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SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
January 12, 2024**

**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:** Jerry Wallace

**Business Manager:** German Martinez

**Authorized Grade Levels:** K-8

**Grade Levels Served:** K-8

**Authorized Enrollment Cap:** 200

**2022-23 End of Year Enrollment:** 200

**Contract Term:** 2021-2026

**Waivers:** Evaluation Standards for School Personnel, Individual Class Load, Length of School Day, Purchase of Instructional Material, School Principal Duties, Staffing Patterns, Subject Area, Teaching Load

**Mission:**

J. Paul Taylor Academy, in alliance with our local community and families, offers a rigorous curriculum emphasizing project- based learning, conversational Spanish and healthy living.

## Educational Program:

5.1.1 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.

5.1.2 Project-Based Learning is implemented through experimenting with true student leadership, sharing failure and successes, discussing options to identify best solutions to problems, negotiating, compromising, and, ultimately, supporting each other. This will be evidenced via the school’s unit plans and the mission goal data.

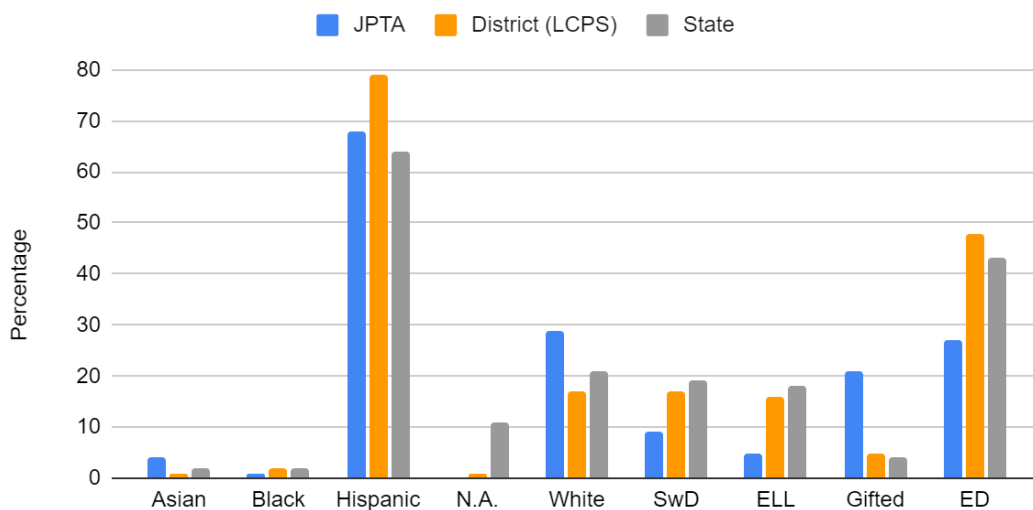
5.1.3 Spanish Language Acquisition is implemented in all grades in addition to exploration of Spanish, Mexican and New Mexican culture. This will be evident via the school’s mission goal data.

5.1.4. A commitment to Healthy Life Skills is a pillar of the school’s educational program. This is evidenced, for example, by the practice of 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.

5.1.5 Music and Art classes are also included as integral and indispensable components of the JPTA school week.

## Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

## Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	70
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	100
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>85</b>

### State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
  - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
  - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
  - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
  - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

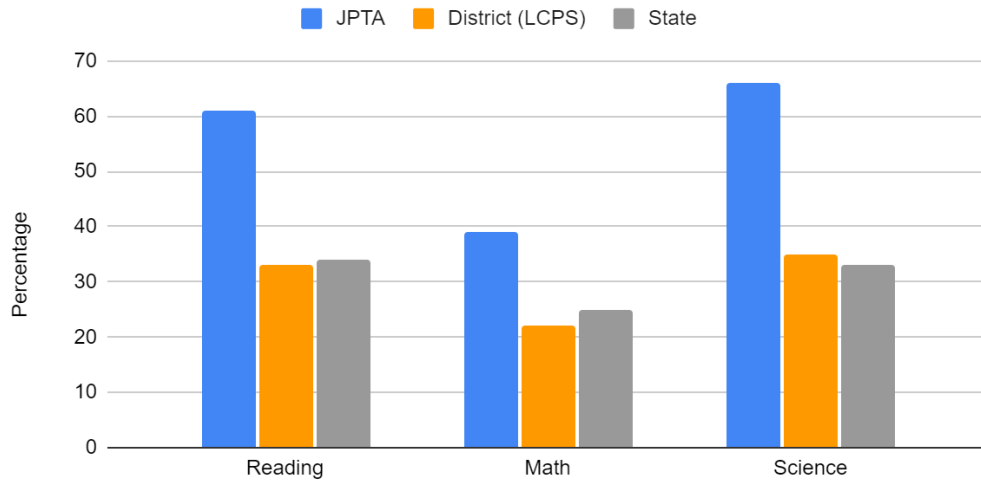
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **J. Paul Taylor Academy** received a designation of **Spotlight**.

## Proficiency

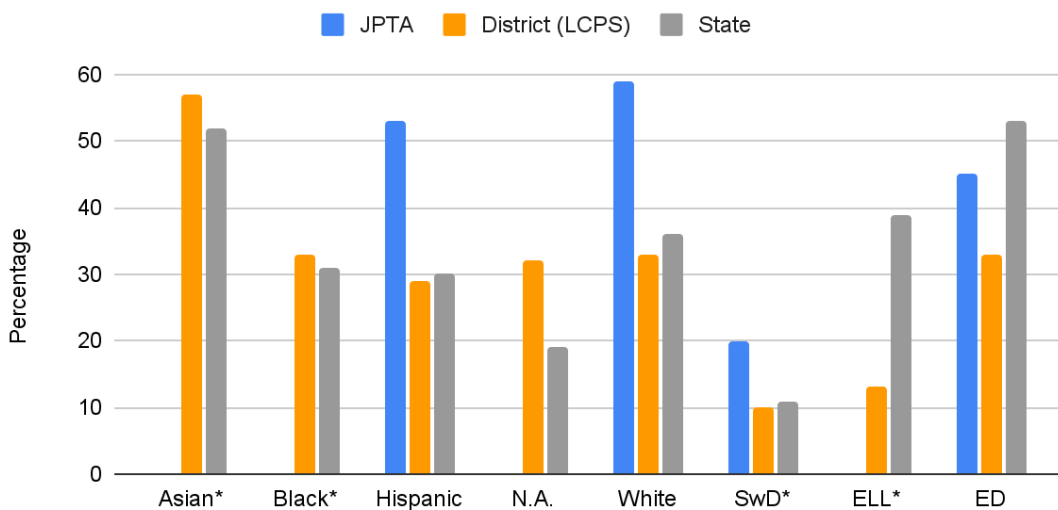
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

### Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

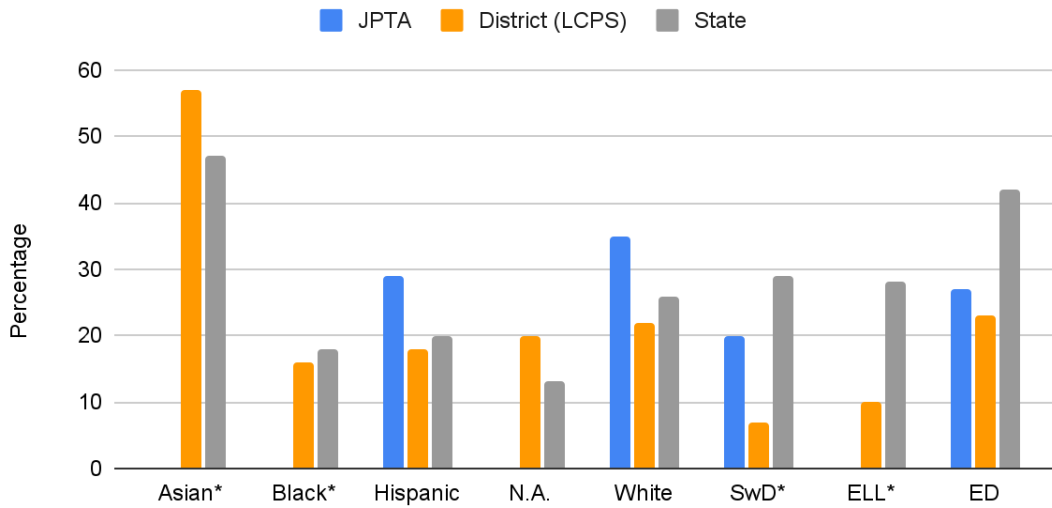
### Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** Asian, Black, and ELL reading data masked due to population size. Reading proficiency for Students with Disabilities population indicated on Vistas as  $\leq 20\%$ , also masked due to population size.

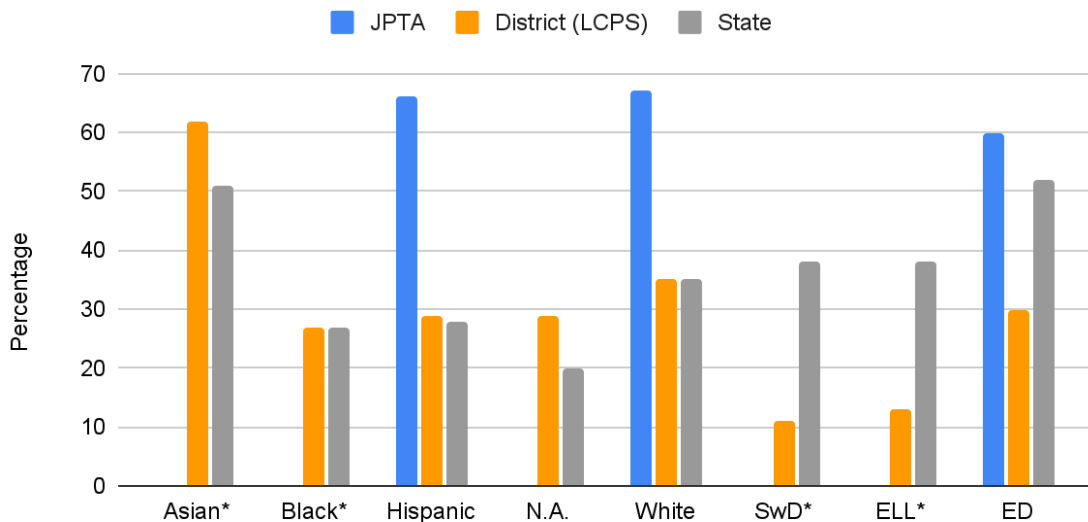
## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** Asian, Black, and ELL math data masked due to population size. Math proficiency for Students with Disabilities population indicated on Vistas as  $\leq 20\%$ , also masked due to population size.

## Percent Proficient in Science by Subgroup 2022-23

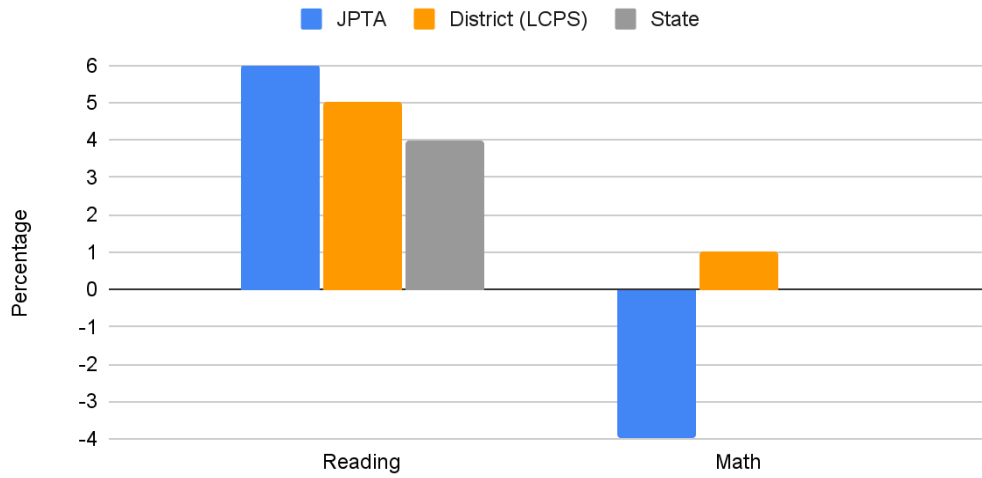


Source: NMVistas.org

**\*Note:** Asian, Black, Students with Disabilities, and ELL science data masked due to population size.

## Improvement (Growth)

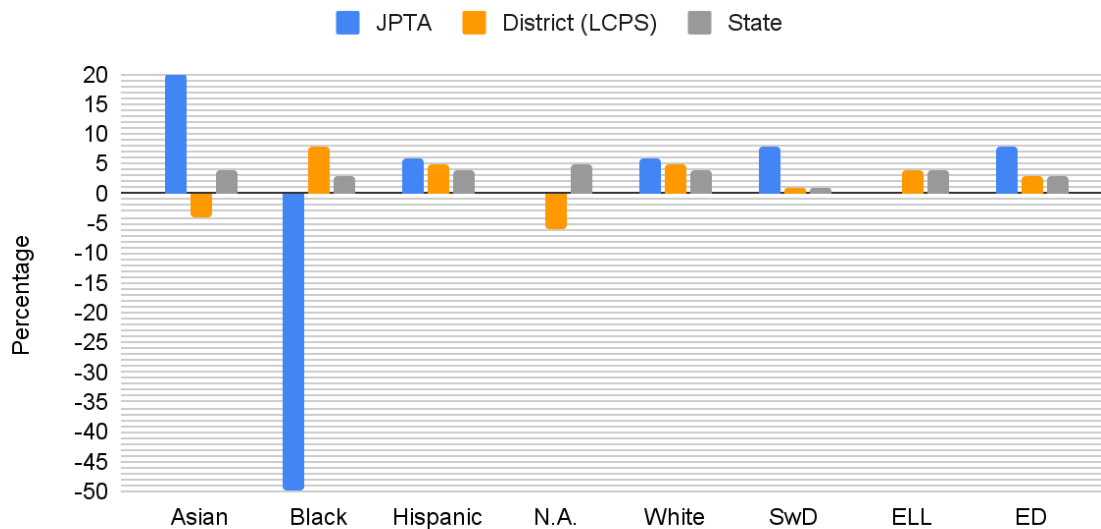
### Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

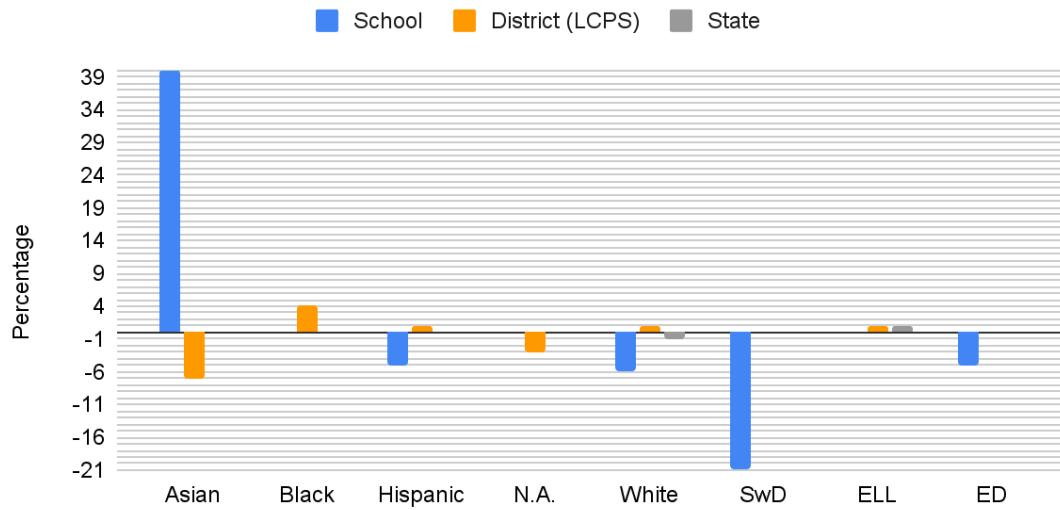
**Note:** state growth in Math for SY23 was 0%.

### ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

## Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

### English Learner Progress: Masked on NMVistas due to population size

#### 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-** 100% attainment; **100 pts.**

**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 of one Spanish Language Arts Standard with a passing grade of C or better.	100
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: Exceeds-** 100% attainment; **100 pts.**

## Organizational and Financial Performance Framework

**2022-23 Overall Rating: Meets Standard**

Pursuant to the [PEC Performance Framework and Accountability System](#), 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**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC



may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

<b>J. Paul Taylor Academy</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Organizational and Financial Performance</b>		
1a Mission and Educational Program	Working to Meet Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	Meets Standard
2a Financial Reporting and Compliance	Does Not Meet Standard	Does Not Meet Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Working to Meet Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard	Meets Standard
3c Reporting Requirements	Working to Meet Standard	Meets Standard
4a Rights of All Students	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Working to Meet Standard
4d Employee Rights	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Meets Standard
5b Transportation	N/A	N/A
5c Health and Safety	Meets Standard	Meets Standard
5d Handling Information	Meets Standard	Meets Standard

**Explanation of 2022-23 Indicator Ratings**

2.a. Q2 late 1 day, Q4 timely first submission, late submission after requests of reopening Q4 per School Budget Bureau.

2.b. School has a material weakness and significant weakness, a total of 4 audit findings in FY22.

2.c. One (1) repeat finding in FY22 audit, 2022-001 from 2021-002.

4.b. EOY: 93% Attendance (**Attendance rate must be 95%**).

4.c. A licensure discrepancy was not resolved by the end of the school year, but the Head Administrator has been working with the Licensure Bureau to correct it for the current school year.

**Site Visit Attendees**

Monday, April 3, 2023

**CSD Team:** Lucy Valenzuela (Lead), Kimberly Gonzales, Kyle Wood (remote)

**School Leadership:** Eric Ahner, Head Administrator

**Governing Board:** Coree King