



STATE OF NEW MEXICO
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SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2023-24 Annual Report
Revised December 18, 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 Enrollment: 200 (NMVistas.org: Enrollment Count from Avg. of 80 & 120 day Active Students Report)

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.

Progress from 2022-23 Notice to 2023-24:

- Growth in English language scores for black students and growth in math scores for students with disabilities: NM Vistas changed the business rules for computing growth from 2022-23 to 2023-24, so comparative growth cannot be obtained. Moreover, the school's reading growth percentile for black students and math growth percentile for students with disabilities were both masked for the school in 2023-24.
- Indicator 2.b. Accounting Principles earned repeat ratings of Does Not Meet in 2022-23 and 2023-24.

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.

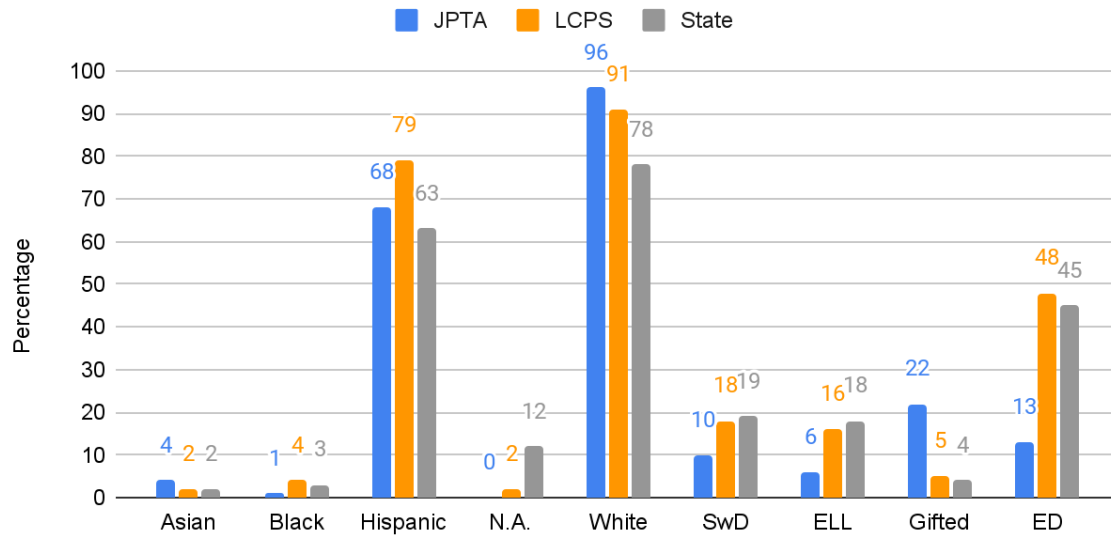
5.1.4. A commitment to Healthy Life Skills is a pillar of the school's educational program. This is evidenced, for example, by the practice of daily walk, expanded Physical Education instruction, and a food service program that centers on fresh-daily meals with a heavy emphasis on fresh vegetables and 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. Students are identified as Hispanic independently of their race.

Enrollment by Subgroup (120D) 2023-24



Source: Nova Enrollment Subgroup Percentages with Averages

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	Spotlight 78.4	Spotlight 65*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	100	100
Overall Academic Score: average of indicators 1 and 3	89.2	82.5

*Note: Per NM Vistas, point totals from SY22-23 and SY23-24 cannot be compared due to changes in business rules. For more information about point differentials, refer to: [2022-23 Accountability Measures Overview](#) and [2023-24 Accountability Measures Overview.pdf - Google Drive](#)

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.

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>Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p>Traditional: No other designation</p>	<p>TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)</p>
		<p>ATSI (Additional Targeted Support and Improvement): 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>CSI (Comprehensive Support): 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>MRI (More Rigorous Intervention): on CSI for 3 years</p>

Note: 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.

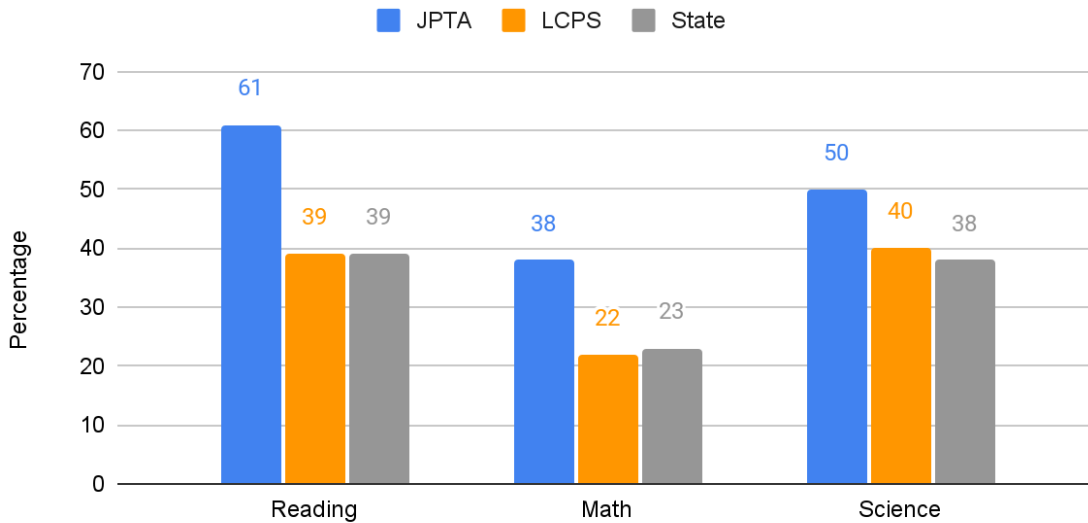
Refer to the [2023-24 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

For the school year 2023-24, **J. Paul Taylor Academy** received a designation of **Spotlight**.

Proficiency

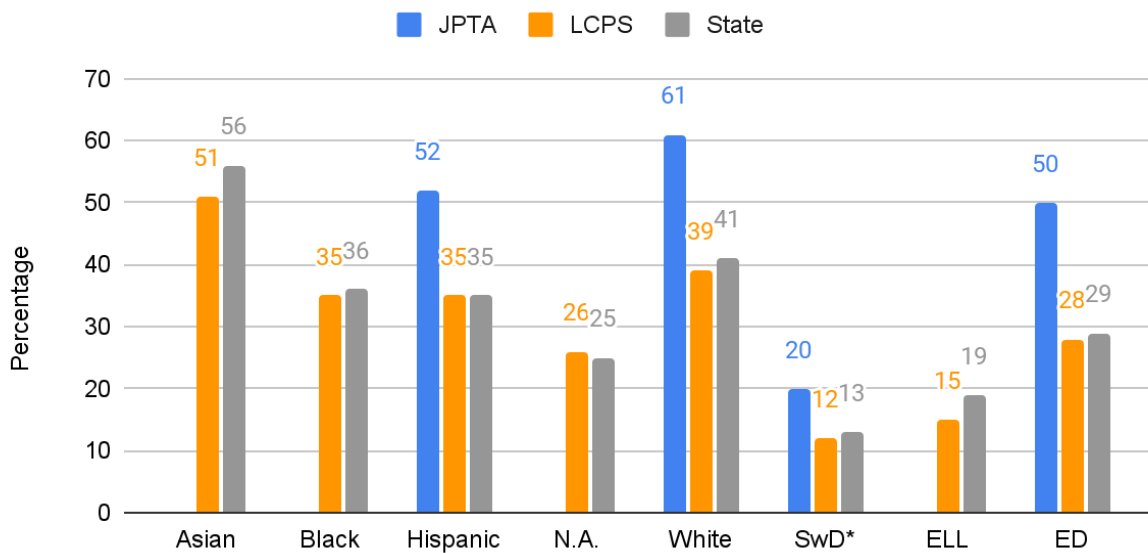
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2023-24



Source: NMVistas.org

Percent Proficient in Reading by Subgroup 2023-24

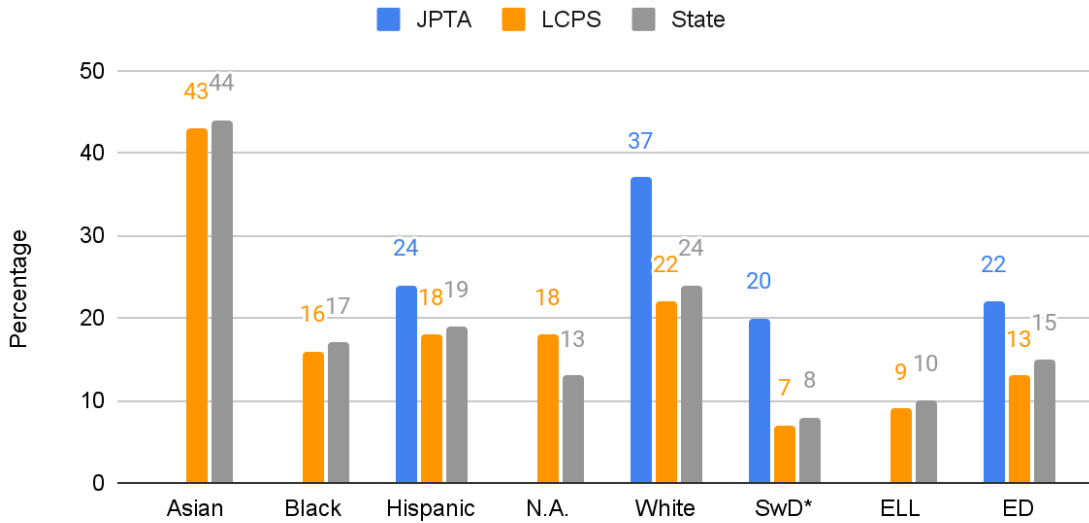


Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school.

***Note:** The school's students with disabilities are partially masked, $\leq 20\%$ in reading.

Percent Proficient in Math by Subgroup 2023-24

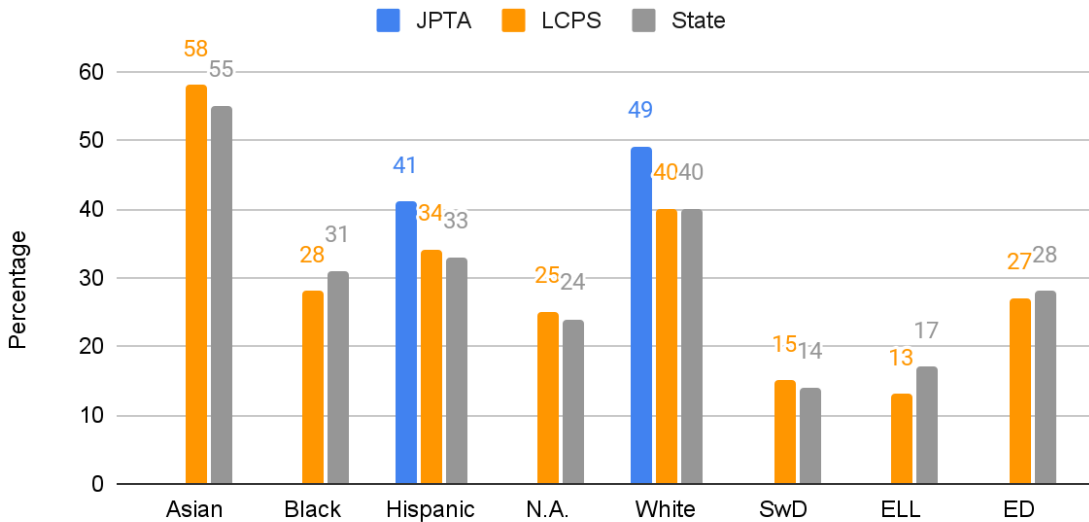


Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school.

***Note:** The school's students with disabilities are partially masked, $\leq 20\%$ math.

Percent Proficient in Science by Subgroup 2023-24



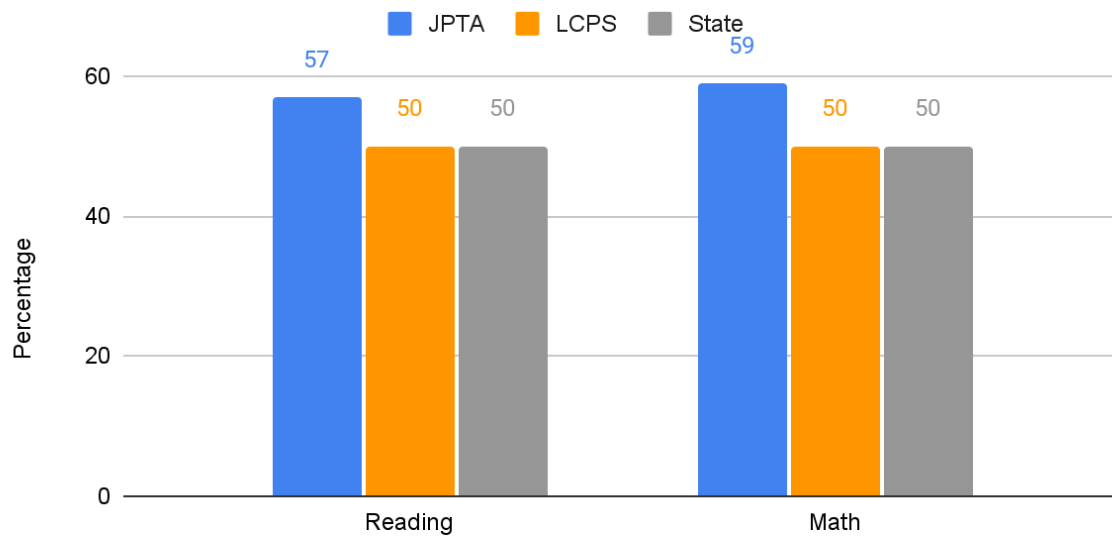
Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school.

Growth

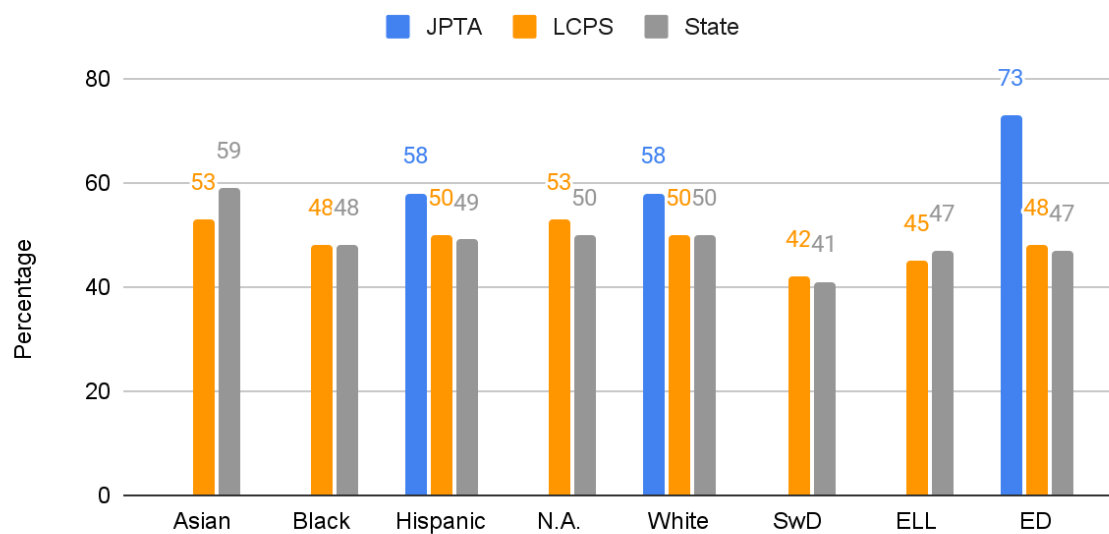
Definition per NM Vistas: median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high school students as data is limited to 11th grade SAT and Assessment of Science Readiness (ASR).

Growth Percentile for All Students (2022-23 to 2023-24)



Source: NMVistas.org

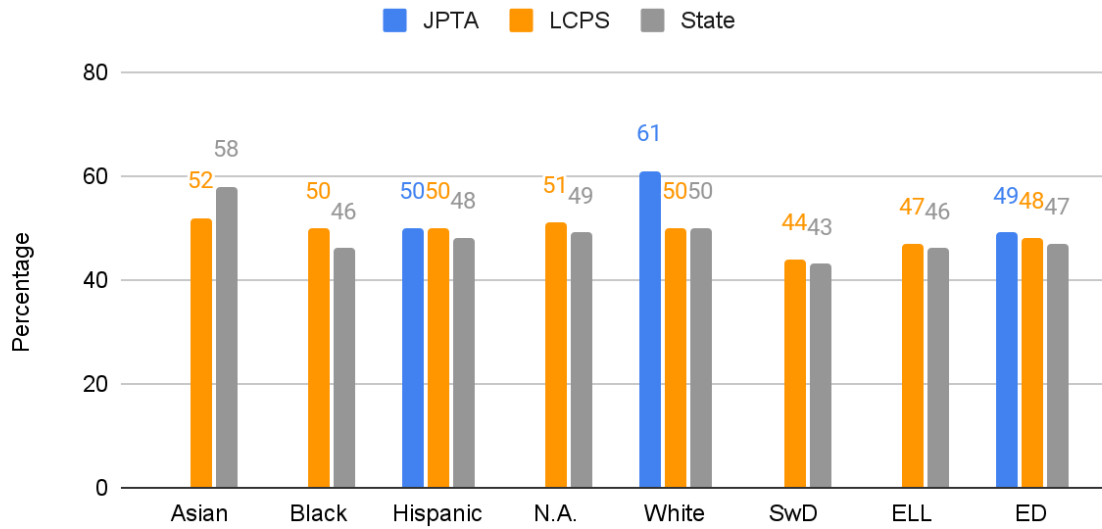
Reading Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

Math Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

English Learner Progress (ELP):

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency (an ACCESS score of 4.7 or higher) within five years as measured by the ACCESS English language development assessment. (NMVistas.org)

JPTA ELP: Masked	LCPS ELP: 17.4%	State ELP: 17.5%
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Source: NMVistas.org

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: 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.

Screenshot of Multi-year Performance Framework Ratings

J. Paul Taylor Academy	2021-22	2022-23	2023-24
Organizational and Financial Performance Ratings			
1a Mission and Educational Program	Working to Meet Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Meets Standard	Meets Standard
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	Meets 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	Working to Meet Standard
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

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.

4.b. Attendance percentage rate is 92% (95% target), retention rate is 99% (80% target) and recurrent is 94% (70% target).

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



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District 9, Hobbs

January 25, 2025

Eric Ahner
Valerie Ratliff-Parker
J. Paul Taylor Academy
eric.ahner@jpaultayloracademy.org
valery.parker@jpaultayloracademy.org

Dear Mr. Ahner and Ms. Ratliff-Parker:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2023-2024 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its January 2025 meeting.

1. Satisfactory Performance. As outlined in New Mexico rule NMAC 6.2.9.12 and 13⁸, the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of satisfactory performance. I note that you improved an area of concern from last year as well. Thank you for this strong work.

2. Uncorrected unsatisfactory performance. The PEC has identified the uncorrected unsatisfactory performance related to:

- 2.b. Accounting Principles

The schools will be placed on the PEC agenda for February to discuss how they will remedy the uncorrected unsatisfactory performance, and the PEC may take action under the intervention ladder.

⁸ <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

3. New unsatisfactory performance. Finally, the PEC has identified the new unsatisfactory performance related to

- 4c. Staff Credentialing on page 11.

The unsatisfactory performance should be corrected by the next annual report. You will work with your staff and board and report your progress to the CSD through the annual site visit and report process to show your progress. If you are successful in improving the performance, CSD will report that in the next annual report, and the concerns will be identified as corrected. If you are not successful (which we hope will not be the case), the school may receive a notice of uncorrected unsatisfactory performance next year which could impact the ultimate renewal of the school.

Please note that CSD has been asked to provide a general report to PEC with regard to school improvement on growth related to ELA scores for black students at the next PEC meeting

The contract and all annual reports for the school are located here: <https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> The SY 2023-2024 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

/s/ Patricia Gipson

Chair, Public Education Commission
District 7