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Charter Schools Division 2021-22 Annual Report

School Name: J. Paul Taylor Academy

School Address: 402 W. Court Ave, Bldg. 2 Las Cruces, NM 88005

Head Administrator: Eric Ahner

Governing Board Chair: Robyn Rehbein

Business Manager: John Richmond

Authorized Grade Levels: K-8

Authorized Enrollment: 200

Current Enrollment: 200

Contract Term: 2021-2026

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.

About the School

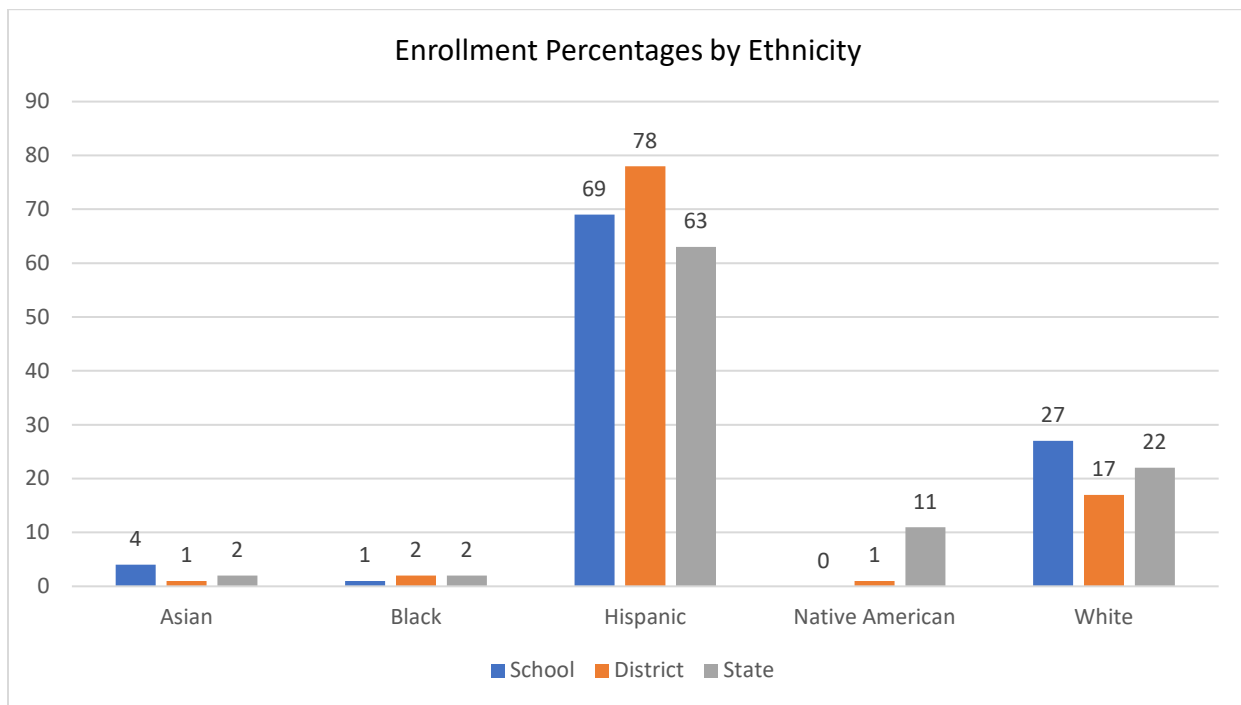
J. Paul Taylor Academy (JPTA) became a PEC-authorized charter school in 2011. The school is in Las Cruces, NM, serves grades K-8, and as of 2021-2022, has reached its enrollment cap of 200 students.

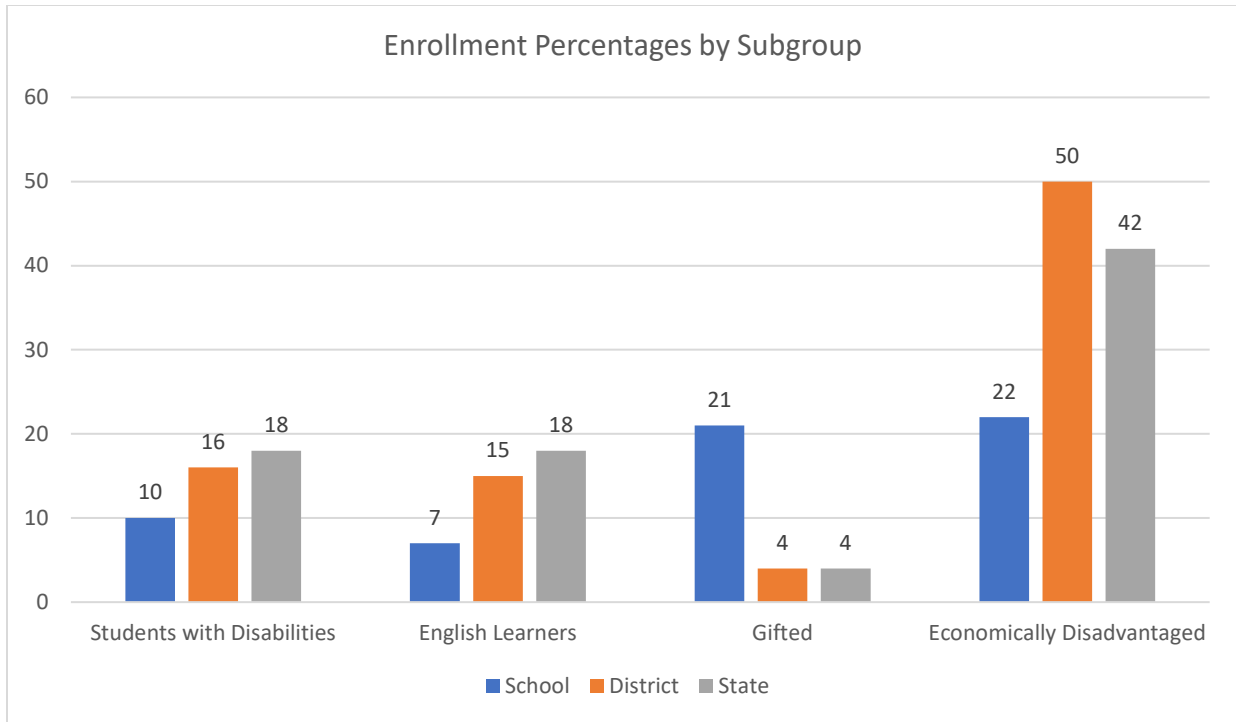
The school utilizes projects-based learning (PBL) and Spanish language acquisition. PBL and Spanish language acquisition are embedded into the school's mission goals. Projects-based

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. Spanish language acquisition is implemented in all grades along with an exploration of Spanish, Mexican, and New Mexican cultures.

In addition to the emphasis on these two essential educational approaches, J. Paul Taylor Academy emphasizes Healthy Life Skills, Music, and Art. The school offers expanded physical education, daily walks, and a fresh food service program that provides access to fresh vegetables, fruit, and locally produced options.

Demographics as reported in STARS 2021-22 End of Year (EOY)





Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	56
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals if two goals, average of points on each goal	93
Overall Academic Score: average of Indicators 1 and 3	74

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

J. Paul Taylor Academy ranked above **91%** of high schools statewide. The school received a designation of **Spotlight school**.

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		Examples:
N < 10	*****	

N = 10-20	20% to 80%	In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$.
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	55%	43%	56%
Asian	*****	*****	
Black	*****		*****
Hispanic	48%	34%	50%
Native			
White	73%	65%	67%
SwD	*****	*****	*****
EL			
FRL	38%	27%	*****

English Learner Progress toward Proficiency: 7%

Mission-Specific Goals

Goal 1: At least 80% of students in Kindergarten through Grade 3, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard, with a passing grade (Pass/Fail).

Performance Level	Target	Points
Exceeds Standard	90% or more of students in Kindergarten through Grade 3, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard, with a passing grade (Pass/Fail).	100
Meets Standard	At least 80% of students in Kindergarten through Grade 3, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard, with a passing grade (Pass/Fail).	75
Does Not Meet Standard	At least 70% of students in Kindergarten through Grade 3, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard, with a passing grade (Pass/Fail).	25
Falls Far Below Standard	Less than 70% enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard, with a passing grade (Pass/Fail).	0

Rating: Exceeds Standard (98%)

Goal 2: At least 80% of students in Grades 4 through 8, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard with a passing grade of C or better.

Performance Level	Target	Points
Exceeds Standard	90% or more of students in Grades 4 through 8, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum	100

	of one Spanish Language Arts Standard with a passing grade of C or better.	
Meets Standard	At least 80% of students in Grades 4 through 8, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard with a passing grade of C or better.	75
Does Not Meet Standard	At least 70% of students in Grades 4 through 8, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard with a passing grade of C or better.	25
Falls Far Below Standard	Less than 70% of students in Grades 4 through 8, enrolled on both the 40th and 120th day, will successfully complete two multi-curricular projects, at least one of which will integrate a minimum of one Spanish Language Arts Standard with a passing grade of C or better.	0

Rating: Meets Standard (87%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

J. Paul Taylor Academy	2021-22
Organizational and Financial Performance	
1a Mission and Educational Program	Working to Meet Standard
1b State Assessment Requirements	Meets Standard
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Working to Meet Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	N/A
2a Financial Reporting and Compliance	Does Not Meet Standard
2b Accounting Principles	Does Not Meet Standard
2c Responsive to Audit Findings	Working to Meet Standard
2d Managing Grant Funds	Meets Standard
2e Staffing for Fiscal Management	Meets Standard
2f Internal Controls	Meets Standard
3a Governance Requirements	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard
3c Reporting Requirements	Working to Meet Standard
4a Rights of All Students	Meets Standard
4b Attendance and Retention	Meets Standard
4c Staff Credentialing	Meets Standard
4d Employee Rights	Meets Standard
4e Background Checks, Ethics	Meets Standard
5a Facilities	Meets Standard
5b Transportation	N/A
5c Health and Safety	Meets Standard
5d Handling Information	Meets Standard

Explanation of 2021-22 Indicator Ratings

- 1.a. Evidence of students practicing and using Spanish, healthy meals, project-based learning, and healthy lifestyles; Spanish acquisition would require a language class to be fully implemented.
- 1.d. Discrepancies with ELs based on STARS 120D Snapshot.
- 2.a. CAP not provided.
- 2.b. Significant Deficiency audit finding in FY21.
- 2.c. Repeat audit finding in FY21.
- 3.c. Two untimely amendment requests.