NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application Package *Table of Contents*
For the New Mexico Public Education Commission

The GREAT Academy	Nov 2015

Head Administrator: Jasper Mathews

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The GREAT Academy
Renewal Executive Summary

1. Summary

A. The GREAT Academy was approved and authorized by the PEC in 2010. The school has been in operation since 2011. This is their first renewal. The school has seen a drop in points earned in all areas of the report card from 2013 to 2014 with the exception of Q1 performance and Opportunity to Learn.

B. **Performance Summary**

The school does not meet academic performance standards. The school's three year trend for the letter grade shows an upward trend with the three year average as a B. The current standing shows a very slight upward trend. The student growth measure for the lowest performing students shows consistent performance, but the student growth measure for Q3 shows an upward trend.

The school did not meet two of the five performance goals in its charter contract.

The school does not meet operational performance standards. The 2013 audit identified one non-compliance finding. This is an improvement over the 2012 audit, which identified one repeat significant deficiency and two repeat non-compliance findings along with four other non-compliance findings, and the 2011 audit which identified two significant deficiencies and one material weakness along with seven non-compliance findings.

The school's financial performance raises some concerns. The charter projected its cash carryover to be $300,000; however, on the final cash report, the charter ended the school year with $265,998.33. A decrease of ($34,001.67). For FY16, the charter anticipated on phasing in grades 6th & 7th. Due to the low enrollment for grade 7th, the charter only phased in grade 6th. For FY16 budget, the charter projected the 40 Day enrollment to be at 220 MEM; however, the actual 40 Day MEM there was 236 MEM enrolled.

2. Performance Analysis

Area	Meets	Cannot be Determined	Does Not Meet
Academic Framework	☐	☐	☒
Financial Framework	☐	☒	☐
Organizational Framework	☐	☐	☒

Analysis of Academic, Financial and Operational Frameworks could not be conducted because the school is not currently under a performance contract.

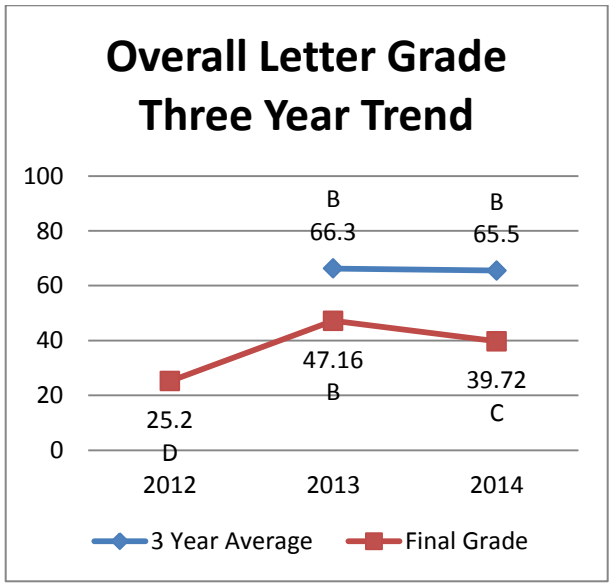
The GREAT Academy has had adequate performance on the state report card for the past 3 years earning a B average in 2014. Three year trend data for overall letter grade, current standing, and student growth components is provided below.

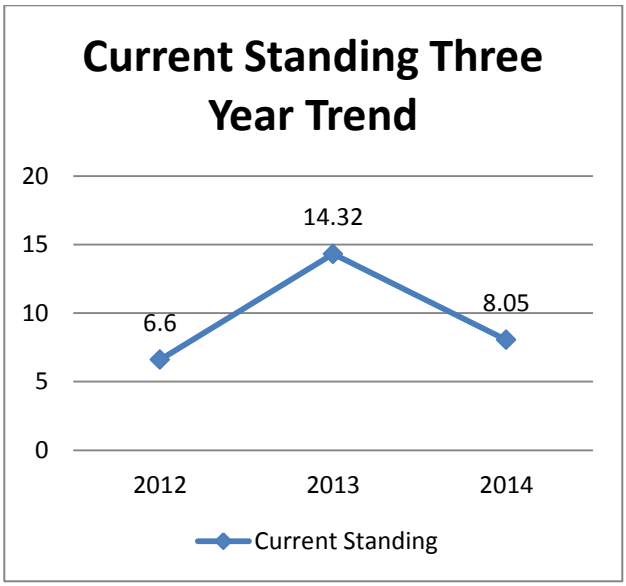
The school is out of compliance academically as a result of failure to meet 2 of 5 charter goals.

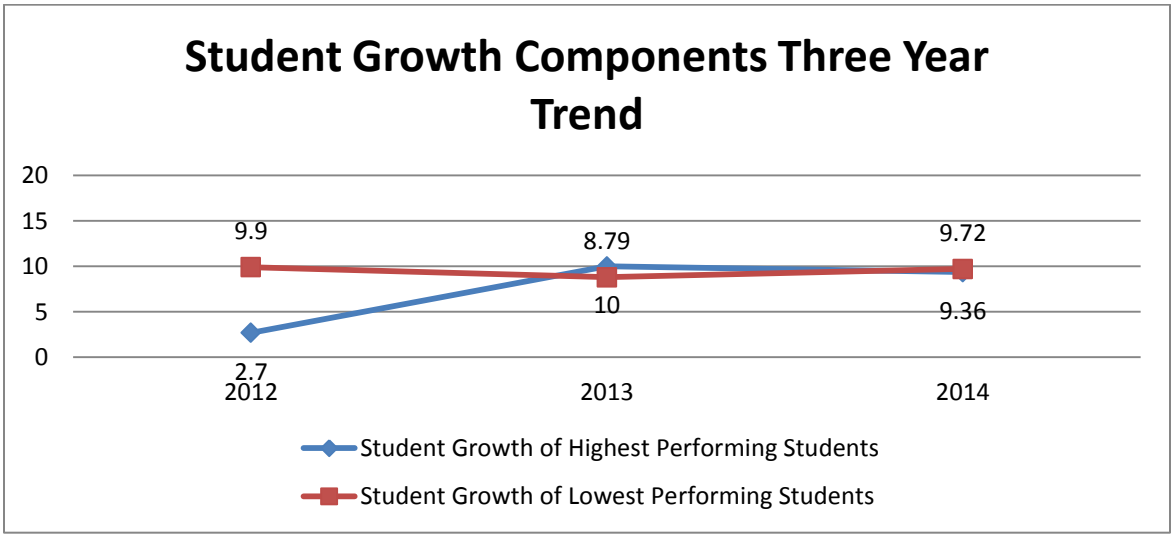
Limited information is available about the school's financial performance. The charter projected its cash carryover to be $300,000; however, on the final cash report, the charter ended the school year with $265,998.33. A decrease of ($34,001.67).

The school has demonstrated poor, but improving organizational performance in the 2011, 2012, and 2013 audits. The 2013 audit identified one non-compliance finding. This is an improvement over the 2012 audit, which identified one repeat significant deficiency and two repeat non-compliance findings along with four other non-compliance findings, and the 2011 audit which identified two significant deficiencies and one material weakness along with seven non-compliance findings.

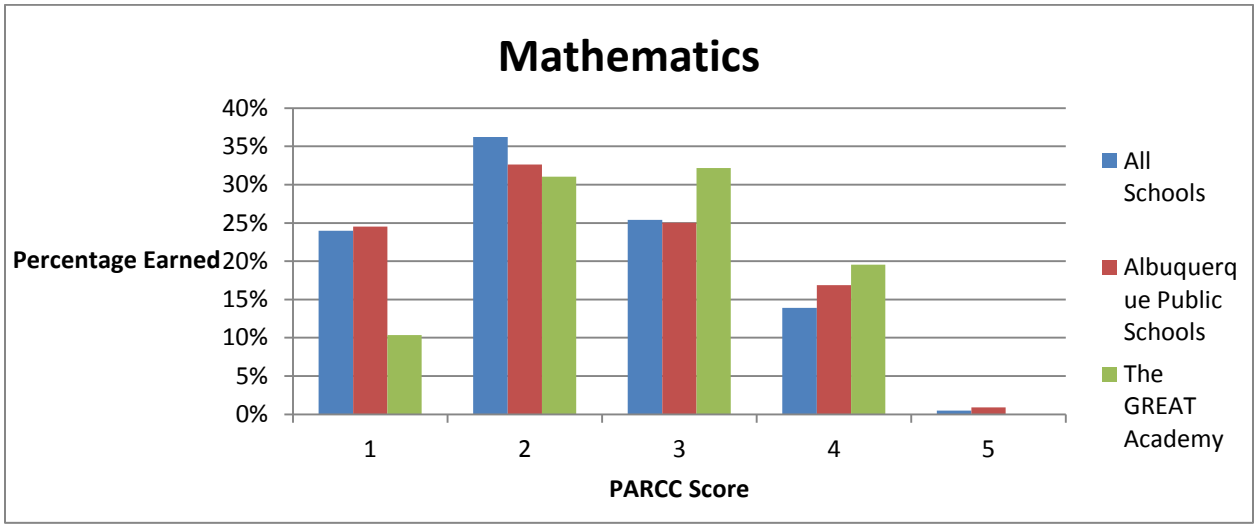
Additionally, CSD did not confirm evidence of the school providing services to ELL students.

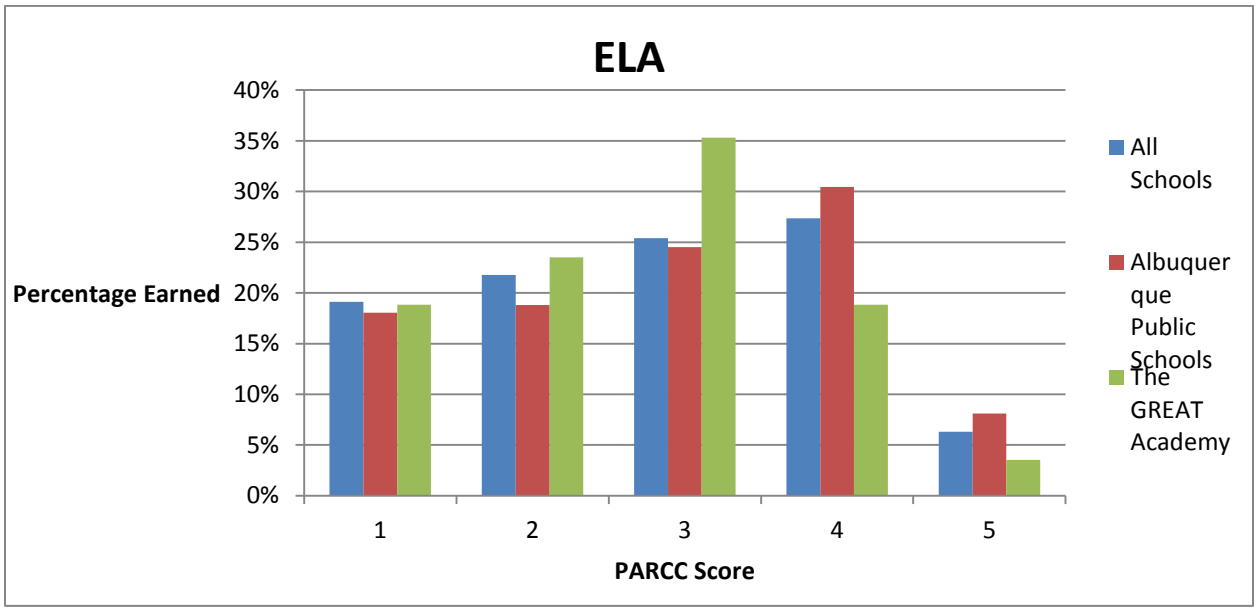






PARCC Data
The GREAT Academy's PARCC scores from the 2015 testing show poor performance in the level of meets expectations in English Language Arts when compared to the state at large and the Albuquerque Public School District. In mathematics the school scored better than the state and district in approaching expectations, a score of 3 and meets expectations, a score of 4. Overall The GREAT Academy performed about the same as their peers for the grades tested.

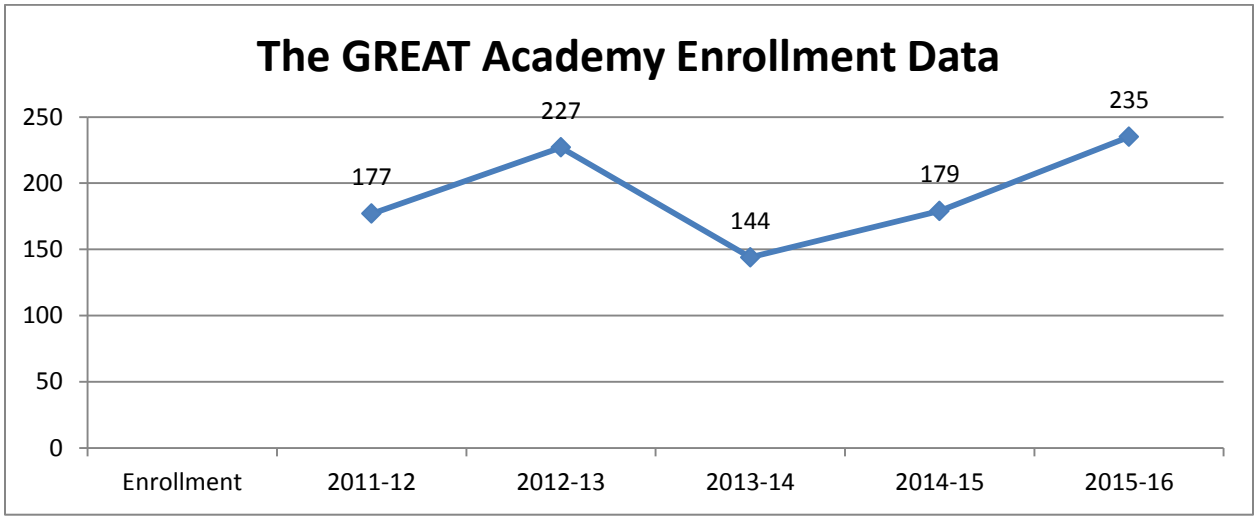


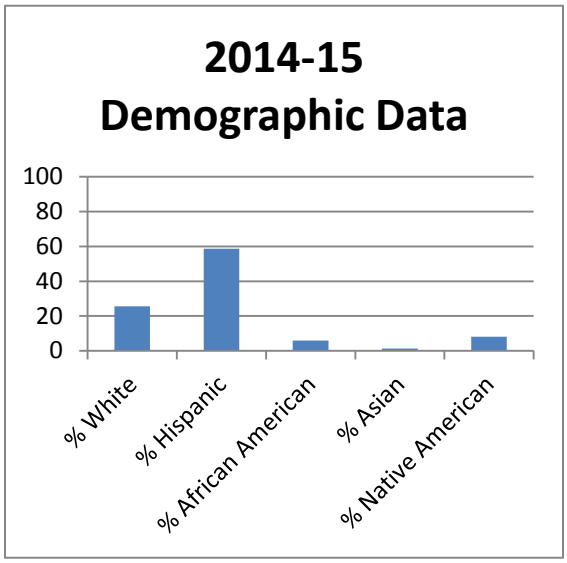


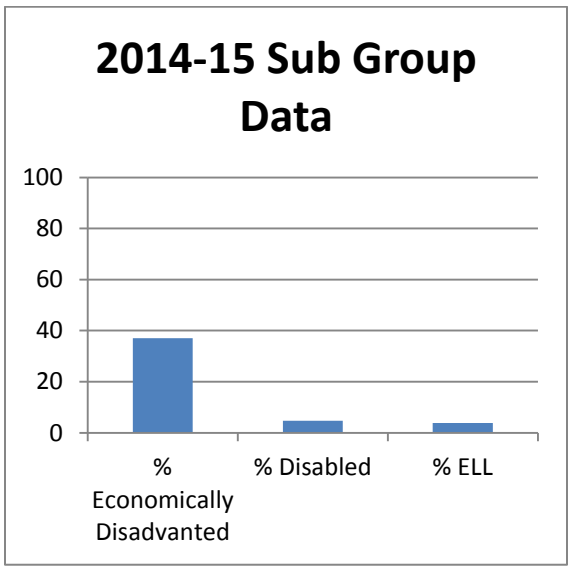
3. Profile

The GREAT Academy is a 6, 9-12 school that has been open since 2011. After a drop in enrollment in the 2013-14 SY the school has seen a steady increase; enrollment is capped at 360. The school serves a population including 37% economically disadvantaged, 58% Hispanic, 25% white, 6% African American, and 8% Native American . Approximately 4% of the population served is ELL and 5% have IEPs.

School's Mission: The GREAT Academy mission is to ensure that all students Gain Real-world Experience through Active Transition.







4. Additional School Choices					
School	**Distance from School**	**Economically Disadvantaged ± 5%**	**Special Education ± 5%**	**ELL ± 5%**	**2014 Final Letter Grade**
Sandia High School	3.8 Miles	Yes	+7%	Yes	A
Albuquerque High School	6.3 Miles	No	No	No	B
Del Norte High School	1.4 Miles	No	No	No	B

5. Statements of Progress

The GREAT Academy was required to provide statements of progress for any specific area of the state report card that did not meet a C level for any of the past 3 years. Additionally schools were required to create statements of progress for charter goals which they failed to meet. The school provided statements of progress which are analyzed following the rubric provided to schools during the final renewal training given by CSD.

The GREAT Academy was required to submit statements of progress for Final Grade, Current Standing, Q3 Performance. The school did not complete all required statements of progress.

For a school to obtain a "meets" rating in any area of the evaluation the school must sufficiently meet all aspects of the rubric created by CSD and shared with the school. CSD used the evaluation rubric and information obtained from the application and the renewal site visit to compile the following evaluations. Specific comments regarding the aspects of the rubric can be found in the Final Analysis document in this application packet.

Evaluation Summary			
Area: State Report Card	**CSD Evaluation**		
	Meets	**Does Not Meet**	**Falls Far Below**
Final grade	☐	☒	☐
Current Standing	☐	☒	☐
Q3	☐	☒	☐
Area: Charter Goals	**CSD Evaluation**		
	Meets	**Does Not Meet**	**Falls Far Below**
Goal #1	☐	☒	☐
Goal #3	☐	☒	☐

6. Proposed Motion Language

Motion to Renew without Conditions

Move that the Public Education Commission approve the renewal application for The GREAT Academy for a term of 5 years. The Commission finds that the applicant has submitted a renewal application that demonstrates:

1. the school has not committed a material violation of any of the conditions, standards or procedures set forth in the charter contract, because **[PEC TO PROVIDE REASONS];**

2. the school [**met** OR **made substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract**], because **[PEC TO PROVIDE REASONS];**

3. the school met generally accepted standards of fiscal management because **[PEC TO**

PROVIDE REASONS]; and

4. the school has not violated any provision of law from which the charter school was not specifically exempted because **[PEC TO PROVIDE REASONS].**

Motion to Renew with Conditions

Move that the Public Education Commission approve the renewal application for The GREAT Academy for a term of **[PEC TO PROVIDE]** years with the following conditions:

- **[PEC TO PROVIDE]**

As described in the renewal application and analysis, The GREAT Academy has not met the student performance standards identified in the charter contract. Additionally, the school failed to demonstrate it is making substantial progress toward achievement of these academic standards. Further, the school has failed to meet the generally accepted standards of fiscal management and has violated provisions of the law from which the charter school is not exempted.

For these reasons, the Commission has a statutory justification to determine that the charter could be not renewed.

However, because the school has demonstrated adequate academic performance as identified in the letter grades, and because there is not evidence that the school's governing body has been adequately notified of the unsatisfactory performance and provided reasonable opportunity for the governing body to remedy the problem, the Public Education Commission is granting a limited term renewal with conditions to allow the charter school a reasonable opportunity to improve the academic, organizational, and financial performance of the school.

Motion for Non-Renewal

Move that the Public Education Commission deny the renewal application for The GREAT Academy .

As described in the renewal application and analysis, The GREAT Academy has not met the student performance standards identified in the charter contract. Additionally, the school failed to demonstrate it is making substantial progress toward achievement of these academic standards. Further, the school has failed to meet the generally accepted standards of fiscal management and has violated provisions of the law from which the charter school is not exempted. The school's governing body has been aware of the unsatisfactory performance and has had a reasonable opportunity to remedy the problems.

For these reasons, the Commission has a statutory justification to determine that the charter could be not renewed.

NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application *Final* Analysis For the New Mexico Public Education Commission

The GREAT Academy	Nov 2015

Head Administrator: Jasper Mathews

NM PED Charter School Division - School Snapshot Report

The GREAT Academy

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

General Information

Mailing Address: 6001-A San Mateo Blvd NE, Albuquerque, NM 87109
Physical Address: 6001-A San Mateo Blvd NE, Albuquerque, NM 87109
Phone: (505) 792-0306 Ext: Fax: (505) 792-0225 Website: www.thegreatacademy.org
Opened: 2011 State Appvd: Sep-10 Renewal: 2016
School District: Albuquerque County: Bernalillo

Administration:

Staff	Year Began	Phone	Email
Jasper Matthews, Executive Director jmatthews@thegreatacademy.org		(505) 792-0306	(505) 980-8545
Chenyu Liu, Business Mgr cliu@thegreatacademy.org		(505) 792-0306	(505) 410-7400
Keisha Matthews, Director of Academics kmatthews@thegreatacademy.org			(505) 385-5321
Keisha Matthews, STARS Coord kmatthews@thegreatacademy.org		(505) 792-0306	(505) 385-5321

Governing Board:

Member:		Affadavit:	Begin:	End:	Training Year and Hrs:
Dr. Penny Edwards	President	7/16/2013			
Mirna Kabbara	Board	7/16/2013			
Michael Pitts	Vice President	7/16/2013			
Jade Rogers	Board	7/16/2013			
Ronald Shorter	Board				

Other:	Email	Notes
Melissa Sanchez, Budget Analyst	melissa.sanchez@state.nm.us	Monthly Reports

Mission: The GREAT Academy mission is to ensure that all students Gain Real-world Experience through Active Transition.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	6 & 9-12		360	179	5	35.8

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	D	B	C		
2. 3 Year Avg Grade		B	B		
3. Current Standing	F	B	F		
4. School Growth		B	C		
5. Highest Performing Students	F	A	A		
6. Lowest Performing Students	B	B	A		
7. Opportunity to Learn	C	C	C		

8. Graduation			
9. Career and College			
10. Reading Proficiency	29.8	33.3	30.2
11. Math Proficiency	15.9	23.1	20.9
12. SAMS	N	Y	N

NM PED Charter School Division - School Snapshot Report

The GREAT Academy

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

13. SAMS Graduation %			
14. Bonus Points	1	3.5	3.8

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment		177	227	144	179

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male		36.7%	39.6%	51.4%	53.1%
3. % Female		63.3%	60.4%	48.6%	46.9%
4. % Caucasian		16.9%	14.5%	31.3%	26.3%
5. % Hispanic		61.6%	61.7%	52.8%	60.3%
6. % African American		11.9%	11.0%	9.0%	7.3%
7. % Asian		0.6%	1.3%	1.4%	0.0%
8. % Native American		9.0%	11.5%	5.6%	6.1%
9. % Economically Disadvantaged		1.1%	68.7%	46.5%	38.5%
10. % Title 1 TS		0.0%	0.0%	0.0%	100.0%
11. % Title 1 T		0.0%	0.0%	0.0%	0.0%
12. %Title 1 S		0.0%	0.0%	100.0%	100.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		2.8%	3.1%	5.6%	7.3%
15. % ELL		0.0%	0.4%	0.0%	0.0%

School Overview

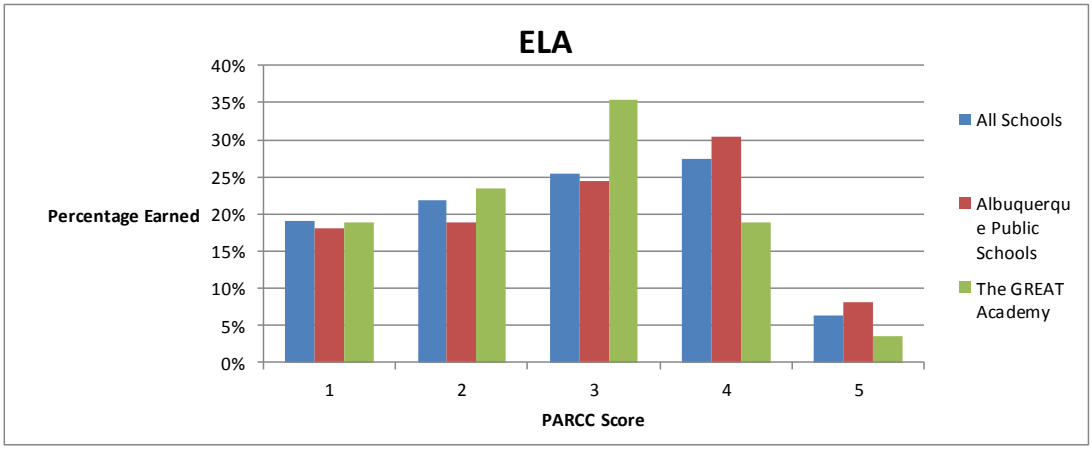
- **Charter History/ Academic Performance**

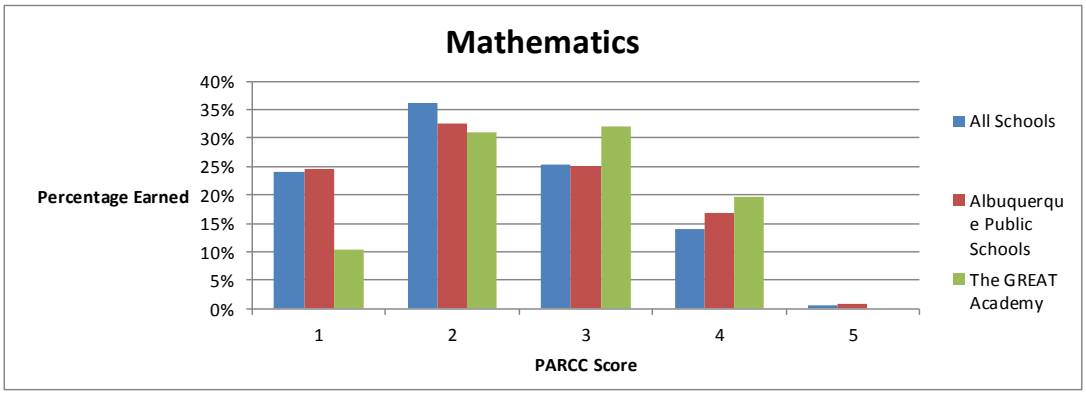
The GREAT Academy was approved and authorized by the PEC in 2010. The school has been in operation since 2011. This is their first renewal. The school has seen a drop in points earned in all areas of the report card from 2013 to 2014 with the exception of Q1 performance and Opportunity to Learn.

The school's 3 year average is a B. The school has maintained a C or above on the state report card with the exception of a significant fluctuation in the area of Current Standing.

School Report Data - The Great Academy Charter School			
	2012	**2013**	**2014**
3 Year Average	N/A	B 66.3	B 65.5
Final Grade	D 25.2	B 47.16	C 39.72
Current Standing	F 6.6	B 14.32	F 8.05
School Growth	N/A	B 7.89	C 6.39
Student Growth of Highest Performing Students	F 2.7	A 10	A 9.36
Student Growth of Lowest Performing Students	B 9.9	B 8.79	A 9.72
Opportunity to Learn	C 6	C 6.16	C 6.2

CSD compiled the following 2014/2015 PARCC data for all grades tested at The GREAT Academy in both Mathematics and English Language Arts. The tables below represent comparisons between the state at large, Albuquerque Public Schools and the school for the same tested grades. In FY14-15, The GREAT Academy had a higher percentage of students scoring in the non-proficient range for reading than did APS or the state at large, but had a higher percentage of students scoring in the proficient range for math than did APS or the state at large.





- **Site Visit Summary**

  A statement of progress was required for the Current Standing, Final Grade, and Student Growth of Highest Performing Students areas of the report card.

  The GREAT Academy administration states it believes the school is an exemplar school for the Edgenuity curriculum company due to their successful implementation of the program. Face-to-face instruction was not engaging ; classroom arrangement at group desks led to off topic discussions and fewer students engaged in these classes than in the computer labs.

  Parents interviewed spoke highly of the school. Both parents had two children at the school and one with an IEP. Both parents expressed satisfaction with the education the children receive at

the school. Parents felt the school's strengths included the small environment and the use of relevant technology.

The governing board is happy with the growth of the school and the education they offer students. Each board member stated the high level at which the budget and finances are monitored. There is less clarity regarding evaluations of the administrators and the board itself.

Part B. Self-Report—Looking Back

Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

CSD Analysis – School Grade Report For The Last 3 Years

The GREAT Academy did not show evidence of improving performance in all areas on the state report card in which it was required to report statements of progress. Current Standing points dropped from 14 in 2013 to 8 in 2014. Final Grade points increased from 25 in 2012 to 39.72 in 2014.

The GREAT Academy did provide a statement of progress, supported by artifacts that describes evidence of data the school systematically collects and utilizes to understand student performance in this area. The school uses reports from the web based Edgenuity program as a part of their blended learning model to understand student performance. CSD confirmed the reports.

The GREAT Academy did provide evidence of how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance in this area. The school indicates the use of weekly student check ins using data from DEA short cycle assessments and the Edgenuity online learning program. Students are placed on an academic improvement plan when they fall behind and are continuously monitored in three week cycles until reaching their individual target goal. When students reach a target goal they are placed on a maintenance plan. The academic improvement plans also feed into the RTI and SAT processes the school uses. It is apparent that though not clearly articulated in the application, the school has an intervention process in place to support students who fall behind. CSD confirmed these academic improvement plans during the renewal site visit.

The GREAT Academy did provide evidence of systematic actions the school takes to respond to the data. See previous response.

The GREAT Academy did not provide evidence of improving performance in this area as demonstrated by internal school data in the most recent year. CSD did not confirm the results of the interventions from a longitudinal perspective. The school will need to track this data to meet this area of the rubric.

Meets ☐	**Does Not Meet ☒**	**Falls Far Below ☐**	**Not Applicable ☐**

CSD Analysis – School Charter Goals For The Last 3 Years

The GREAT Academy has 5 goals listed as a part of the current charter with the PEC. CSD confirmed the school met 3 of those goals.

The GEAT Academy did not show evidence of improving performance in this indicator/goal.
The school indicates it will graduate 29/32 enrolled seniors as part of the 2015-16 cohort. This calculates to 93%, well above the state average. CSD cannot confirm this data until the end of the current school year. CSD confirmed the school did not meet the AYP equivalent goal as PARCC data indicates the school Scored lower than Albuquerque Public School and the state at large for the same grades tested in English language arts.

The GREAT Academy did not show evidence of data the school systematically collects and utilizes to understand student performance in this area supported by artifacts. The school indicated in response to CSD's preliminary analysis that students retake classes which are failed and count toward graduation. In order the meet requirements in this area of the rubric the school would need data to support timely completion of retaken courses to indicate students are on track to graduate with their cohort. CSD did not confirm this data.

The GREAT Academy did not show evidence of how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance in this area. See CSD comments above.

The GREAT Academy did not show evidence of systematic actions the school takes to respond to the data.			
Meets ☐	**Does Not Meet ☒**	**Falls Far Below ☐**	**Not Applicable ☐**

B. Financial Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance and Financial Statement			
The school reports that it meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.			
Meets ☒	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☐**

Audit Findings			
The school reports that it follows Generally Accepted Accounting Principles. The GREAT Academy began with 12 audits in its planning year and reduced that number to 1 for the 2012-13 FY. The most recent finding was a non-compliance finding related to contract signatures. The school indicates this was rectified in the following term.			
Meets ☒	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☐**

C. Organizational Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter…*and/or*…violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms

For the 2014-2015 monitoring site visit, The GREAT Academy was rated as meeting all material terms of their current charter; however based on observations during the renewal site visit CSD would like further confirmation regarding services provided to both Special Education and ELL students.

The school responded to questions regarding Special Education and ELL services in the following manner: The GREAT Academy (TGA) has a number of documents that verify that its students are receiving services. The first is an Annual Determination letter from the Secretary of Education Skandera dated October 2, 2015 for the 2014-2015 school year that indicated that the school was assigned an annual determination of Meets Requirements in all Local Education Agency (LEA) Determination areas. The next document is the Annual Determination letter from the 2013-2014 school year that indicated Needs Improvement in the area of Indicator 13. The school participated in the necessary interventions and as noted in the letter for the following year, improved and met in all areas. In addition, for the 2012 and 2013 school years, TGA has received a rating of *Meets* for the Special Education Bureau's Maintenance of Effort requirements. (These documents can be submitted upon request.)
Along with ensuring that all Individualized Education Programs (IEPs) are current, TGA special education teacher uses a case management process called SEAMS (Special Education Accountability & Management system), which is a level 3 Response to Instruction (RtI) system used by the Special Education Teacher to monitor all special education students. Regular Education Teachers receive IEP Information Sheets, which includes the student's goals ad objectives, modifications and accommodations. Teachers use these in their planning to ensure that all needs are being met in TGA's inclusive setting. Before school starts and throughout the year, teachers are trained on topics specific to meeting the needs of special education students and general best practices in the inclusive classroom. The following are a list of the related training topics and dates:

- Special Education – Inclusive Setting – August 11, 2011
- Special Education – Strategies for Supporting Students - August 3, 2012
- Special Education Students and Edgenuity – August 6, 2012
- Special Education – Strategies for Supporting Students – August 7, 2013
- Special Education – Strategies for Supporting Students – August 8, 2014
- The Use of Consensograms/Response Structures – January 9, 2015
- Special Education – Strategies for Supporting Students – July 27, 2015
- Providing Support in Edgenuity – July 20, 2015
- Autism Spectrum Disorder Training – September 18, 2015

In addition, special education and general education students have access to a smaller lab (the intervention lab) where they are able to go for an even smaller classroom environment to get small group or one-on-one assistance/accommodations.
The GREAT Academy hired Mr. Kristoffer Smith (license #293844) for the 2015-2016 school year. On September 24, 2015, TGA received a resignation letter stating, "my wife and 3 children with special needs were in a near fatal auto collision on their way to school. The effects have been long lasting and she is still recovering, we have recently been confronted with the fact that she has not made the progress as anticipated." Later in the letter, he states, "I need to resign from my position immediately." (This letter can be provided upon request.)
At that time, The GREAT Academy advertised for a special education teacher to replace Mr. Smith. We received one resume. The candidate was interviewed on Monday, October 26th and offered the

position. She stated needing some time to consider the offer and responded by email on November 3rd stating that she felt that, "by leaving in December, I do not feel I would have done my duty as a teacher to these students." She declined the position, but asked to be considered if the position was still open at the beginning of next school year.
Currently, Mr. Matthews serves as a part time, contracted, special education teacher until the school can hire a special education teacher.
All students that indicate that they speak a language other than English on the Home Language Survey (taken at the time of enrollment) are assessed with the WAP-T. If their score indicates they are an ELL student, they receive the appropriate services. Edgenuity is the curriculum used for all core courses. In other words, the direct instruction is provided by the Edgenuity curriculum, which uses the Sheltered Instruction Observation Protocol (SIOP) as a methodology for addressing the needs of English Language Learners (Edgenuity Issue Brief on Supporting English Language Learners can be submitted upon request). Teachers are trained each year on specific strategies to use with both Special Education and English Language Learners when facilitating the Edgenuity courses. Teachers are also trained on SIOP and best practices for both core and face-to-face courses. These trainings are provided by both Keisha Matthews (TESOL certified) and through a contract (beginning in the 2015-2016 school year) with American Teachers Academy. Dr. Gregg, the Director of Academic Programs provides TGA with trainings and classroom coaching and modeling of strategies for English Language Learners and strategies for students eligible for special education. Her licenses include Level 3 general education, special education, administration, TESOL, and TEFL.

- Sheltered Instruction Observation Protocol (SIOP) to Support ELLs – K. Matthews - August 6, 2015
- SIOP Strategies to Support ELLs – American Teachers Academy – January 8, 2016

In the 2014-2015 school year, the ACCESS for ELLs was administered to one student. This school year, the 9 students that qualify as ELL will take the test in the spring. The WAP-T and ACCESS for ELLs tests are administered by Keisha Matthews.
CSD has requested the indicated documentation for its records.

Meets ☐	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☒

Employees
The school has made assurances that it is meeting organizational performance requirements related to employees including: The school meets teacher and other staff credentialing requirements The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required. CSD verified compliance during the 2014-15 annual site visit.			
Meets ☒	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☐**

School Environment			
The school has made assurances that it is meeting organizational performance requirements related to school environment including: The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years. The school keeps records of fire inspections and other safety requirements. The school meets transportation and nutrition requirements, if applicable. The school complies with health and safety requirements. The building, grounds, and facilities provide a safe and orderly environment. CSD verified compliance during the 2014-15 annual site visit.			
Meets ☒	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☐**

Appropriate Handling of Information			
The school has made assurances that it is meeting organizational performance requirements related to appropriate handling of information including: The school maintains required information in STARS and submits in a timely manner. The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities. The school keeps all records safe from fire and theft and stored in a retrievable manner. All student records are retained and disposed of pursuant to state requirements. The school properly and securely maintains testing materials. CSD verified compliance during the 2014-15 annual site visit.			
Meets ☒	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☐**

Governance
The school has made assurances that it complies with governance requirements including: All required School Policies The Open Meetings Act Inspection of Public Records Act Conflict of Interest Policy Anti-Nepotism Policy Governing Body Organization and Membership Rules (i.e., Bylaws) Required Committees (Finance and Audit) and submission of appropriate documentation Governing Body Mandated Trainings Governing Body Evaluates Itself Is the school holding management accountable The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress. The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations. CSD verified compliance during the 2014-15 annual site visit.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☒

Part C. Looking Forward

CSD Analysis – Proposed Charter Goals
The GREAT Academy presented two proposed goals in their renewal application. Both goals relate to career and college readiness and are directly related to their mission of active transition. Each of the goals is written in SMART format and includes the appropriate measures for Exceeds through Fall Far Below. The second goal as presented in the application is unclear with relation to the measurement of the Accuplacer test. It is unclear if the goal includes the student earning the stated scores on all areas of the test or for students to hit just one of the area target scores. CSD is also concerned that the goals included in the application are solely for upper classman. There is no achievement goal presented for the students in lower grades.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application *Preliminary* Analysis For the New Mexico Public Education Commission

The GREAT Academy	Nov 2015

Head Administrator: Jasper Mathews, Keisha Mathews

NM PED Charter School Division - School Snapshot Report

The GREAT Academy

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

General Information

Mailing Address: 6001-A San Mateo Blvd NE, Albuquerque, NM 87109
Physical Address: 6001-A San Mateo Blvd NE, Albuquerque, NM 87109
Phone: (505) 792-0306 Ext: Fax: (505) 792-0225 Website: www.thegreatacademy.org
Opened: 2011 State Appvd: Sep-10 Renewal: 2016
School District: Albuquerque County: Bernalillo

Administration:

Staff	Year Began	Phone	Email
Jasper Matthews, Executive Director jmatthews@thegreatacademy.org		(505) 792-0306	(505) 980-8545
Chenyu Liu, Business Mgr cliu@thegreatacademy.org		(505) 792-0306	(505) 410-7400
Keisha Matthews, Director of Academics kmatthews@thegreatacademy.org			(505) 385-5321
Keisha Matthews, STARS Coord kmatthews@thegreatacademy.org		(505) 792-0306	(505) 385-5321

Governing Board:

Member:		Affadavit:	Begin:	End:	Training Year and Hrs:
Dr. Penny Edwards	President	7/16/2013			
Mirna Kabbara	Board	7/16/2013			
Michael Pitts	Vice President	7/16/2013			
Jade Rogers	Board	7/16/2013			
Ronald Shorter	Board				

Other:	Email	Notes
Melissa Sanchez, Budget Analyst	melissa.sanchez@state.nm.us	Monthly Reports

Mission: The GREAT Academy mission is to ensure that all students Gain Real-world Experience through Active Transition.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	6 & 9-12		360	179	5	35.8

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	D	B	C		
2. 3 Year Avg Grade		B	B		
3. Current Standing	F	B	F		
4. School Growth		B	C		
5. Highest Performing Students	F	A	A		
6. Lowest Performing Students	B	B	A		
7. Opportunity to Learn	C	C	C		

8. Graduation			
9. Career and College			
10. Reading Proficiency	29.8	33.3	30.2
11. Math Proficiency	15.9	23.1	20.9
12. SAMS	N	Y	N

NM PED Charter School Division - School Snapshot Report

The GREAT Academy

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

13. SAMS Graduation %			
14. Bonus Points	1	3.5	3.8

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment		177	227	144	179

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male		36.7%	39.6%	51.4%	53.1%
3. % Female		63.3%	60.4%	48.6%	46.9%
4. % Caucasian		16.9%	14.5%	31.3%	26.3%
5. % Hispanic		61.6%	61.7%	52.8%	60.3%
6. % African American		11.9%	11.0%	9.0%	7.3%
7. % Asian		0.6%	1.3%	1.4%	0.0%
8. % Native American		9.0%	11.5%	5.6%	6.1%
9. % Economically Disadvantaged		1.1%	68.7%	46.5%	38.5%
10. % Title 1 TS		0.0%	0.0%	0.0%	100.0%
11. % Title 1 T		0.0%	0.0%	0.0%	0.0%
12. %Title 1 S		0.0%	0.0%	100.0%	100.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		2.8%	3.1%	5.6%	7.3%
15. % ELL		0.0%	0.4%	0.0%	0.0%

School Overview

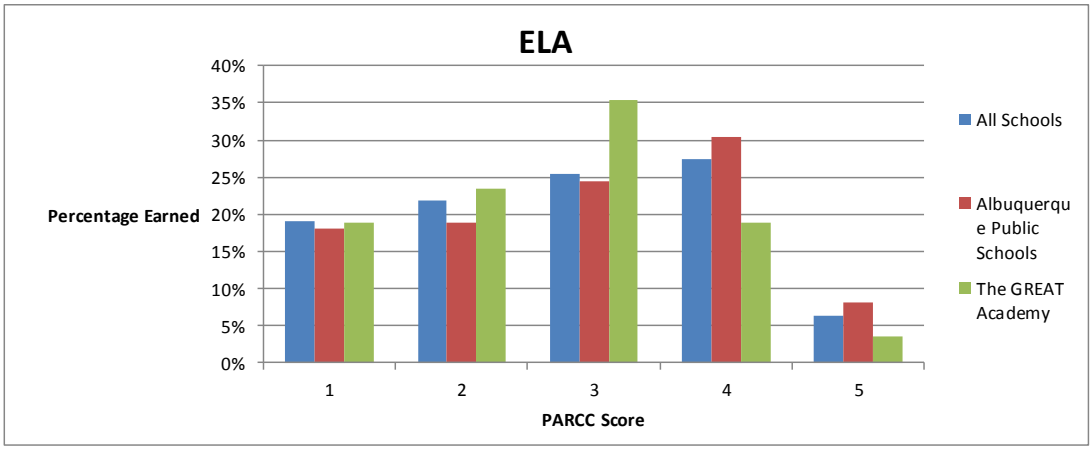
- **Charter History/ Academic Performance**

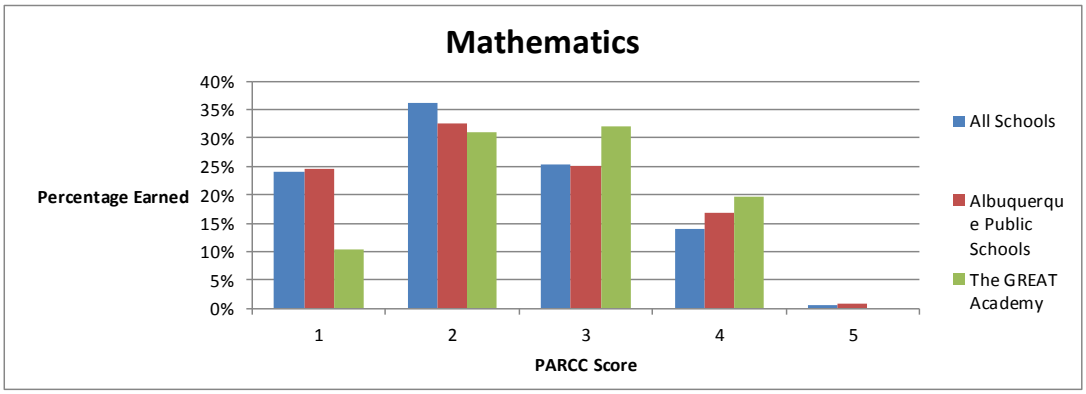
The GREAT Academy was approved and authorized by the PEC in 2010. The school has been in operation since 2011. This is their first renewal. The school has seen a drop in points earned in all areas of the report card from 2013 to 2014 with the exception of Q1 performance and Opportunity to Learn.

The school's 3 year average is a B. The school has maintained a C or above on the state report card with the exception of a significant fluctuation in the area of Current Standing.

School Report Data - The Great Academy Charter School			
	2012	**2013**	**2014**
3 Year Average	N/A	B 66.3	B 65.5
Final Grade	D 25.2	B 47.16	C 39.72
Current Standing	F 6.6	B 14.32	F 8.05
School Growth	N/A	B 7.89	C 6.39
Student Growth of Highest Performing Students	F 2.7	A 10	A 9.36
Student Growth of Lowest Performing Students	B 9.9	B 8.79	A 9.72
Opportunity to Learn	C 6	C 6.16	C 6.2

CSD compiled the following 2014/2015 PARCC data for all grades tested at The GREAT Academy in both Mathematics and English Language Arts. The tables below represent comparisons between the state at large, Albuquerque Public Schools and the school for the same tested grades. In FY14-15, The GREAT Academy had a higher percentage of students scoring in the non-proficient range for reading than did APS or the state at large, but had a higher percentage of students scoring in the proficient range for math than did APS or the state at large.





- **Site Visit Summary**

  A statement of progress was required for the Current Standing, Final Grade, and Student Growth of Highest Performing Students areas of the report card.

  The GREAT Academy administration states it believes the school is an exemplar school for the Edgenuity curriculum company due to their successful implementation of the program. Face-to-face instruction was not engaging ; classroom arrangement at group desks led to off topic discussions and fewer students engaged in these classes than in the computer labs.

  Parents interviewed spoke highly of the school. Both parents had two children at the school and one with an IEP. Both parents expressed satisfaction with the education the children receive at the school. Parents felt the school's strengths included the small environment and the use of relevant technology.

The governing board is happy with the growth of the school and the education they offer students. Each board member stated the high level at which the budget and finances are monitored. There is less clarity regarding evaluations of the administrators and the board itself.

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

Material Violations

The Charter School Act provides:

> *A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards or procedures set forth in the charter, 22-8B-12F (1) NMSA 1978.*

The school's charter defines the terms under which it proposes to operate and defines the measurable goals the school pledges to meet. The review team has analyzed the evidence provided by both the charter school and the school's current authorizer (the PEC or the school district) with regard to material violations.

Material Terms
For the 2014-2015 monitoring site visit, The GREAT Academy was rated as meeting all material terms of their current charter; however based on observations during the renewal site visit CSD would like further confirmation regarding services provided to both Special Education and ELL students. ***The school may comment on the results of the preliminary analysis by typing directly in the text box below. Response areas are available for all remaining sections.***
School Response
The GREAT Academy (TGA) has a number of documents that verify that its students are receiving services. The first is an Annual Determination letter from the Secretary of Education Skandera dated October 2, 2015 for the 2014-2015 school year that indicated that the school was assigned an annual determination of Meets Requirements in all Local Education Agency (LEA) Determination areas. The next document is the Annual Determination letter from the 2013-2014 school year that indicated Needs Improvement in the area of Indicator 13. The school participated in the necessary interventions and as noted in the letter for the following year, improved and met in all areas. In addition, for the 2012 and 2013 school years, TGA has received a rating of *Meets* for the Special Education Bureau's Maintenance of Effort requirements. (These documents can be submitted upon request.)

Along with ensuring that all Individualized Education Programs (IEPs) are current, TGA special education teacher uses a case management process called SEAMS (Special Education Accountability & Management system), which is a level 3 Response to Instruction (RtI) system used by the Special Education Teacher to monitor all special education students. Regular Education Teachers receive IEP Information Sheets, which includes the student's goals ad objectives, modifications and accommodations. Teachers use these in their planning to ensure that all needs are being met in TGA's inclusive setting. Before school starts and throughout the year, teachers are trained on topics specific to meeting the needs of special education students and general best practices in the inclusive classroom. The following are a list of the related training topics and dates:

- Special Education – Inclusive Setting – August 11, 2011
- Special Education – Strategies for Supporting Students - August 3, 2012
- Special Education Students and Edgenuity – August 6, 2012
- Special Education – Strategies for Supporting Students – August 7, 2013
- Special Education – Strategies for Supporting Students – August 8, 2014
- The Use of Consensograms/Response Structures – January 9, 2015
- Special Education – Strategies for Supporting Students – July 27, 2015
- Providing Support in Edgenuity – July 20, 2015
- Autism Spectrum Disorder Training – September 18, 2015

In addition, special education and general education students have access to a smaller lab (the intervention lab) where they are able to go for an even smaller classroom environment to get small group or one-on-one assistance/accommodations.

The GREAT Academy hired Mr. Kristoffer Smith (license #293844) for the 2015-2016 school year. On September 24, 2015, TGA received a resignation letter stating, "my wife and 3 children with special needs were in a near fatal auto collision on their way to school. The effects have been long lasting and she is still recovering, we have recently been confronted with the fact that she has not made the progress as anticipated." Later in the letter, he states, "I need to resign from my position immediately." (This letter can be provided upon request.)

At that time, The GREAT Academy advertised for a special education teacher to replace Mr. Smith. We received one resume. The candidate was interviewed on Monday, October 26th and offered the position. She stated needing some time to consider the offer and responded by email on November 3rd stating that she felt that, "by leaving in December, I do not feel I would have done my duty as a teacher to these students." She declined the position, but asked to be considered if the position was still open at the beginning of next school year.

Currently, Mr. Matthews serves as a part time, contracted, special education teacher until the school can hire a special education teacher.

All students that indicate that they speak a language other than English on the Home Language Survey (taken at the time of enrollment) are assessed with the WAP-T. If their score indicates they are an ELL student, they receive the appropriate services. Edgenuity is the curriculum used for all core courses. In other words, the direct instruction is provided by the Edgenuity curriculum, which uses the Sheltered Instruction Observation Protocol (SIOP) as a methodology for addressing the needs of English Language Learners (Edgenuity Issue Brief on Supporting English Language Learners can be submitted upon request). Teachers are trained each year on specific strategies to use with both Special Education and English Language Learners when facilitating the Edgenuity courses. Teachers are also trained on SIOP and best practices for both core and face-to-face courses. These trainings are provided by both Keisha Matthews (TESOL certified) and through a contract (beginning in the 2015-2016 school year) with American Teachers Academy. Dr. Gregg, the Director of Academic Programs provides TGA with trainings

and classroom coaching and modeling of strategies for English Language Learners and strategies for students eligible for special education. Her licenses include Level 3 general education, special education, administration, TESOL, and TEFL.

- Sheltered Instruction Observation Protocol (SIOP) to Support ELLs – K. Matthews - August 6, 2015
- SIOP Strategies to Support ELLs – American Teachers Academy – January 8, 2016

In the 2014-2015 school year, the ACCESS for ELLs was administered to one student. This school year, the 9 students that qualify as ELL will take the test in the spring. The WAP-T and ACCESS for ELLs tests are administered by Keisha Matthews.

Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

CSD Analysis – School Grade Report For The Last 3 Years

The GREAT Academy was required to provide statements of progress for any specific area of the state report card that did not meet a C level for any of the past 3 years. The school provided statements of progress which are analyzed following the rubric provided to schools during the final renewal training given by CSD.

The GREAT Academy was required to submit statements of progress for Final Grade, Current Standing, Q3 Performance. The school did not complete all required statements of progress.

Current Standing

1.) The GREAT Academy indicates the use of reading and math interventions and web based learning strategies are used with students. Effort was also increased to promote retention of students and faculty from year to year.

The GREAT Academy cites a change from BASI to DEA assessment as a shift in data tracking that was used to increase understanding in this area. The new data plan allows the school to target intervention more efficiently.

The school feels a large increase in the number of non-traditional students is the reason for the drop in current standing in 2014. CSD has not verified any change in enrollment demographics. These students attend the night program and have been out of school for as many as 2 years. CSD needs to verify

whether the school's contract allows for a night program or if an amendment is required.

Q3
The school did not create a statement of progress for this area.

a.) Evidence of improvement in this area - None indicated in the application

b.) The school indicates the use of weekly student check ins using data from DEA short cycle assessments and the Edgenuity online learning program. Students are placed on an academic improvement plan when they fall behind and are continuously monitored in three week cycles until reaching their individual target goal. When students reach a target goal they are placed on a maintenance plan. The academic improvement plans also feed into the RTI and SAT processes the school uses. It is apparent that though not clearly articulated in the application, the school has an intervention process in place to support students who fall behind.

c.) Weekly check-ins with students and three week reports to parents based on Edgenuity and DEA data. Interventions are established through Academic Intervention Plans.

3.) The school indicates in the statements of progress that improvement is seen in the areas of math and reading across all cohorts. The school feels a large increase in the pool number of non-traditional students through the operation of the night program is the reason for the drop in current standing in 2014. CSD has not verified any change in enrollment demographics. CSD needs to verify whether the school's contract allows for a night program or if an amendment is required.

CSD Site Visit Notes:
CSD confirmed the use of data to inform action to increase student achievement. These specific actions include the implementation of

- Double Dose Instruction- students are engaged in Edgenuity learning and a separate live class with an instructor. This intervention is intended to reinforce skills seen as needing improvement based on Edgenuity and DEA data. This intervention strategy of for 6th grade.
- 7th period Intervention- Similar to the double dose in 6th grade, middle and high school students have a 7th period class that works to fill the gaps in individual areas of need for students. This period is taught by a live teacher and may include grouping and skill level work.

School Response

The Charter Schools Division (CSD) Preliminary Analysis indicates that there was no verified change in enrollment demographics, but it must be noted that the demographic information being referred to does not include data on ages or dates of birth. The GREAT Academy's night program targets those that previously dropped out of school and want to return to complete the credits and requirements necessary to earn a high school diploma. These students were out of school anywhere from 2 years to 42 years.

School Year	Average Age of Students in Night Program	% of Students Aged 20 or Older
11/12	29	65%

12/13	28	66%
13/14	32	52%

The GREAT Academy Charter Application (2010) indicates on page 48 that, "The school will be open Monday through Thursday from 9am to 9pm (divided into sessions)". Also, at the Public Education Commission (PEC) Regular Meeting on March 9, 2012, TGA requested an amendment to increase the enrollment cap from 180 students to 360 students. The amendment was approved. The transcript from this meeting indicates that Dr. Robert Olix (who at the time served as the Principal and Compliance Officer for The GREAT Academy) stated to the commissioners, "The reason we are requesting this is because, The GREAT Academy, according to its charter, has, in essence, **two programs**:
(1) we have a traditional day program, and also
(2) we have an evening program for students, primarily adult students, who want to finish their high school diploma." This PEC transcript contains a number of references to the night program on pages 188-210. The GREAT Academy Charter Application provides for two programs serving both traditional aged students and non-traditional aged students.

The number of students testing increased by 50% in 2013, indicating a number of students who did not benefit from two years of TGA's educational program. It was in this school year, the criteria for students to be tested changed with the guidance that was disseminated concerning student "H" classification (The letter dated January 10, 2014 regarding Cohort Assignment for Returning High School Students can be submitted upon request). In prior years, if a student was an H6 or higher, they did not have to be tested with the SBA. Since TGA had students in its night program that were non-traditional in relation to their ages, they had been out of school for a number of years. In school year 2013-2014, prior to the new guidance, the TGA night program had a total of 30 students that were H6 or above. This means that these students were out of school for 2 years or more. These students were anywhere from an H6 to an H16 or higher. The new guidance stipulated that any student who had been out of school for 2 years or more would be reclassified as an H1. This change in designations resulted in TGA testing more of its non-traditional night students than it had in previous years. The fact that these students had been away from academics so long (anywhere from 2 years to 42 years) resulted in them testing lower since they had not had the benefit of multiple years of TGA's academic programming. In other words, TGA went from a testing pool of students that was more traditional to one that included a large group of non-traditional students. (In the 13-14 school year, 52% of students in the night program were 20 years of age or older. Given the ages of those students, it is safe to say that they had been out of school 2 years or more. The oldest student enrolled on the first day was born in 1951. The average age of the students over the age of 20 in the program at the time was 32. See the chart above.)

The Charter Schools Division's Preliminary Analysis indicated that The GREAT Academy did not create a statement of response for Q3. This is inaccurate. The response to Q3 is found on page 26 of the Renewal Application document. (Page 26 of the initial Charter Renewal Application can be downloaded from WebEPSS.) While the response was included, there was a mistake in the response. The response indicated that TGA scored a B in 2012, but the correct grade for that year related to Q3 was an F. The school report data indicates that TGA scored an F in 2012, an A in 2013, and an A in 2014. Since the authors of the document included this mistake, the response included was not as thorough since responses were only required for indicators for which a C or lower was received. The following is the response included in the original submission of the Renewal Application document on page 26, "This

measure looks at how well the school is serving and growing the academic abilities of its highest performing students. TGA's hybrid model gives students the ability to move at their own pace. This benefits students because they are not held back academically because of students that might be struggling. Students that would typically get bored with material with which they have already mastered are able to keep moving on to material that is new or that they are still working on mastering. Students benefit from: setting daily/weekly goals for themselves, learning at their own pace, and taking dual credit courses offered both on and off campus.
Although TGA scored lower in the areas of Current Standing and School Growth, we are really able to show how our program is impacting students in the Q3 and Q1 indicators in the current year. These look at how well we are serving students and does not take into account previous years of schooling."

In the school's first year of operation, the Q3 score was an F. The administration and staff were hard at work implementing the educational program. Online learning is, for most students (especially at that time), a new concept. It took some time for both the staff and students to adjust to a new way of teaching and learning. In the following years, the administration and instructional staff was able to use the data from the Edgenuity program to make adjustments in the way that teachers facilitated the program and in the way that students were taught to work with the program. The instructional staff in the years since has developed monitoring strategies to help both teachers and students work successfully with the Edgenuity curriculum. The efforts by the instructional staff have been officially recognized by the Edgenuity Company as an exemplary site. Not only was the school recognized with a letter, but the regional account representative has designated The GREAT Academy as a model school site and brings teachers and administrators to tour the school and its programming several times throughout the school year to share our processes and procedures with other schools that are currently using the Edgenuity curriculum or planning to use it. The letter of recognition was included with the documents reviewed by the CSD at the site visit. (A copy of this letter can be submitted upon request.)

The Charter School Division (CSD) notes that TGA uses "weekly student check ins". Each student receives a weekly progress report from the case manager to be shared with the parent. The Edgenuity curriculum also sends out an automated progress report directly to the parents by email. The case management progress report includes information on: grades in core classes, progress toward completion of the courses, the percentage behind in courses (if applicable), activities completed for the week, and any behaviors that have been witnessed that might be hindering academic success during the week. The teacher is able to make comments and can also request a parent conference if necessary. This method of progress monitoring, we believe gives students a great deal of ownership in their own learning. It is this kind of empowerment that helps all students. At any given time, they know their own statistics and data related to their learning and parents receive real-time information of the academic progress.

CSD Analysis – School Charter Goals For The Last 3 Years

The GREAT Academy has 5 goals listed as a part of the current charter with the PEC. CSD confirmed the school met 3 of those goals.

1.) The school has two goals for the 2014/2015 annual monitoring that cannot be confirmed as met. The

first goal relates to graduation cohort and states that the school will graduate at 10% above state average. The school indicates it will graduate 29/32 enrolled seniors as part of this cohort. This calculates to 93%, well above the state average. The second is written as AYP data and cannot be calculated due to PARCC data unavailability at the time of the application.

2a.) Graduation cohort data is measured by credits earned.

b.) Systematic actions taken to address needs: None indicated

c.) The school indicates that it creates academic improvement plans for any student that is not meeting personal growth expectations. These are based on Edgenuity and DEA assessment data. (see notes in report card area)

CSD Site Visit Notes:
CSD confirmed student level data for the charter goals. All calculable goals were met. Goals that were not calculable at the time of the application include graduation cohort (see note above) and AYP (see note above).

School Response

The Charter Schools Division's response indicated there were no indicated actions taken to address graduation. The GREAT Academy (TGA) enrolls a number of students in each grade that enter the program behind in credits. For instance, in this current school year, 64% of new enrollees to the day program are behind in credits, while 100% of new enrollees to the night program are behind in credits. The school's program has several actions to address this issue that often times keeps students from graduating on time or graduating in general:

1. The first action is the school's **online curriculum**. Students that fail a course in the traditional setting are required to retake the course.
2. While we also require students to **retake the course,** they are able to show mastery for any concepts with which they are already familiar and bypass sections of a course. This decreases student discouragement and boredom.
3. They can **move as quickly** through a course as their level of knowledge on the subject will allow. They are able to only focus on topics they are not initially able to show mastery on. This keeps students moving through coursework.
4. The **curriculum is accessible** to students that have a laptop/computer and internet access, 24 hours a day, 7 days a week, and even on holidays. The progression does not stop just because there is a weekend or a holiday.
5. TGA provides **extended hours** for students that do not have access to a computer or **I**nternet from home. For students attempting to catch up with credits, this is very important.
6. In addition to the web-based, self-paced curriculum, TGA offers **a summer intercession** that is free to all enrolled students. This is additional time for students to work towards completing credits for graduation.

CSD Analysis – Proposed Charter Goals

The GREAT Academy presented two proposed goals in their renewal application. Both goals relate to career and college readiness and are directly related to their mission of active transition. Each of the goals is written in SMART format and includes the appropriate measures for Exceeds through Fall Far Below.

The second goal as presented in the application is unclear with relation to the measurement of the Accuplacer test. It is unclear if the goal includes the student earning the stated scores on all areas of the test or for students to hit just one of the area target scores.

CSD is also concerned that the goals included in the application are solely for upper classman. There is no achievement goal presented for the students in lower grades.

School Response

The Charter Schools Division's analysis noted a concern with the proposed charter goals being "solely for upperclassmen". The GREAT Academy's mission is to "ensure all students gain real-world experience through active transition". While the goals seem to focus on upperclassmen, the level of student achievement in the lower grades leads to success on the proposed goals in the upper grades. Students begin taking dual credit courses in 10th grade. Without a focus on student academic success in 9th and 10th grades, students would not be successful with these goals. In essence, the goals are for all grades. The foundation of solid learning in the core areas has to be present for success with the goals proposed. These goals test whether or not our program helps students achieve desired outcomes. These are outcome based goals.

The CSD Analysis indicated that the second proposed goal was "unclear with relation to the measurement of the Accuplacer test. It is unclear if the goal includes the student earning the stated scores on all areas of the test or for students to hit just one of the area target scores." While all students, starting in the 10th grade, not all students take the same tests. Students typically take tests that are a prerequisite requirement for dual credit courses they plan to take as high school students.

Please see the following rewording of the second proposed charter goal:

The GREAT Academy students will take the American College Testing (ACT), Accuplacer (2 out of the 3 subtests listed), or the Armed Services Vocational Aptitude Battery (ASVAB) during their 11th/12th grade year. Students taking the ACT will meet a benchmark composite score of 21, a 45 Armed Forces Qualification Test (AFQT) on the ASVAB, or an 80 on Reading Accuplacer, 85 on Sentence Skills Accuplacer, or 66 on Elementary Algebra Acculplacer Test.

Exceeds Standards: 80% or more of TGA students reach the benchmark on any one test.

Meets Standards: 70-79% of TGA students reach the benchmark on any one test.

Falls Below Standard: 60-69% of TGA students reach the benchmark on any one test.

CSD Analysis – Final Site Visit Report 2014/2015

The GREAT Academy has 4 items rated "Does Not Meet" for the 2014/2015 site visit report. Two items are of particular concern and involve services for Special Education and ELL students. CSD could not confirm provision of services for the school's 9 ELL students. In addition, STARS reporting indicates 1 staff member, the principal, is endorsed in TESOL. This person is not listed as a classroom instructor.

Special education reports indicate 11 students identified, with 1 level 1, 5 level B and 5 students at level C. The school's superintendent is the only licensed special educator; CSD could not confirm the provision of services for these students. During the site visit one parent interviewed stated satisfaction with the accommodations made for her child with an IEP.

School Response

Please see the statements made in regard to the special education and ELL servicing of students. To reiterate, Mrs. Matthews is not listed as a classroom instructor and neither are other instructors for core courses because Distance Learning is listed as the teacher of record for all core classes. Mrs. Matthews performs all ELL assessments as required by the state and ensures that instructional staff are trained on strategies to aid in facilitating the online curriculum for all students. These strategies are also used in face-to-face courses.

All special education files and IEPs are current and all accommodations and modifications are being followed.

New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
2014 State Charter Renewal Application Kit

Updated March 2015

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2015**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2016**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at http://www.ped.state.nm.us/charter/index.html. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD

and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as "looking back"). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school's performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as "looking forward"). At the end of this section, the school is then asked to write two "mission-specific indicators/goals" as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School's capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as "first drafts" of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School's response, the CSD sends their final Director's Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…violated any provision of law from which the charter school was not specifically exempted.

Please contact me: katie.poulos@state.nm.us or (505) 827-8068 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Katie Poulos
Director, Charter Schools Division

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Instructions: 2014 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2015 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Matt Pahl at katie.poulos@state.nm.us or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for

	assistance and information.
Deadlines and Manner of Submission	2015 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Amy Chacon at Amy.Chacon@state.nm.us. Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2015. Note: Submission prior to October 1st, 2015 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.
Technical Assistance Workshops (April – September 2015)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September 2015. The first training will take place April 20, 2015 and will be a webinar. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 2–November 9)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 9)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis (November 9-16	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
CSD Director's Recommendation (November 30)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on **Monday, November 30, 2015**. Renewal applicants will receive a copy of the recommendation prior to the PEC acting

	on the application.
Final Authorization Meeting of PEC (December 10–11)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on **December, 10 - 11, 2015**.
Contract Negotiations (December, 2015–March, 2016)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?
The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?
The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?
The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?
The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate "Performance Contract" (*§22-8B-9 NMSA 1978)* between the authorizer and the charter school and "Performance Frameworks" (*§22-8B-9.1 NMSA 1978)*.

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: *(This process takes place after a success renewal process.)* The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for ***Material Terms*:**
The term *material* means that the authorizer deems the matter relevant to

1. The authorizer's accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note**: The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to "material violations." There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals MUST BE provided within the renewal application. If the application is approved, these indicators/goals will be used as a "first draft" for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

(1) Demonstrate the school's ability to implement the school's mission;

(2) Be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,

(3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

SAMPLE. The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?
Exceeds Standard: ☐ **The school surpasses the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 95% or more of Cohort 1 students graduate AND** **Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Meets Standard: ☐ **The school surpasses the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 90% or more of Cohort 1 students graduate AND** **Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Does Not Meet Standard: ☐ **The school does not surpass the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 80% or more of Cohort 1 students graduate AND** **Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Falls Far Below Standard: ☐ **The school falls far below the standard if it fails to meet any of the standards set forth above.**

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (*§22-8B-9 NMSA) (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [*§22-8B-9.1 NMSA] (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

(1) Student academic performance
(2) Student academic growth
(3) Achievement gaps in proficiency and growth between student subgroups
(4) Attendance
(5) Recurrent enrollment from year to year
(6) If the charter school is a high school, post-secondary readiness
(7) If the charter school is a high school, graduation rate
(8) Financial performance and sustainability
(9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self-study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.

2015 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School's Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.

- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.

Part A—School's Summary Data Report

NM PED Charter School Division - School Snapshot Report
The GREAT Academy

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

General Information

Mailing Address: 6001-A San Mateo Blvd NE, Albuquerque, NM 87109
Physical Address: 6001-A San Mateo Blvd NE, Albuquerque, NM 87109
Phone: (505) 792-0306 Ext: Fax: (505) 792-0225 Website: www.thegreatacademy.org

Opened: 2011 State Appvd: Sep-10 Renewal: 2016 School District:
Albuquerque County: Bernalillo

Administration:

Staff	Year Began	Phone	Email
Jasper Matthews, Executive Director		(505) 792-0306	(505) 980-8545 jmatthews@thegreatacademy.org
Chenyu Liu, Business Mgr		(505) 792-0306	(505) 410-7400 cliu@thegreatacademy.org
Keisha Matthews, Director of Academics			(505) 385-5321 kmatthews@thegreatacademy.org
Keisha Matthews, STARS Coord		(505) 792-0306	(505) 385-5321 kmatthews@thegreatacademy.org

Governing Board:

Member:		Affadavit:	Begin:	End:	Training Year and Hrs:
Dr. Penny Edwards	President	7/16/2013			
Mirna Kabbara	Board	7/16/2013			
Michael Pitts	Vice President	7/16/2013			
Jade Rogers	Board	7/16/2013			
Ignatius Shelton	Board				

Other:	Email	Notes
Melissa Sanchez, Budget Analyst	melissa.sanchez@state.nm.us	Monthly Reports

Mission: The GREAT Academy mission is to ensure that all students Gain Real-world Experience through Active Transition.

Grade Levels Offered/Enrollm

Year	Grades	Grades to phase in	CAP Total (40 day)		Teacher	Teacher/Student Ratio:
2014-15	9-12		360	179	5	35.8

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	D	B	C		
2. 3 Year Avg Grade		B	B		
3. Current Standing	F	B	F		
4. School Growth		B	C		
5. Highest Performing Students	F	A	A		
6. Lowest Performing Students	B	B	A		
7. Opportunity to Learn	C	C	C		
8. Graduation					
9. Career and College					
10. Reading Proficiency	29.8	33.3	30.2		
11. Math Proficiency	15.9	23.1	20.9		
12. SAMS	N	Y	N		

NM PED Charter School Division - School Snapshot Report

The GREAT Academy

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

13. SAMS Graduation %					
14. Bonus Points	1	3.5	3.8		

Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment		177	227	144	179

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male		36.7%	39.6%	51.4%	53.1%
3. % Female		63.3%	60.4%	48.6%	46.9%
4. % Caucasian		16.9%	14.5%	31.3%	26.3%
5. % Hispanic		61.6%	61.7%	52.8%	60.3%
6. % African American		11.9%	11.0%	9.0%	7.3%
7. % Asian		0.6%	1.3%	1.4%	0.0%
8. % Native American		9.0%	11.5%	5.6%	6.1%
9. % Economically Disadvantaged		1.1%	68.7%	46.5%	38.5%
10. % Title 1 TS		0.0%	0.0%	0.0%	100.0%
11. % Title 1 T		0.0%	0.0%	0.0%	0.0%
12. %Title 1 S		0.0%	0.0%	100.0%	100.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		2.8%	3.1%	5.6%	7.3%
15. % ELL		0.0%	0.4%	0.0%	0.0%

9/17/2015 Page 2 of 2

Part B—Self-Report/Looking Back

(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report
(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA**. The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

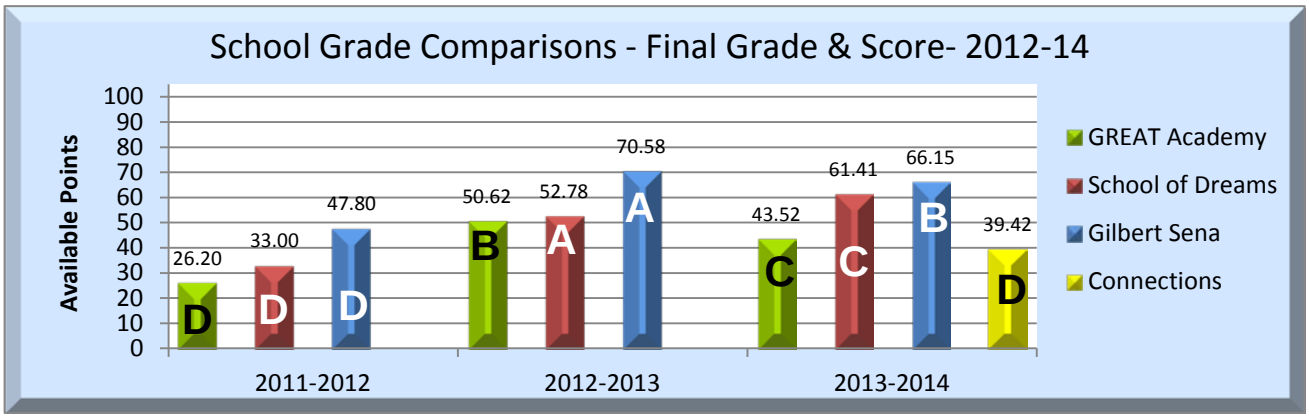
School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years 2012-13, 2013-14, 2014-15).

The GREAT Academy has completed 4 years of operation. The school served grades 10-11 in school year 2011-2012. Grades 9-11 were served in school year 2012-2013. The school served grades 9-12 starting in school year 2013-2014. The school's letter grades are as follows: 2012 – D, 2013 – B (.38 points from an A) and 2014 – C (.48 points from a B). Although TGA's letter grade has been undesirable, particularly in the school's first year, those grades have been high enough to have a three year average of a B.

TGA's school letter grade rose from a D to a B from its first letter grade in school year 11/12 to its second in 12/13. TGA's initial letter grade was a product of the school still implementing its program. The score increase was a result of the continued implementation in a number of areas. The first was reading and math intervention. Another was the continued

efforts to implement strategies to help students have success in transitioning to web-based learning. A third was consistency with retention in staff and students. It has taken time for both students/families and staff to truly understand our school's unique educational program and mission. It took a few years to acquire staff and students that are a good fit in our unique environment. The ability to educate the same students for multiple years with the same instructional staff is a benefit. As we are able to continue to establish ourselves as an educational staple in the community, we believe that we will be able to continue to improve.



TGA has a three year average score of a B due to its scores each year. In comparison to other schools with similar, web-based programs, TGA is competitive each year. Taking into account the amount of growth we are able to show with Q1s and Q3s, we are confident that we will continue to be competitive.

Current Standing

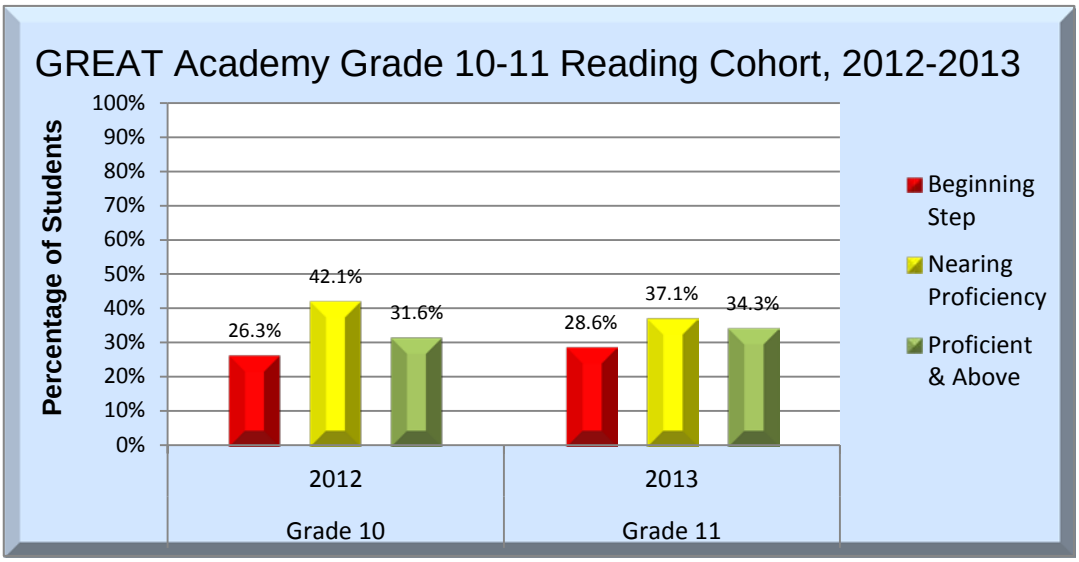
Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

The school's current standing grades are as follows:
2012 – F
2013 – B
2014 – F

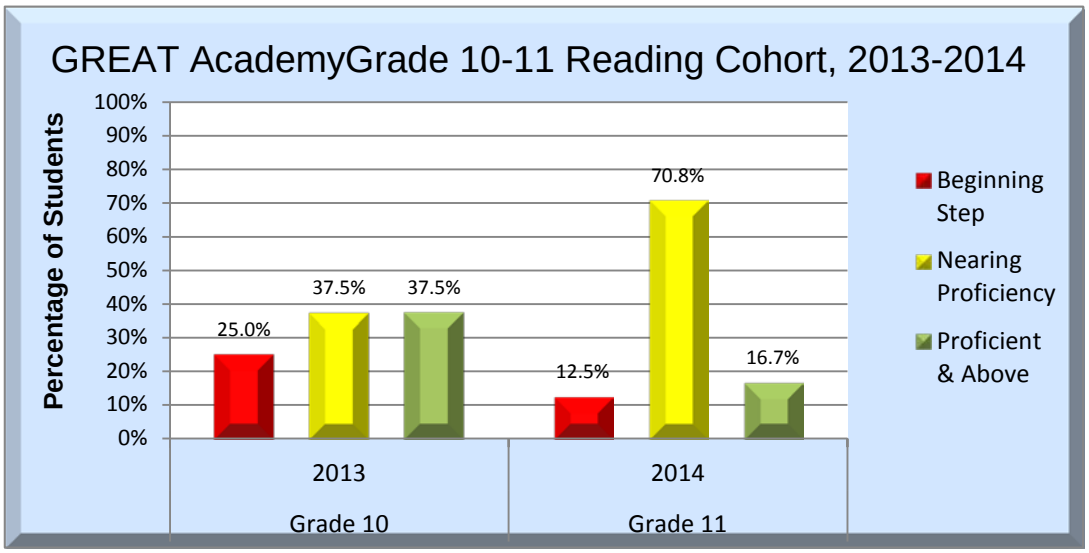
The Basic Achievement Skills Inventory (BASI) was used in the school's first year of operation (2011-2012). While this test aided in measuring achievement for math and reading, it did not give data that was easily deciphered and useable by the staff to direct instruction. TGA began using the Discovery Education Assessment in school year 2012-2013 and is still using it currently. The change in short cycle assessment from BASI to Discovery Education Assessment made an impact due to the ease of collecting and understanding the data so that it could be used for more in-depth information on how to provide intervention for students in the areas of reading and math.

TGA's academic success was apparent in school year 2012-2013 when a B was earned for Current Standing. Since the school served almost a totally different group of students from those that had been enrolled in the 11/12 school year. As stated in the Current Standing descriptor, "Single year performance will vary with differing classes of students". Also, new students to the school had not had the benefit of two or more years of the program.

"Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement" (New Mexico School Grading 2014, p. 2). Since TGA's night students often do not have previous years of achievement to be calculated, the lack of data points drags the current standing down. This analysis is based on the way we understand the calculation of Current Standing.

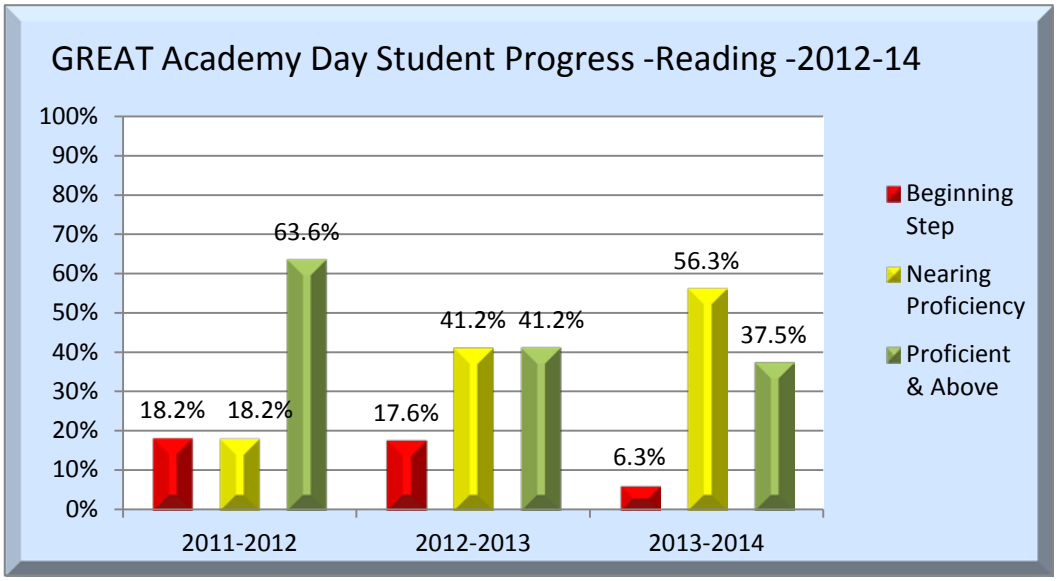


TGA showed a decrease in percentage of students scoring as nearing proficient from 2012 to 2013, from 42.1% to 37.1%. There was an increase in students who scored as proficient and above within this cohort, from 31.6% to 34.3%.

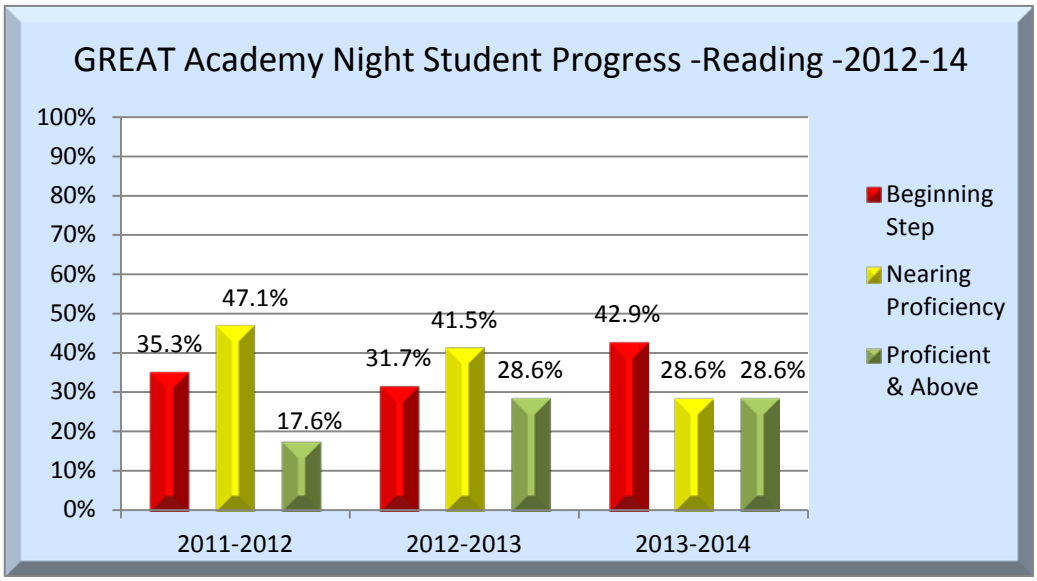


Students in beginning steps decreased by 50% in 2013, while nearing proficient students almost doubled. The percentage of proficient students decreased to less than half that of the previous year. The number of students testing increased by 50% in 2013, indicating a number of students who did not benefit from two years of TGA's educational program.
It was in this school year, the criteria for students to be tested changed with the guidance that was handed down concerning

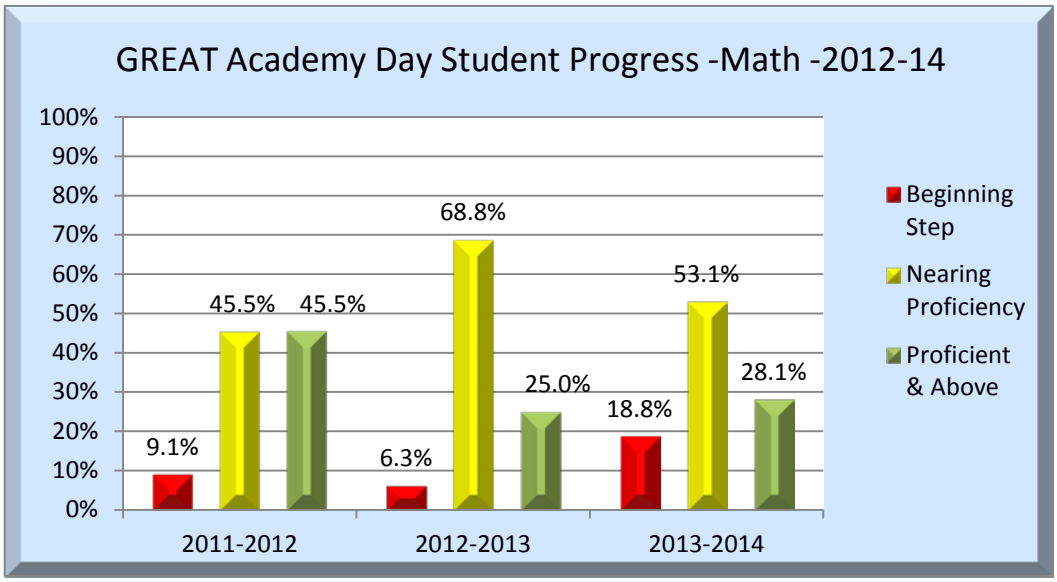
student "H" classification. In prior years, if a student was an H6 or higher, they did not have to be tested with the SBA. Since TGA had students in its night program that were non-traditional in relation to their ages, they had been out of school for a number of years. In school year 2013-2014, prior to the new guidance, the TGA night program had a total of 30 students that were H6 or above. This means that these students were out of school for 2 years or more. These students were anywhere from an H6 to an H16. The new guidance stipulated that any student who had been out of school for 2 years or more would be reclassified as an H1. This change in designations resulted in TGA testing more of its non-traditional night students than it had in previous years. The fact that these students had been away from academics so long resulted in them testing lower since they had not had the benefit of multiple years of TGA's academic programming. In other words, TGA went from a testing pool of students that was more traditional to one that included a large group of non-traditional students.



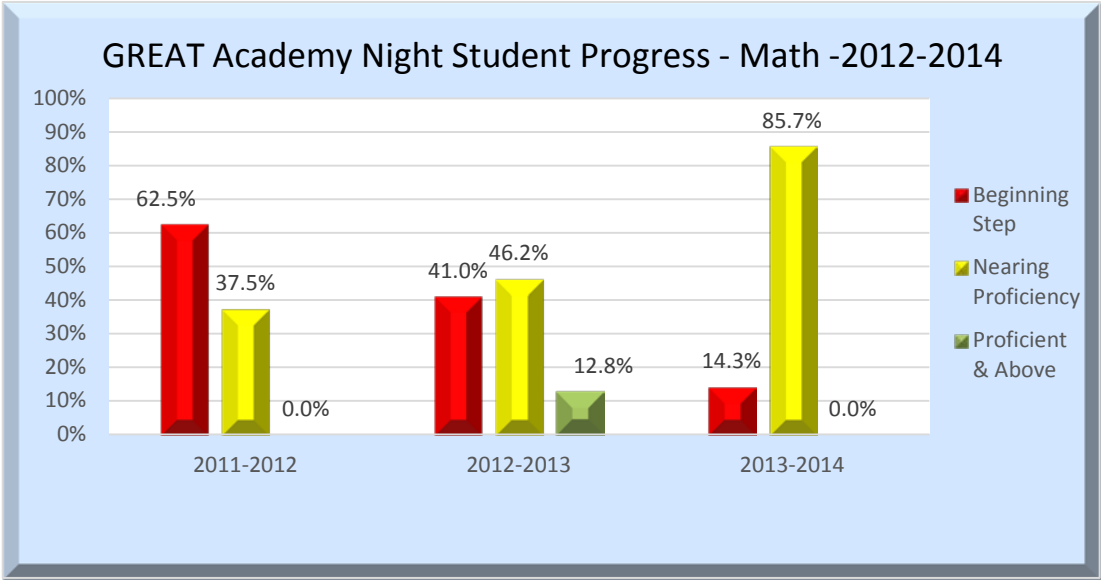
In the area of reading, TGA Day students were able to show a steady decrease in the amount of students performing as Beginning Steps in Reading from 2012-2014. As there was a steady increase of students performing as Nearing Proficient.



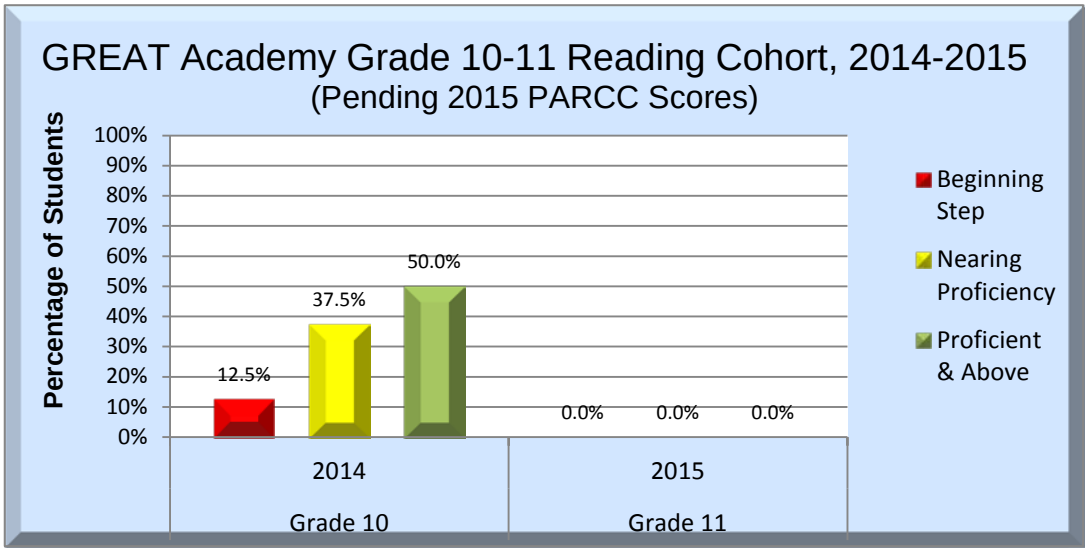
In the area of reading, TGA Night student proficiency in reading increased from 2011-2012 to 2012-2013 and held steady in 2013-2014.



TGA student performance in the area of beginning steps decreased from 2011-2012 to 2012-2013. While it increased in 2013-2014, there was an increase in proficiency from 25% proficient in 2012-2013 to 28.1% proficient in 2013-2014.

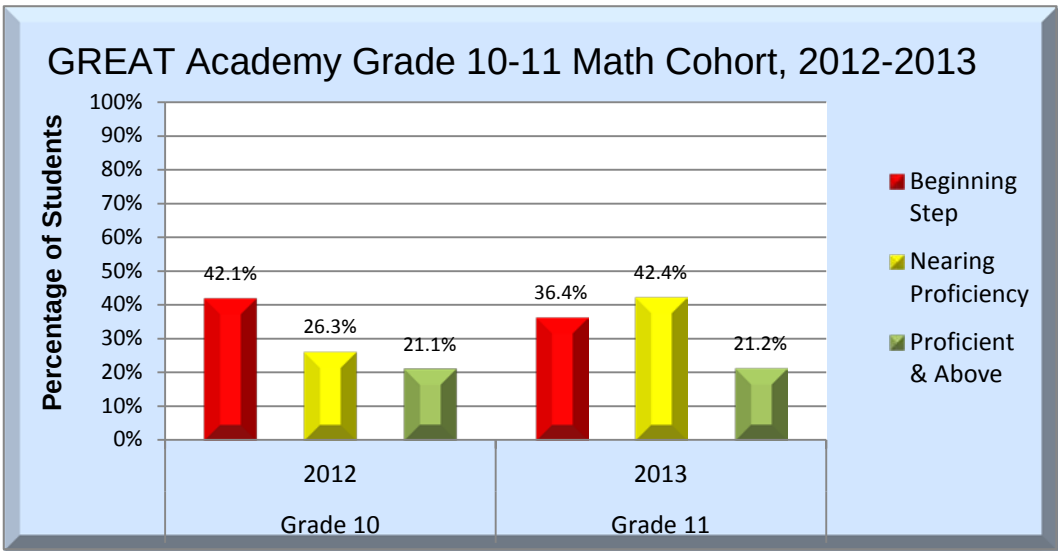


We have been able to show marked increases year to year for students testing as nearing proficient. Those testing as beginning steps decreased. Students that continue with us show growth, but this population is largely at risk just due to their advanced ages and it is often difficult to keep them for multiple years. We see a great value in the service that our night program provides the community because we are giving many students that gave up on the idea of education in the past a second chance.

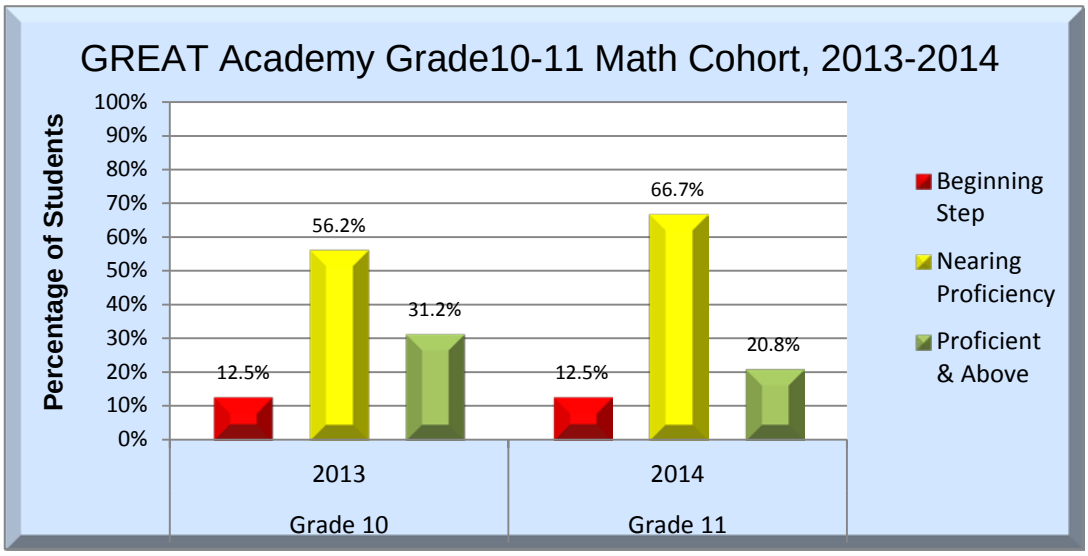


Only 12.5% of 10th grade students performed at beginning steps, with 50% of the students at proficiency and above.

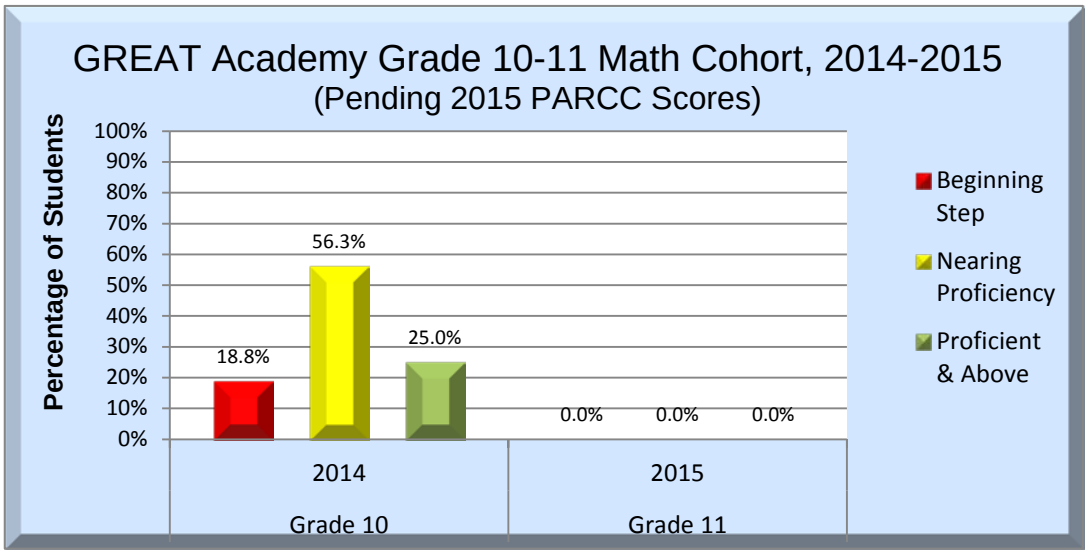
In the 2012-2013 school year, TGA implemented a reading intervention for students that showed reading comprehension needs on the Discovery Education Assessment. This intervention has been provided in each subsequent year for those in need.



The percentage of students scoring as beginning steps decreased by a little more than 5%, while students scoring as nearing proficient increased by 16.1%. Students scoring as proficient or above stayed the same. This data indicates that TGA is able to show growth with students in the area of math. These increases are attributed to the implementation of a structured math intervention for students that showed math deficiencies on the Discovery Education Assessment.



The percentage of students scoring as beginning steps remained the same. Nearing proficient students increased and proficient students decreased.



18.8% of students performed as beginning steps. It should be noted that in the years 13/14 and 14/15, the percentage of students performing as beginning steps is considerably lower than in school year 12/13. This speaks to TGAs ability to have a positive impact on the academic performance of students when they begin with TGA as 9th graders.

A more structured math intervention period was implemented in the 2012-2013 school year with a program called ALEKS (Assessment and Learning in Knowledge Spaces), which is a web-based, artificially intelligent assessment and learning system. This program allowed students to focus on content with which they were deficient in the area of math.

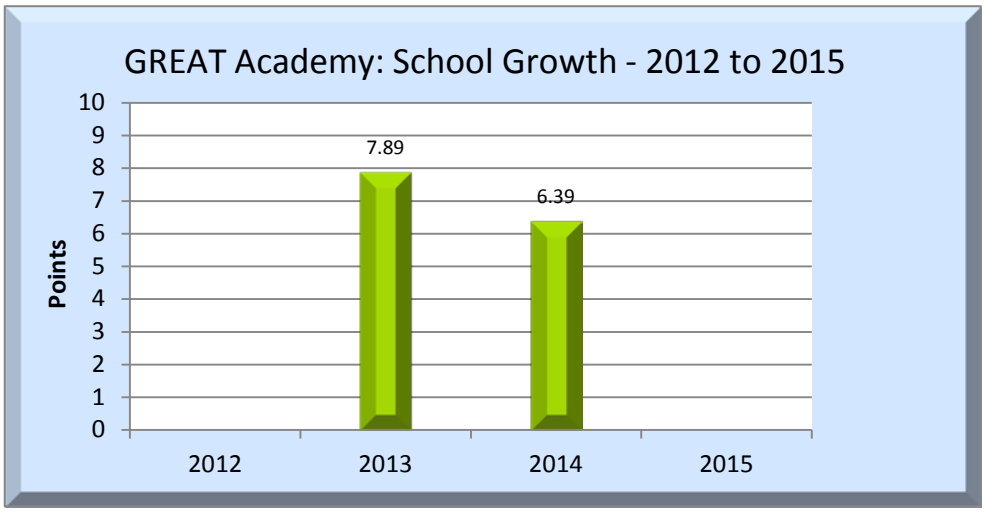
TGA is aware of the need for quality math instructors to support the web-based curriculum. In school years 11-12, 12-13, and 13-14, there was only one math teacher. In school years 14-15 and 15-16, two teachers with math endorsements are on staff. TGA math teachers currently collaborate to review Discovery Education Assessment math data to determine students that require intervention. They also use this data to direct instruction for these intervention courses.

Over the last few years, there have been variations in the SBA test content, some of which include the addition of Common Core Standard tasks. We anticipate that there will be some fluctuations in student performance that will be apparent with the PARCC having been administered for the first time in the Spring of 2015. When we receive the results of this assessment, we will analyze the data and make instructional adjustments as necessary. In preparation for the Common Core transition, TGA began to assign ELA and math courses to students in the Spring of 2014 as the Edgenuity web-based curriculum had aligned courses available at that time. All students currently receive English and math courses that are aligned with the Common Core standards.

Although TGA scored lower in the area Current Standing, we are really able to show how our program is impacting students in the indicators that look specifically at how well we are serving students and does not take into account previous years of schooling of which we were not involved. This is applicable for school that have been in existence for a number of years, but for schools that are new, it is a difficult measurement.

School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure. TGA's School Growth grades are as follows: 2013 – B, and 2014 – C (TGA received grades for this indicator in only these two years).



The decline in this area is a difference of 1.5 points. We believe that a part of this decline was a result of the change in testing criteria related to the "H" designation of students discussed in Current Standing. This caused TGA to test a greater number of non-traditional students that had been disconnected from academics for two or more years. In spite of this fact, the decline was only 1.5 points in this indicator. We believe that this speaks to the impact that our educational program has had on academic achievement.

Although TGA scored lower in the area School Growth, we are really able to show how our program is impacting students in the indicators that look specifically at how well we are serving students and does not take into account previous years of schooling of which we were not involved. This is applicable for school that have been in existence for a number of years, but for schools that are new, it is a difficult measurement.

Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

TGA's Q3 Growth grades are as follows: 2012 – B, 2013 – A, 2014 – A. This measure looks at how well the school is serving and growing the academic abilities of its highest performing students. TGA's hybrid model gives students the ability to move at their own pace. This benefits students because they are not held back academically because of students that might be struggling. Students that would typically get bored with material with which they have already mastered are able to keep moving on to material that is new or that they are still working on mastering.

Students benefit from: setting daily/weekly goals for themselves, learning at their own pace, and taking dual credit courses offered on campus.

Although TGA scored lower in the areas of Current Standing and School Growth, we are really able to show how our program is impacting students in the Q3 and Q1 indicators in the current year. These look at how well we are serving students and does not take into account previous years of schooling.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure.

TGA's Q1 Growth grades are as follows: 2012 – B, 2013 – B, 2014 – A.

Although TGA scored lower in the areas of Current Standing and School Growth, we are really able to show how our program is impacting students in the Q3 and Q1 indicators in the current year. These look at how well we are serving students and does not take into account previous years of schooling.

Opportunity to Learn

Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

The Opportunity to Learn (OTL) survey asks students questions, such as: "Every student gets to answer a question. My teacher wants me to explain my answers. My teacher gives me helpful feedback. My teacher explains why what we are learning is important." Since direct instruction comes from Edgenuity, the web-based curriculum, it is taking some time for students to recognize and understand that: 1) these questions should be directed at the web-based curriculum and not the certified teachers facilitating the learning in their core courses, and 2) that all of these best practices are imbedded in Edgenuity courses. Edgenuity's courses have been confirmed to address all of the questions on the OTL survey consistently.

In spite of the students working through this transition, TGA's OTL points have increased slightly each year. We attribute this yearly increase to our efforts in aiding student understanding in these areas. As student and teacher retention continues to improve, we expect for these ratings to continue to trend towards the positive. Throughout the school year, teachers (the certified teachers facilitating the instruction) imbed strategies to assist students in understanding how these questions apply to our unique learning environment.

In addition, TGA has worked to employ a full-time social worker that can address attendance with students struggling in this area. In the last three years, we have not consistently had a person in this position. In the current year, a full-time social worker is on staff. Home visits for students struggling with attendance has been implemented. We hope to see a decrease in students with truancy issues.

Graduation—as applicable

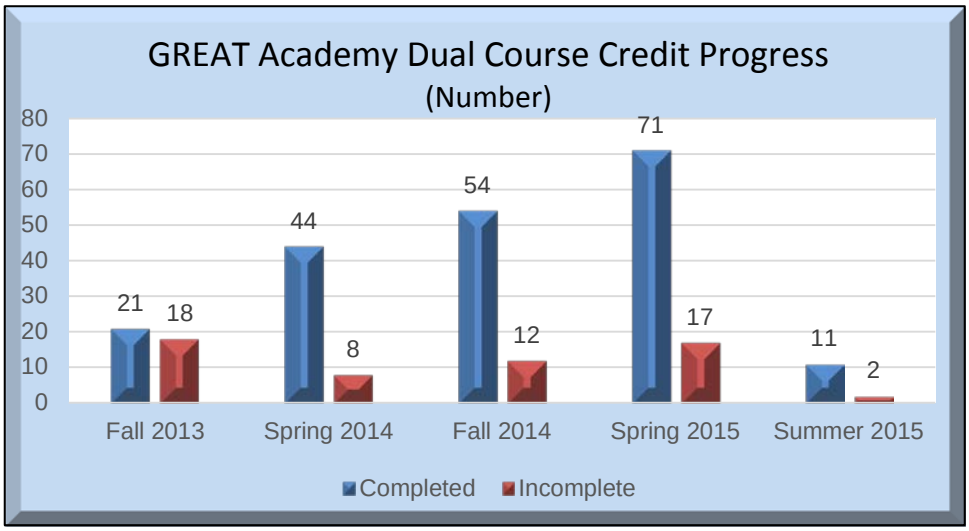
Provide a statement of progress regarding your "Graduation" over the past three years and offer any additional information regarding this measure.

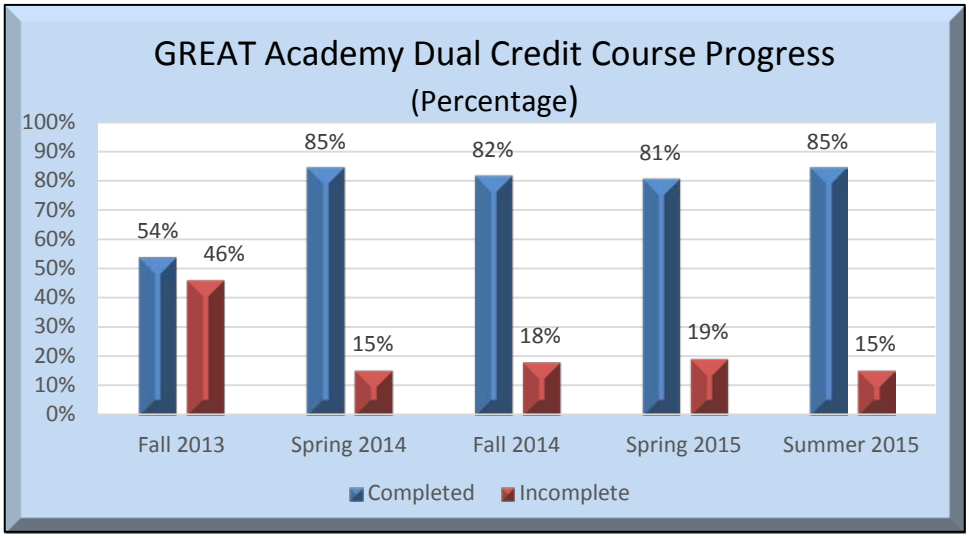
TGA will not have a 4-year cohort until the 15/16 school year, it is for this reason that we have not received a school grade for this indicator for the last three years.

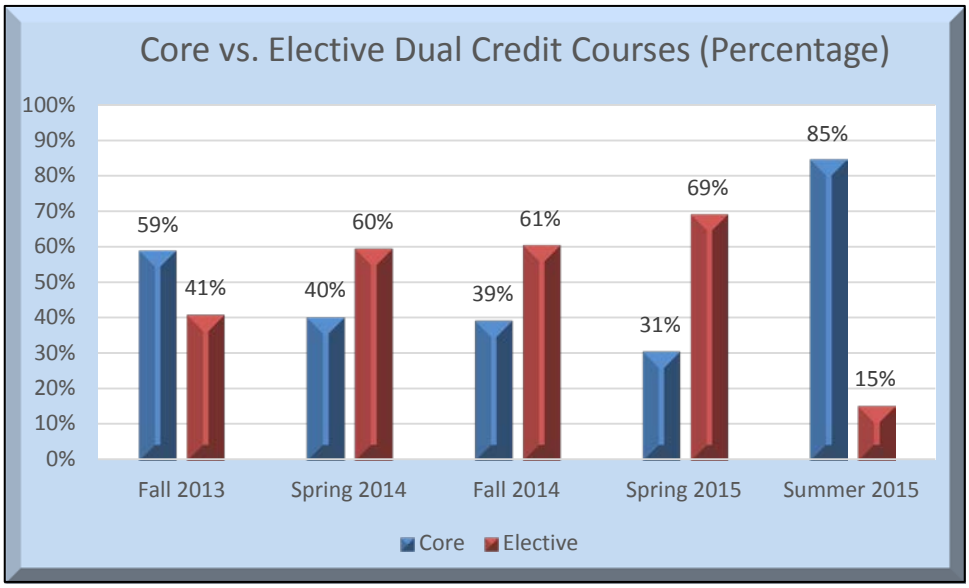
College and Career Readiness—as applicable

Provide a statement of progress regarding your "College and Career Readiness" over the past three years and offer any additional information regarding this measure.

The GREAT Academy's mission is to ensure that students, "Gain Real-world Experience through Active Transition". One of the ways in which we attempt to attain this mission is through providing opportunities for students to have greater access to dual credit opportunities. While TGA did not qualify for points in the past three years, there are a number of activities that have been implemented to promote college and career readiness. In Fall of 2013, we began encouraging students to take dual credit courses. We became an Acculplacer testing site and had 2 dual credit courses available to students on our campus. All students that took dual credit courses also took the Accuplacer either on our campus or at CNM during one of our visits to their campus. It should be noted that students have to place into courses by taking the Accuplacer.


GREAT Academy Dual Course Credit Progress
(Number)
80
70
60
50
40
30
20
10
0
21
18
44
8
54
12
71
17
11
2
Fall 2013
Spring 2014
Fall 2014
Spring 2015
Summer 2015
Completed
Incomplete


GREAT Academy Dual Credit Course Progress
(Percentage)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
54%
46%
85%
15%
82%
18%
81%
19%
85%
15%
Fall 2013
Spring 2014
Fall 2014
Spring 2015
Summer 2015
Completed
Incomplete



For the Fall of 2015, there are currently 135 credits being taken and counting since registration for late start courses is still taking place.

After implementing dual credit courses in the Fall of 2013, we noted that we needed to provide students with greater support in enrollment, registration and managing their time to successfully complete courses. TGA dedicated two teachers (these are also teachers who teach on campus courses at TGA) to help to case manage students taking dual credit courses to increase completion rates. The students are also taken to tour CNM's campus to make them aware of all of the resources available to them as students. Over the last 2 years, we have been able to increase the amount of students who: complete dual credit courses successfully by 30%. We have also been able to increase the number of courses taken and those taken and completed successfully.

In Fall 2013, TGA offered 2 courses on campus that were taught by TGA teachers that had been approved by CNM to do so. One of the courses we feel is a staple in our on campus course offerings is College Success. This course provides students with specific instruction on what it takes to be successful in college courses, whether they are elective or core in nature. In Spring of 2014, the number of courses offered on campus increased to 4 (including Financial Literacy, College Success, Physical and Life Science). In the Fall of 2014 and Spring of 2015, we were able to add Math 1210 – Problem Solving Methods to what was already being offered. In the Summer of 2015, TGA offered an on campus section of Math 1210. In the current year (Fall of 2015), we are offering: Financial Literacy, Intro to Business, College Success, and English 1101 (Physical Science and English 1102 will be offered in the Spring). Sections of these courses are also available for students in the night program to help them transition into post-secondary training/college.

It should be noted that, if a student, beginning in 10th grade, takes and completes just 3 college credits (one course) per semester through the end of his/her 12th grade year, he/she will have earned 18 college credits. If that student increases to taking 6 credits per term in the 11th grade through the end of his/her 12th grade year, he she will have earned 30 credits. TGA understands that giving students this type of head start in understanding college rigor and academic expectations gives students more of a chance to complete college, whether it is a 2-/4-year program or a certification program that leads to a career. Not only that, but it helps to place an importance on the completion of high school requirements. These components are critical in our efforts to provide students with a transition that leads to future college and career success. The dual credit program is statewide and available to all students. TGA strives to open these opportunities up to all students, not just the best and the brightest. We believe that all students should be able to be successfully transitioned into the world of college and/or careers.

TGA invites dual credit representatives from both CNM and UNM to present to parents at Parent Nights each year to educate parents on the benefits of dual credit courses and how it fits into our mission of transitioning students to the real world.

In keeping with the mission of transition, TGA offers a 9th grade transition course that is called Success 101. This course began in the 12/13 school year. This course is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully: examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future. The course facilitates an in-depth exploration of three fundamental questions: Who am I? What do I want? How do I get it? These questions drive the academically-integrated curriculum, making it relevant, rigorous, and relationship-rich. The course culminates with students developing an individualized, online, 10-year plan that motivates them to envision a self-sufficient, productive life beyond high school, college or post-secondary training.

In order to maintain student motivation and direction, this online 10-year plan becomes a common planning tool used throughout the student's time at TGA. Students revisit and update their 10-year plans in our 10th grade transition course called GREAT Focus and on through the 11th and 12th grade seminar courses. Students are also able to utilize the skills they learn in this course when they take the CNM College Success course.

It should also be noted that, in the 14-15 school year, we began administering the Armed Services Vocational Aptitude Battery (ASVAB) on campus to students in the 10th, 11th and 12th grades. The ASVAB is an aptitude test that measures strengths, weaknesses, and potential for future success. The ASVAB also provides students with career information for various civilian and military occupations and is an indicator for success in future endeavors whether students choose to go to college, vocational school, or a military career. The test was only administered to students whose parents agreed for them to take the test and was not required for all students. In school year 14-15, the average score was 34, with the highest score being an 80. In the 15-16 school year, the average score was 36, with the highest score being a 76.
Service Branch Required Armed Forces Qualification Test (AFQT) Score

- *Army – 31
- Navy – 35
- Marines – 31
- Air Force – 36
- Coast Guard – 45

* These scores are subject to change without notice.
After ASVAB scores are received (the scores are returned in about 48 hours), teachers in advisory and 11th/12th grade seminar courses review and explain the scores and assist the students in participating in the related career exploration that is available.

Bonus Points

Provide a statement of progress regarding "Bonus Points" over the past three years.
Each year, bonus points are awarded to schools for implementing programs that are: atypical, innovative, outstanding and distinctive. In TGA's first year, we received 1.0 point. In that year, TGA had not gained an adequate understanding of the state's expectations for bonus points. Not to mention that, the TGA staff was focusing on its first year of implementing its educational program. In the 12-13 school year, the points increased considerably to 3.47 and continued to climb in the 13-14 school year to 3.8 points. We believe that these numbers will continue to trend upwards in years to come.

TGA recognizes the value in providing opportunities for an educational program that includes activities that are atypical, innovative, outstanding and distinctive. We especially focus on these types of activities because it is through these activities that we provide students with events that enhance the learning that takes place in the classroom. These events mix fun with learning in a way that is not typical for the classroom. While only 4-5 activities can be submitted, TGA takes pride in providing a number of activities for students and families. An activity that has been submitted for Bonus Points spawns from our focus on service learning. The Board of Young Executives (aka - BYE, a new-age business spin of the traditional student council), along with other students, developed a product that will tackle an issue that affects many large

cities and is very evident in ours: homelessness and unemployment. This group developed an Assistance Occupational Kit (A-OK) to help with this issue. Each A-OK kit contains dress clothing, toiletries, job tips, job openings, and a few other items to help aid in securing employment. Each kit is tailored to the person in need based on two items: stature and education. With these two items, anyone using this system can construct a kit that contains interview appropriate dress clothing, as well as applications that are aligned with their educational background. With information on how to construct these kits, vendors to utilize, and a few tips this can roll out into almost any community. This idea went from paper brainstorming to an actual product that has been pitched to many organizations. The students participated in meetings held with the city's economic director to share the idea and to get some input on getting the project to be more community driven. This meeting also focused on getting input on the idea's usefulness and possible impact. The students also met with directors from Albuquerque's Heading Home Initiative to discuss how to incorporate the A-Ok Kits into their upcoming project to provide housing for the homeless. In addition to many meetings with these two groups, these students met with directors of homeless shelters and other organizations that assist the homeless. In addition, the students were interviewed by a local news agency to get the word out about the project to get more interest and response to the efforts at getting donations for the kits. The Board of Young Executives submitted to present the A-OK Kits at the National Youth Service Learning Conferences (NYSLC - hosted by the National Youth Leadership Council). The submission was approved and nine students attended the conference to present the concept to hundreds of students from across the nation. The students also presented the kits to Senators Udall, Heinrich and Pierce's offices while in Washington D.C. A few of the students were guests on Steve Pierce's weekly radio show to discuss the kits. TGA is very proud of the students involved in these efforts. We plan to continue encouraging and supporting the growth and student driven nature of this project.

Another activity that has been submitted is GREAT Kid Day. We recognized that many of our students had a dire need to feel safe, appreciated and valued. Many of these students come from large learning environments where they were just one of many and felt unimportant and ignored. This is a day that both staff and parents take the time to tell students how great they truly are. There are times when students do not feel appreciated by parents and other adults, but we want them to know that everyone cares about them. The purpose of this event is to give recognition and show appreciation. Parents and staff wrote letters to tell their children/students how GREAT they are. Baby pictures were also submitted to create a mystery collage as a fun activity for students to enjoy during this day. TGA believes in the social/emotional development of students. We understand that self-confidence plays a large roll in, academic performance, attendance and high school completion. This activity also provides a means for staff to make an emotional connection to students that increases the likelihood of positive relationships with students. The research shows that, "When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development (Hamre & Pianta, 2001).
Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. Child Development, 72(2), 625-638.

The Bully Prevention Walk is another event submitted for bonus points that is, this year, the third annual. Done in conjunction with National Bullying Prevention Month and the Pacer organization, this event is a family-friendly event held to show students, families and the community our commitment to keeping TGA students safe while at school, in the community and online. This walk was flanked by a number of activities that help to educate and support students in their efforts to keep our campus bully free.

There are a number of other activities that TGA sponsors for a number of reasons: parent involvement, student support, service learning, community awareness, health awareness/knowledge and overall student support for improvement in student social-emotional wellness and academics.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter
—as measured by the school's selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school's statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1:				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):				
Data—Average Scores				
Grade Level	**Year 1 School Year 11-12**	**Year 2 School Year 12-13**	**Year 3 School Year 13-14**	**Year 4 School Year 14-15**
Provide a statement of progress and additional information regarding the above data:				

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1:				
Measure(s) Used:				
Data—Average Annual Data				
Grade Level	**Year 1** **School Year11-12**	**Year 2** **School Year 12-13**	**Year 3** **School Year 13-14**	**Year 4** **School Year 14-15**
Provide a statement of progress and additional information regarding the above data:				

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

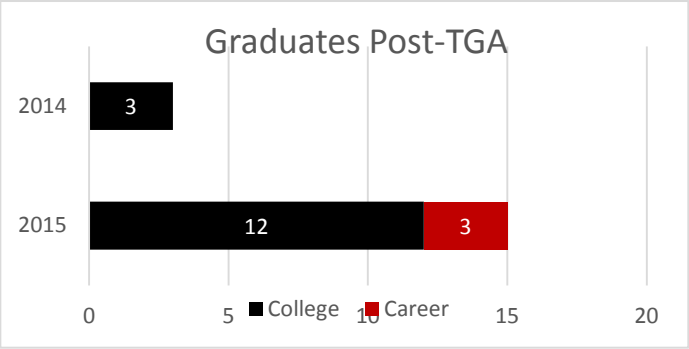
Organizational Performance Standard/School Goal #1: The GREAT Academy's annual graduation rate will be at least 10 percentage points higher than the state annual average, as measured by the NM PED 4-year Cohort Graduation Rate.
Measure(s) Used: 4 year cohort graduation rate
Data: n/a
Provide a statement of progress and additional information regarding the above data: In its opening year, TGA started with grades 10-11. The charter was amended to add 9th grade in the 12-13 school year. The school will have its first 4 year cohort graduating class in the 15-16 school year. The goal is to measure students that have been students with TGA for their four years of high school. This is a true measure of the impact that our program has had on a student and his/her academic achievement. For the 15-16 school year, we currently have 32 seniors and 29 of them are currently on track to graduate.

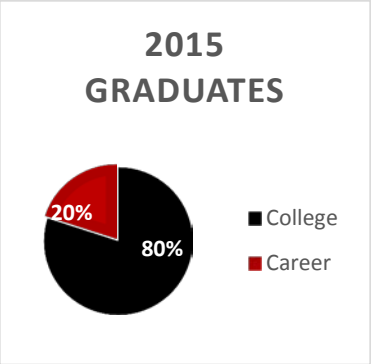
Organizational Performance Standard/School Goal #2: The GREAT Academy graduates, at a rate of 85% within nine months, will either be employed and/or attending a two, four or vocational/technical post-secondary institution, as measured by the STARS reporting system.
Measure(s) Used: At the time the charter was written, there was talk about STARS having a means to track this information, but that has not come to pass. It is for this reason that graduate self-reporting was used.
Data: In school year 13/14, TGA had 3 graduates. All three of these students attended and are still attending 4-year post-secondary institutions. In school year 14/15, there were 15 graduates. 12 of those are currently attending a 2- or 4-year post-secondary institution. Three of those students are currently employed. TGA met this goal each year we have had graduates.

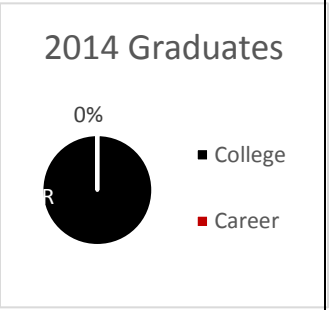
Provide a statement of progress and additional information regarding the above data:

TGA's mission is to ensure students Gain Real-world Experience through Active Transition. We believe that a large part of actively transitioning students is having them participate in activities that focus on college and career readiness. In Fall 2013, TGA offered 2 courses on campus that were taught by TGA teachers that had been approved by CNM to do so. One of the courses we feel is a staple in our on campus course offerings is College Success. This course provides students with specific instruction on what it takes to be successful in college courses, whether they are elective or core in nature. In Spring of 2014, the number of courses offered on campus increased to 4 (including Financial Literacy, College Success, Physical and Life Science). In the Fall of 2014 and Spring of 2015, we were able to add Math 1210 – Problem Solving Methods to what was already being offered. In the Summer of 2015, TGA offered an on campus section of Math 1210. In the current year (Fall of 2015), we are offering: Financial Literacy, Intro to Business, College Success, and English 1101 (Physical Science and English 1102 will be offered in the Spring). We believe that providing these courses on campus and encouraging students to take dual credit courses in general promotes graduates that will continue with courses towards either a degree or certification after completing high school.

2015 Graduates			
Student	***College***	***Career***	***# Credits***
457646891	CNM		23
102719887	CNM		24
100010065	CNM		17
102469467		X	3
102884392	CNM		7
102679578	CNM		7
102891066	CNM		23
882634942	CNM		21
102766987	CNM		14
100096445	CNM		26
102745502	CNM		3
316751551		X	0
103764148		X	3
100086529	CNM		4
100094812	CNM		11
Totals	12	3	186







Organizational Performance Standard/School Goal #3: The GREAT Academy will meet AYP in the areas of reading and math, each year as measured by the NMPED School Accountability Report.
Measure(s) Used: SBA Reading and Math
Data: 2012 – Reading – 29.8% Proficient and advanced Math – 15.9% Proficient and advanced 2013 – Reading – 33.3% Proficient and advanced Math – 23.1% Proficient and advanced 2014 – Reading – 30.2% Proficient and advanced Math – 20.9% Proficient and advanced *data taken from School Grading Reports, page 2
Provide a statement of progress and additional information regarding the above data: AYP was still in force when The GREAT Academy's application was submitted and AYP goals were required at that time. New Mexico waivered out of AYP in 2012 and it was replaced by the school grading system. Information on SBA progress by cohort is detailed in the Current Standing section. The data listed here is directly from page 2 of the school grading report. While this particular goal is no longer valid and were it valid, we would not have met it, we were able to show considerable growth with students in both Q1 and Q3 (noted on page 28 of this document). We believe that students that have the benefit of multiple years of our program are able to show growth towards proficiency. The strategies being used to increase proficiency rates include, but are not limited to the following: • Professional development activities focused on: ELL strategies, questioning strategies, common core familiarization and strategies for teaching and classroom best practices in general • Short cycle assessments to provide focused intervention in reading/math • Intervention courses (reading/math) • TGA added middle school (6th grade in 15-16 school year) in order to start students in the middle school grades with our unique style of learning. These students will have the opportunity to matriculate through the grades and we believe they will have even more success because they will be more prepared for high school • Double dose reading/math for middle school students to provide a solid academic foundation for high school • Weekly progress monitoring meetings with students It should be noted that, lower performing students tend to keep up a slower pace in their courses and this causes them not to have the amount of instruction that would be ideal at the time of testing. These students typically need to have extra time over the summer, during intercession, to work through their coursework. (Intercession is an additional 4 weeks over the summer that is not included in the school calendar. It is open to all TGA students to allow them more time to complete their courses and to continue to access support from instructional staff. All teachers have 10 month contracts so that they can be available during intercession to assist students.)

Organizational Performance Standard/School Goal #4:
The GREAT Academy students will enroll in and take part in the development and implementation of a service learning project on a yearly basis, as measured by student transcripts and The GREAT Academy's Service Learning Project Rubric.

Measure(s) Used: Service Learning hours

Data:

2012-2013			2013-2014			2014-2015		
Event	**# Students**	**Hours**	**Event**	**# Students**	**Hours**	**Event**	**# Students**	**Hours**
Roadrunner Food Bank (Trip 1)	25	6	Suicide Prevention Walk	35	4	Alzheimer's walk	46	2
Roadrunner Foor Bank (Trip 2)	25	6	Alzheimer's walk	30	2	Roadrunner Food Bank (T1)	20	4
Casa Esperanza	30	6	TGA Bully Walk	100	2	TGA 2nd Annual Bully Walk	55	2
Ronald McDonald House	30	6	Veteran's Day Event	70	2	Campus Cleanup Initiative (1)	21	2
One Million Bones	60	3	Roadrunner Food Bank	35	6	Toys for Tots Distribution	68	6
Bone Marrow Drive	40	6	Toys for Tots	40	6	Roadrunner Food Bank (T1)	13	2
			Storehouse	70	4	Campus Cleanup Initiative (2)	73	4
			Various Drives (food, jean)	70	8	Thanksgiving Food Drive	76	4
Total Events	6	33	Total Events	8	34	A-OK clothing Drive	54	4
						Campus Cleanup Initiative (3)	68	4
						Total Events	10	34

	2011-2012	2012-2013	2013-2014	2014-2015
# Of Events	2	6	8	10
# of Hours	11	33	34	34
Total Hours	22	198	272	340

Provide a statement of progress and additional information regarding the above data:
Our initial service learning goal was to have students do individual projects yearly. We found that, in attempting to implement this, the students did not have the skills, understanding or motivation needed to complete what we had in mind from start to finish. In order not to be too far off on at least attempting the goal, we decided to have them do service learning hours (school led and in groups) in an attempt to introduce them to the idea of being of service to the community. We discovered this to be much more successful. We have also had groups of students, like the Board of Young Executives do projects like the A-OK Kits discussed in the Bonus Points portion of this application. (A-OK Kits are Assistance Occupational Kits, which is a box that contains a set of clothing with shoes tailored to individual stature along with job applications, job resources, resume and interview tips. For more information on the A-OK Kits, see page 31 of this document).

Organizational Performance Standard/School Goal #5:
The GREAT Academy, each year, will exceed 80% in all categories of parent satisfaction as measured by the NMPED Quality of Education Survey.

Measure(s) Used: NMPED Quality of Education Survey

Data:

	2011-2012				2012-2013				2013-2014			
Parent Questions:	*Strongly Agree/ Agree*	*Strongly Disagree/ Disagree*	*Don't know*	*No Opinion*	*Strongly Agree/ Agree*	*Strongly Disagree/ Disagree*	*Don't know*	*No Opinion*	*Strongly Agree/ Agree*	*Strongly Disagree/ Disagree*	*Don't know*	*No Opinion*
Student Safe at school	98%	1%	1%	0%	97%	1%	0%	2%	100%	0%	0%	0%
Good and Safe Building	96%	1%	1%	2%	100%	0%	0%	0%	100%	0%	0%	0%
High Academic Achievement	97%	2%	1%	0%	99%	1%	0%	0%	100%	0%	0%	0%
Encouragement of Parental participation	96%	3%	0%	1%	99%	1%	0%	0%	97%	2%	0%	1%
Up-to-Date Computers & Technology	96%	0%	3%	1%	99%	1%	0%	0%	100%	0%	0%	0%
Consistent Discipline from staff	94%	3%	2%	1%	94%	4%	2%	0%	96%	0%	3%	1%
School-sponsered extracurricular activities	75%	9%	10%	7%	78%	12%	3%	6%	78%	11%	7%	4%
Teacher provides information on Student Progress	100%	0%	0%	0%	96%	4%	0%	0%	100%	0%	0%	0%
Employs various instructional tactics to meet needs	99%	1%	0%	0%	94%	5%	1%	0%	96%	1%	1%	2%
Child takes responisibility for his/her learning	97%	1%	0%	2%	92%	5%	0%	2%	96%	4%	0%	1%
Pleased with overall progress in providing a good education	97%	2%	0%	1%	97%	1%	0%	2%	96%	1%	1%	3%
Edcuational support in the home is key factor in student success	100%	0%	0%	0%	100%	0%	0%	0%	99%	1%	0%	0%

Provide a statement of progress and additional information regarding the above data:
TGA scored favorable ratings (well above 80%) in each year, on every item except for item #7, which states "My child has an adequate choice of school-sponsored extracurricular activities." Each year, that item gets closer and closer to 80%. Our belief is that parents tend not to recognize many of the activities available at TGA to fall in this category. We use our monthly parent nights and monthly newsletters to keep families informed of the various activities offered on campus. Unlike traditional schools, we do not offer activities such as: sports, band and numerous clubs. Some of the activities we do/have offered include, but are not limited to the following: college tours (in and out of state), leadership trips, Board of Young Executives, Yearbook Committee, Family Game Nights, Sports Day, Winter Ball and Spring Formal dances (and the related committees), and various service learning outings. We plan to continue to offer extra-curricular activities that support the mission of the school. While in comparison to traditional high schools, the offerings may be limited, but we do offer activities to enrich and enhance the school experience.

B. Financial Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

☒ **Yes** ☐ **No** Is the school meeting financial reporting and compliance requirements?

☒ **Yes** ☐ **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the Component Unit Section of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	11	**7 Non-compliance; 3 Significant Deficiency; 1 Material Weakness**	**The GREAT Academy terminate the contracted Business Manager and the administration team worked closely with NMPED and auditor to make sure all the findings are cleared in the next audit.**
1 (11-12)	**7**	**All Non-compliance and other Matters Findings. No Material or control weaknesses.**	**The GREAT Academy changed Business Manager and the New Business Manager was well aware the errors and the school created corrective action plan to address those issues. All 7 findings were cleared in the next year's audit.**

2 (12-13)	**1**	**One Non-Compliance finding.** **No Material or control weaknesses.**	**The Executive Director and the Business Manager worked together to make sure all contract signed before the start of the school years. This finding was cleared in the next year's audit.**
3 (13-14)	**0**	**N/A**	**N/A**

Identify any changes made to fiscal management practices as a result of audit findings. **The school hired a new Business Manager starting from FY12-13; internal control and segregation of duties policy was updated; Accounting professional- Helen Brown join the audit committee as a volunteer member; the school hired an independent accounting firm as internal auditor; Board of Directors, Executive director and Business Manager worked closely to make sure that all the findings were cleared.**

C. Organizational Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter…*and/or*…violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations
Please provide assurances.

Questions	School's Response		
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? *If "no" please provide details.*	☒ Yes	☐ No	

Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? *If "yes" please provide details.*	☐ Yes	☒ No	

Educational Requirements—Assurances

1) ☒ Yes ☐ No The school complies with instructional days/hours requirements.
2) ☒ Yes ☐ No The school complies with graduation requirements.
3) ☒ Yes ☐ No The school complies with Promotion/Retention requirements.
4) ☒ Yes ☐ No Next-step plans are completed for applicable grades.
5) ☒ Yes ☐ No The school has an approved EPSS Plan.
6) ☒ Yes ☐ No The school demonstrates compliance with requirements relating to assessments.
7) ☒ Yes ☐ No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
8) ☒ Yes ☐ No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.
Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

b) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:

1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

c) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

d) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.

e) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

Employees—Assurances

a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements

b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

School Environment—Assurances

a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.

b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.

c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.

d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.

e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.

b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.

c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.

d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.

e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

1) ☒ Yes ☐ No The school complies with governance requirements? Including:
2) ☒ Yes ☐ No All required School Policies
3) ☒ Yes ☐ No The Open Meetings Act
4) ☒ Yes ☐ No Inspection of Public Records Act
5) ☒ Yes ☐ No Conflict of Interest Policy
6) ☒ Yes ☐ No Anti-Nepotism Policy
7) ☒ Yes ☐ No Governing Body Organization and Membership Rules (i.e., Bylaws)
8) ☒ Yes ☐ No Required Committees (Finance and Audit) and submission of appropriate documentation
9) ☒ Yes ☐ No Governing Body Mandated Trainings
10) ☒ Yes ☐ No Governing Body Evaluates Itself

☒ **Yes** ☐ **No** Is the school holding management accountable?

1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.
Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the _____ Charter School and hereby certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to all employees of the _____ Charter School. There are _____ persons employed by the _____ Charter School. The petition contains the signatures of _____ employees which represents _____ percent of the employees employed by the _____ Charter School.

STATE OF NEW MEXICO)
ss.
COUNTY OF)

I, _____, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

_____

Subscribed and sworn to before me this _____ day of _____ 2015.

_____
Notary Public

My Commission Expires:

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the _____ Charter School and certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of _____ households which represents _____ percent of the households whose children were enrolled in the _____ Charter School.

STATE OF NEW MEXICO)
ss.
COUNTY OF _____)

I, _____, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

_____

Subscribed and sworn to before me this _____ day of _____ 2015.

_____
Notary Public

My Commission Expires:

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

II. Checklist

		Yes)
Appendix A	Financial Statement	☐
Appendix B	Petition of Support from Employees Affidavit	☐
Appendix C	Petition of Support from Households Affidavit	☐
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	☐
Other Attachment(s)	Describe:	☐

Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

If approved, TGA plans to continue maintaining a focus on those activities that encourage post-secondary readiness. We have found a number of successful transition activities that are promoted at TGA:

- transition courses
  - Success 101 (9th grade transition course)
  - GREAT Focus (10th grade transition course)
- college readiness assessments
  - Accuplacer (CNM)
- on campus dual credit offerings
  - FIN1010 – Financial Literacy
  - CSE1101 – College Success
  - ENG1101 – College Writing
  - ENG1102 - Analytic and Argumentative Writing
  - NS1010 – Physical Science
  - NS1015 – Life Science
  - BA1101 – Intro to Business
- career readiness assessments
  - ASVAB
- career exploration
  - Various expeditions to witness careers in action

We plan to stay focused on our 7 Philosophical Principals for continuous improvement from the charter application:

1. Strategic planning and organizational development
2. Problem solving, teaming and consultation processes
3. Parent and community training, support and outreach
4. Effective school, schooling, and professional development
5. Instruction linked to assessment, intervention, and achievement
6. Behavioral instruction linked to behavioral assessment, intervention and self-management
7. Data management, evaluation, and accountability

Over the last four years, we have fully implemented The GREAT Academy model with fidelity. Now that the school's educational program has become an important part of the community, we hope to continue to have the opportunity to provide students with this unique, innovated opportunity long enough to aid them in the process of transitioning to web-based learning through a hybrid curricular model. Retaining students over multiple years will also allow our educational program to have a positive effect on student academic achievement. With the Common Core transition in full swing, we are looking forward to analyzing the coming data to drive our instructional decision-making to continue to show improvements in student academic performance on the PARCC and other assessments. To date, we have shown that our current strategies have been effective in showing growth in all students, including Q1 and Q3 students.

TGA believes strongly in the benefits of service learning, not just on the community, but on the students as community members. We know that there are a number of benefits of service learning for students, such as enhancing skills related to: critical thinking, problem solving, communication, collaboration and leadership.

2. What main strategies will be implemented to address these priorities?

- Maintenance of effective school structures and student supports including highly-effective faculty/staff collaboration and professional development
  - 14 PD days throughout the year
  - The use of PDNow for individualized professional development support for instructional staff
  - The use of an outside trainer to provide support for teacher professional development through: in-class observations, modeling, data review and trainings as needed on a variety of teaching strategies
  - Continued weekly meetings among case managers/teachers and students to discuss student progress and achievement (progress monitoring – Tier 1)
  - The SAT (Student Assistance Team) approach for students who are showing slow progress, low achievement, attendance or behavior issues (progress monitoring – Tier 2)
  - Monthly Parent Information Nights
  - Observation and Teacher feedback
  - Reading and math intervention
  - The double dose instructional method for middle school students in the areas of reading and math (students take ELA and math in Edgenuity and also have a math and reading class taught in the face-to-face format where remediation/enrichment is provided for both subjects based on performance in the web-based curriculum and short cycle assessment
  - Providing a summer intercession that allows students the extra time to complete courses or get ahead in courses. Extra tutors/teachers/educational assistants are available during summer intercession to provide a more intense level of support
  - Saturday school as a means to provide extended curricular access for students with limited access to a computer/internet

- Maintenance of transition activities
  - 9th & 10th grade transition courses
  - Availability of on campus dual credit opportunities/increased variety of offerings
  - On site college readiness assessments (Accuplacer)
  - Career readiness assessments and college/career exploration (ASVAB/11th & 12th grade seminar)
  - Career Expeditions to provide students with up close and personal observations to a variety of career opportunities

- High levels of social and emotional support for students, including:
  - Further data gathering to drive student support
  - Supporting students with 2 or more failures through the creation of a graduation plan with an aim at making up credits to graduate on time or as close to it as possible
  - Community mentorships to have a positive impact on at-risk students

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

The 7th Philosophical Principal in which TGA believes is "data management, evaluation, and accountability". There is a wealth of data that is used to aid in modifying systems and structures. Edgenuity, the web-based curriculum used for core courses provides a great deal of data that can be used to support student achievement. The teachers/case managers use the student data to evaluate weekly progress in core courses. The data on activities completed, time on task, and grades drive a weekly discussion with students. Over the last three years, there have been a number of discoveries made using this data. Those discoveries have led to the development of systems and procedural modifications, such as:

1. A flow chart to guide teachers when a student encounters a quiz/test that the student is unable to pass. This flow chart is a mechanism that provides consistency among teachers in how to intervene in this situation. This flow chart was created by teachers with administrative support. It aligns the teacher response so that students in this situation are treated consistently. Edgenuity representatives have applauded this innovation and have taken several opportunities to share this tool with other schools that utilize the program.
2. Another teacher created tool is the activity goal algorithm. Edgenuity claimed that a certain number of activities should be able to be completed over the course of an hour. TGA student data did not align with Edgenuity's claims. A teacher came up with an algorithm that aided in calculating a daily activity goal that would give students the number of activities that would need to be completed daily in order to complete the course at the end of the semester. This tool aids in student creation of activity goals and has increased student productivity and course completion.
3. Experiences over the last several years with students and credits has led the administration, along with teachers and the graduation coach has resulted in a credit analysis template that aids in driving the Next Step Plan conversations. The layout and the way this document is populated is a good visual for both students and parents when having these conversations. The tool helps students and parents to see what has been completed in relation to what is needed for graduation. It is helpful with students that come to us behind in credits. We are able to create a graduation plan that is realistic in setting a goal for graduation that is on time or as close as reasonably possible.
4. The weekly progress report is populated with weekly student data from core courses. The progress report is sent to parents to be signed and returned on a weekly basis. This progress report tracks progress towards completion in each course, the number of activities completed during the week, and grades. When progress is slow, the teachers/case managers are able to discuss this with the student and identify the barrier. If it is necessary for the teacher to apply a class based intervention (tier 1), that is done and monitored in the following weeks. If the teacher notices an issue that warrants SAT Team involvement (tier 2), the student is referred and the SAT Team creates an intervention plan. This progress monitoring tool allows for immediate intervention and allows students to be more knowledgeable on their own academic progress. Parents are also more knowledgeable about student progress. Students are able to speak to their own progress in real time, which gives them more power over their academic circumstances.

In addition, teachers/case managers and administration uses the data from the Discovery Education Assessments to make decisions on students that need intervention in reading and math. This assessment is administered three times per year to track student growth toward proficiency in math and reading. The data shows growth and drives instruction in intervention courses.

The data from End of Course Exams (EoC) is used to evaluate the effectiveness of core courses in Edgenuity. Subject matter teachers are able to look at the data to ensure that the course content is in alignment with the

exams.
Data from the Opportunity to Learn (OTL) surveys have been used to help students understand that the direct instruction comes from the Edgenuity web-based curriculum.

Data has been used in a number of other ways, including:

- Modifying the daily schedule to accommodate intervention courses for high school and double dose courses for middle school
- Infusing the educational program with more opportunities for extracurricular activities
- Adding tutors/Educational Assistants/Teachers to the summer intercession

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

According to the "Student Growth in Scaled Points per Year" from the School Grading Report (2014), TGA Q1 students increased in the area of reading from 2.3 points in 2013 to 2.9 points in 2014. The explanation on the grading report states, "Growth for lower performing students must be sufficient to meaningfully close the achievement gap." TGA is considerably above the minimum required points of 1.7 annually.

TGA Q1 students increased in math from .7 points in 2013 to 1.9 points in 2014. The required minimum in math is 1.3 points. This is also above the required points.

In relation to economically disadvantaged students, the data from 2013 (the only year in which data on subgroups is provided on the School Grading Report, page 3 of 6) shows a range in reading score from 3.5 to 8.5, this is higher than "All Q1 students" who were at 2.3. In math, these students ranged from .7 to 5.8. "All Q1 students" were at 1.9. For both reading and math, these numbers are above "0" – "above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher performing classmates." (New Mexico School Grading, 2014, page 3 of 6)

In relation to students with disabilities, in reading, these students ranged from 4.2 to 9.6. In math, these students scored 1.5 to 6.0 (2014).

This analysis shows that students in these categories are not performing disproportionately lower than the average student that does not fall into these categories.

We believe that there are a number of strategies being used currently that are resulting in positive numbers for all of our students, especially those that qualify as special needs, English Language Learners and economically disadvantaged, such as:

- Self-paced courses that provide an individualized learning experience
- Certified teachers and educational assistants to provide assistance when needed
- Common assessments in all core areas
- Reading and math intervention courses whose instruction is driven by short cycle data
- Weekly progress reports and meetings with individual students to review incremental progress
- Progress monitoring using data from weekly progress reports
- Friday school for students that need additional assistance and time to pace through courses
- Summer intercession for students that need additional assistance and time to complete courses
- Continued training to address strategies of the many differing needs of our diverse population

These are all strategies that are currently being used and that will continue to be refined to encourage the amount of academic growth in students that is necessary for optimal success.

TGA will continue to maintain and refine as needed, the transition courses taken by all students. A staple of these courses is the deliberate instruction of academic behaviors. This instruction is designed to provide support students in how they navigate their academic day and help them make positive academic decisions while in class. In these courses, there is a direct link to college and career readiness and civic mindedness. An ultimate goal is for students to transfer these specific skills to the work force, their college classes and as

they take on more adult responsibilities.

A scheduling strategy that TGA began using in the last several years is that of strategic study hall times throughout the day. Students have a designated time and space several times per week built into their schedule in which they are able to complete work and access assistance from instructional staff. Students taking college courses or those needing an extra period to pace through their core classes will be assigned an additional study period as needed. The activity completion data helps TGA staff to determine whether this strategy is effective. The data is reviewed at the semester to make determinations on study hall assignment.

In previous years, TGA has not had many students classified as ELL, but the numbers are increasing. Edgenuity provides support to students based on the Sheltered Instruction Observation Protocol (SIOP). We plan to continue to provide teachers/case managers with training on instructional and support strategies that will aid students in acquiring the skills that are necessary to be successful academically.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

The Director of Academics/Principal is the instructional leader and therefore the point person for school performance measures. All assessments including: Discovery Education Assessment, NMSBA, PARCC, HSGA, EoC, Accuplacer, ASVAB, ACCESS, content testing, and other teacher developed assessment techniques help The GREAT Academy to plan for and develop interventions to address student deficiencies. The Director of Academics/Principal uses this data along with other indicators from the school letter grade to report on a quarterly basis throughout the year to the Board of Directors. These reports include school performance data and strategies for improvement. The instructional leader is also evaluated by the board annually.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals MUST BE provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. ***Please note****: renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

(1) Demonstrate the school's ability to implement the school's mission

(2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below)

(3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year**.

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards."

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.

#1 Mission-Specific College and Career Readiness Goal

The GREAT Academy High School graduates will have completed no less than 12 dual credits with a C or better.

Exceeds Standard:	Cohort 1 – 90% of graduates meet this goal. Cohort 2 – 85% of graduates meet this goal.
Meets Standard:	Cohort 1 – 80% of graduates meet this goal. Cohort 2 – 75% of graduates meet this goal.
Falls Below Standard:	Cohort 1 – 70% of graduates meet this goal. Cohort 2 – 76% of graduates meet this goal.
Falls Far Below Standards:	Cohort 1 – 60% of graduates meet this goal. Cohort 2 – 55% of graduates meet this goal.

Cohort 1 will be comprised of students that started at TGA in the 9th or 10th grade.
Cohort 2 will be comprised of students that started at TGA as 11th graders. Students that begin TGA as 12th graders will be excluded from this goal.

TGA's mission is to ensure students Gain Real-world Experience through Active Transition. We believe that a large part of actively transitioning students is having them participate in activities that focus on college and career readiness.

#2 Mission-Specific College and Career Readiness Goal

TGA students will take the ACT, Accuplacer, or ASVAB test during their 11th/12th grade year. Students taking the ACT will meet a benchmark composite score of 21, a 45 AFQT on the ASVAB, or an 80 on Reading Acculplacer, 85 Sentence Skills Accuplacer, or 66 on Elementary Algebra Accuplacer Test.

Exceeds Standards: 80% or more of TGA students reach the benchmark on any one test.

Meets Standards: 70-79% of TGA students reach the benchmark on any one test.

Falls Below Standard: 60-69% of TGA students reach the benchmark on any one test.

Falls Far Below Standards: 59% of TGA students reach the benchmark on any one test.

TGA's mission is to ensure students Gain Real-world Experience through Active Transition. We believe that a large part of actively transitioning students is having them participate in activities that focus on college and career readiness. The ability to place into college level math and/or reading courses is an indicator of college readiness. The scores listed in the goal are what is needed to place into English 1101 and Math 1310. These are entry level

math and English courses (not remedial courses). TGA offers English 1101 on campus and plans to offer Math 1310 on campus in the future. The Accuplacer scores are prerequisites to a number of courses in the CNM catalog.

The New Mexico state 5 year average score on the ACT is 19.9. TGA would like to set its score at 21 in an attempt to stretch passed the performance of that of the state.

The Armed Forces Qualification Test (AFQT) score of a 45 on the ASVAB is one that would be a stretch goal for TGA students based on two years of data. In 2014, TGA students' average score was 34 and in 2015, the average was a 36. Not only does the ASVAB give valuable information on entry into the Armed Forces, the individual score reports show students where their strengths are in the areas of: verbal skills, math skills, science/technical skills, general science, arithmetic reasoning, work knowledge, paragraph comprehension, mathematics knowledge, electronics information, auto & shop information, and mechanical comprehension. The scores in these areas give students a good idea of their individual aptitudes and can lead to further career exploration.

These assessments are a credible measures as to whether or not our program is preparing students for the college/career world.

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

An approved charter application is a contract between the charter school and the chartering authority. (22-8B-9 [A] NMSA 1978)

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____ Phone #: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED