School Improvement and Transformation Monitoring Visit Summary
Beginning of Year
(SITM-BOY)

School: The Great Academy	**LEA**: State Authorized Charter
School Leader: Keisha Matthews	**LEA Leader**: Jasper Matthews
SITM Team Leader: Max Perez	**Date**: October 28, 2024

School Description

The GREAT Academy's mission is to ensure that all students Gain Real-world Experience through Active Transition. The Academy exists not only to improve education for students but to provide students with the necessary skills for career success. The Great Academy promises to make sure that seniors are prepared for the demands of post-secondary education and/or the career world and, in turn, improve the community by improving its residents. The Academy is committed to providing students with an education that is relevant and meaningful to their journey of achieving success.

Currently, the school has 61 students enrolled in grades six through twelve, with about 23% of the students being seniors this year.

The school's unique business model allows students the opportunity to work at their own pace, earn college credits while in high school at no cost, and participate in internships and SMART Labs to encourage career exploration.

School Successes and Celebrations

The GREAT Academy takes pride in getting its students to graduate. They feel like they have a very individualized approach in a small, safe place that lacks the social and emotional challenges that occur in traditional school settings. The school also creates a strong sense of belonging and close relationships with students and families. The GREAT Academy takes pride in servicing students who may feel ostracized in a traditional setting.

Currently, 100% of seniors are on track to graduate this school year, which contributes to the growing graduation rate. The attendance rate is at 98%, which is a success and celebration for the school staff and leadership, affirming their intentional focus on attendance. The staff are excited about a deep dive into Culturally and Linguistically Responsive Education (CLRE) this year and are moving from book study discussions to having an expert trainer come to provide professional development alongside virtual support for the teachers.

The leadership is proud of the work that the core team has done and has been doing this year compared to last year. The willingness to do difficult work and genuinely be part of

challenging tasks with all of their shared expertise is an essential aspect of the school culture. The core team has been favorable and unified compared to the prior school year.

NM DASH Development and Implementation

The shift from online to face-to-face learning at the GREAT Academy was guided by data analysis. With new team members on the core team, the school anticipates a stronger planning capacity next year. After a root cause analysis was conducted, the leadership team identified the need for face-to-face instruction and Culturally and Linguistically Responsive Teaching (CLRT) as essential, especially with the arrival of two to three teachers from the Philippines. These approaches will support incoming international teachers and advance the school's goal of creating an optimal learning environment that promotes academic growth. This is intentionally aligned with the school's mission and the goals related to the present graduation status.

School Progress

The Great Academy Charter School has been designated Comprehensive Support and Intervention (CSI) for graduation rates.

The most recent 4-year graduation rate is 68.4%

Three-year Data Trends

Graduation
4-year
- 2021-2022 – 25%
- 2022-2023 – 42%
- 2023-2024 – 68%

5-year
- 2021-2022 – 33%
- 2022-2023 – 38%
- 2023-2024 – 30%

6-year
- 2021-2022 – 42%
- 2022-2023 – 50%
- 2023-2024 – 30%

Stanford Achievement Test (SAT)
ELA Score of 480 and Above
- 2021-2022   * %
- 2022-2023 – 26%
- 2023-2024 – 19%
- 2024-2025 GOAL–   45%

Math Score of 530 and Above
- 2021-2022 –   *%
- 2022-2023 –   21%
- 2023-2024 –   6%
- 2024-2025 GOAL–   30%

data not available at this time.

NWEA MAPs Interim Assessment Rates
ELA - 11th
- 2021-2022 –   55%
- 2022-2023 –   39%
- 2023-2024 –   40%
- 2024-2025 GOAL –   60%

Math
- 2021-2022 –   88%
- 2022-2023 –   77%
- 2023-2024 –   85%
- 2024-2025 GOAL –   85%

Science
- 2024-2025 GOAL –   30% (first year of implementation)

Attendance Rate
- 2021-2022 – 82%
- 2022-2023 – 69%
- 2023-2024 – 98%
- 2024-2025 GOAL 98%

Goal-Setting Process
In reviewing English language arts (ELA) and SAT data, the GREAT Academy found that students performed stronger in math than in ELA over the past two years. Discussions highlighted that Edgenuity, while beneficial for some, needed to be more robust post-COVID for helping 11th graders reach expected gains, especially in ELA and math. The school recognized a need for more effective face-to-face instruction in these subjects to support student achievement better.

Graduation Goal
100% of all seniors will complete the requirements to graduate in May 2025, including three students with disabilities (SWD) and eight English learners (ELs), as measured by course completion/transcripts/state graduation requirements.

Graduation Benchmark
90% of all 12th graders will be on track to complete all credits at the end of Semester 1

December 2024, including three SWD students and eight ELs, as measured by course completion/transcripts so that all students have Semester 2 to prepare for graduation in May 2025.

Root Cause
- The root cause of this issue is that the online nature of Edgenuity isn't providing the level of engaging, interactive, and in-person direct instruction needed to address the deficits that middle school students are experiencing in math.
- The root cause of English Language Arts (ELA) issues is that the online nature of Edgenuity isn't providing the level of engaging, interactive, and in-person direct instruction needed to address the deficits that high school students are experiencing in reading and language arts.
- The online nature of the Edgenuity curriculum doesn't allow students to have the necessary hands-on experiences in science/STEM. This has caused students to lack experience applying many concepts they are learning in their courses.
- The root cause is that teachers have not consistently used ELP standards/WIDA Can Do Descriptors in their lesson planning and delivery.
- A root cause of the graduation rate is the lack of consistency in the supports/monitoring that helps seniors succeed.
- The school's ability to identify and quickly act upon absences is key.

Actions to Achieve Goals
- The Director of Academics will create and implement a senior course/attendance tracking system that seniors will update twice weekly during the Senior Seminar.
- The Director of Academics will implement the use of the Next Step Plan documentation through Naviance, which makes the documents easily accessible to all involved stakeholders,
- The Director of Academics will create and implement a schedule to ensure all student Next Step Plan documents are completed, and parent meetings for Next Step Plans are arranged and carried out by the end of the semester.

Next Steps
The school leadership and staff will continue to improve the efficiency of data collection, analysis, and usage. An organized "one-stop" centrally accessible and organized spreadsheet will be developed and ready for data input by MOY.

School leaders at the GREAT Academy will continually align communication, systems, and processes with the school's vision and mission. Staff and key stakeholders' understanding will be assessed through a survey, with the initial survey (MOY) focusing on graduation information and feedback.