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SECRETARY DESIGNATE OF PUBLIC EDUCATION

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GOVERNOR

**Charter Schools Division  
2023-24 Preliminary Annual Report  
Revised September 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

**2023-24 120-Day Enrollment:** 200

**Contract Term:** 2021-2026

**CAPs or Conditions:** none

**Notice from 2022-23 Annual Report:** Exemplary Performance

**Unsatisfactory** terms that need to be addressed from 2022-23 Annual Report: the PEC has identified two areas of unsatisfactory performance related to growth in English language scores for black students and growth in math scores for students with disabilities on pages 6-7 of the annual report and finances identifying the material and significant weakness, four total audit findings and one repeat finding identified in the FY22 audit and listed on page 11, indicator 2.b. of the annual report.

**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 Nova 2023-24 (120-Day)**

**Note:** demographics by subgroup is not yet available; pending Nova certification.

**Academic Performance**

Academic Performance Framework Indicators	2022-23 Score (100 points possible)	2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	<b>Spotlight 78.4</b>	<b>pending*</b>
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	<b>100</b>	<b>100</b>
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>89.2</b>	–

**\*Note:** NM Vistas scores are not yet available. Report will be updated when published.

**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 school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p><b>Spotlight:</b> Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p><b>Traditional:</b> No other designation</p>	<p><b>TSI (Targeted Support and Improvement):</b> Multi-year low performing subgroup(s)</p>
		<p><b>ATSI (Additional Targeted Support and Improvement):</b> TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p><b>CSI (Comprehensive Support):</b> Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p><b>MRI (More Rigorous Intervention):</b> on CSI for 3 years</p>

**Note about 2022-23 NM Vistas Revision:** on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan* (CSP) that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

**Important:** According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

**Note:** NM Vistas designations and academic proficiencies are not available at this time. Report will be updated when data are available.

## 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

**Goal 1 Rating:** 98% attained- Exceeds Standard. **Score: 100**

**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

**Goal 2 Rating:** 97% attained- Exceeds Standard. **Score: 100**

## Organizational and Financial Performance Framework

**2023-24 Overall Rating: Pending**

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.

## Screenshot of Multi-year Performance Framework Ratings

J. Paul Taylor Academy	2021-22	2022-23	2023-24
<b>Organizational and Financial Performance Ratings</b>			
1a Mission and Educational Program	Working to Meet Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	Meets Standard	N/A
2a Financial Reporting and Compliance	Does Not Meet Standard	Does Not Meet Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Working to Meet Standard	Meets Standard	Meets Standard
4a Rights of All Students	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Meets Standard	Working to Meet Standard	Does Not Meet Standard
4d Employee Rights	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Meets Standard	Meets Standard
5b Transportation	N/A	N/A	N/A
5c Health and Safety	Meets Standard	Meets Standard	Meets Standard
5d Handling Information	Meets Standard	Meets Standard	Meets Standard

### Explanation of 2023-24 Indicator Ratings

- 1.b. Participation data will be provided in Fall 2024.
- 2.b. Six findings on [FY23 audit](#) including one material weakness.
- 2.c. One repeat finding on [FY23 audit](#).
- 2.d. 39% Career Technical Education Program (27502) reverting grant funds not expended.
- 3.a. 2 board members did not complete the new member course.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.
- 4.c. Licensure discrepancies not resolved by 120D.

**Site Visit Attendees**

February 6, 2024

**CSD Team:** Cheryl Rowe (lead), Dr. Brigette Russell and Lucy Valenzuela

**School Leadership:** Eric Ahner (head administrator) and Julia Rivera-Tapia

**Governing Board:** Coree King, Vivian Fietze and Jerry Wallace