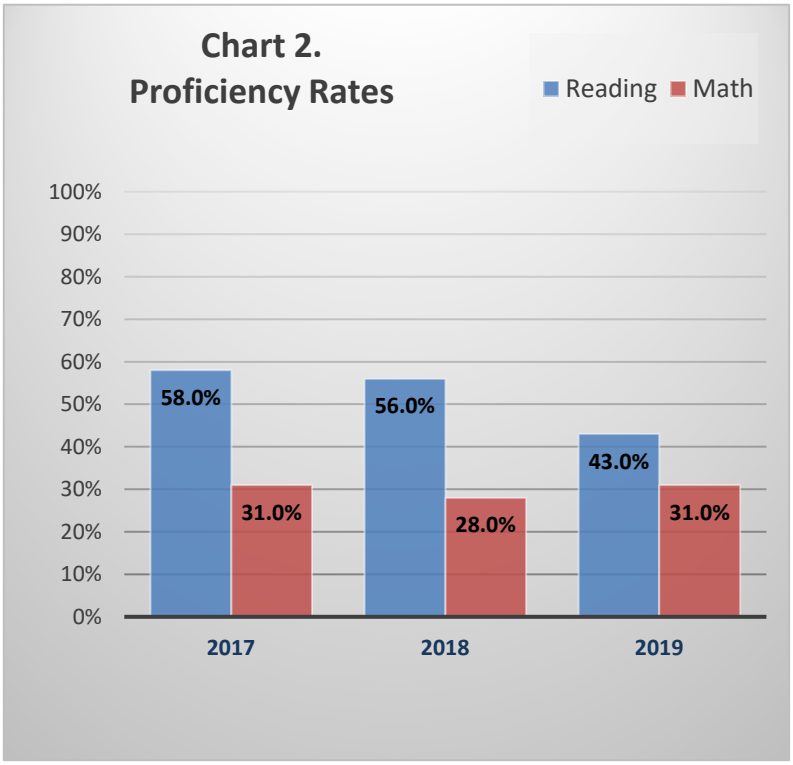
1a. Department's Standards of Excellence

Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).

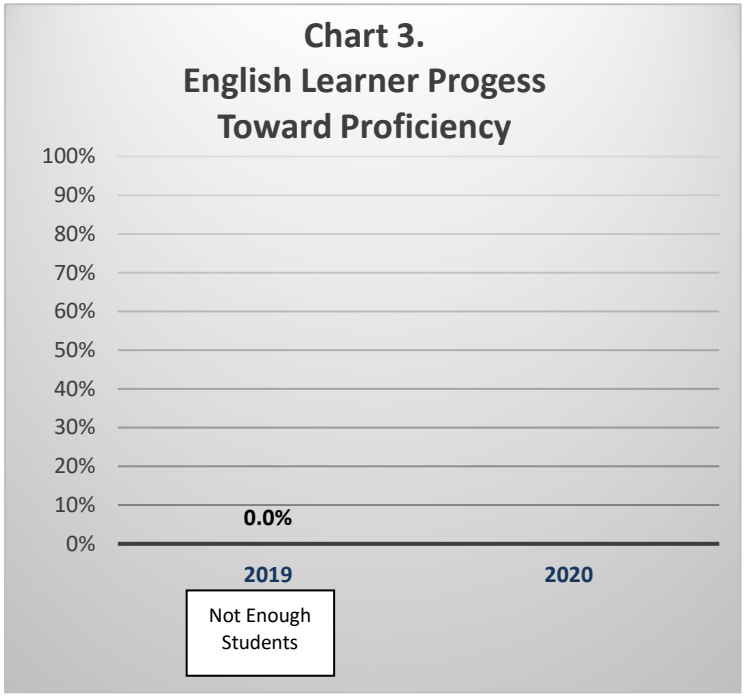




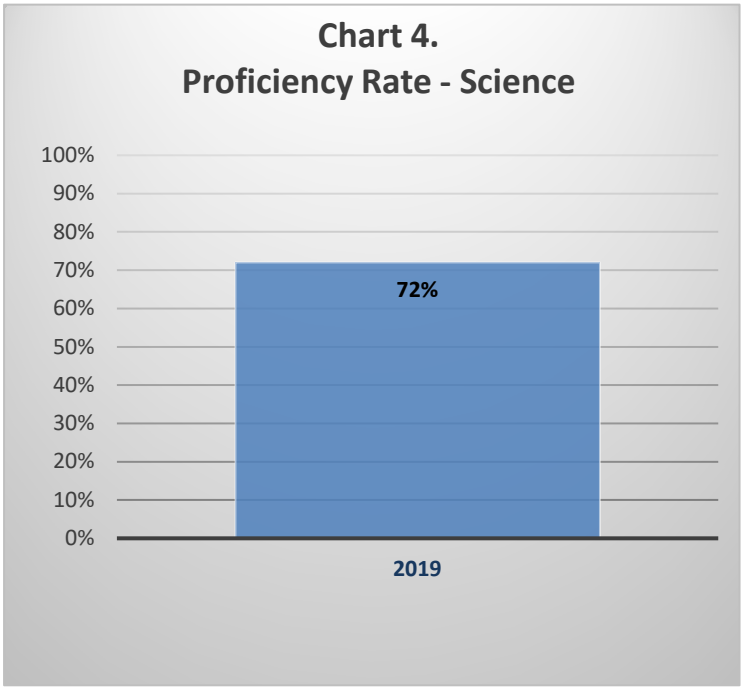
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2017-FY2019).



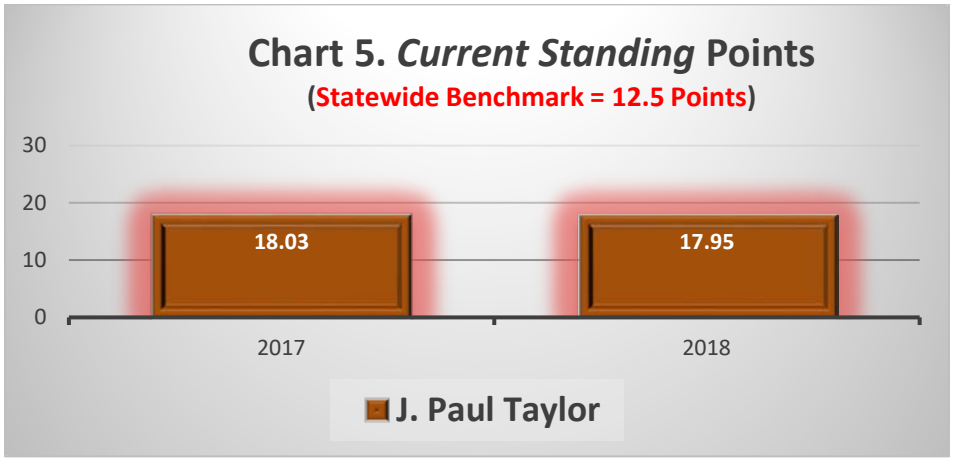
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are "on track" to achieve English Proficiency in their fifth year after being identified as an EL.



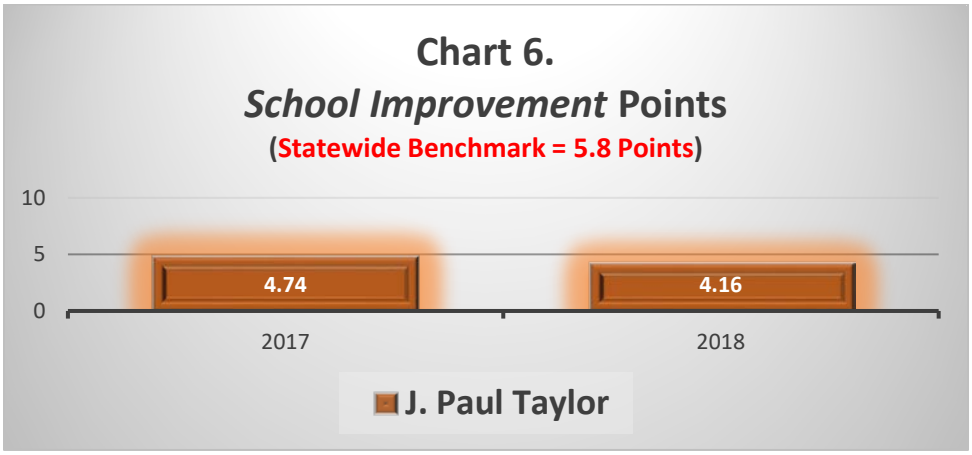
Science Proficiency:. This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



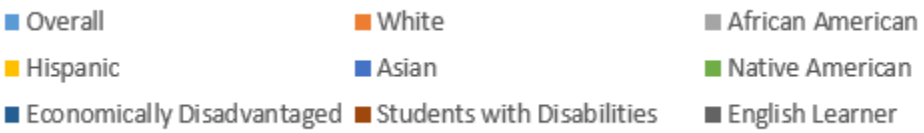
Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5. **This measure is no longer available as of FY2019.**

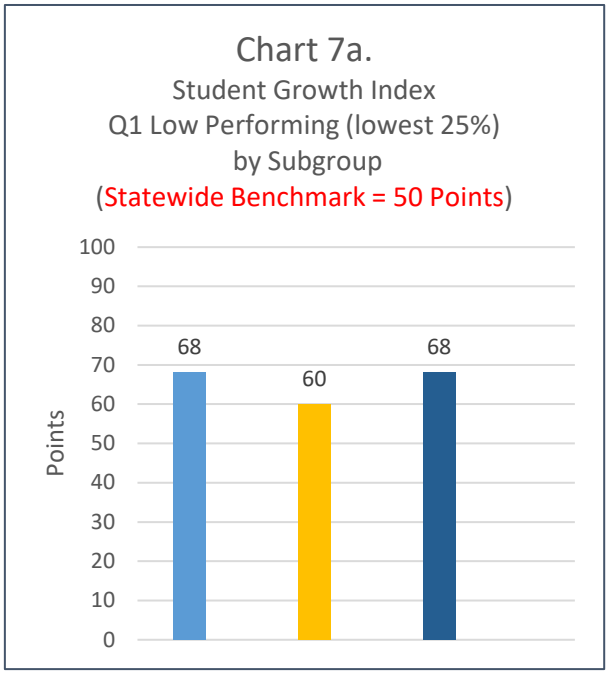


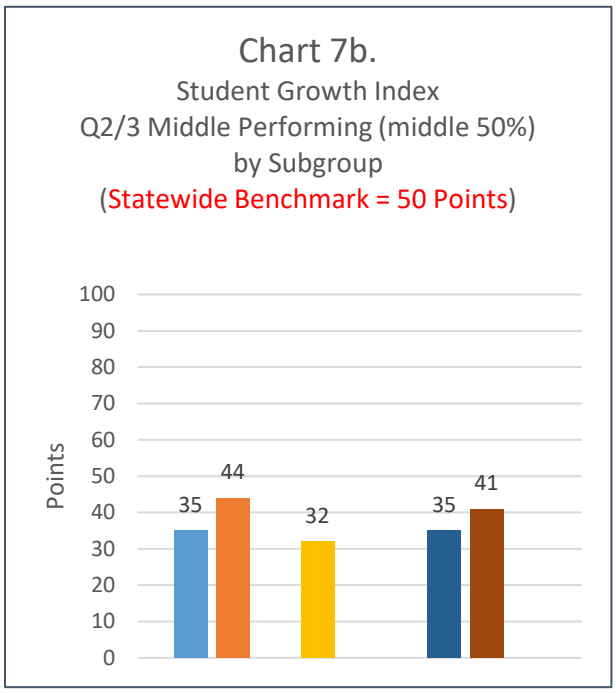
School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is no longer available as of FY2019.**

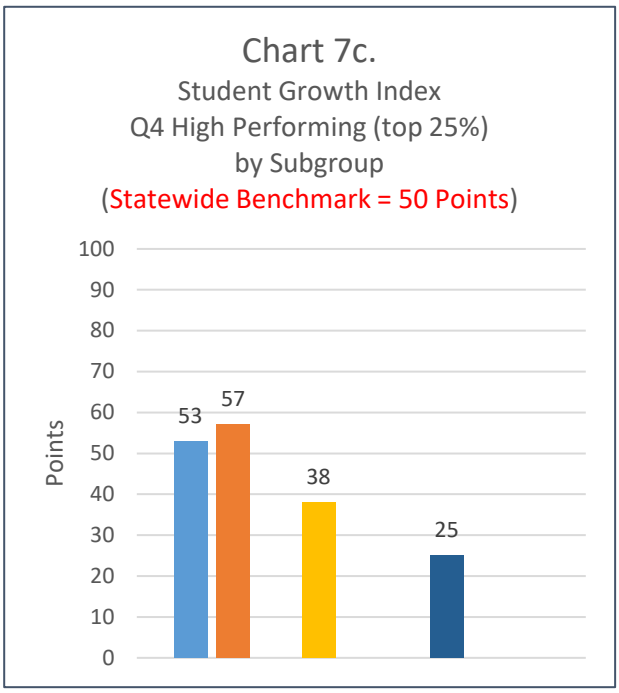


Growth Index for Reading FY2019

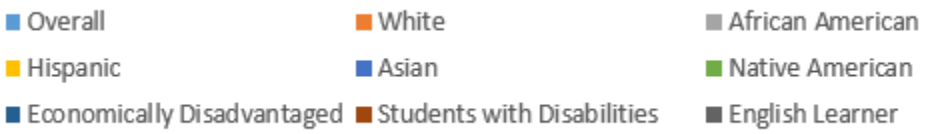


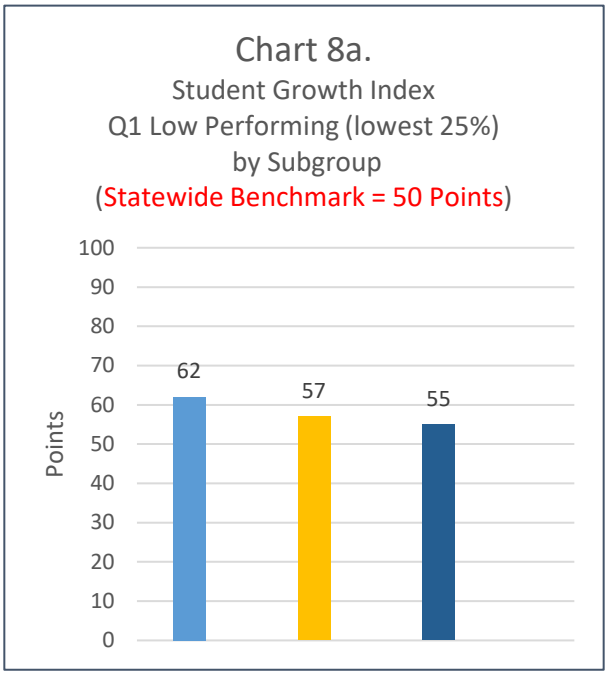


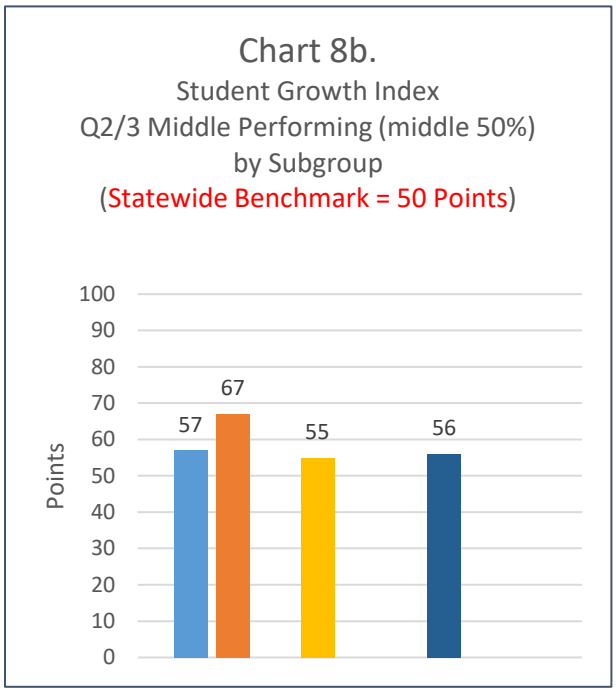


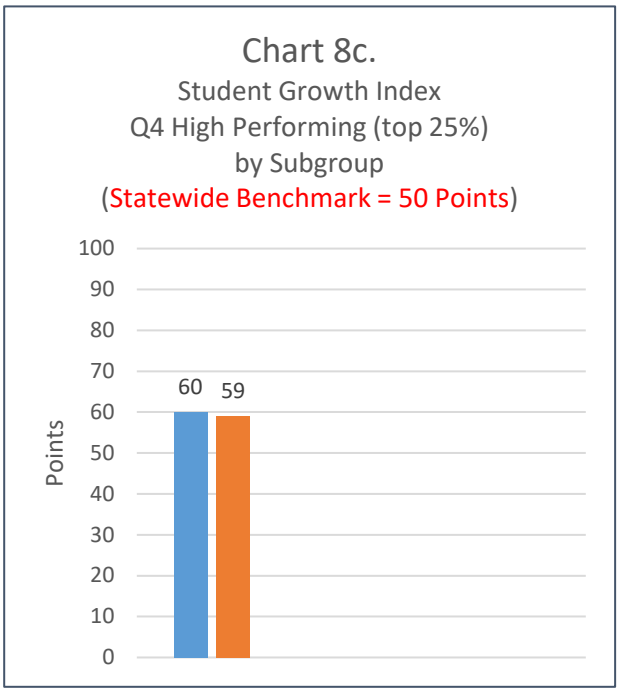


Growth Index for Math FY2019

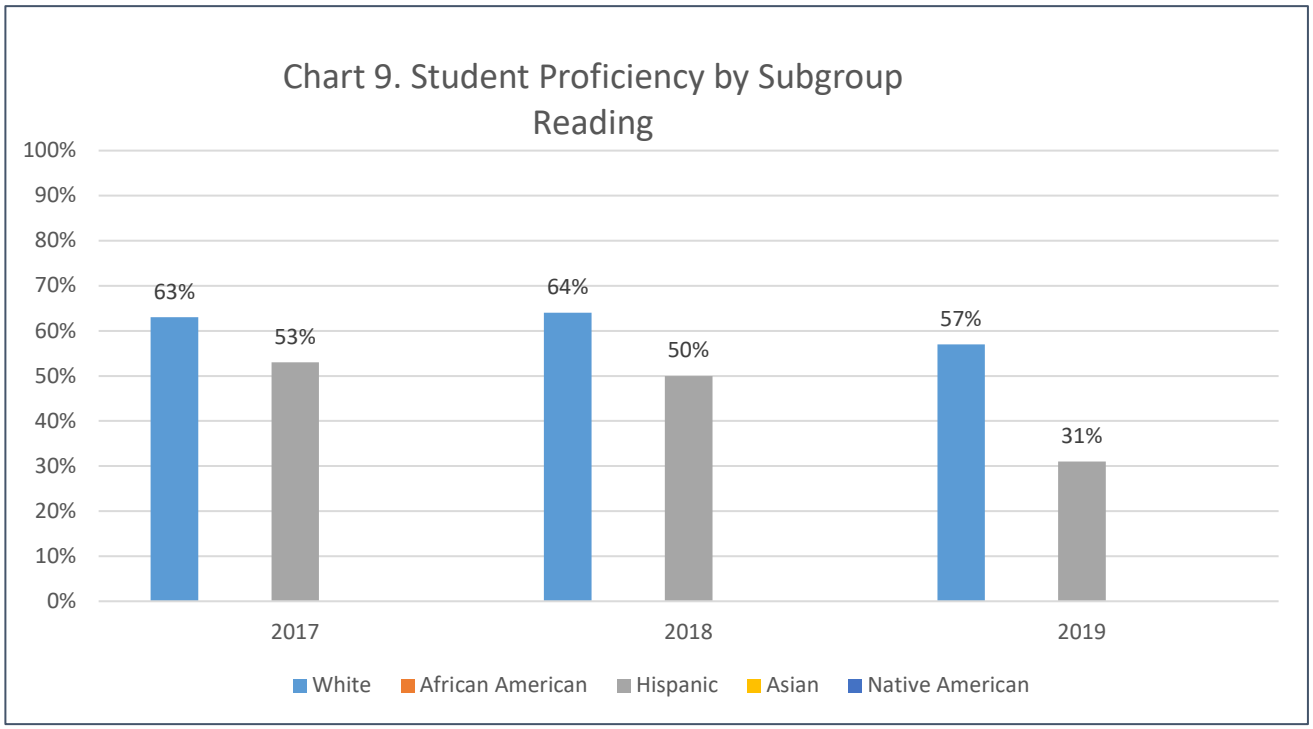




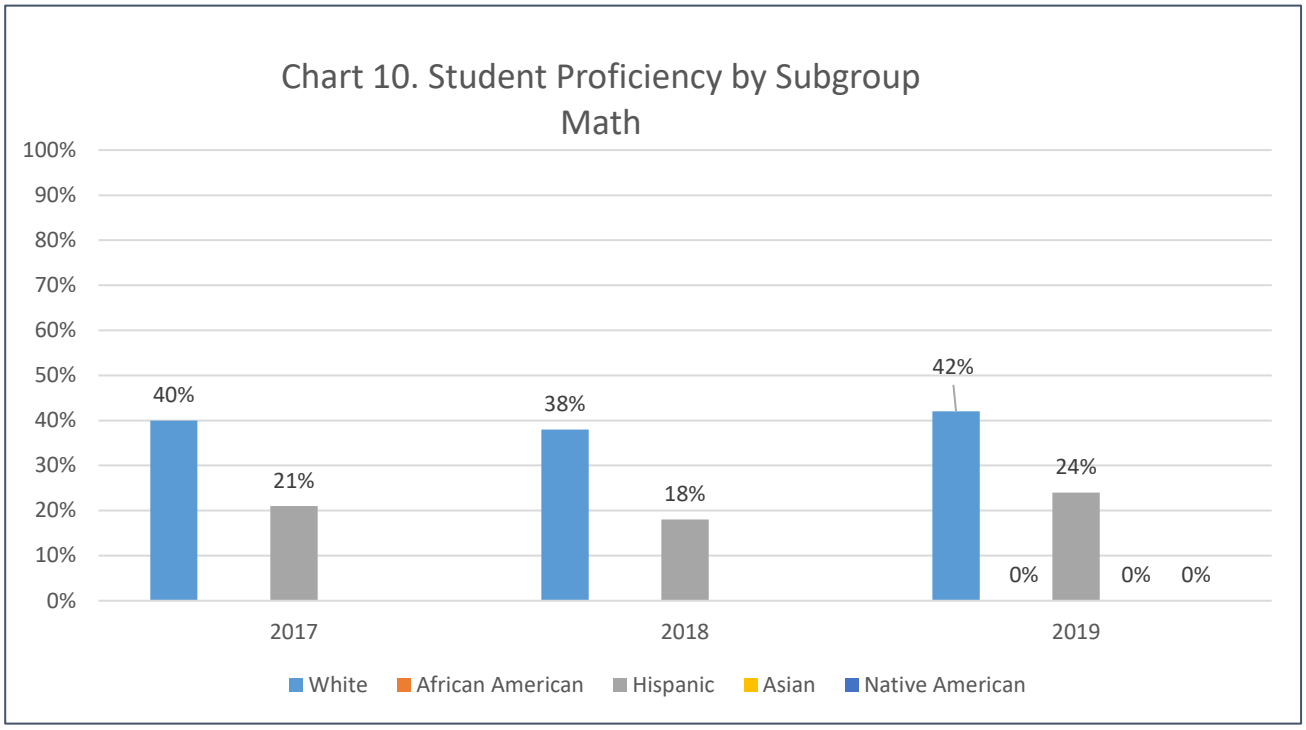




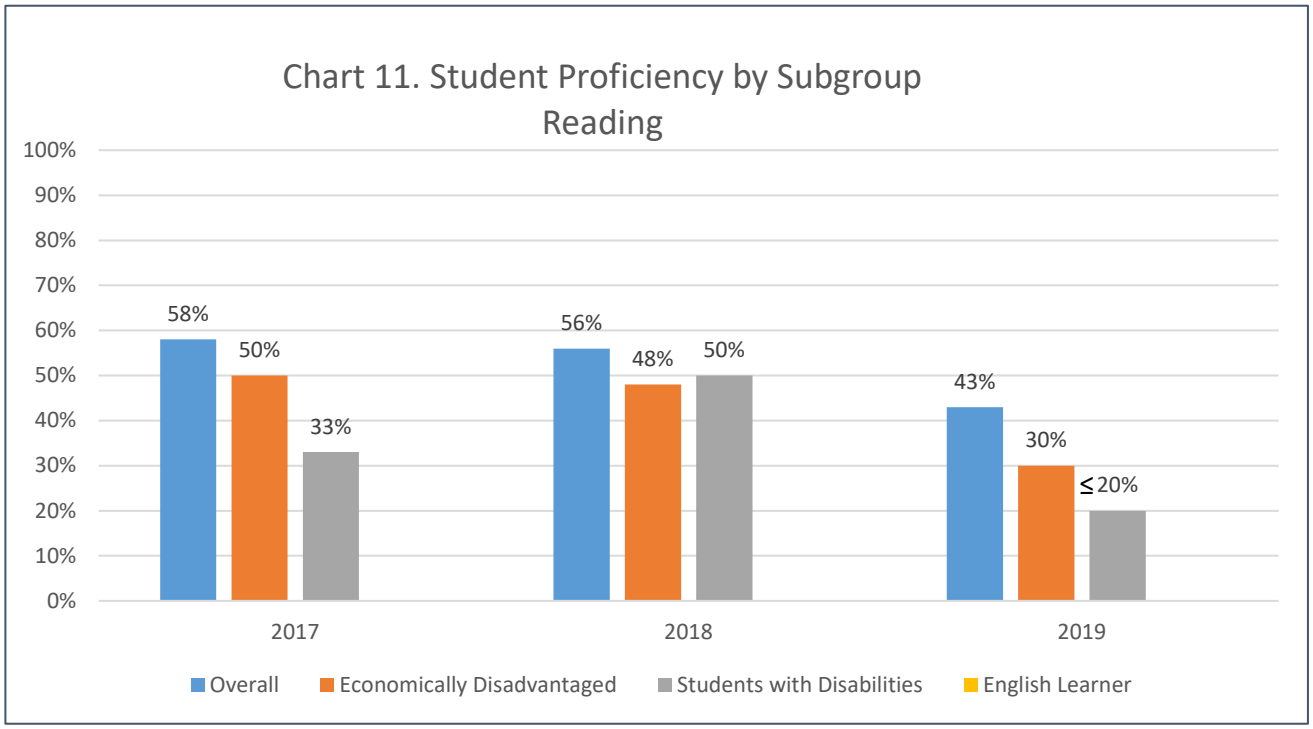
Race/Ethnicity Subgroups - Proficiency in Reading



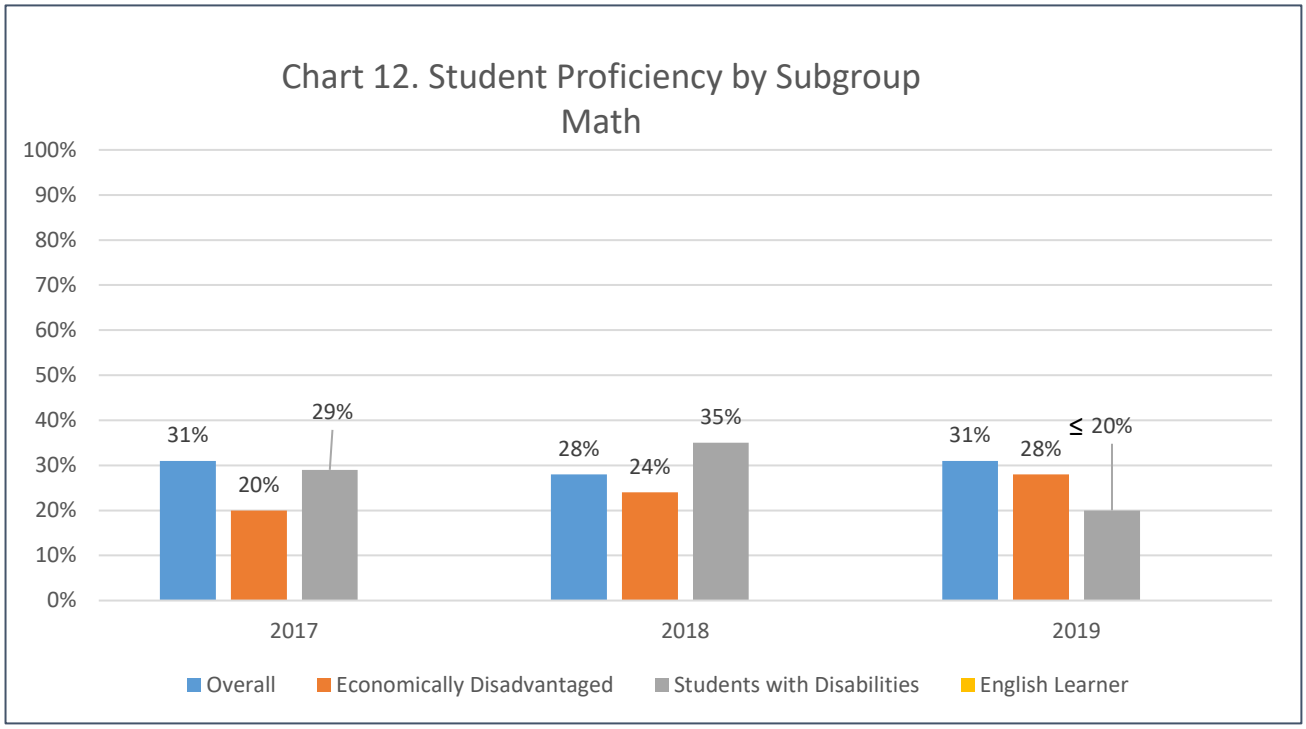
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



1b. Specific Charter Goals

This section includes analysis of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

1) *Assessments in Reading. Short Cycle Assessment data (DIBELS) will be used to measure adequate reading progress of Full Academic Year (FAY) student who have attended the school K-4.*
2) *Assessments in Reading. Short Cycle Assessment data (Discovery) will be used to measure adequate reading progress of Full Academic Year (FAY) student who have attended the school 5-8.*
3) *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) student who have attended the school K-5.*
4) *Short Cycle Assessment Math 6th- 8 th Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) student who have attended the school 6-8.*
5) *Spanish Acquisition – cohort of students who have attended the school 1 to 3 years*
6) *Spanish Acquisition – cohort of students who have attended the school 4 or more years*

Figure 2. Progress towards Charter Specific Goals.[1]

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5*	Goal 6*
2017	Exceeds Standard	Meets Standard	Does Not Meet	Falls Far Below	Meets Standard	Working to Meet Standard
2018	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Not Applicable	Meets Standard
2019	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet	Does Not Meet

Due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020.

* Goals 5 and 6: In the 2016 Performance Framework, the school had two "School Specific Terms" in addition to charter academic goals. The first, #5, was that the school would administer the IPT at end of 2015-2016 (K-4) and 2016-2017 (K-5) to establish a baseline for student scores – and add a grade level to the testing each year until all are added to the Spanish language acquisition program. The school met that standard in 2017.
The second, #6, was that the school would propose an indicator to add to the Performance Framework for 2017-2018+. The school met that standard in 2018.
In 2018, the school set high expectations on the IPT test, which is designed to assess fluency of native Spanish speakers in Spanish language arts. (In order to meet the standard, 45% or more of students in cohort 1 and 55% or more of students in cohort 2 must score proficient on this challenging test.

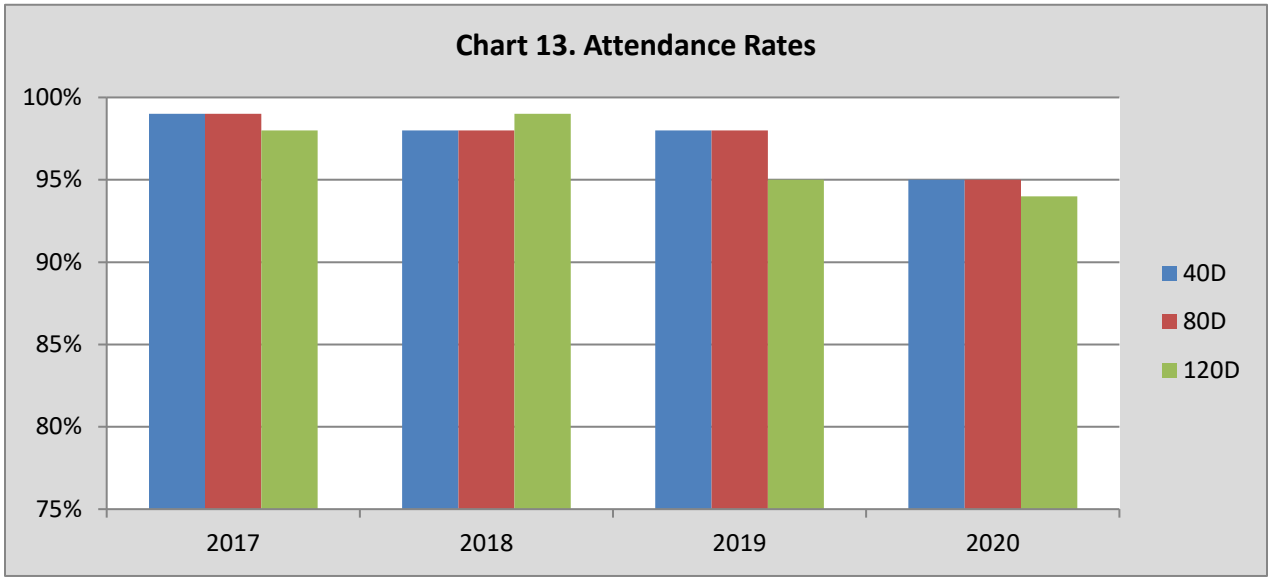
[1] Charter Specific Goals are referred to as "*Mission-Specific Indicators*" or "*Performance Indicators*" in the school's contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

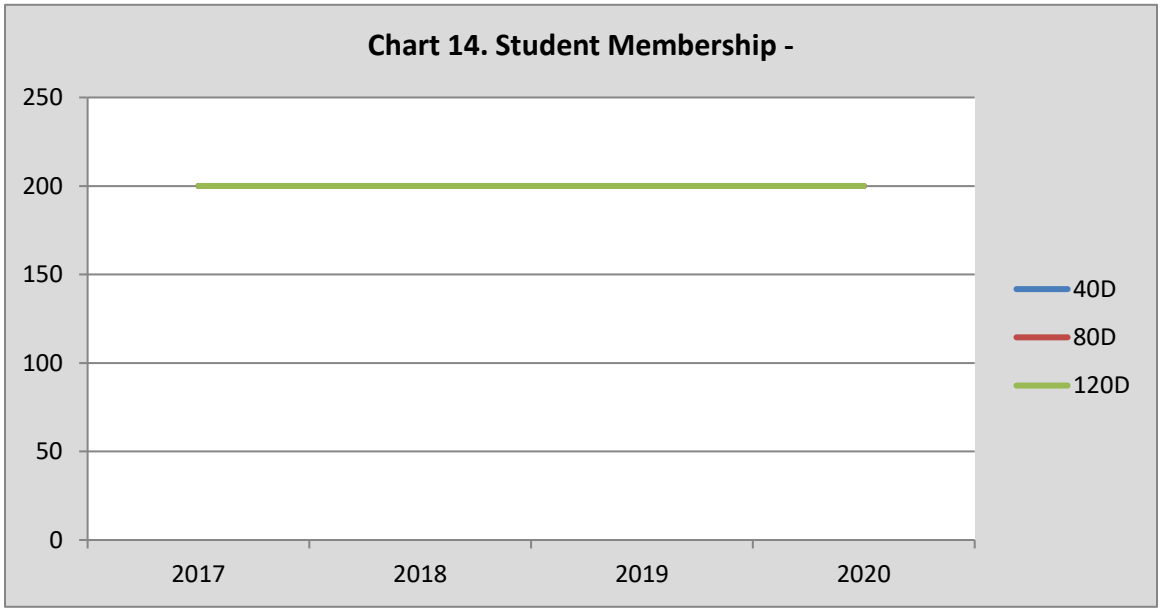
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



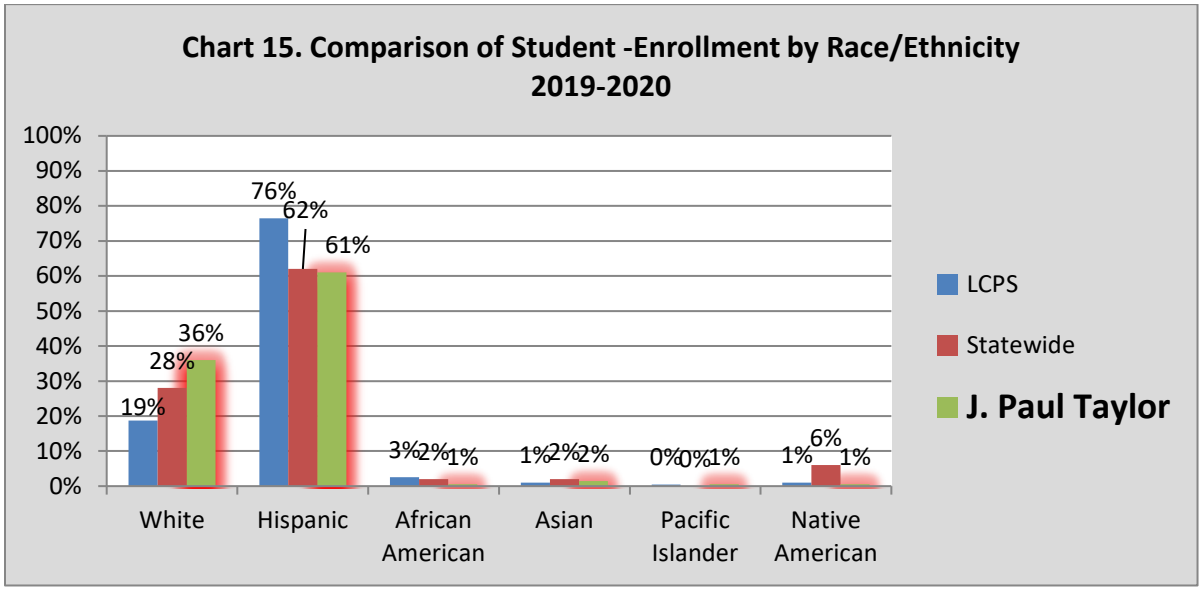
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS →District and Location Reports → General Reports → Enrollment by district by location by grade

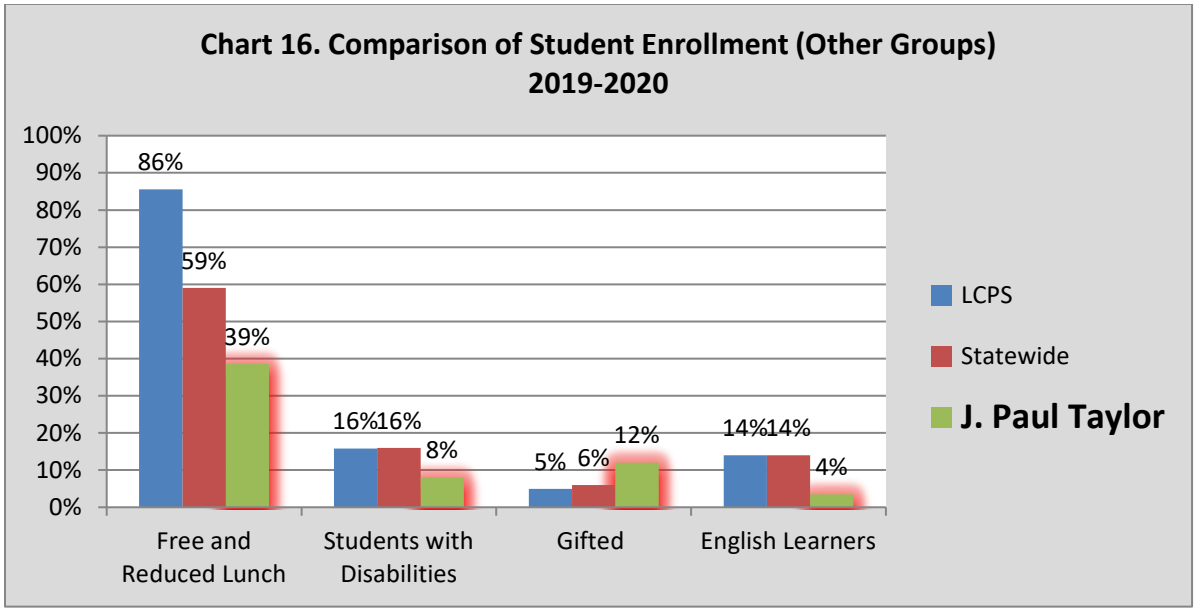


Enrollment by Race/Ethnicity



Source: STARS →District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

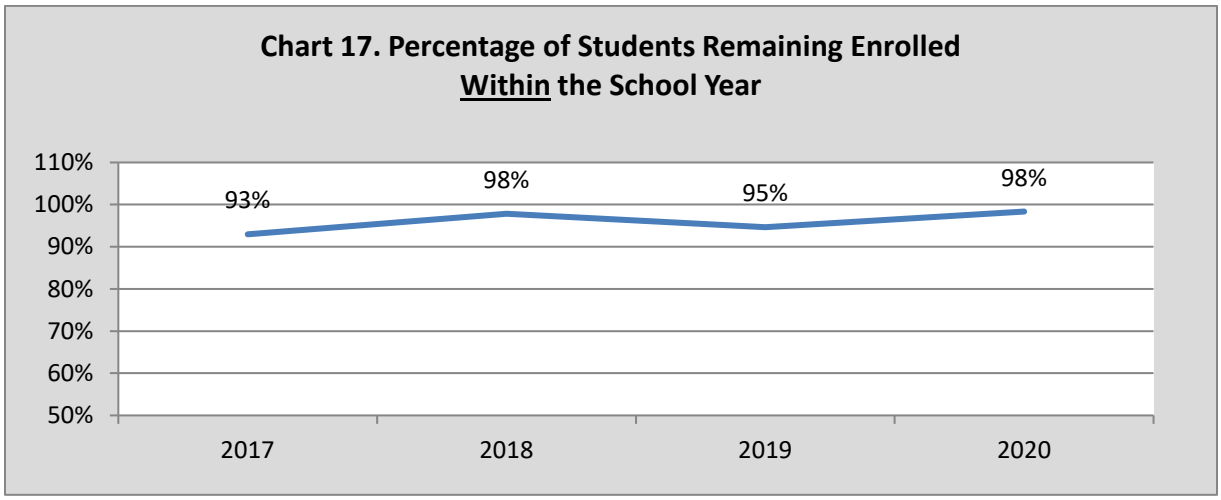


Source: STARS →District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

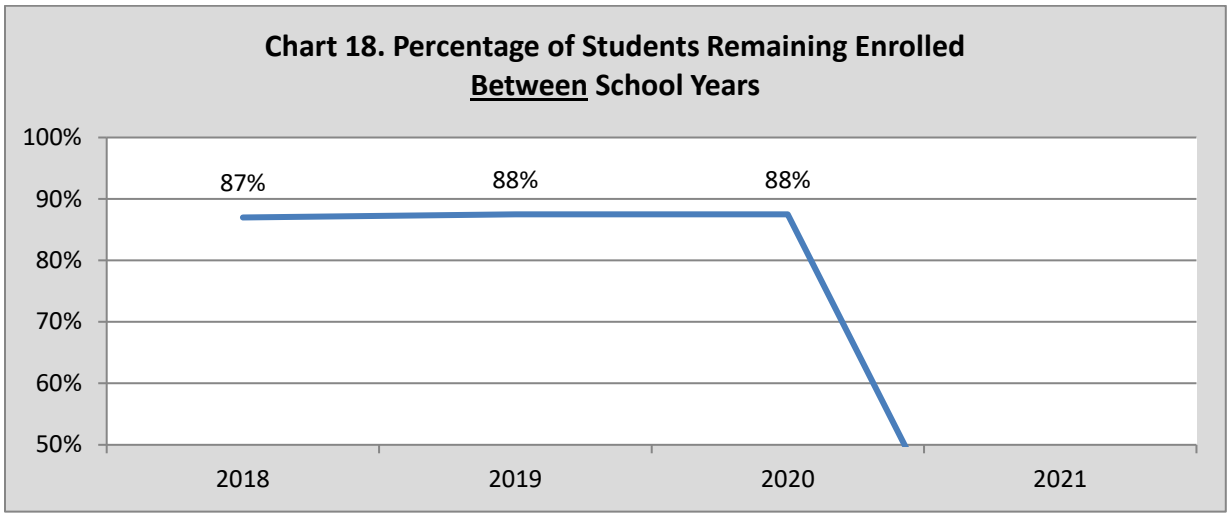
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set. 2021 data will be added after 40day Report

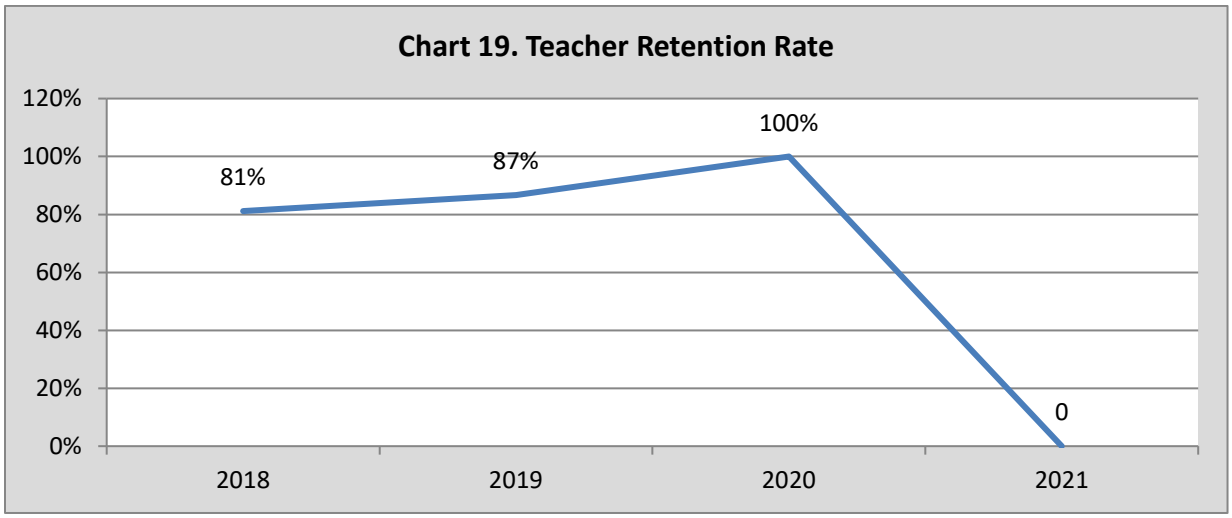


Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year. 2021 data will be added after 40day Report.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS →State Reports → Staff Reports →Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY19	3	0	0
FY18	2	0	1
FY17	1	0	1

Summary of Most Recent Fiscal Report

In FY19, the school received the following audit finding:

2019-001 Internal Controls over Payroll (Other Noncompliance)

Condition/Context: During our review of 4 personnel files and related salary contracts, we noted the following:

• 2 instances in which an ERB enrollment form was not included in the employee file. However, withholdings for ERB were present on the employee's paycheck.

• 1 employee contract whose wages were incorrectly calculated. As a result, the employee was underpaid by approximately $10.

Management's Response: Lack of ERB enrollment form in two employee's files is human error. The underpayment was the result of human error in calculating the amount due to the employee. The employee has been paid in FY 20. Management has instituted a process to review contracts to ensure accuracy, along with a mid-year and end-of-year review to ensure actuals paid are accurate prior to the close of the fiscal year.

2019-002 Internal Controls over Disbursements (Other Noncompliance)

Condition/Context: During our testing over 31 general disbursements, one instance in which the purchase order was issued subsequent to the services being provided to the school.

Management's Response: The purchase issued subsequent to the services was the result of multiple student diagnostics in English and Spanish, being conducted at the end of the school year at multiple PO's being issued to the vendor. Because there were other PO's in place, staff made the assumption there were PO's in place for all the work, which wasn't the case.

2019-003 Year-End Accounts Receivable Accrual (Other Matters)

Condition/Context: During our audit, we identified a USDA food service cash receipt received in FY20 that totaled $4,483 that was improperly excluded from accounts receivable accrual as of June 30, 2019, which required an audit adjustment.

Management's Response: The Business Manager retired causing some confusion in the transition of the new Business Manager and pulling of information for the audit. This oversight was human error.

2b. Board of Finance

The school's Board of Finance was never suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

The key provisions related to J. Paul Taylor Academy's education approach and philosophy are Project Based Learning and Spanish Language Acquisition. These major components are our content delivery models. The Spanish Language

Acquisition is presently implemented in 2016 in grades K-4. A school grade will be added each year until the entire school is a Spanish Language Acquisition school. Teachers teaching the Spanish Language Acquisition will have a bilingual endorsement. Children in the Spanish Language Acquisition are actively involved in learning, participating in planning projects that are meaningful to them and working with and for their community to complete these projects using two languages, in a small, nurturing, child-focused environment.

A commitment to Healthy Life Skills is a pillar of the school's educational program.

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

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

Student Focused

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

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

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

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

Teacher Focused

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

- Monthly Professional development specifically in the area of Project Based Leaming and Spanish Language Acquisition for those teachers working in the Spanish Language Acquisition program

- Professional development with a technology focus illustrating how technology enhances Project Based Learning and Spanish Language Acquisition for those teachers working in the Spanish Language Acquisition program

- Monitoring of programs through classroom walkthroughs (done by administration) and learning walks (done by peers)

- Support of outside trainings/trainers to provide teachers/staff with additional information

Parent Focused

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

3b. Organizational Performance Framework

J Paul Taylor Academy	2016-2017	2017-2018	2018-2019	2019-2020
Category I. Academic Performance Framework				
I-A.00 NM A-F School Grading System / NM Sysytem of Support & Accountability	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework				
II-A.00-06 Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework				
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.01 Education Plan: applicable education requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable				
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework				
School Specific Terms: data on any terms specified in the school's Performance Framework	Working to Meet Standard	Meets (or Exceeds) Standard	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has 6 members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY20 Training Requirements*	Hours Completed	Hours Missing
Jerry Wallace	Secretary	3/13/2019	Active	8	9	0
Stephanie Haan-Amato		12/7/2019	Active	8	10	0
Tomasa Shanbhag		8/12/2018	Active	8	8	0
Robyn Rehbein	Chair	1/24/2018	Active	8	8	0
Barbara Chamberlin	Vice-Chair	7/17/2019	Active	10	12	0
Coree King	Treasurer	12/11/2019	Active	10	8	0
Sherry Booth		7/1/2016	Resigned	8	8	0
Fatemeh Salisbury		12/11/2019	Resigned	10	15	0

*Training requirements reduced by any approved exemptions.