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SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
Revised: February 8, 2024**

**School Name:** The GREAT Academy

**School Address:** 6001-A San Mateo Blvd. NE Albuquerque, NM 87109

**Head Administrator:** Jasper Matthews

**Governing Board Chair:** Henry Douglas II

**Business Manager:** Chris Gilman

**Authorized Grade Levels:** 6-12

**Grade Levels Served:** 6-12

**Authorized Enrollment Cap:** 360

**2022-23 End of Year Enrollment:** 111

**Contract Term:** 2022-2027 (with conditions)

**Mission:**

The GREAT Academy's mission is to ensure that all students Gain Real-world Experience through Active Transition. Our vision is to see that every student takes advantage of the opportunity to earn college credit while in high school, understanding that through advanced academic training they will save time and money, which will enable them to gain employment and/or post-secondary success.

**Educational Program:**

The GREAT Academy is an in-person, asynchronous hybrid program that provides a learning environment in which five unique components are emphasized: virtual learning, Academic Improvement Plans (AIP) for all students, service learning, leadership and character education, and pathways to success (career pathways and a college preparatory pathway).

Teaching methods fall into two areas: support of students learning through the virtual/online Edgenuity program with staff support and face-to-face teaching. In both areas, the GREAT Academy teachers utilize technology in the classroom, differentiated instruction, cooperative learning, inquiry-based instruction and graphic organizers.

The GREAT Academy 9<sup>th</sup> and 10<sup>th</sup> graders participate in transition courses. TGA students also participate in SMART Labs that encourage career exploration.

The GREAT Academy has an early college model that makes accessibility to dual credit courses available to all students. Students begin taking dual credit courses in the 10<sup>th</sup> grade. To increase accessibility to these courses, The GREAT Academy has introductory level dual credit courses that are taught on campus by TGA teachers.

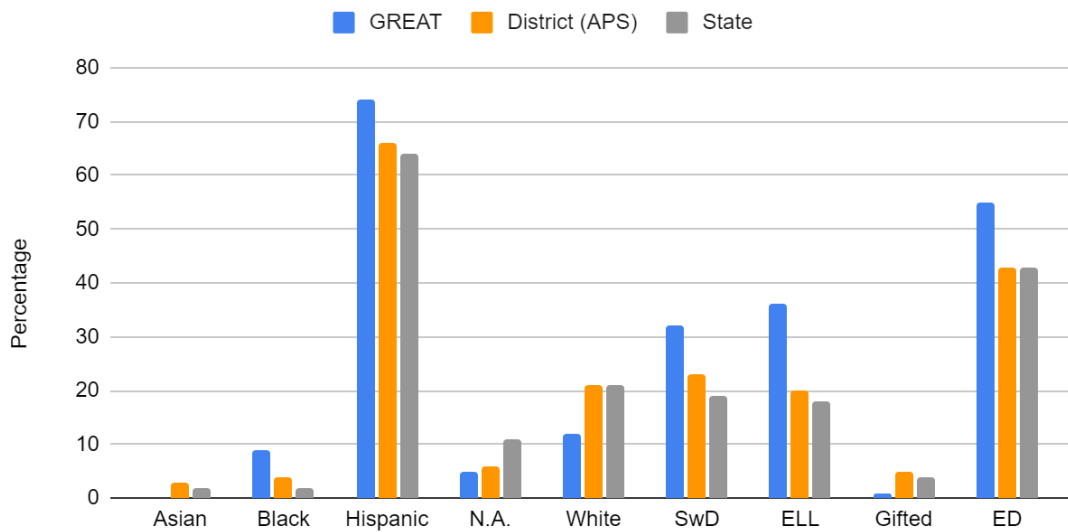
At The GREAT Academy, our hybrid model is defined as an environment where both traditional teaching and online learning are utilized. In addition, hybrid refers to the flexible environment of where the student receives instruction, whether that is on-campus or online.

Students in grades 6-10 attend on-campus and take core courses through Edgenuity and have face-to-face courses.

11-12 graders schedule accommodates the students' college schedule (dual credit courses) and/or work schedule. These students take the necessary core high school through Edgenuity.

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

### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

## Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	<b>38</b>
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	<b>50</b>
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>44</b>

### State Accountability System:

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

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

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.

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

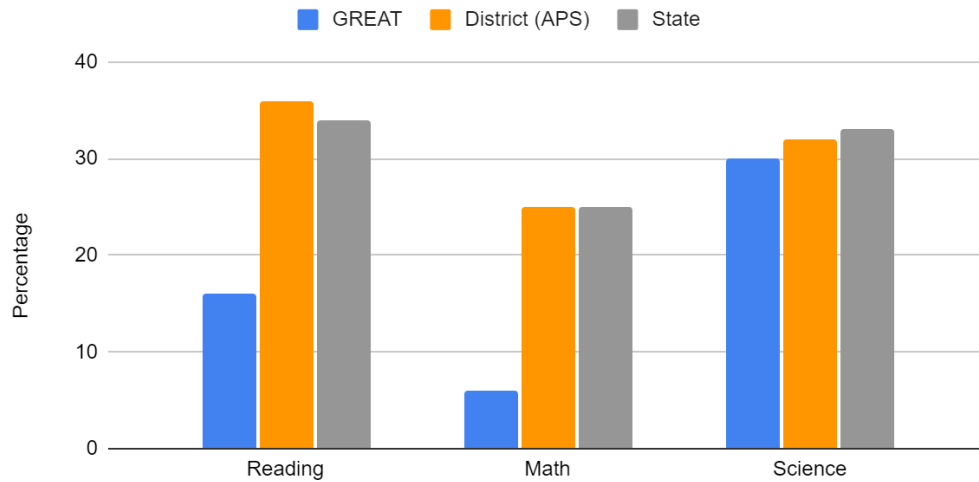
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **The GREAT Academy** received a designation of **Comprehensive Support School (CSI)**.

## Proficiency

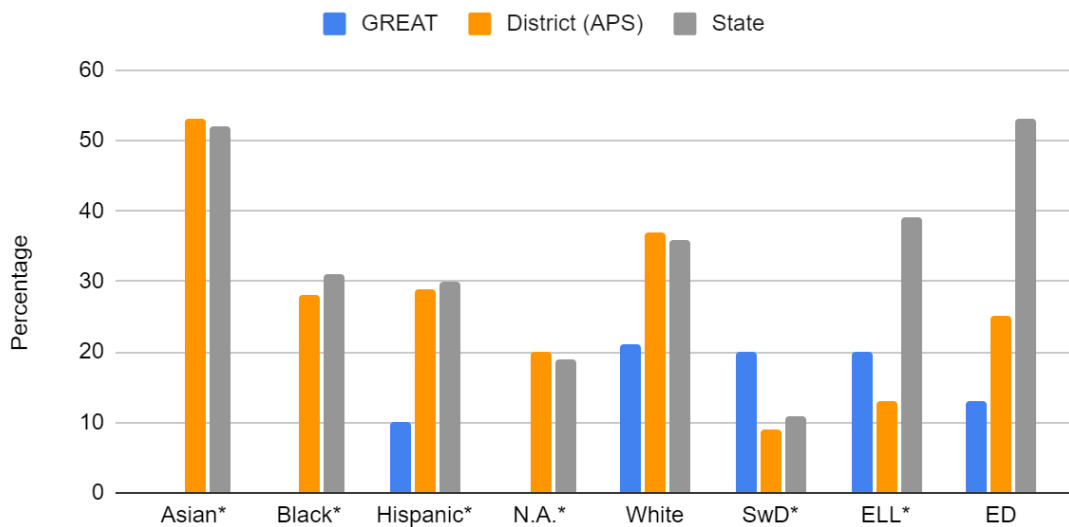
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

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



Source: NMVistas.org

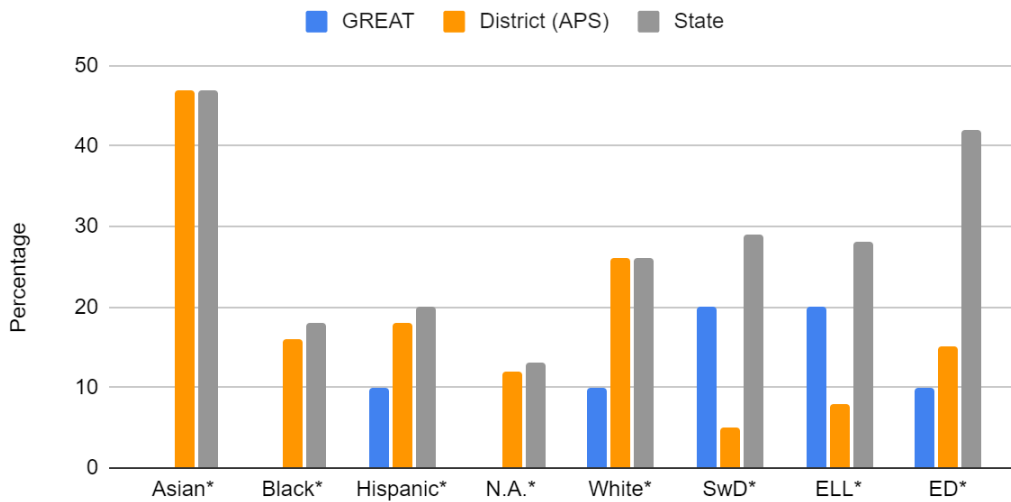
## Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school. Populations also masked: Hispanic  $\leq 10\%$ ; Students with Disabilities and English Language Learners  $\leq 20\%$  in reading.

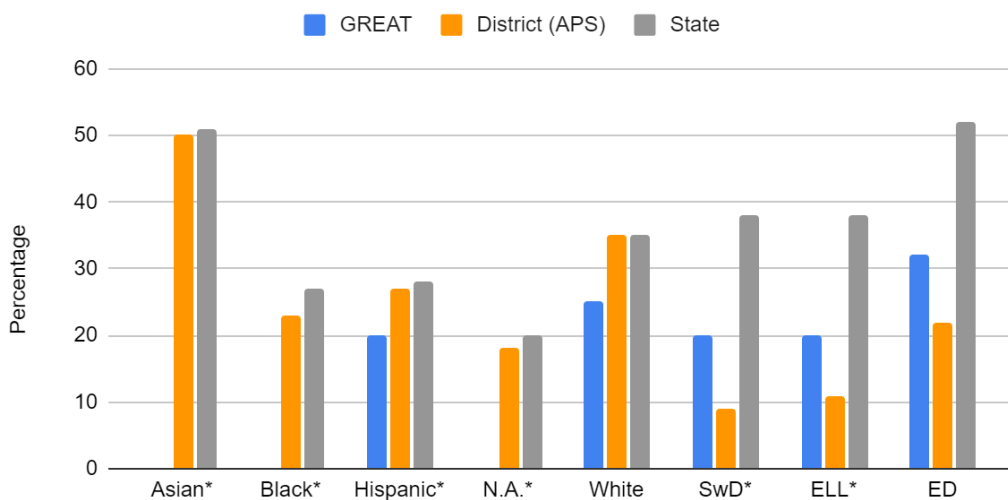
## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school. Also masked: Hispanic, White, Economically Disadvantaged  $\leq 10\%$ ; Students with Disabilities, English Language Learners  $\leq 20\%$ .

## Percent Proficient in Science by Subgroup 2022-23

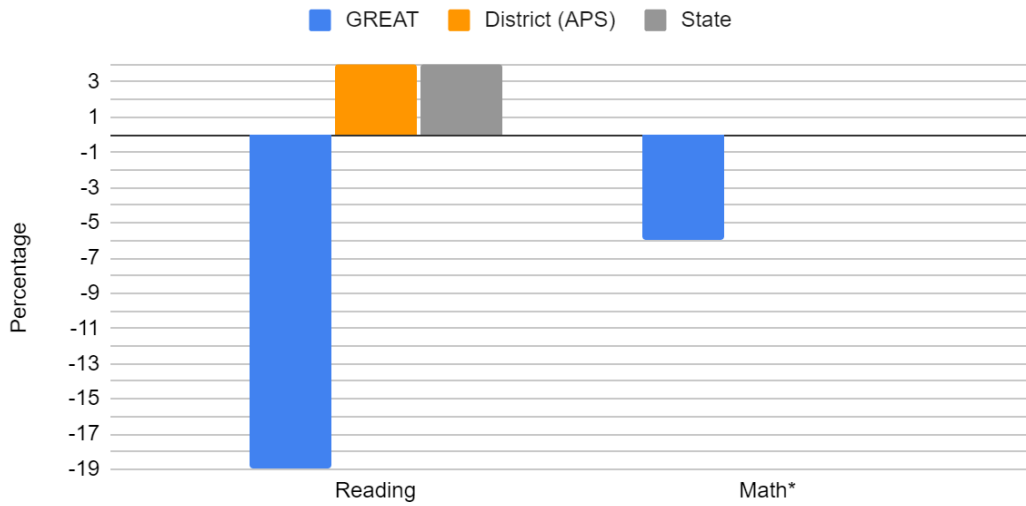


Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school. Hispanic, Students with Disabilities, and English Language Learner populations are also masked,  $\leq 20\%$  in science.

## Improvement (Growth)

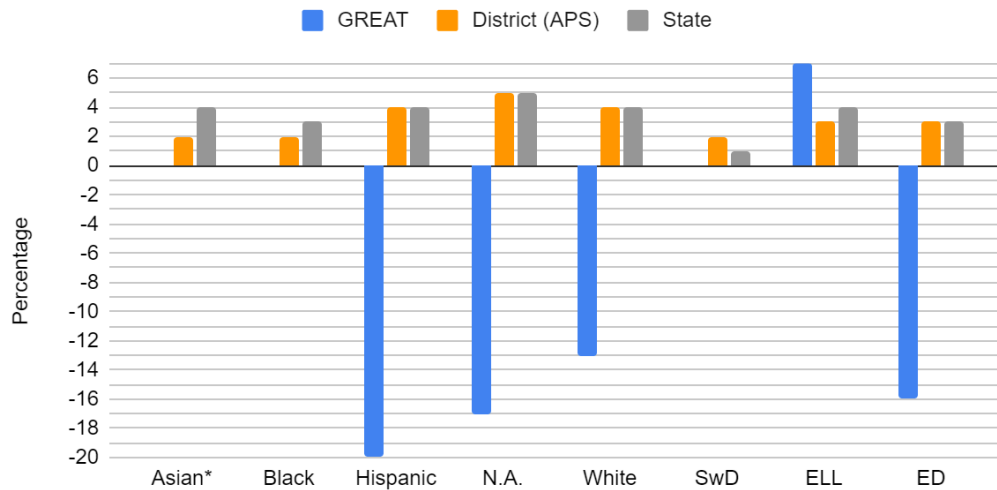
### Percent Growth for All Students (2021-22 to 2022-23)



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

**\*Note:** Math growth was 0% for the state and district for SY2023.

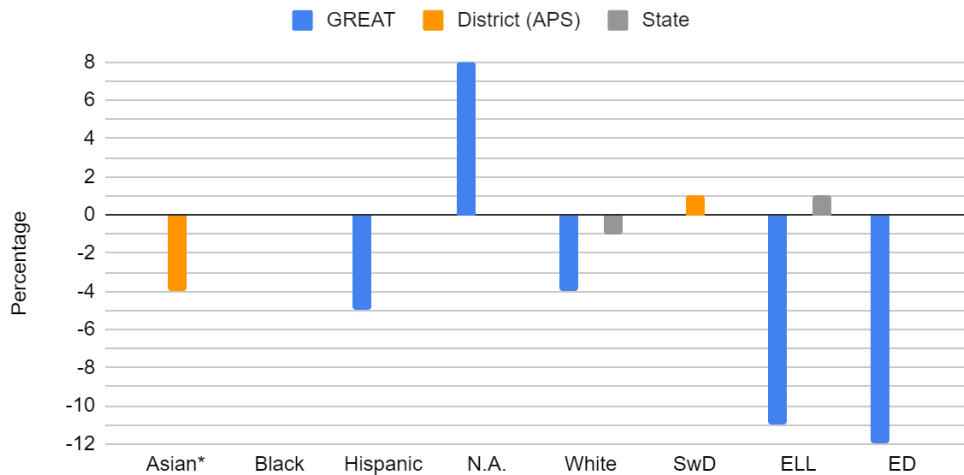
### ELA Percent Growth by Subgroup (2021-22 to 2022-23)



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

**\*Note:** groups are masked due to population size.

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



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

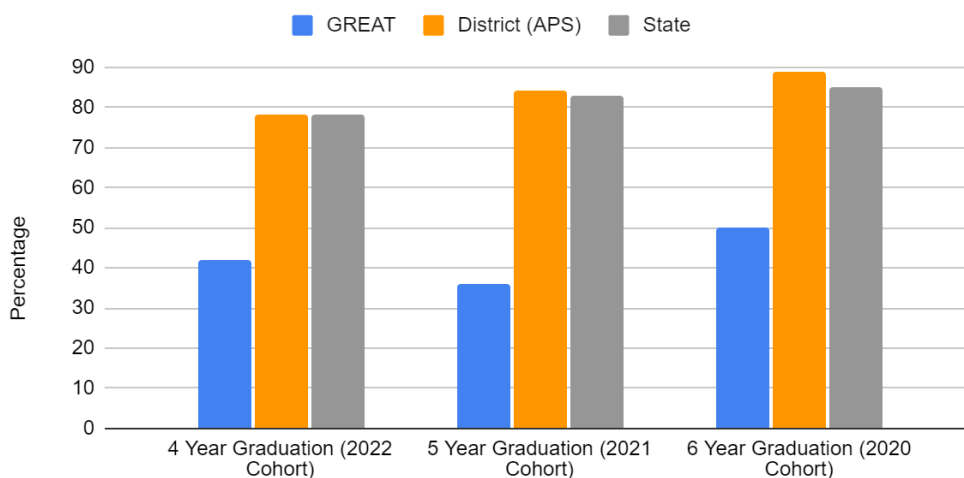
**\*Note:** groups are masked due to population size.

### English Learner Progress (NMVistas): ≤ 10%

### High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

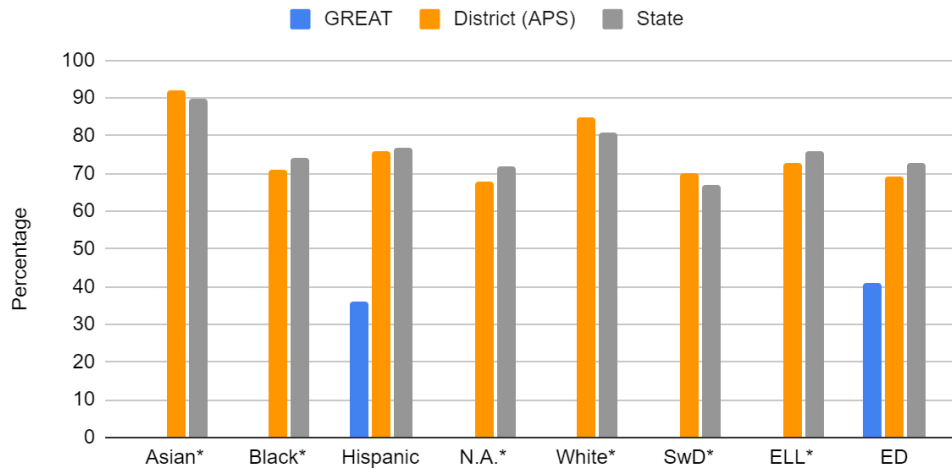
## High School Graduation



Source: NMVistas.org



## 4-Year Graduation by Subgroup



Source: NMVistas.org

**\*Note:** groups are masked or unavailable due to population size.

### Mission-Specific Goal: Dual Credit

**Goal 1:** TGA’s dual-credit goal measures the number of dual credit courses completed by graduating seniors. The metric to determine success is the number of credits earned by all graduating seniors who were students at TGA in the 10th through 12th grades.

Note: Although the time for measurement of the goal that follows is stated as “at the end of each school year”, students who graduate at the end of the school year and students who graduate at the end of the first semester of the same year will be included in the evaluation.

Performance Level	Target	Points
Exceeds Standard	At the end of each school year, 75% or more graduating seniors who were Full-Academic-Year students at TGA during the 10th through 12th grades will have accrued 9 or more college credits over their time at TGA.	100
Meets Standard	At the end of each school year, 65% - 74% graduating seniors who were Full-Academic-Year students at TGA during the 10th through 12th grades will have accrued 9 or more college credits over their time at TGA.	75
Working to Meet Standard	At the end of each school year, 55% - 64% graduating seniors who were Full-Academic-Year students at TGA during the 10th through 12th grades will have accrued 9 or more college credits over their time at TGA.	25
Does Not Meet Standard	At the end of each school year, 54% or below graduating seniors who were Full-Academic-Year students at TGA during the 10th through 12th grades will have accrued 9 or more college credits over their time at TGA.	0

**Rating: Working to Meet- 60% attainment- 25 pts**

### Goal 2: Mission-Specific Goal - Service-Learning

TGA’s service-learning goal measures the number of service-learning experiences and self-reflective narratives completed by middle school students. The metric to determine success is the percent of

students earning a score of 2 or better out of a possible score of 3 on the TGA service-learning reflection rubric.

Performance Level	Target	Points
Exceeds Standard	80% to 100% of FAY students in grades 6-8, will participate in (4) service-learning experiences and will complete a self-reflective narrative for each activity, earning an average score of 2 or better on the four Service-Learning Reflection Rubrics.	100
Meets Standard	70% to 79% of FAY students in grades 6-8, will participate in (4) service-learning experiences and will complete a self-reflective narrative for each activity, earning an average score of 2 or better on the four Service-Learning Reflection Rubrics.	75
Working to Meet Standard	60% to 69% of FAY students in grades 6-8, will participate in (4) service-learning experiences and will complete a self-reflective narrative for each activity, earning an average score of 2 or better on the four Service-Learning Reflection Rubrics.	25
Does Not Meet Standard	0% to 59% of FAY students in grades 6-8, will participate in (4) service-learning experiences and will complete a self-reflective narrative for each activity, earning an average score of 2 or better on the four Service-Learning Reflection Rubrics.	0

Full Academic Year (FAY) refers to students who were present at the 40th, 80th and 120th day report.

**Rating: Meets- 70% attainment- 75 pts**

**Waivers:** Driver Education

## Organizational and Financial Performance Framework

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

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

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

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

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

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

**Explanation of 2022-23 Indicator Ratings**

1.b. According to PED Assessment Bureau and the testing company, participation rate is 91%; target is 95%.

2.b. During the 2022-23 SY, the school was under a condition of renewal and was working to address conflict of interest concerns.

3.b. EOY attendance rate is 69%; target is 95%.

5.b. [FY22 audit](#) reflects two material weakness findings.

5.c. [FY22 audit](#) reflects one repeat finding for the school and two repeat findings for the foundation.

### **Site Visit Attendees**

Wednesday, May 3, 2023

**CSD Team:** Rachel Stofocik (Lead), Frank McCollough, Corina Chavez  
Melissa Brown, and Kimberly Gonzales

**School Leadership:** Jasper and Keisha Matthews, Head Administrators

**Governing Board:** Michael Pitts and Mr. Stacey Boyd

### **Renewal Condition Status**

In accordance with the charter contract, The GREAT Academy submitted documentation to show compliance with the school condition on January 9, 2024. The condition documentation is **attached**.

#### **Summary Analysis:**

In terms of high school graduation rates, although the school argues that the comparative schools should not be compared to it, TGA continues to score toward the bottom of the comparison group of schools, all of which are located in Albuquerque, serving similar grade levels and demographics. Graduation rates reported by TGA do not match the formula used by the PED.

#### **Conditions of Renewal for the Charter Contract Term 2022-27**

The contract between The GREAT Academy and the PEC included conditions in the areas of

- Academic improvements
- Financial operations
- Personnel and payroll
- Instructional spending
- Governing board training
- Foundation operations

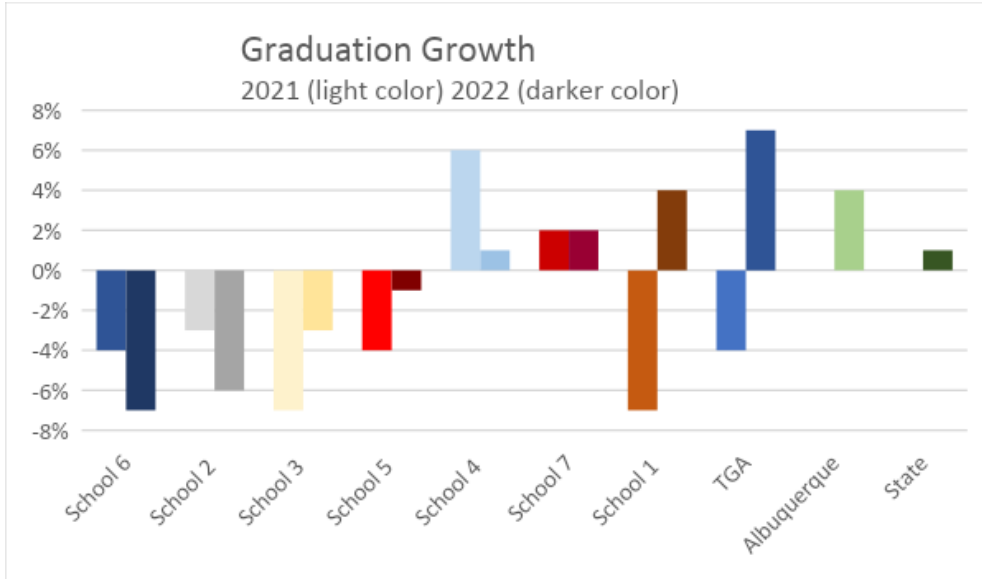
For the school year 2022-23 all conditions have been met with the exception of the two academic improvement conditions:

- Meet or exceed the state graduation rate for each year of the charter, considering 4, 5 and 6-year graduates, for similar schools serving similar populations with students who are English Language Learners, Economically Disadvantaged and Students with Disabilities as determined annually by PED.
- Meet or exceed the average growth rates for similar schools serving similar populations with students who are English Language Learners, Economically Disadvantaged and Students with Disabilities as determined annually by PED.

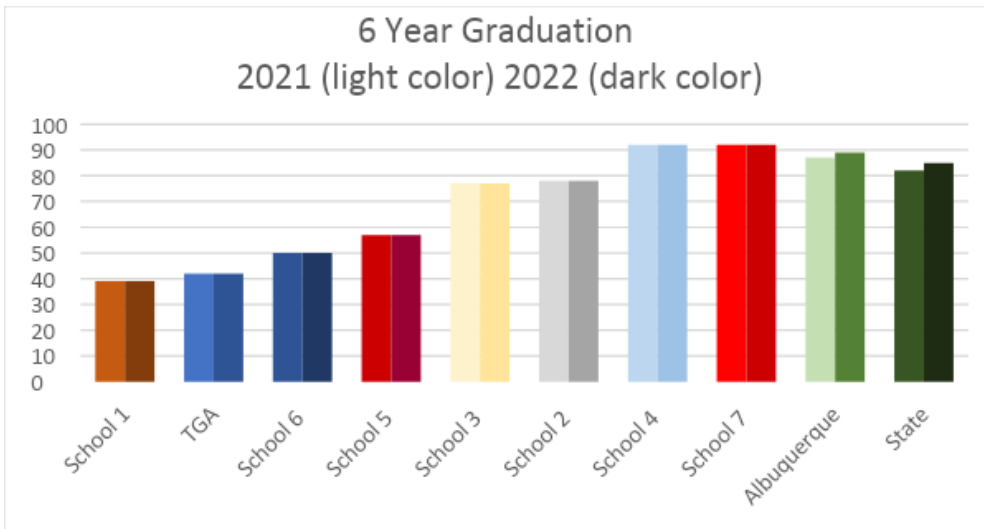
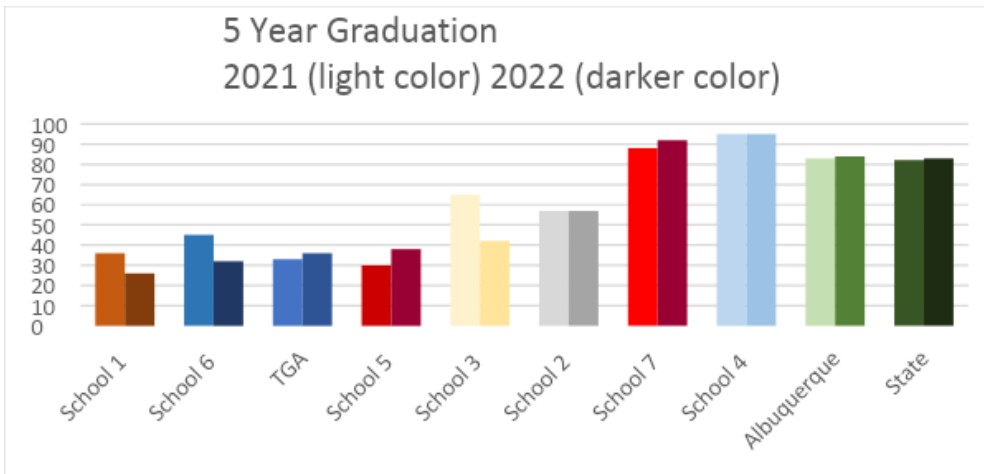
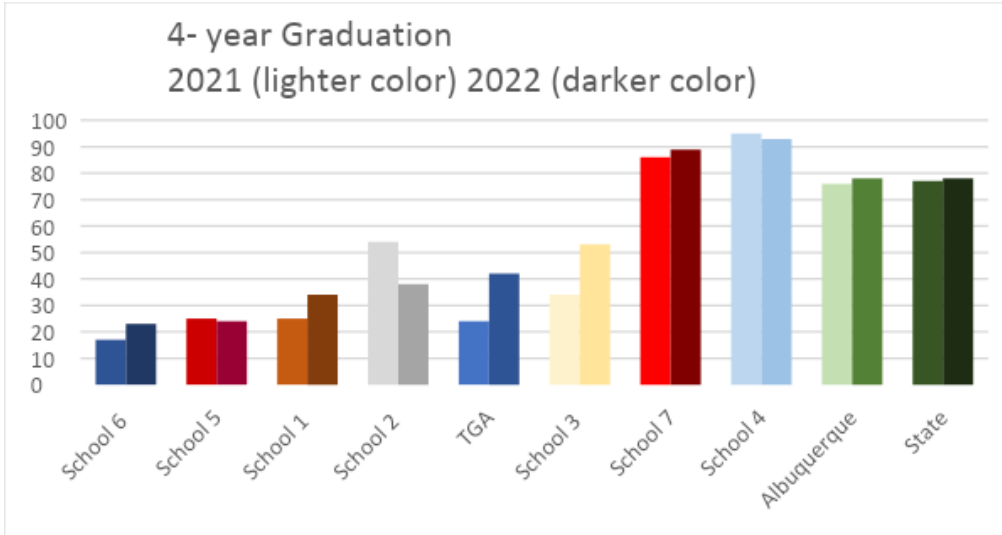
The data tables below show that The GREAT Academy has not exceeded either the graduation rate or the graduation growth rate of schools serving similar populations of students.

**PED data provided:**

The PED determined the followings graduation growth rates for TGA and similar schools to be as follows:



The PED determines the following 4-year graduates, 5-year graduates, and 6-year graduates for TGA and similar schools to be



**TGA Placement Compared to Comparison Schools for each category reviewed**

(8 schools divided into 4 quartiles with 1 being the highest and 4 being the lowest)

	Quartile for baseline year	Year 1	Year 2	Year 3	Year 4
Growth increase	3	1			
4 year graduation	3	2			
5 year graduation	4	3			
6 year graduation	4	4			

The school disputes CSD’s evaluation of the school’s performance on the academic condition. The condition document submitted by the school is included in this report as an appendix.

# The GREAT Academy – Updated\* Charter Renewal Documentation showing compliance with school condition

(to be completed and submitted to CSD annually)

**Cabinet Secretary’s order of April 4, 2022:**

IT IS FURTHER ORDERED that in entering into the contract, the New Mexico Public Education Commission and the GREAT Academy include, but not be limited to, conditions pertaining to the GREAT Academy Foundation operations, the GREAT Academy Foundation financial conditions, the GREAT Academy’s instructional spending, the GREAT Academy Personnel and Payroll, and conditions involving the GREAT Academy Governing Board training and board operations consistent with the training.

I affirm that the information is correct as provided below or is explained further in the comment section below.

 The GREAT Academy Executive Director or designee

1-9-2024 Date (On or before June 30 of each year of the charter)

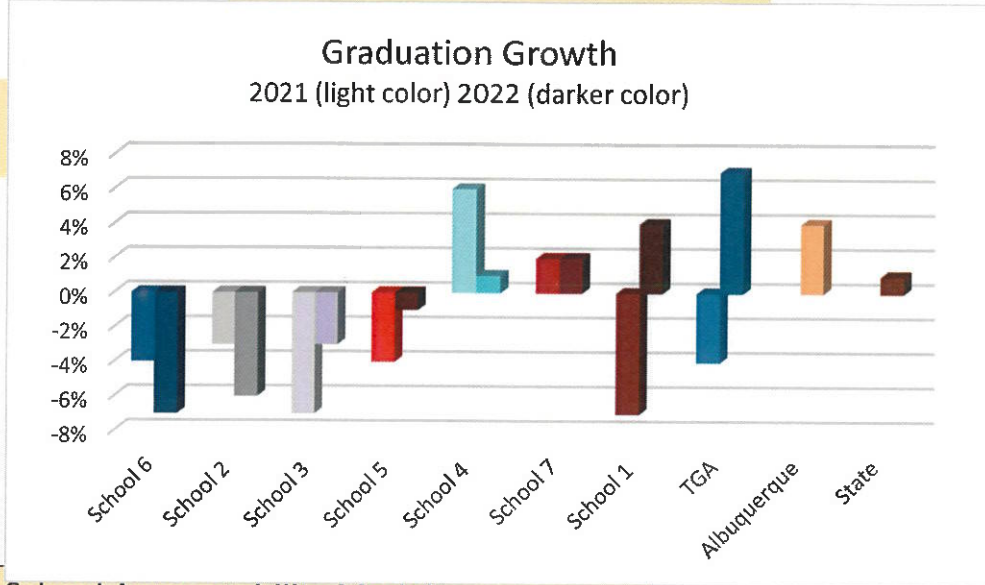
## **A. The GREAT Academy academic improvement: 2022-2023 School Year**

1. Meet or exceed the state graduation rate for each year of the charter, considering 4, 5 and 6-year graduates, for similar schools serving similar populations with students who are English Language Learners, Economically Disadvantaged and Students with Disabilities as determined annually by PED.
2. Meet or exceed the average growth rates for similar schools serving similar populations with students who are English Language Learners, Economically Disadvantaged and Students with Disabilities as determined annually by PED.

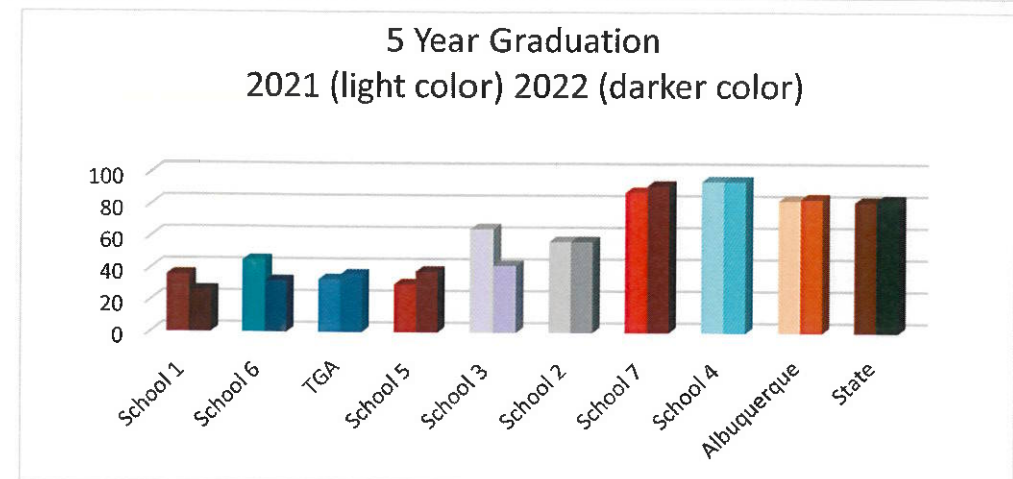
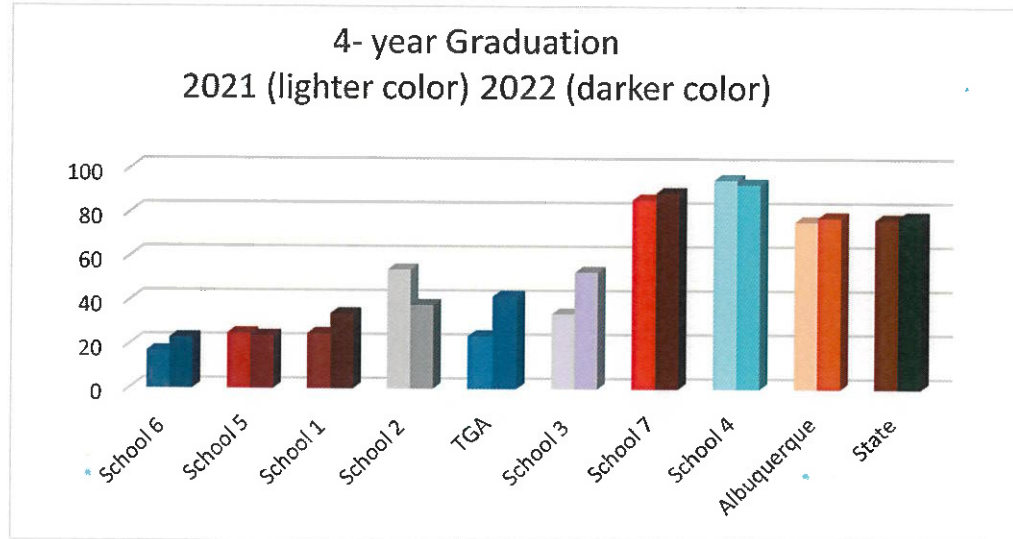


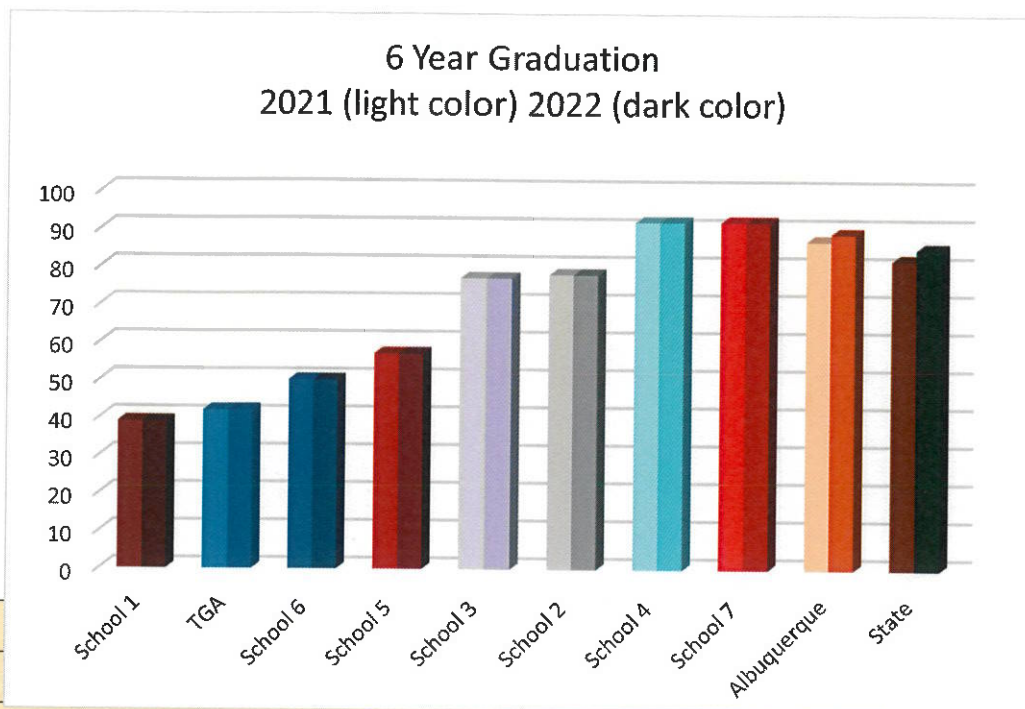
## TGA Condition Data, Baseline and 2022 data

### PED Graduation Growth Data



### School Accountability Model





#### TGA Placement Compared to Comparison Schools

(8 schools divided into 4 quartiles with 1 being the highest and 4 being the lowest)

	Quartile for baseline year	Year 1	Year 2	Year 3	Year 4
Growth increase	3	1			
4 year graduation	3	2			
5 year graduation	4	3			
6 year graduation	4	4			

#### School Comments relating to Condition A:

With regard to the Condition A.1 tables of “similar schools” and data therein, TGA disagrees with South Valley Academy (SVA) and Mission Achievement and Success (MAS) being included in this data because the school size of those schools is so drastically different from our school that it does not effectively present an accurate picture of TGA’s place within, or relative to, a true cohort group. When we were negotiating this condition with PEC, we emphasized that the comparison charter schools should be of similar size, as well as demographics. Current enrollment for SVA is 619 (600% higher than TGA) and the current enrollment for MAS is 2100 (2100% higher than TGA).

Here is an example to illustrate TGA seniors vs MAS seniors as far as how students are weighted:

MAS has 80 seniors in the cohort. If 4 of those students doesn’t graduate at the end of the school year, their graduation rate for that cohort will be 95% ( $76/80=.95$ )

TGA has 14 seniors in the cohort. If 4 of those students doesn’t graduate at the end of the school year, TGA’s graduation rate for that cohort will be 71% ( $10/14=.71$ )

The number of students in a school's population gives a drastic statistical advantage over us when making a comparison this way. We believe that including these two schools is statistically inappropriate and inaccurate because the enrollment of these two schools is so far outside of the data set where the goal is similarity.

When the state calculates graduation rates, it includes students who started in a particular cohort and the rate is positively affected if the student graduates but is negatively affected if they do not graduate. If a student drops out and does not attend another NM school, that student is attributed to the last school that reported them. For instance, if a 9<sup>th</sup> grader enrolled in 2020-2021, this student would be expected to graduate in 4 years. If the student transfers from "School A" to "School B" in 11<sup>th</sup> grade, but does not graduate in 2024, this student negatively affects "School B's" 4-year graduation rate. If the student had stayed with "School A" and dropped out in the 11<sup>th</sup> grade and did not graduate, their non-graduation status would negatively affect "School A". As a school that serves a very at-risk population, in many cases TGA is their 3<sup>rd</sup> or 4<sup>th</sup> school. These students are usually a year or two behind in credits and overaged. If they don't graduate from TGA, they usually don't enroll in another school. APS has a practice of pushing their 18- and 19-year-old freshmen to charters.

In the 2020-2021 school year, after the age cap legislation was enacted, TGA had to stop serving the "over-aged" population. The legislation precludes any student over the age of 22 from enrolling in any high school program in the state of NM. In the 20-21 school year, TGA had 30 over-aged students enrolled who could no longer be serviced in the following years. These students ranged from 9<sup>th</sup>-12<sup>th</sup> grades.

From the time this legislation passed and was enacted, all "over-aged" students who were not able to continue their path to graduation were counted as non-graduates, thereby negatively affecting school graduation rates. For larger districts or schools that did not have a large focus on this population or had enough regular-aged students to overshadow this population, the legislation was of no consequence and the graduation data was not significantly impacted. For The GREAT Academy, where yearly graduating classes range from 15-18 students in the last 3-4 years, the statistical impact on the graduation rate has been great. There are 12 over-aged students who should have graduated in 2023 who are negatively affecting our data. There are 13 over-aged students who should have graduated in 2022 who are negatively affecting our data.

**School Internal Graduation Numbers:**

**2020-2021 Seniors**

**15 enrolled – 15 graduated = 100%**

**2021-2022 Seniors**

**18 enrolled – 18 graduated = 100%**

**2022-2023 Seniors**

**15 enrolled – 15 graduated = 100%**

***For the 2023-2024 school year, TGA has 16 seniors. All of these seniors are on track to graduate.***

## B. The GREAT Academy Personnel and payroll

### 1. Staffing

- a. Employees may hold no more than the equivalent of 1.0 FTE between the school and foundation. (Employees may be paid by the school through an hourly contract for additional services.)
- b. Employees splitting time between instruction and administration will have a separate contract for each to allocate the time for instructional support adequately.
- c. All direct instructional supports (function codes 1000, 2000, 2100 and 2200) shall come out of the school budget, not out of the Foundation funds that originate from state funds. No bonus may be paid from Foundation funds that originate from state funds.
- d. Employees' salary schedules, for all salaried school employees, will be established.

2. Performance evaluation template and rating rubric for the Head Administrator will be approved by NMPED CSD.

3. All school employees will receive an annual performance evaluation.

#### School data provided:

All of the terms set forth above were met: Yes

Comment by School: Business manager confirmed to CSD at Site Visit, May 3<sup>rd</sup>, that these conditions were met.

## C. The GREAT Academy Governing Board training

1. Board members must complete a one-time additional financial training in the fall of the school year 2022-2023 provided by CSD or a trainer approved by them. The webinar will be taped, and new members will be required to watch and successfully complete the webinar within 30 days of when that person joins the board.

#### School data provided:

Evidence of TGA Governing Board Member attendance at required governing body training during 2022-2023 or later for a new board member.

Current Governing Board Members	Training Completed	Date of Training/Webinar
Henry Douglas Jr.	Yes	6/27/2023
Michael Pitts	Yes	6/2/2023
Stacey Boyd	Yes	5/30/2023
Nicole Edmond	Yes	6/2/2023
Suzette Gee	Yes	6/2/23

#### **D. The GREAT Academy GC postings on-line**

2. Board must provide and post their annual board calendar, the list of current board members with contact information, and the head administrator contact information.
3. Board must provide a hybrid method for the public to attend board meetings, record the board meetings and post a link to the recording on the school website with the minutes of the meeting.

#### **School data provided:**

All of the terms set forth above were met Yes

Comment by School: Confirmed by CSD at the May 3<sup>rd</sup> Site Visit

#### **D. The GREAT Academy Foundation operations**

1. For Foundation Board meetings in which the use of funds received from the school are discussed (building issues, other expenses using lease funds or decisions related to expenditures of state lease money), the Foundation board meetings, and meeting minutes must be posted on the school website, with meeting agendas posted 72 hours before meetings are held, meetings open to public, minutes posted within 10 business days and a recording posted. Meetings must have a hybrid on-line option for attendance, and the meetings must be recorded and a link to the recording posted.
2. School employees shall not be a member of the Foundation Board. Former school employees will become eligible to join the board after 12 months of departure from the school.

#### **Data provided:**

The Foundation has certified to the School that all of the terms set forth above were met: Yes

Comment by School or Foundation: See attached letter to TGA dated as of June 26, 2023.

#### **E. The GREAT Academy Foundation financial conditions**

1. Foundation will segregate funds raised through the private sector from funds received from the School.
2. As shown by a new Memorandum of Understanding between the Foundation and the School, Foundation funds received from the School will be used for:
  - a. building expenses, building maintenance and mortgage payments,
  - b. retiring credit card debt that exists as of 5/20/22 and
  - c. lawyer and accountant services for the Foundation.
3. Once the credit card balance is cleared, the Foundation will pay the credit card balance in full monthly.

**Data provided:**

The Foundation has certified to the School that all of the terms set forth above were met:       **Yes**      

Comment by School or Foundation:       **See attached letter to TGA dated as of June 26, 2023**      

**Privately-raised funds not subject to this Condition Document.** Foundation board discussions and Foundation decisions related to privately-raised funds may be discussed in non-public meetings. The Foundation Board is not required to disclose the use of any privately-raised funds and may spend funds in any manner approved by the Board.

\*TGA originally submitted its Charter Renewal Documentation showing compliance with the conditions to CSD prior to June 30, 2023 as required by the condition, to the extent data/analysis was available at that time. This Update is in response to a subsequent request by PEC, and contains additional information relating to Condition A analysis for School Year 2022-23 received from CSD after June 30, 2023.



June 26, 2023

Great Academy Governing Council

Re: Compliance with School Conditions

Ladies and Gentlemen:

On behalf of the Great Academy Foundation, I am providing information to The Great Academy Governing Council related to the school's annual certification to the Charter School Division of the Public Education Department in the form attached for the 2022-2023 school year, to supplement the Foundation's prior letter to the School, provided on June 26, 2023.

As to item E, the Foundation certifies that items 1 and 2 have been met for the 2022-2023 school year.

Condition E.1 relates to recording and posting Foundation Board meetings and minutes in meetings "in which the use of funds received from the school are discussed..." No Foundation board meetings have occurred in the last fiscal year where the use of funds from the School were on the agenda for discussion or were otherwise discussed. Therefore, there have been no board meetings where posting notice of the meeting or minutes of the meeting has been required. For clarification, the one meeting the Foundation held was for the purpose of voting on a new board member, and there was no other business.

As to item E.2, no school employee was a member of the Foundation Board, and no Great Academy employee who departed the school within the last 12 months was a member of the Foundation Board.


As to item F, the Foundation certifies that items 1, 2, and 3 have been met for the 2022-2023 school year.

As to item F.1, the Foundation has segregated funds raised through the private sector from funds received from the Great Academy.

As to Item F.2, Foundation funds received from The Great Academy were only used for building expenses, building maintenance and mortgage payments, retiring credit card debt that existed as of 5/20/2022, and lawyer and accounting services for the Foundation.

As to item F.3, the credit card debt is not yet retired, but once it is retired, the Foundation will pay the credit card balance in full.

Sincerely,

DocuSigned by:  
  
148CF969BEEA4A7  
wiltha ray wilson

TGAF Board President

The GREAT Academy Foundation • 8201 Golf Course Rd NW Suite 216, Albuquerque NM 87120  
Phone: 505.792.0306 • Fax: 505.792.0225 • thegreatacademy.org

**TGA Response to 2022-2023 Site Visit**

**Please reference the attached site visit report while reviewing the responses below.**

Line #	Performance Framework Indicator	Rating	TGA Response
1b	State Testing Requirements	Working to Meet Standard	<p>The explanation states “1.b. Participation rate is 91%, must be 95%.” It should be noted that the school tested all (100%) of its students who were currently enrolled during the testing window. The school is unable to test students who transfer out, and we believe that these students who were no longer with the school at the time of testing account for the nine percent difference in participation rate reflected in PED data.</p>
2B	Nepotism, Conflict of Interest	Working to Meet Standard	<p>The explanation states “2.b. School is under a condition of renewal and is working to address conflict of interest concerns that have been raised.” The report does not identify the “conflict of interest concerns that have been raised”. No governing board concerns have been identified, and the board has demonstrated compliance with the “nepotism statute” and the “school’s own nepotism requirements”, per the Performance Framework. The only such concerns of which School has been made aware relate to a complaint made to PED by PEC in 2021. The complaint was referred to PED Licensure, which, after “flagging” four employees’ licenses, conducted its investigation and subsequently dismissed the complaint and issued full license renewal to all four employees.</p> <p>This issue has been resolved in the licensees’ favor. No wrongdoing or conflict of interest violation was found. See closure forms attached. (Because uploads are not currently allowed by the CSD/PED’s submittal system, these documents are being emailed concurrently to the CSD Director and to PEC’s legal counsel, for inclusion with the school’s response document.)</p> <p>The only identified issue having been resolved, the School is “free of</p>



			conflict-of-interest concerns and demonstrates compliance with conflict-of-interest statute and the school's own conflict of interest policy." This rating , therefore, should be <b>"Meets Standard"</b> .
3b	Attention and Retention	Does Not Meet Standard	The School met 1/3 of this goal in exceeding the 70% recurrent enrollment goal (EOY students reenrolling following year), and missed the 80% retention goal (retention during the school year) by only 3%. This goal provides that, as an alternative to the 95% average daily attendance rate, the School may "meet" the attendance standard b demonstrating successful implementation of a whole-school attendance improvement plan. The School has demonstrated marked improvement in the daily attendance average calculated for the annual report: the School has calculated its average daily attendance rate for S1 2023 at 93%, with a retention rate of 84%. These percentages indicate the improvement necessary for the School to "Meet" this standard.
5b	Accounting Principles	Does Not Meet Standard	<p>The standard in the Performance Framework for this goal is: "Was there a finding in the school's last audit opinion that the school violated GAAP?" The School's 2022-23 audit opinion did not contain such a finding of any GAAP violation, and absent such a finding, violation of GAAP may not be presumed. This finding should be changed to "Meets Standard" or, at the very least, "Working to Meet Standard",</p> <p>School notes that the School has attempted resolution/correction of the recurrent audit finding, but for several years it has been prevented from implementing the corrective action (entry into lease-purchase arrangement with School's landlord to address prepaid rent issue) due to the nonrenewal and subsequent appeal of the School's charter, and then the pendency of the complaints to relating to School administration. Now that both matters have been resolved, School will be re-submitting its proposed lease-purchase arrangement to NMPED for review and approval.</p> <p>Also, the CSD's report relating to this standard references and includes the</p>

			<p>Foundation, which is not part of the School and which is a separate, private legal entity not subject to the Charter Contract and/or Performance Framework, or PEC/CSD oversight. This part of the comment should be removed.</p>
5c	Responsive to Audit Findings	Working to Meet Standard	<p>School notes that the School has attempted resolution/correction of the recurrent audit finding, but for several years it has been prevented from implementing the corrective action (entry into lease-purchase arrangement with School's landlord to address prepaid rent issue) due to the nonrenewal and subsequent appeal of the School's charter, and then the pendency of the complaints to relating to School administration. Now that both matters have been resolved, School will be re-submitting its proposed lease-purchase arrangement to NMPED for review and approval.</p> <p>Also, the CSD's report relating to this standard references and includes the Foundation, which is not part of the School and which is a separate, private legal entity not subject to the Charter Contract and/or Performance Framework, or PEC/CSD oversight. This part of the comment should be removed.</p>