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
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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

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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

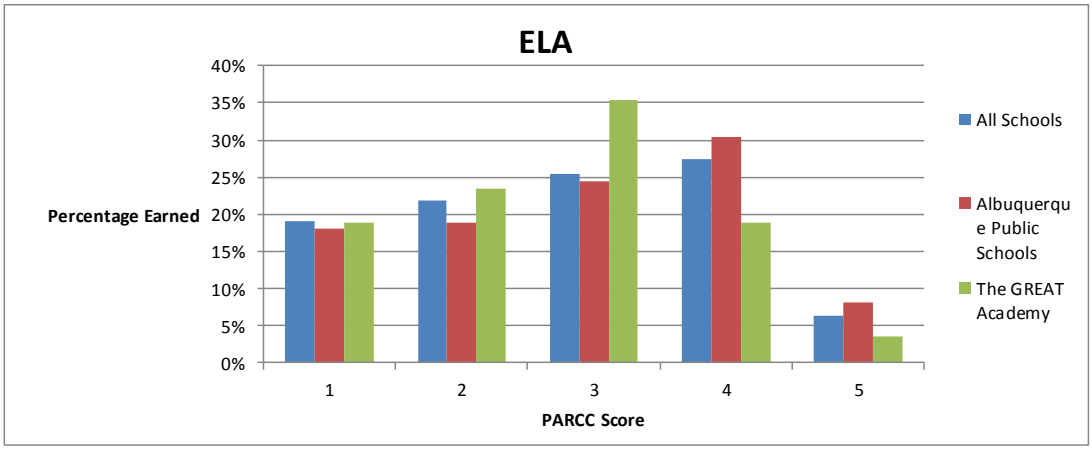
- **Charter History/ Academic Performance**

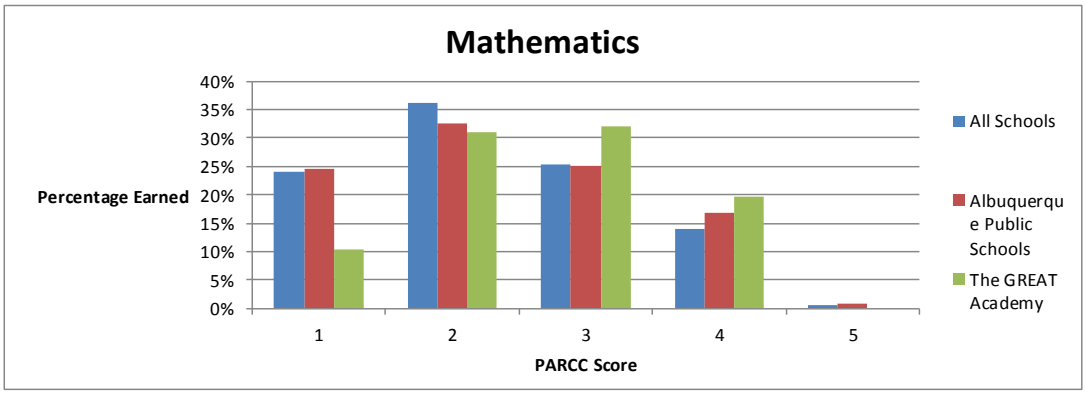
The GREAT Academy was approved and authorized by the PEC in 2010. The school has been in operation since 2011. This is their first renewal. The school has seen a drop in points earned in all areas of the report card from 2013 to 2014 with the exception of Q1 performance and Opportunity to Learn.

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.