



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
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RYAN STEWART, Ed.L.D.  
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

### The ASK Academy

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

**School Address:** 4550 Sundt Rd NE, Rio Rancho, NM 87124

**Head Administrator:** Daniel Busse

**Business Manager:** Alyssa Lucero

**Authorized Grade Levels:** 6-12

**Authorized Enrollment Cap:** 600

**Current Enrollment:** 554

**Contract Term:** July 1, 2015 – June 30, 2020

**Mission:** The ASK Academy will emphasize science, technology, engineering, and mathematic (STEM) curricula to create a learning culture through: project-based learning experiences, 21st century technology, research programs, relationship building, and a partnership program engaging scholars in the learning process. The ASK Academy will provide multiple opportunities for scholars to demonstrate attitudes, skills and knowledge of the core standards through independent learning experiences.

## Analysis of Renewal Application and Renewal Site Visit

<b>PART A:</b>	<b>Data analysis provided by CSD is attached</b> Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
<b>PART B:</b>	<b>Progress Report provided by the School is attached</b> Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

<b>The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 22, 2019.</b> <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<b>Department's Standards of Excellence— A-F School Letter Grades</b> Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. <b>Overall NM School Grades SY16 - SY18: A, A, and A</b> <b>Graduation Rate: F in SY16</b>	<i>Meets the Standard</i>
1.b	<b>Specific Charter Goals</b> Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> <li>SHORT CYCLE ASSESSMENT READING Rating for SY19: <b>Meets</b></li> <li>SHORT CYCLE ASSESSMENT MATH Rating for SY19: <b>Meets</b></li> </ul>	<i>Meets the Standard</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<b>Audit</b> Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. <b>During FY16-FY18, the school had six (6) audit findings, including three (3) repeat findings and three (3) material weaknesses or significant deficiencies.</b>	<i>Demonstrates Substantial Progress</i>
2.b	<b>Board of Finance</b> Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>

CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	<b>Material Terms</b> All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	<b>Organizational Performance Framework</b> Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> <li>• <b>Indicator 1e English Language Learners</b></li> <li>• <b>Indicator 2a Financial Compliance</b></li> </ul>	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	<b>Governance Responsibilities</b> All schools must provide a response for this section of the application.	<i>Meets the Standard</i>

<b>PART C:</b>	<b>Financial Statement</b> A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
<b>PART D</b>	<b>Affidavits for Petitions</b> 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit. <b>Number: <u>43</u> Percentage: <u>98</u> %</b> 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit. <b>Number: <u>325</u> Percentage: <u>78</u> %</b>
<b>PART E:</b>	<b>Description of the Charter School Facilities and Assurances</b> 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.
	1. A narrative description of its facilities
	2. Attach <u>  </u> facility plans or <u>  X  </u> the school’s Facility Master Plan
	3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Rio Rancho</u> number <u>18-8975</u>
	4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 <b>The school’s letter, dated March 9, 2015, indicates an NMCI score of <u>0</u> % , which is considered a perfect score. The average at that time was 18.95% (lower is better with zero being perfect).</b>

	<p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.</p> <p>_____ building is owned by charter school, school district, or government entity; OR _____ building is subject to a lease-purchase agreement; OR _____ <u>X</u> school had provided the appropriate assurances form:  <input type="checkbox"/> Public (Cert A)   <input type="checkbox"/> Private (Cert B)   <input checked="" type="checkbox"/> Foundation (Cert C)</p>
<b>PART F:</b>	<p><b>Prior Amendment Requests</b></p> <p>Amendment request to increase the length of the school day from 7.33 hours a day to 7.4 hours a day in order to exceed the mandatory 1,080 total hours was approved on 5/11/2018.</p>
<b>Interviews</b>	A summary of the stakeholder interviews is on the following page.
<b>Other Appendices</b>	The school did not provide additional appendices.
<b>School's Response</b>	The school did not provide a narrative response to the CSD preliminary analysis other than identifying two errors that were corrected in this report.

## Stakeholder Interviews

Stakeholder interviews were conducted on October 22, 2019 at The ASK Academy. The participants included twelve (12) parents, thirty-five (35) students, two (2) governing board members, and seven (7) staff members.

Nine of the parents interviewed mentioned that their children are now being challenged at ASK Academy after not being challenged at previous schools. One parent shared how her child, who receives special education services, was a slow reader and struggling prior to coming to ASK. He is now in AP English. Parents do wish that the school had its own gym and/or a grass field. There was also concern with the school's internet quality, which frequently goes out on exam days. Two parents listed the additional day [Friday], where students are able to get extra help or have work time, as a strength of the school.

**Student interviews were conducted in two groups with one group being all middle school students and the other being all high school students.**

Four of the middle school students mentioned the engineering or biomedical program as reasons they came to the ASK Academy. All students in the middle school group agreed that they felt challenged at school, but could always ask teachers or peers when they needed help. When asked about student behavior, the students said that there are one or two troublemakers in each class. The teachers will, reportedly, put these students off to the side or ignore them. Sometimes the behavior changes and sometimes it does not. Just like the parents, the students wish they had their own gym. Students agreed with parents that the Friday intervention opportunity and the challenging classes were school strengths.

All seventeen of the high school students interviewed mention the STEM program and/or smaller class sizes as the main reason they chose to come to the ASK Academy. All students agreed that they are challenged in their classes. Some of the challenge is attributed to heavy workloads, which are determined by the classes students choose to take. Compared to the middle school, behavior at the high school seems to be better with most students being "very respectful." One student did suggest this might be because "something about the school weeds out kids that don't want to be here." Teachers were named as a major strength of the school. The teachers will provide extra help when needed and are passionate about their work.

Both governing board members agreed that their duties include, financial authority, offering advice on growth and the school's organizational structure, and making sure the school has everything needed to promote growth. This year the board wants to meet more students and one teacher during each month's governing board meeting. They want to ask the teachers what they need and insure they are able to appropriate money to meet those needs. The board reevaluated their head administrator evaluation processes after finding they had high turnover. The board found that they needed to give general managers at least three years. The board has a retreat once a year where it evaluates itself. Every month's governing board meeting includes a financial report. When the board needs new members, the existing members determine what areas of expertise they need and recruit to fill that need.

Echoing both the parents and students, teachers cited "Fridays" as a strength of the school. On Fridays, they can work one-on-one with students. Teachers also shared an appreciation of each other with one teacher describing the staff as "like a family." Teachers do wish that the school's internet was better and that there was more technology. Another teacher stated that "students feel comfortable to fail and learn" and that this is true amongst staff as well. A couple of teachers expressed similar sentiments saying someone coming in new does not need be the picture of perfection, you can be yourself and grow your curriculum to be the best teacher you can be. Administration supports new ideas for curriculum and classes. In regards to academic performance, middle school teachers work as a team where they share data and information to try to figure out how they can support students academically, socially, and emotionally. Multiple teachers emphasized that the goal is to always do what is best for the student.



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## Part A: Preliminary Data Report and Current Charter Contract Terms

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**The ASK Academy  
December 2019**

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

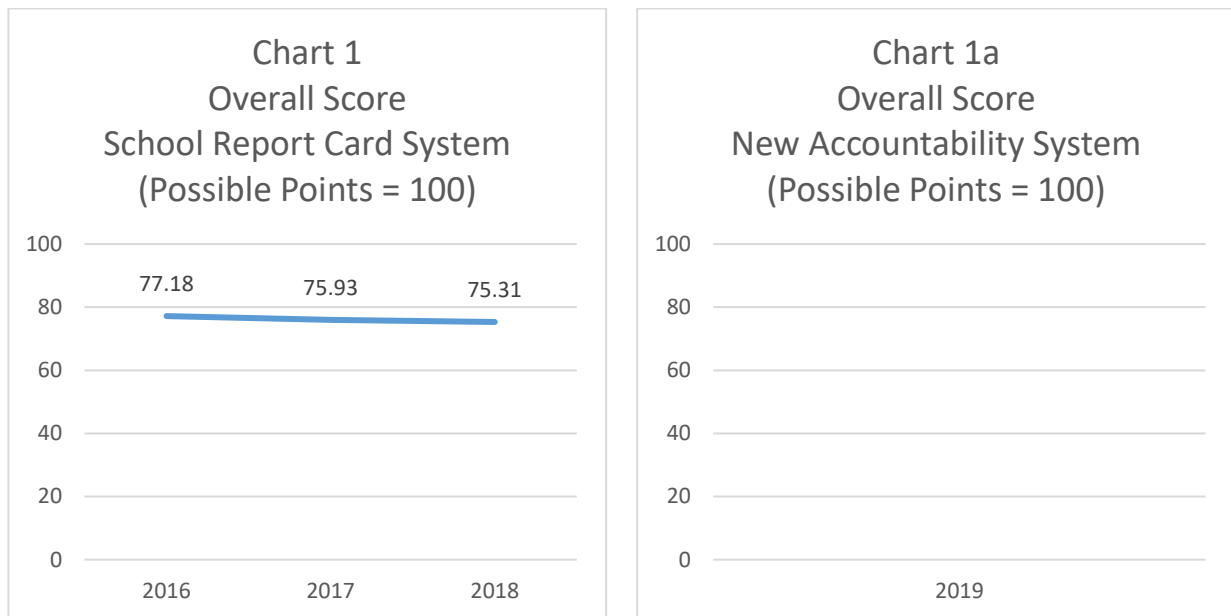
**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

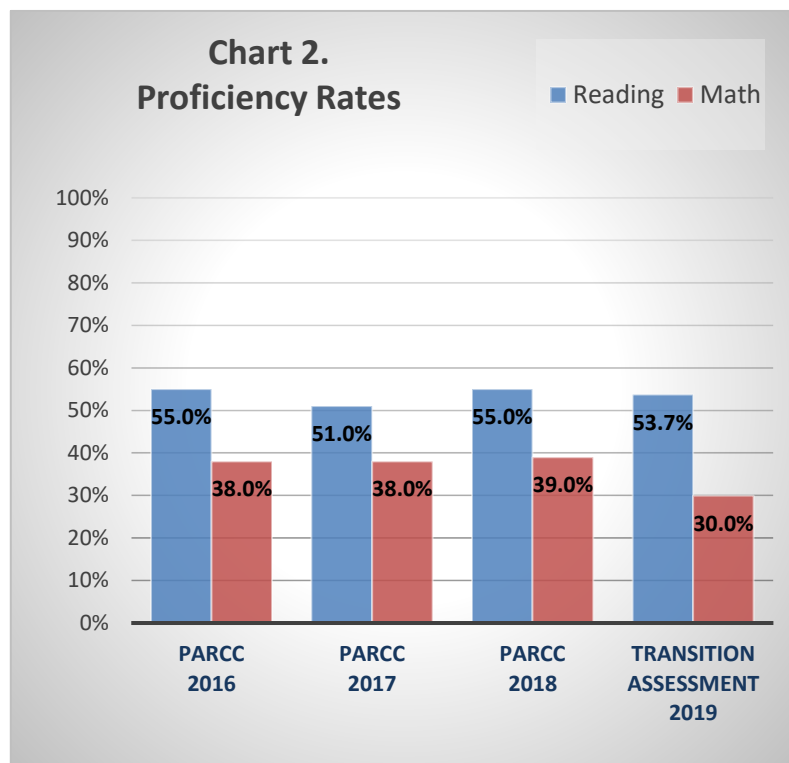
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

### 1a. Department's Standards of Excellence

**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).

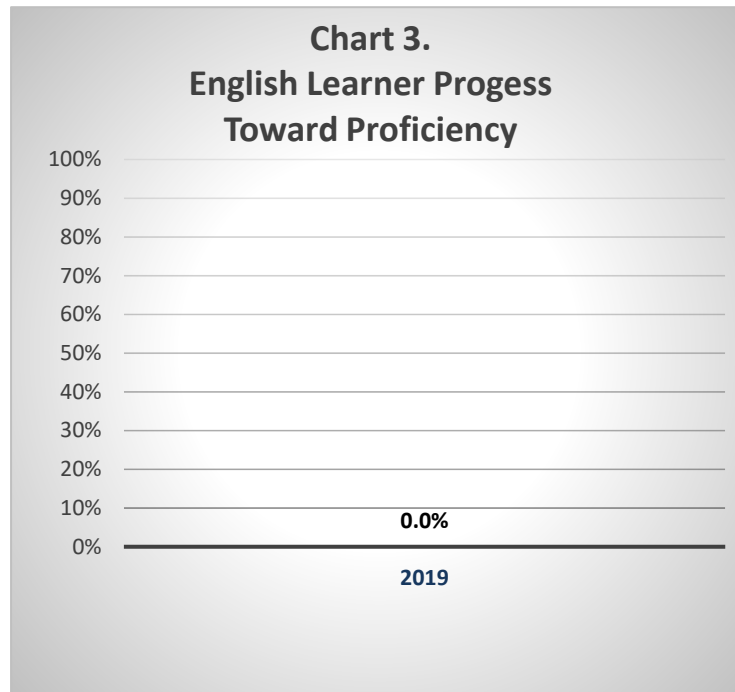


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.

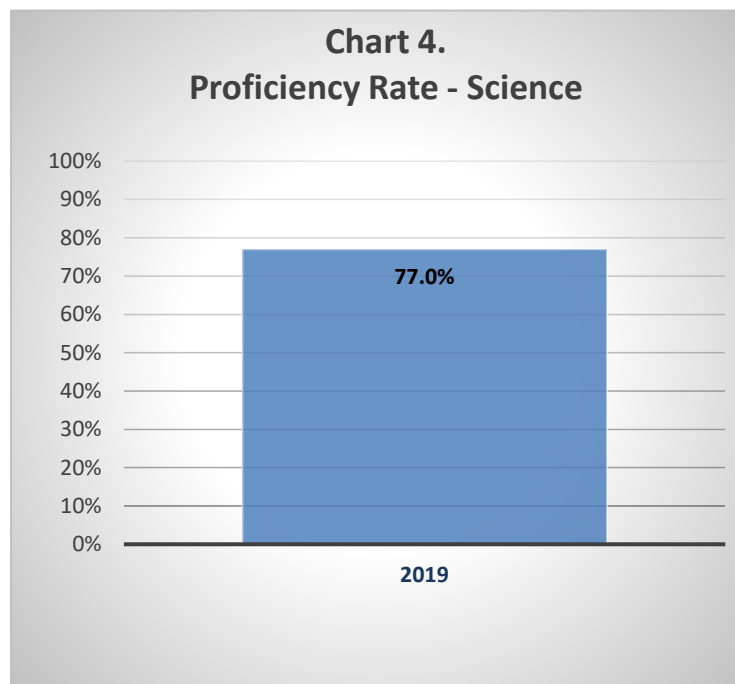




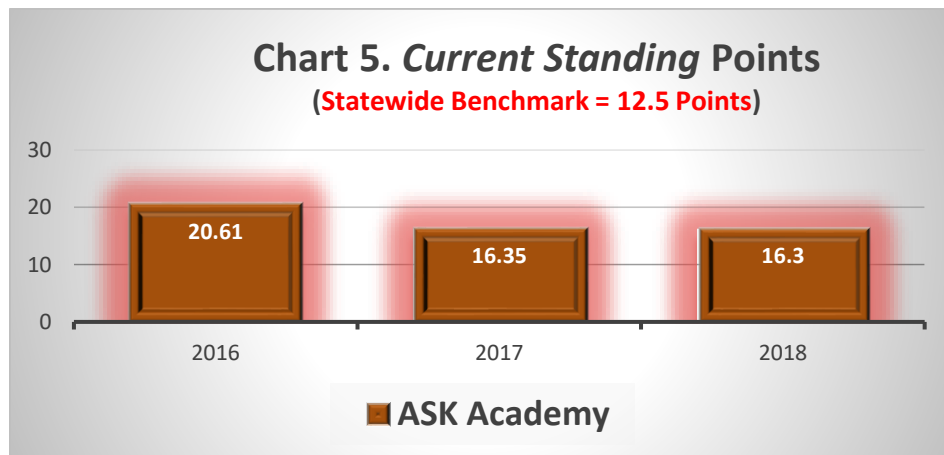
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



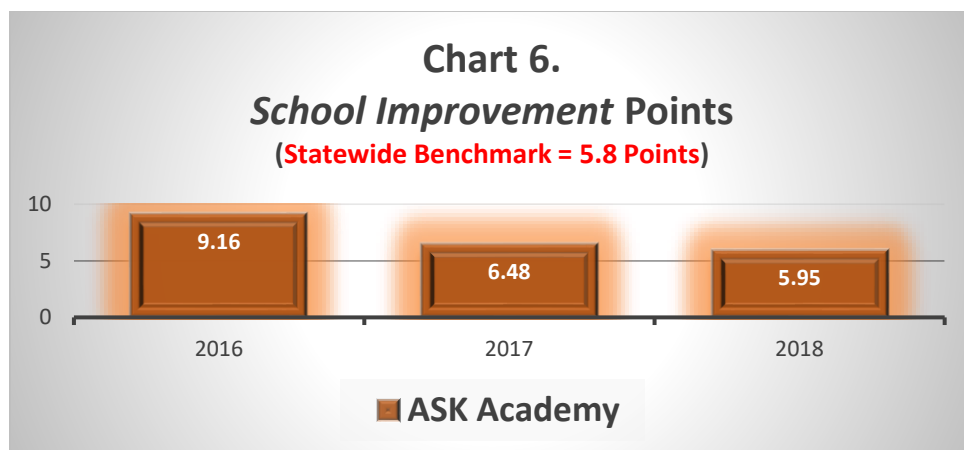
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

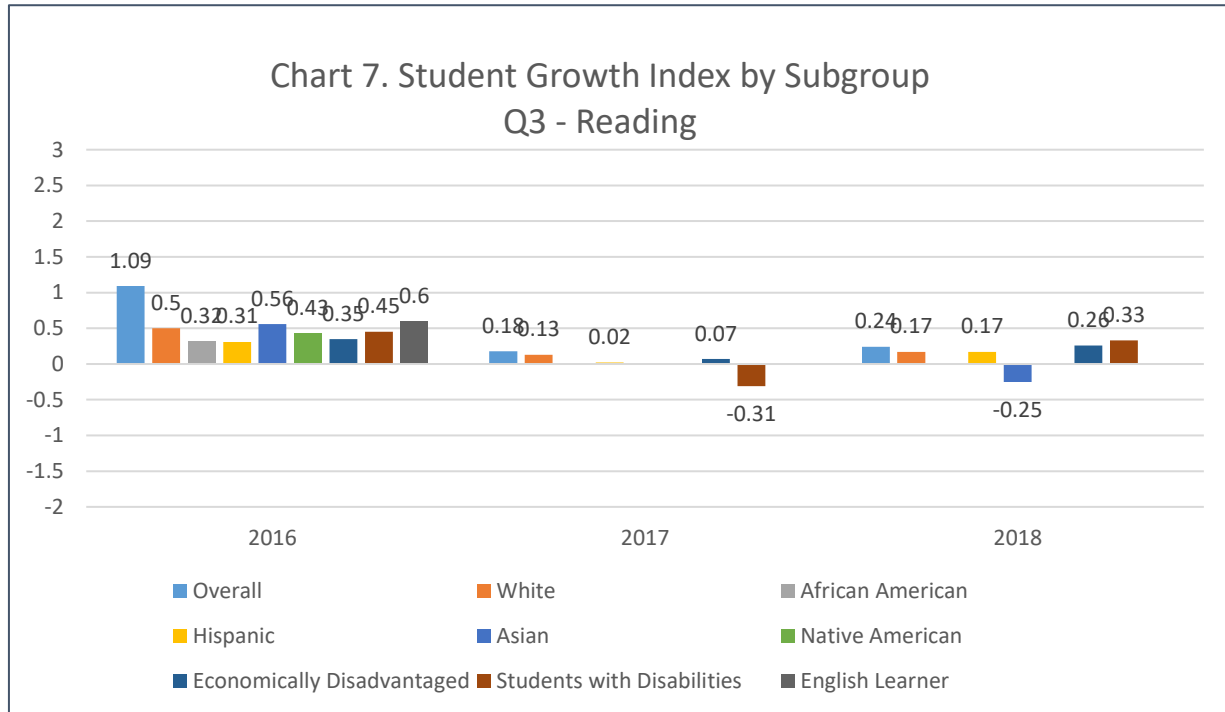


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



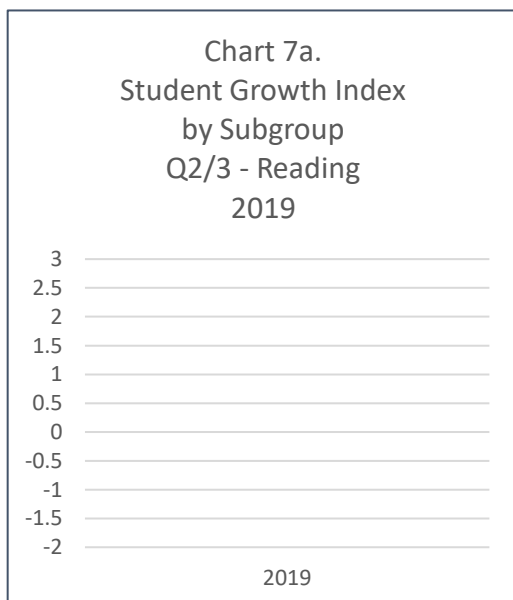
### **Subgroup – Higher-Performing Students in Reading**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%).** This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



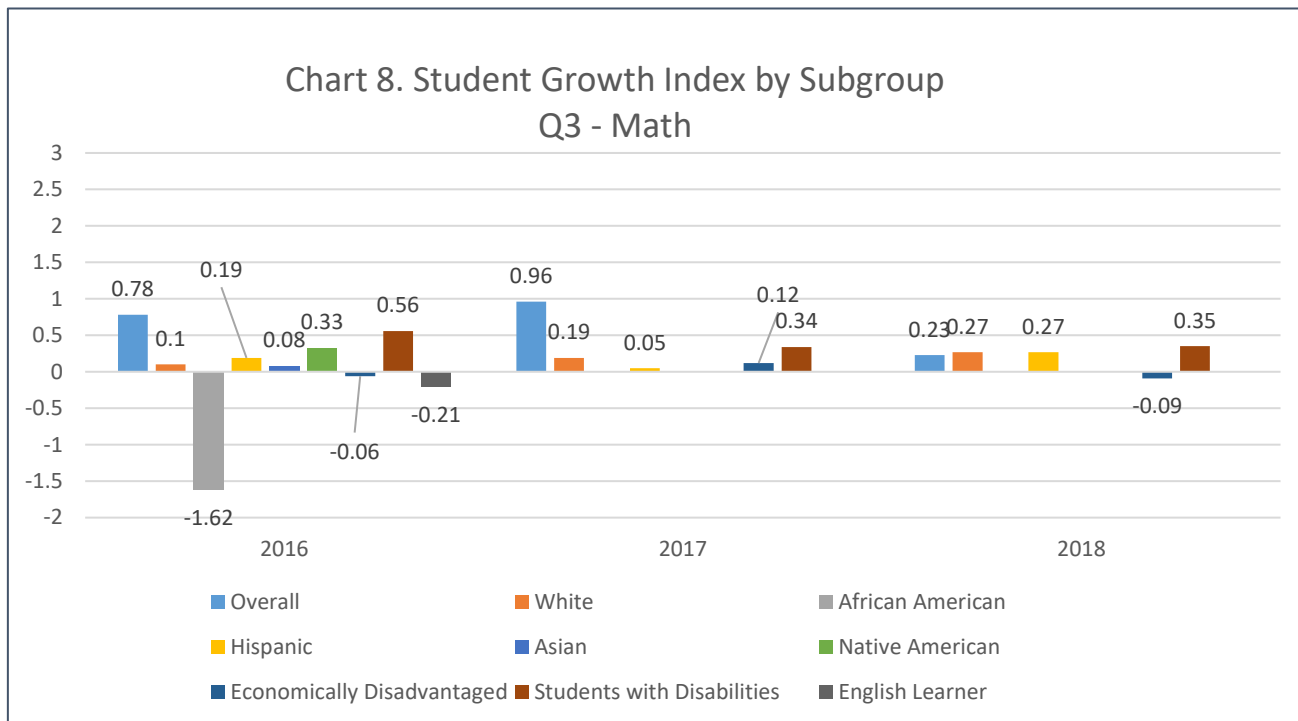
### **SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



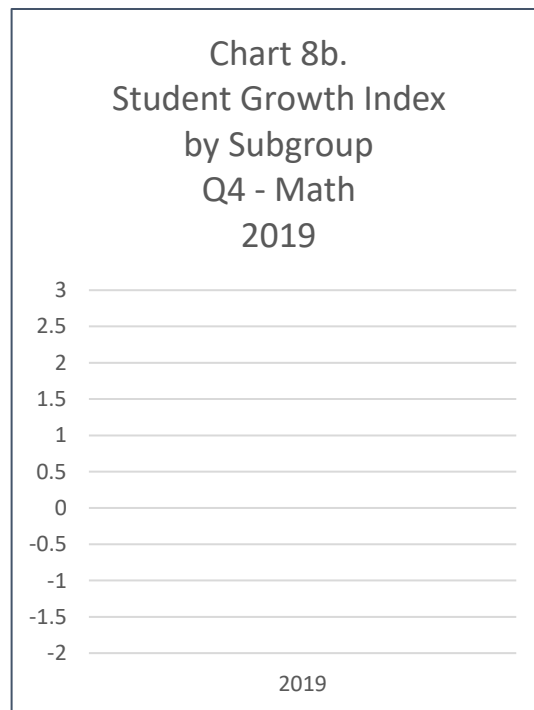
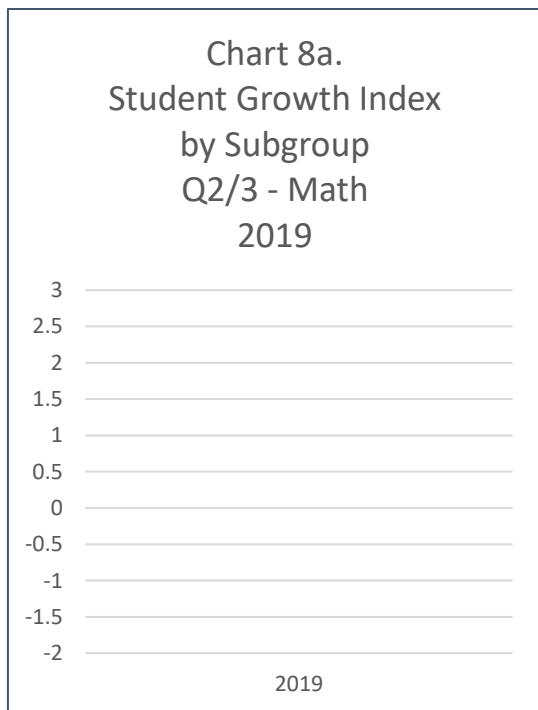
### Subgroup – Higher-Performing Students in Math

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)**



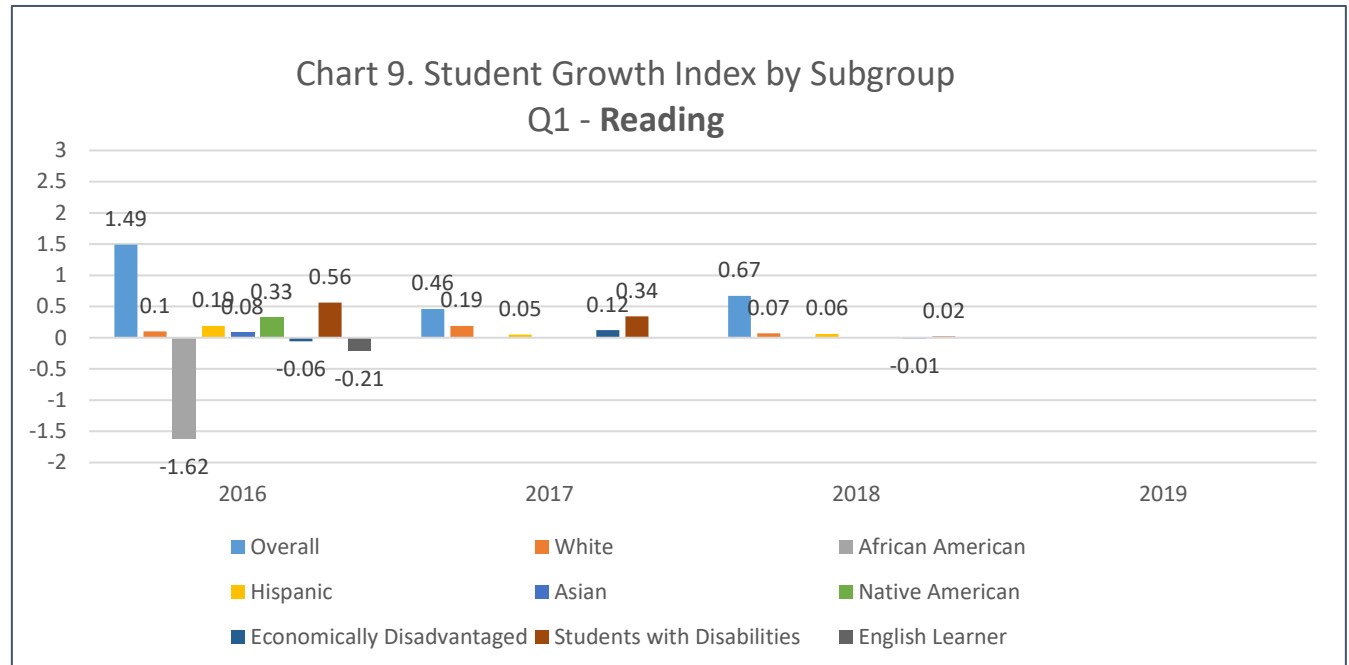
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

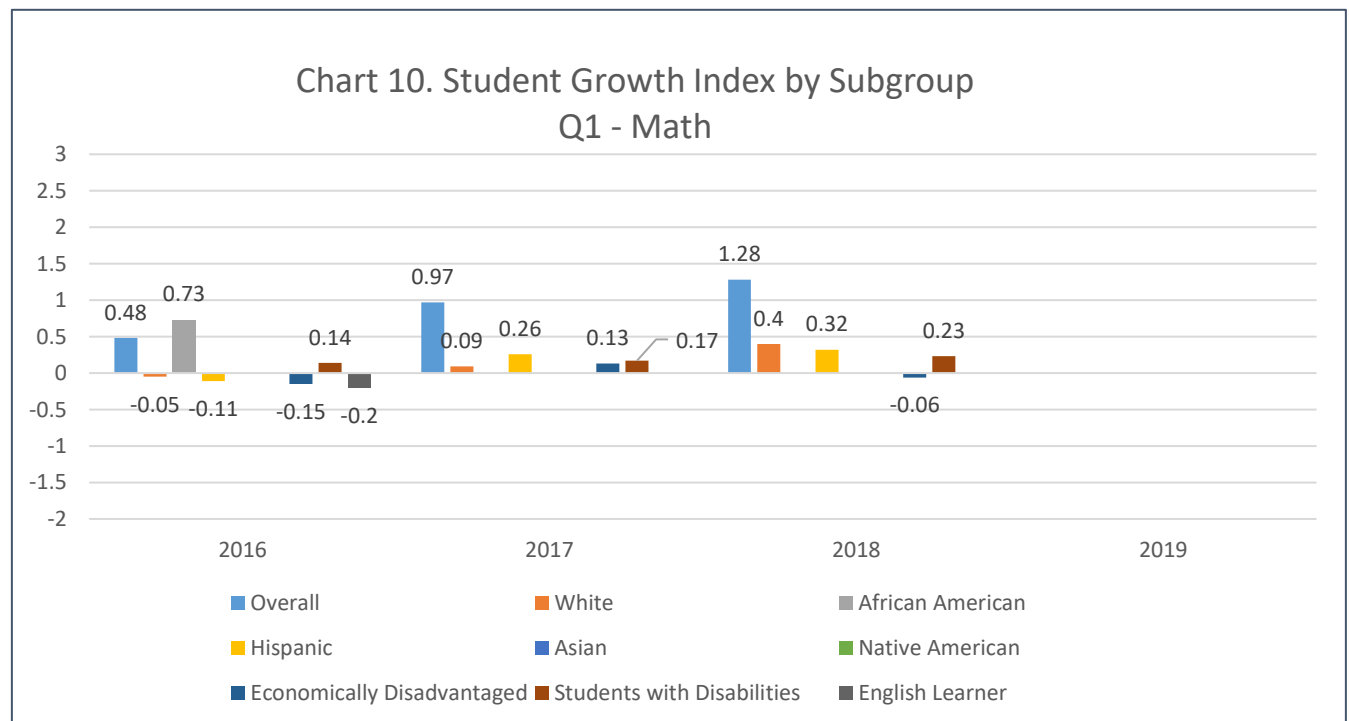


### Subgroup – Lowest-Performing Students in Reading

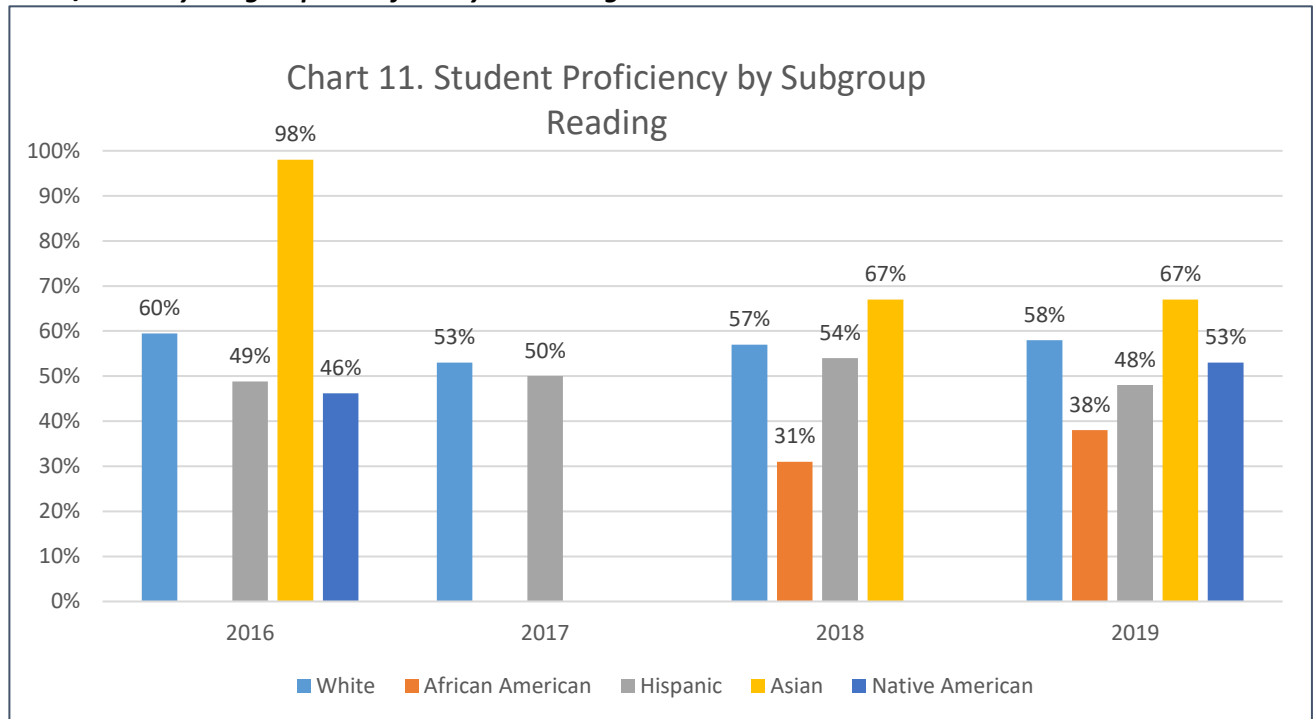
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



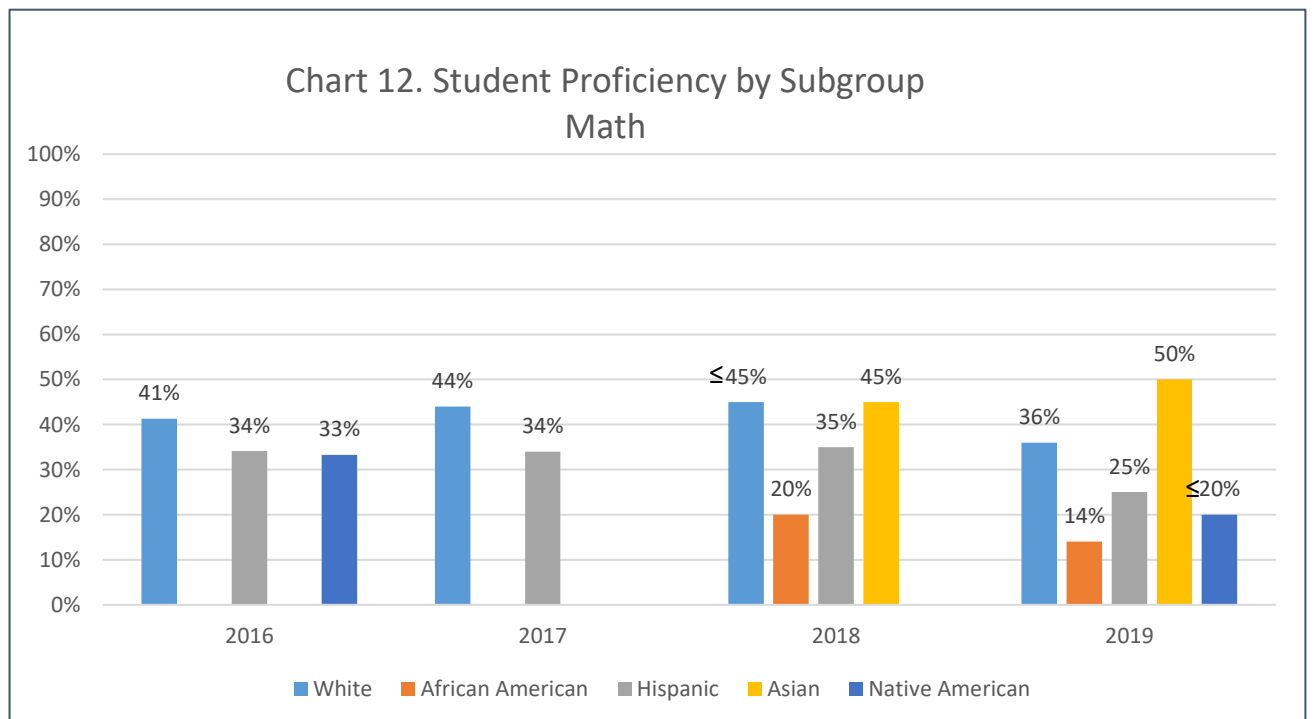
### Subgroup – Lowest-Performing Students in Math



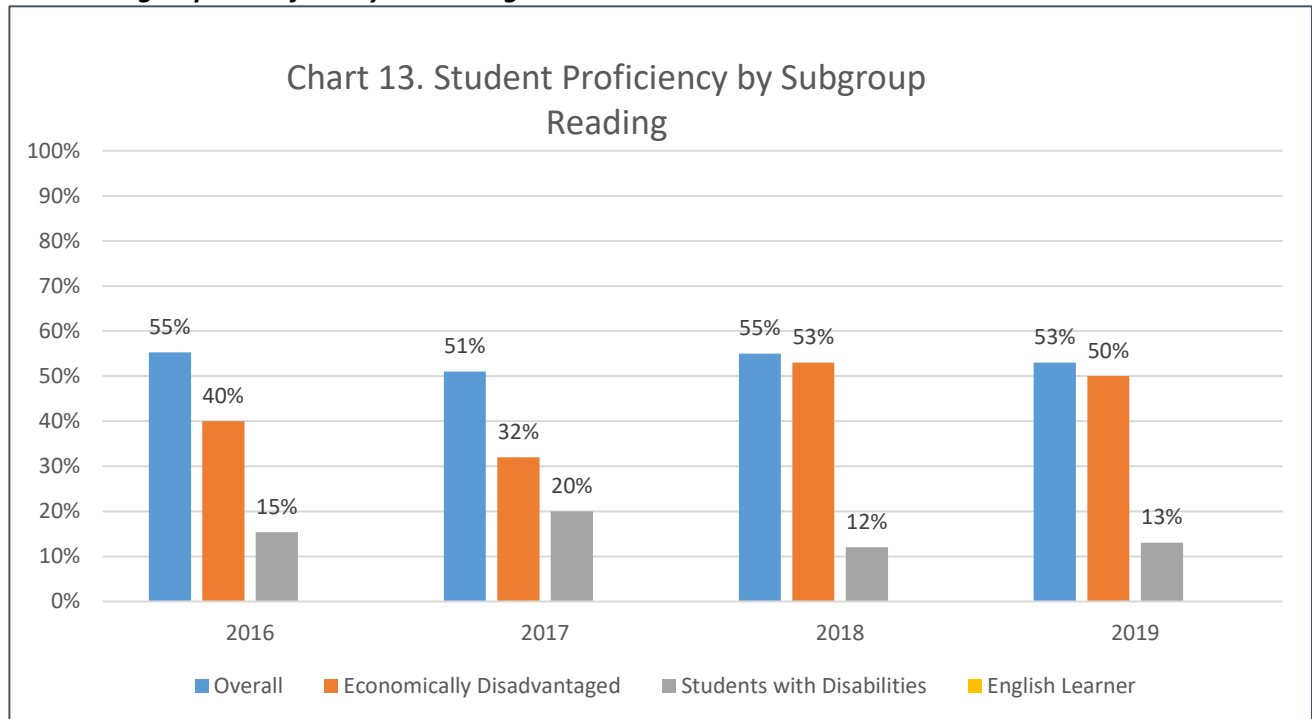
**Race/Ethnicity Subgroups - Proficiency in Reading**



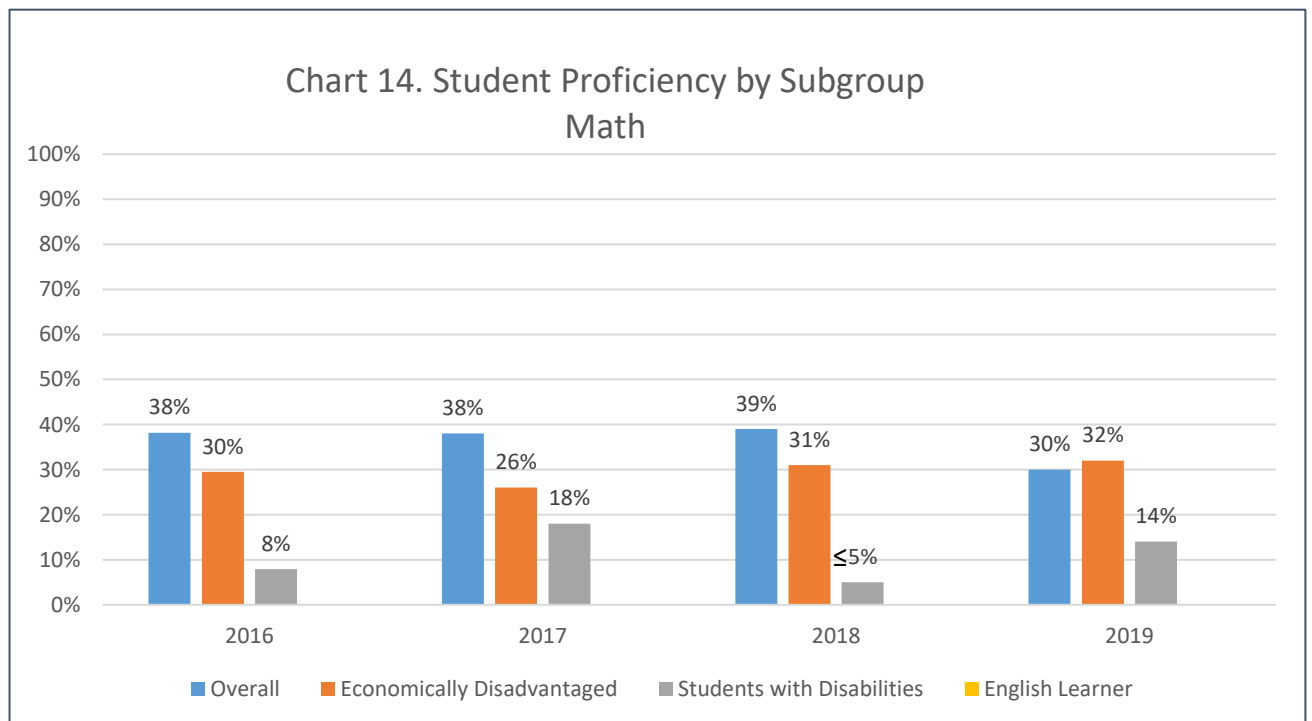
**Race/Ethnicity Subgroups - Proficiency in Math**



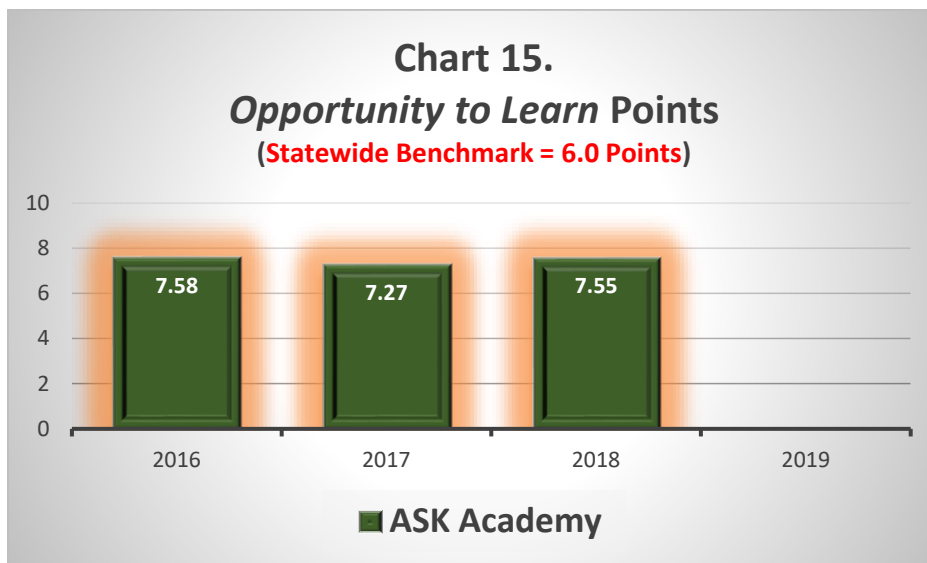
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**

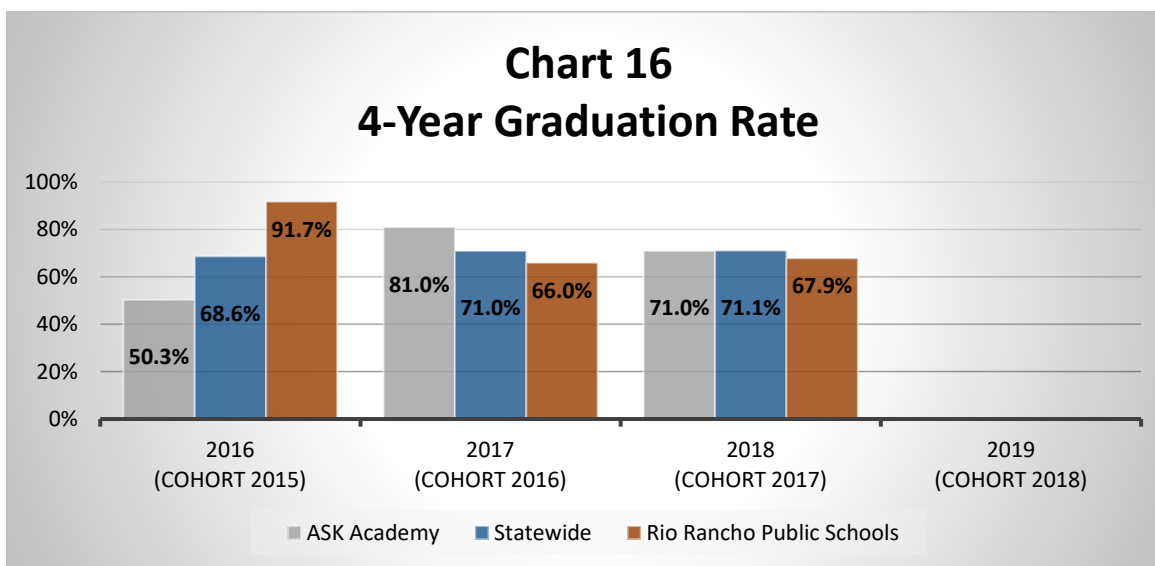


**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



**High School Graduation Rates for the 4-year cohort**

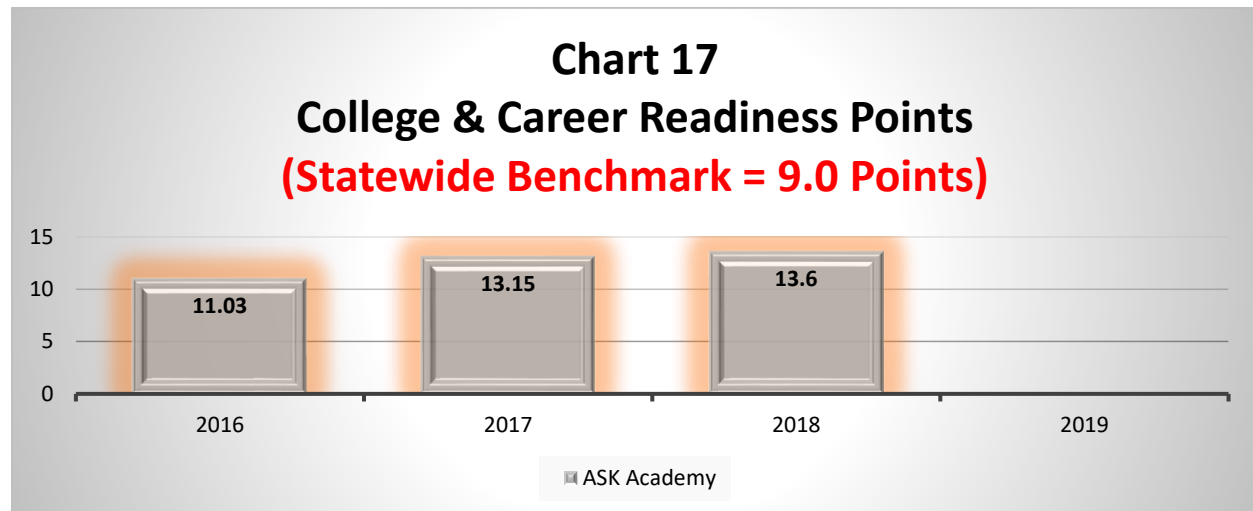
Please note that the data reported each year is for the prior year’s cohort of students.





**College & Career Readiness (CCR):** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>1</sup>. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



<sup>1</sup> See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:  
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

### 1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

#### Charter Specific Goals

1. **SHORT CYCLE ASSESSMENT READING** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students. The school meets the target of this indicator if 70-84% of FAY students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.
2. **SHORT CYCLE ASSESSMENT MATH** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students. The school meets the target of this indicator if 70-84% of FAY students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.<sup>2</sup>

	Goal 1	Goal 2
2016	Exceeds	Meets
2017	Exceeds	Meets
2018	Exceeds	Exceeds
2019	Meets	Meets

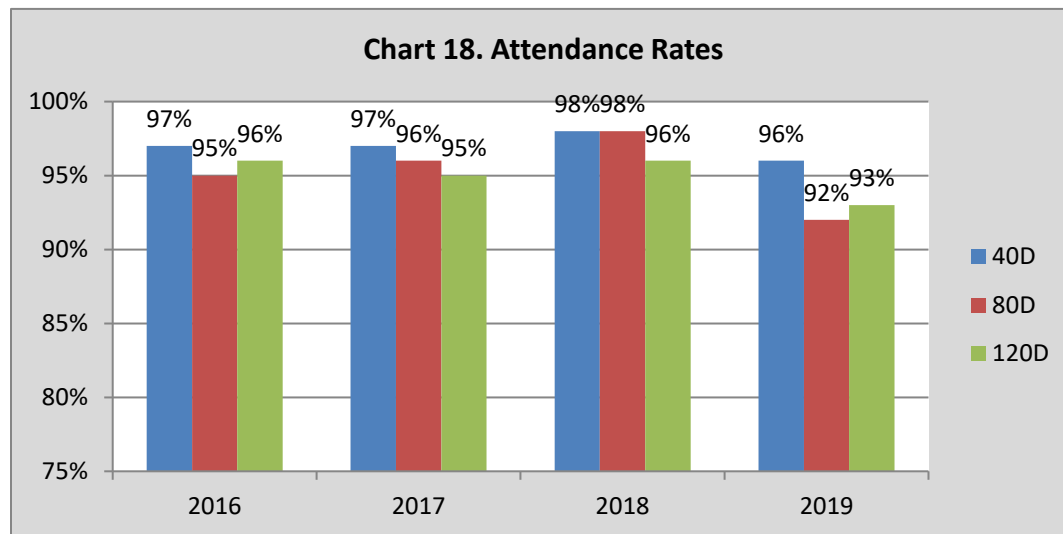
<sup>2</sup> Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

### 1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

#### **Attendance Rate (The statewide target is 95% or better.)**

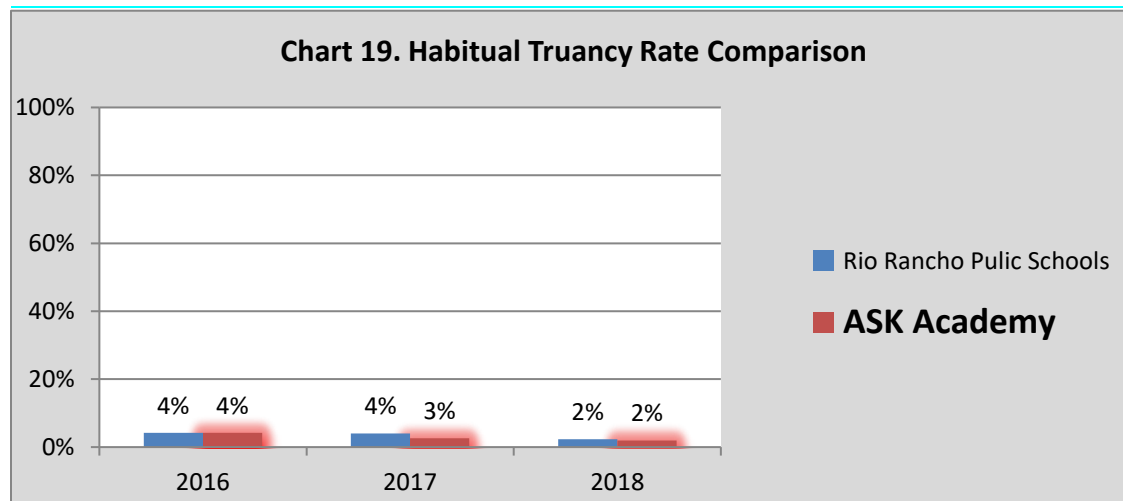
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



#### **Habitual Truancy (The statewide target is 2% or less.)**

Chart 19 reflects the school's habitual truancy rate compared to the local district.

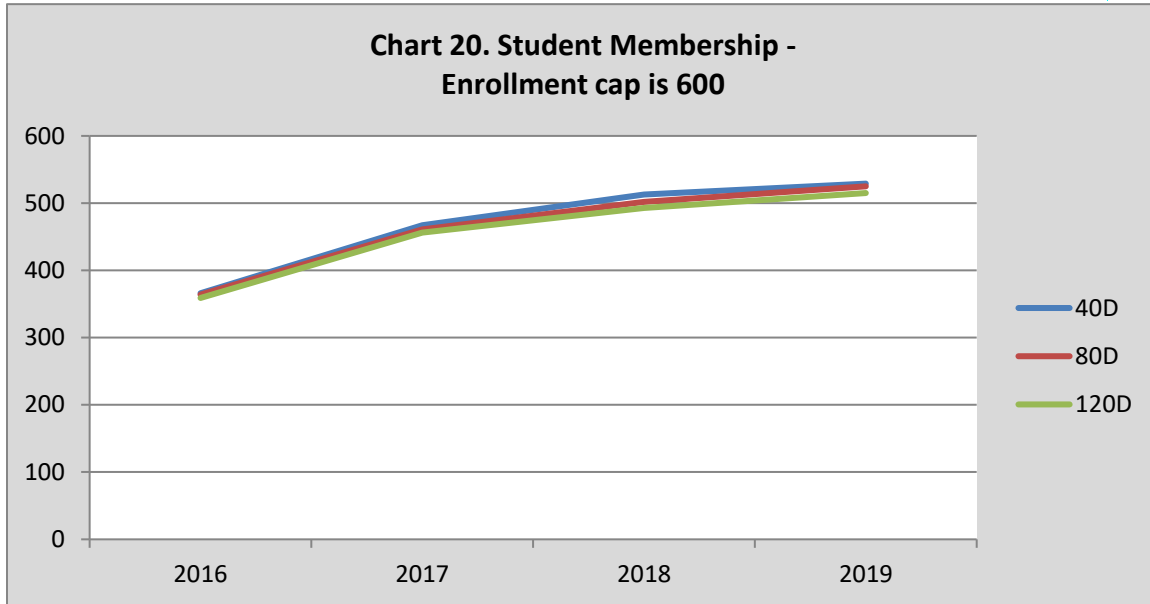
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



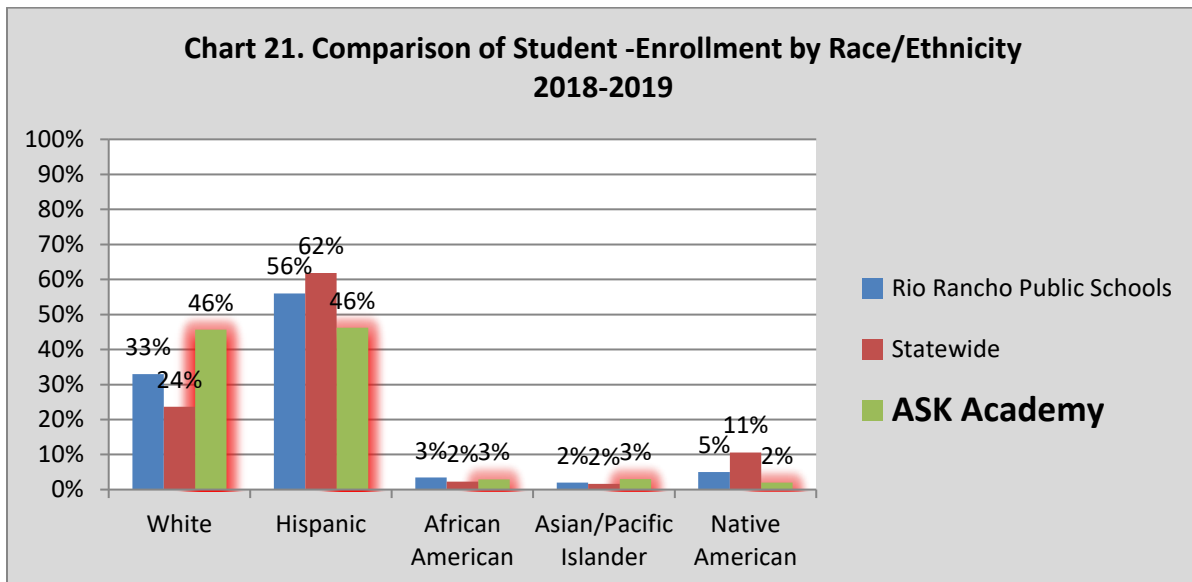
### Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

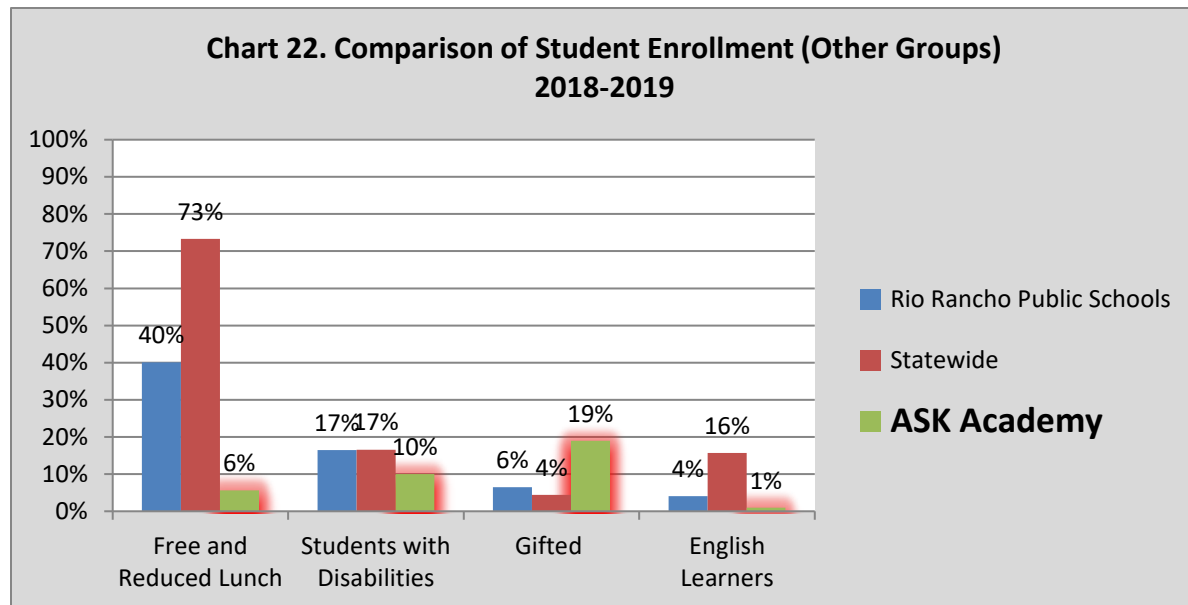


### Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Enrollment by Other Subgroups

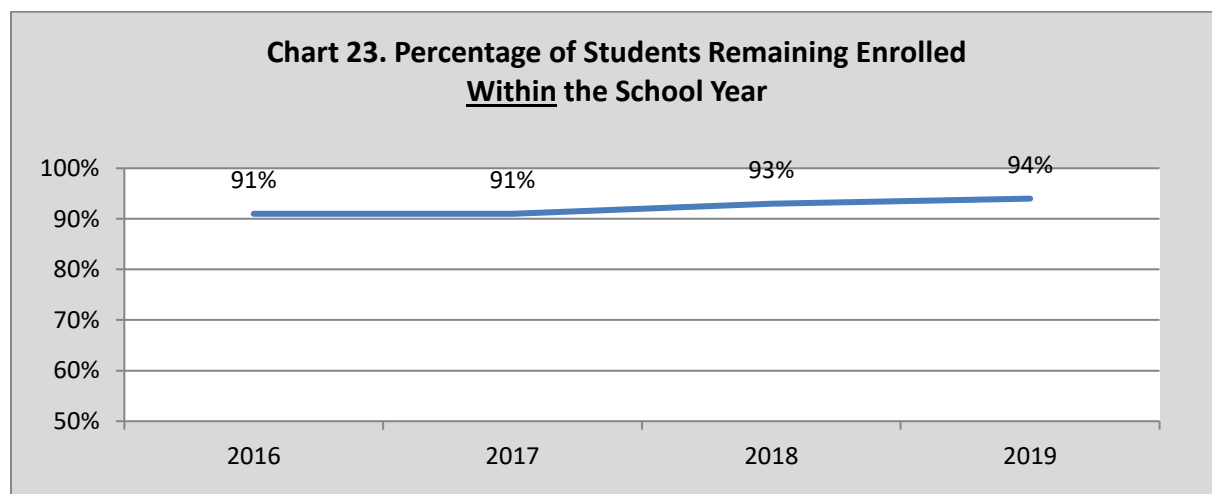


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

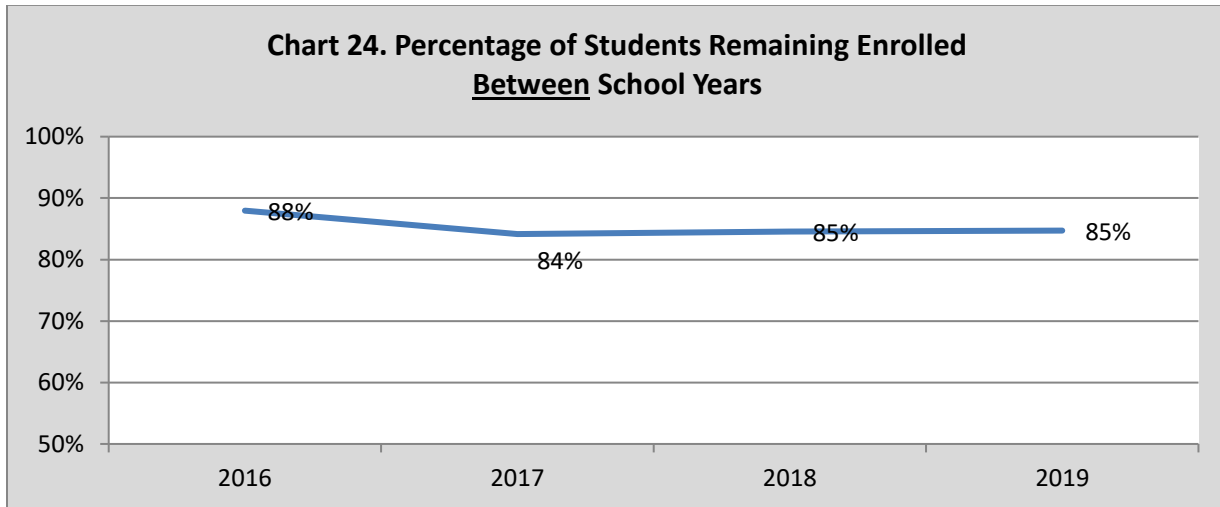
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

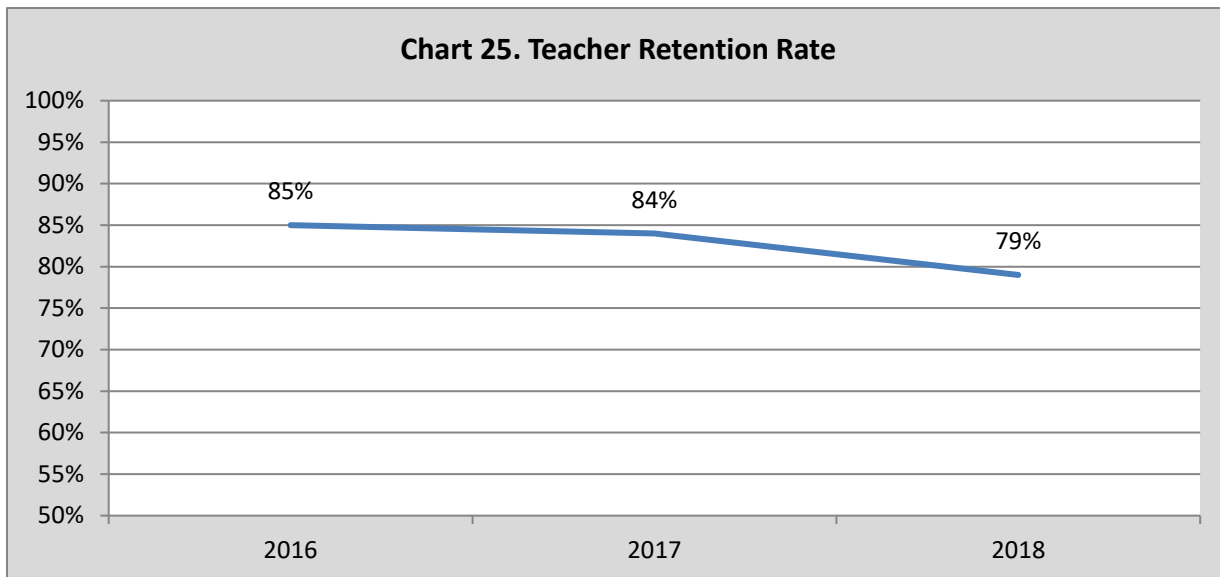


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### 1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	2	1	1
FY17	2	1	1
FY16	2	1	1

### Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

#### 2018-001 Internal Control over Financial Reporting (Material Weakness)

**Condition/Context:** During our audit, we noted the following issues related to financial reporting:

- The School's financial statements as of June 30, 2017 didn't properly reflect and report \$31,975 in property tax revenue that was applicable to FY17; instead, this revenue was incorrectly recognized in FY18. As a result, the beginning fund balance in fund 31701 required a restatement in the amount of \$31,975.
- During our review of the bond payable and related bond discount, we noted that the bond issuance discount incorrectly included \$171,966 in underwriter's discounts, which are considered to be a component of debt issuance costs. In accordance with generally accepted accounting principles, these should have been expensed instead of amortized. The beginning net position of the School required a restatement in the amount of \$171,966.

**Management's Response:** Per PED regulation, the School is required to maintain its books on a cash basis of accounting. However, the School acknowledges that the property tax revenue should have been accrued in the prior year. It should be noted that all bond information was provided to the prior year auditors. The incorrect booking was a result of prior year auditor error. The School will continue to review all accruals provided to auditors at year-end for financial statement purposes. It should be noted this finding is based on the prior year audit.

#### 2018-002 Untimely Cash Receipts (Previously #2017-001) (Other Noncompliance)

**Condition/Context:** During our review of 8 cash receipts, we noted 2 cash receipts in the amount of \$20,377 that were not deposited within 24 hours of receipt.

**Management's Progress for Repeat Findings:** Management failed to implement adequate controls to resolve the finding.

**Management's Response:** The School has procedures in place to properly log all cash receipts and to ensure that all cash receipts are deposited within 24 hours. These procedures will be reviewed with the appropriate personnel to ensure compliance.

**2b. Board of Finance**

The school's Board of Finance was not suspended during the term of the current contract.



## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### **3a. Educational Program of the School**

#### *Educational Program of the School*

The ASK Academy takes all students (through a lottery process) who strive to pursue one of the two focused Pathways – Biomedical Sciences or Engineering & Design. ASK offers a project-based, hands-on approach to the Common Core State Standards (CCSS) with activities within and beyond the classrooms keeping students highly engaged in their learning. Short-cycle assessment data are used to identify skill deficits and differentiate instruction. Technology-based testing for classroom, as well as state standardized testing, is a familiar format for ASK scholars making the move to PARCC assessment an easy transition.

ASK Academy is committed to providing its scholars learning opportunities that will prepare them for successful entry into post-secondary education, higher education, and/or careers in the engineering or biomedical fields.

#### *Student – Focused Term(s).*

The ASK Academy requires more credits to graduate, four more than the state graduation requirement of 24 unless otherwise modified in a student's IEP. Within the 28 credits, scholars are required to take at least one full credit of Advanced Placement, Dual Credit, or Distance Learning courses. ASK Scholars are highly encouraged to experience all three prior to graduation.

Scholars at ASK Academy are highly engaged in their “hands-on project learning” approach to curricular content. ALL classes, and even each lesson, have standards for performance listed “up-front” so scholars always know expectations for achievement, which we believe increases their level of engagement.

Curricular activities may include, but are not limited to: ASK Robotics Club (which has both curricular and extracurricular components), Research in Action, Career Pathways, SLATE Conferences, and Veterinary Science BioPark Scavenger Hunt.

The intervention program supports scholar success and builds connections to the Academy. Relationships are built between Project Managers and a significant number of scholars. Scholars attend voluntarily to obtain help from their project managers or work with other scholars on projects. This unique intervention is part of the project managers' contracted time that provides a system of support for scholar success. It further provides the time for scholars to develop appropriate relationships with their project managers increasing the likelihood of achieving the ASK Academy mission.

The Career Pathways class helps scholars explore the questions “Who am I?”, “What do I want?”, and “How do I get there?” In this class, scholars think about their future every day. Scholars create and use an electronic portfolio throughout their four years. The curriculum teaches scholars how to develop a plan for the future, track their plan, and adjust their plan as they grow and mature. It also provides a platform for scholars in the same grade to share common experiences and knowledge. Every year scholars are required to present their academic success and progress.

*Teacher – Focused Term(s).*

One ½ day a week are reserved for manager professional learning. The school has formalized their professional development efforts.

*Parent – Focused Term(s).*

Parents regularly volunteer for scholar competitions, presentations, and field trips. All parents are scheduled to participate in scholar-led conferences examining their progress in detail each semester.

### 3b. Organizational Performance Framework

The ASK Academy	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00 NM A-F School Grading System</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
<b>I-A.01 Required Academic Performance Indicators</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>I-A.02 Optional Supplemental Indicators (school specific items in charter)</b>	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00 Educational Plan: material terms of the approved charter application</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01 Education Plan: applicable education requirements</b>	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.02 Education Plan: protecting the rights of all students</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)</b>	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)</b>	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.05 Educational Plan: complying with the compulsory attendance laws</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.06 Educational Plan: meet their recurrent enrollment goals</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>IV-A.00 Business Management &amp; Oversight: meeting financial reporting and compliance requirements</b>	Working to Meet Standard	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard
<b>IV-A.01 Business Management &amp; Oversight: following generally accepted accounting principles</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>V-A.00 Governance and Reporting: complying with governance requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.01 Governance and Reporting: holding management accountable</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00 Employees: meeting teacher and other staff credentialing requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>VI-A.01 Employees: respecting employee rights</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>VI-A.02 Employees: completing required background checks</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.03 4d. General Info: Staff Turnover, if applicable</b>			Meets (or Exceeds) Standard
<b>VII-A.00 School Environment: complying with facilities requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.01 School Environment: complying with health and safety requirements</b>	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VII-A.02 School Environment: handling information appropriately</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms: data on any terms specified in the school's Performance Framework</b>	Not Applicable	Not Applicable	Not Applicable

### 3c. Governing Body Performance

The school has seven (7) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
David Stoliker	President	5/11/2017	Active	6	8	0
Denise Gonzales		1/1/2015	Active	6	8	0
Edgar Short		1/1/2015	Active	6	6	0
Jeanne Forrester		1/1/2015	Active	6	8	0
Lindsey Bomke		10/12/2017	Active	6	8	0
Michael Smith		1/1/2013	Active	6	9	0
Michael Malloy		1/11/2018	Active	6	8	0

*Figure 7. Current governing council members.*

\*Training requirements reduced by any approved exemptions.

The school was awarded a 2 hour fiscal exemption.



## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)



# The ASK Academy

*21<sup>st</sup> Century Design Thinking*

## Part B – Progress Report

### 1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

#### **School response:**

##### **1. Teaching methods**

The ASK Academy's STEM curriculum is built around the Next Gen Science standards and problem and project-based learning. While lecture remains an essential component of learning, ASK's scholars (students) spend the majority of their classroom time working on projects in cooperative groups and/or conducting independent research. Project and problem-based learning provides scholars with hands-on learning experiences, as well as mimic situations they will encounter in college or in the workplace. Scholars not only apply content knowledge, but they also practice the "soft skills" necessary for success—listening, collaborating, leading, following, and questioning.

ASK has two career pathways: biomedical sciences and engineering and design. These pathways provide scholars with a foundation for linking core subjects and real-life experiences to a career focus. These pathways also allow scholars to recognize cross-curricular patterns between core content and elective classes.

ASK has a laptop initiative that allows scholars to check-out a computer for continual use at school and home. The specialized software used in the classroom is loaded onto that computer so scholars have constant access to their learning tools. This access to technology is essential to and supports our problem and project-based curriculum.

The ASK Academy Middle School is focused on introducing STEM concepts, self-directed learning, project-based learning, and developmentally appropriate learning aligned with the Association for Middle Level Education (AMLE) and its 'This We Believe' approach to young adolescent education. This approach defines the essential attributes of adolescent education as being: Developmentally Responsive, Challenging, Empowering and Equitable.

## **2. Measures of student achievement**

Short-cycle assessment data (Discovery FY16-17, NWEA FY18-19 to present) are used to identify skill deficits and differentiate instruction. ASK has a higher percentage of students “meeting expectations” or higher on the PARCC Reading and Math and SBA Science examinations than the state and surrounding districts. From 2016 to present, ASK’s average composite ACT score has fluctuated between 23 and 24 points, in comparison to the state average of 20 and national average of 21.

Technology-based testing for classroom, as well as state standardized testing, is a familiar format for ASK scholars.

## **3. Professional development for teachers**

Fridays are reserved for manager professional learning. Specific needs have been identified and addressed through formal professional development. The following is a list of the many topics around which professional work is being conducted during the 2019-20 school year:

### **Campus Wide Topics for Weekly Professional Development, Fridays, 10:00-12:00 pm:**

1. Drug Abuse Resistance Education (DARE) (middle school only)
2. Classroom Management
3. Next-Gen Science Standards
4. Common Core State Standards
5. Using Technology in the Classroom
6. Differentiating Instruction
7. Implementing Special Education Accommodations
8. Crisis Prevention Intervention
9. Suicide Awareness (QPR) and Bully Prevention
10. Research in Action
11. Professional Learning Communities (PLC) in content areas and special education
12. Establishing Academy Cultural Norms to Support the Classroom
13. Naviance adaptive software – portfolios compiled and supported through Career Pathways classes
14. Association for Middle Level Education – ‘This We Believe’ Keys to Educating Young Adolescents

#### 4. Learning programs, or

ASK believes that personal relationships support Attitudes, Skills, and Knowledge. This foundation encourages the success of all scholars now and in their future careers.

##### What Makes The ASK Academy Unique?

- ✓ ASK prepares scholars for post-secondary education & high-paying jobs in Biomedical Sciences and Engineering in *New Mexico*
- ✓ Emphasis on research skill development and design thinking in these career areas
- ✓ Partnerships with local universities and industry give scholars real-life application of curriculum through career internships with STEM partners
- ✓ ASK Scholars applying Attitude, Skills and Knowledge
  - 2018-19 Lemelson-MIT InvenTeam Grant recipient to invent a wearable device for first responders to collect and transmit vital signs to base hospitals. Applying for patent.
  - Over a dozen ASK Interns at Sandia National Labs in the past eight years
  - Over 150 scholars participate in Robotics
    - Middle School RoboRave tournament winners; RoboRave International competitions in Japan and China (two years)
    - High School VEX Robotics State Champions (three years), Regional Champions, VEX World Championship competitors

New in the 2019-20 school year, ASK opened its new 6<sup>th</sup> Grade Academy building. The 6<sup>th</sup> Grade Academy will ensure the future success of our scholars. Some of the major benefits of the 6<sup>th</sup> Grade Academy include preparing scholars for the learning approach (self-directed, project-based), rigor and culture of ASK in a self-contained environment, designed specifically for the needs of 6<sup>th</sup> graders. This will prepare 6<sup>th</sup> graders for success in 7<sup>th</sup>-12<sup>th</sup> grade.

ASK has a seven-year Career Pathways/Fundamental Connections course built into the daily schedule. During this time, scholars identify individual learning traits and skills, delve into career research, as well as look for and apply to colleges, and scholarships. The “**Career Pathways**” courses support the development of “The ASK Attitude” and consists of very specific content for each grade level which is now recorded in the Next Step Plans. Scholars present this portfolio to parents twice a year at SLATE (Student Led Academic Tales of Excellence) meetings.

Freshmen examine who they are and begin to understand what they want out of life by exploring the questions of “Who am I?”, “What do I want?”, and “How do I get there?” They discuss dreams and aspirations as they learn how choices affect their future. Scholars create their electronic portfolio using guided exploration of interests and learning styles; as well as career, skill, and aptitude evaluation and research to determine individual academic strengths and weaknesses.

Sophomores spend time looking at careers. They learn about themselves as they mature. They take the PSAT and receive valuable feedback about college readiness and how their academic skills align with potential careers. Scholars use their electronic portfolios to develop their plans for post-secondary education, career expectations, and life-long pathways to reach their goals.

Juniors explore post-secondary education. Scholars look at colleges, degrees offered, the cost of higher education, and test scores required for admission. They research the employment outlook in their various fields of interest. Scholars use their electronic portfolios to follow the course they have set for



college entrance, including in-depth research into the colleges of their choice. They begin preparing for the necessary college entrance exams, and research scholarships and financial aid.

Seniors examine the issues associated with their post-secondary options. Scholars use their electronic portfolios to follow the course they have set for college entrance, including submitting admission applications to the colleges of their choice and applying for scholarships and financial aid.

Similar to Career Pathways class, our middle school scholars have a daily **Fundamental Connections** class. This program has been designed to develop scholars' understanding of who they are, what they want, how who they are impacts what they want, how to get there, the development of pro-social skills, as well as incorporates the DARE (Drug Abuse Resistance Education) program. The goal of this class/program is to ensure each scholar has a connection with a Project Manager—a staff member who can provide support and advocacy throughout middle and high school.

The ASK Academy's electives and other school activities are mixed grade levels. Scholars are placed in classes appropriate to their skills and abilities. When in middle school, scholars may be accelerated in mathematics and begin taking Algebra 1 while in the 7<sup>th</sup> or 8<sup>th</sup> grade. High school scholars, if they meet participation requirements, have the option of taking undergraduate dual enrollment courses at CNM, UNM, NMSU – Alamogordo and NMSU – Las Cruces. A new partnership developed between ASK and the UNM Engineering department allows qualified scholars to take seven engineering courses at UNM.

Curricular activities include, but are not limited to: ASK High School VEX Robotics and Middle School RoboRAVE (which has both curricular and extracurricular components), Research in Action, Career Pathways, and SLATE Conferences. ASK supports over 35 extracurricular activities initiated by scholars which include, but not limited to: National Honor Society, 9<sup>th</sup>/10<sup>th</sup> Grade Camping Trip, Model UN, Book and Cooking Clubs, Boys and Girls Basketball and Volleyball, Ping-Pong Club, Middle and High School Scholar Government Clubs, Culture Club, among others. Competitions take place year around, including the summer.

The Friday Intervention program and academic probation supports scholar success and builds connections to the Academy. Relationships are built between Project Managers and a significant number of scholars. Friday attendance is mandatory for scholars on academic probation. Scholars are required to meet with Project Managers to make-up or submit work, take tests and quizzes, finish labs, or receive additional tutoring.

Other scholars attend voluntarily to obtain help from their Project Managers or work with other scholars on projects. This unique intervention is part of the Project Managers' contracted time that provides a system of support for scholar success. It further provides the time for scholars to develop appropriate relationships with their Project Managers, increasing the likelihood of academic and personal success, as well as achieving the ASK Academy mission.

Many students use Friday to catch up, seek tutoring, and work on projects, as well as take part in competition based activities such as Model UN, VEX Robotics or RoboRave, the Governor's STEM Challenge, etc. This is an "evolutionary-innovative, incubation space" for both students and staff, a two-hour block of time to collaborate. The growth of the Friday extra-curricular activities and the voluntary attendance indicates scholars want to be at The ASK Academy, even on their day off. This has been so successful that at least one-third of our scholars participate. Building relationships at The ASK Academy is not limited to required attendance hours.

## **5. Encouraging parental or community involvement**

Parents consistently communicate their pleasure at being able to access scholar/teacher assignments, feedback, and progress via our website and/or PowerSchool. Parents and community members regularly volunteer for scholar competitions, presentations, and field trips. All parents are scheduled to participate in scholar-led conferences examining their progress in detail each semester. Scholar Led Academic Tales of Excellence (SLATE) Conferences promote relationship building between scholars, managers, and parents.

ASK has demonstrated exemplary practice of involving scholars and parents, increasing attendance and developing extracurricular activities. Students are offered the opportunity to participate in Friday, after school, and beyond the classroom projects and activities. All offerings are voluntary for student participation, yet ALL are heavily attended. Many students identify this opportunity as one of the most valuable aspects of attending The ASK Academy.

The Parent Support Committee (PSC) has been instrumental in supporting the annual camping trips and Thanksgiving potluck luncheons, paper and supply drives, Explora Night, fund raising (bingo, Box Tops for Education, etc.), Jump Start, and end of year barbecue for scholars, staff, and families, as well our graduation rehearsal luncheon/dinner. The PSC meets bi-monthly on Friday mornings during professional development. ASK Administration and Project Managers are an integral part of this organization as well.

ASK has demonstrated exemplary practice of involving scholars and parents, increasing attendance and developing extracurricular activities. Students are offered the opportunity to participate in Friday, after school, and beyond the classroom projects and activities. All offerings are voluntary for student participation, yet ALL are heavily attended. Many students identify this opportunity as one of the most valuable aspects of attending The ASK Academy.

## 2. Academic 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 or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

### a. Department's Standards of Excellence

**For any school that has not maintained a C or better letter grade in SY2016 – SY2018** provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.**

**NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.**

**School response:**

**The ASK Academy received a letter grade A in each of 2016, 2017 and 2018 school years. ASK did receive an F in the Graduation indicator in 2016, for which we are providing this response.**

The graduation indicator on the school report card is a lagging indicator. It requires five years' worth of data to calculate a rolling average. The formula accounts for scholars that graduate in 4, 5, or 6 years, as well as those that attend one school and transfer to another school. This indicator measures scholar graduation success based on the first year a scholar enters high school to the time they graduate. For The ASK Academy on the 2016 School Report Card, it includes the academic years: 10-11, 11-12, 12-13, 13-14, and 14-15.

A scholar becomes attached to a school if they attend for two consecutive quarters of a school year as measured by the October, December, March, and June attendance snapshots.

When a student leaves a school, it is the schools responsibility to track where they go. There are many different possibilities based on the unique circumstances of the student.

During the 2015-16 academic year, three main categories that classified as drop outs were: Home school, no further contact with the scholar, and taking the Graduate Equivalency Diploma (GED) test. The ASK Academy's philosophy is to support a scholar to take the GED if it is in the best interest of the scholar. We made a conscious decision to accept this negative impact on this indicator.

Charter schools are schools of choice. Scholars and families are looking for an alternative to traditional public school that will meet their educational needs. It is important to understand the evolution of a charter school when interpreting the graduation indicator.

Typical evolution for a new charter school:

**Year 1:** Many scholars unsuccessful in their current educational setting enroll. A significant number can be classified under the heading of "at risk." They discover that the charter school also does not meet their needs.

**Year 2:** Scholars from the first year leave, some matriculate and new scholars enroll. There are still a significant number of scholars looking for the right educational environment. They come to try the new setting.

**Year 3:** The school begins to establish its reputation. Families and scholars begin to understand the educational offering of the charter school. The demographics of the enrolling population begins to shift. Families are now more informed and choose a charter school for its program or educational setting (not as the only option in the community, as ASK was in Rio Rancho during that time).

**Year 4:** The trend from year three continues to progress. Families make more informed choices. The families and students that come for the program increase while those looking only for an alternative decrease. Those that come for the educational setting evaluate the academic rigor and decide whether to stay or leave. This segment of the population is significant and may negatively affect the graduation rate depending on their next choice. As a result, ASK had a substantial number of its junior population not return for their senior year, especially considering ASK requires 28 credits to graduate, and the surrounding school district and State require 24-26 credits to graduate.

In addition, a passing grade for any course at ASK is a C or 70% and ASK does not waive Algebra II.

**Year 5:** The trend from year four is repeated.

The fact that the graduation indicator is calculated as a lagging indicator and the evolution of enrollment at The ASK Academy described above is why the indicator was an “F” in 2016, although our overall Report Card grade was an A in 2016. In 2017 and 2018 ASK’s enrollment trends stabilized, having graduated or lost the early scholars. ASK received a C in this indicator in 2017 and 2018, while maintaining our overall grade of an A. This demonstrates The ASK Academy’s ability to graduate qualified scholars prepared for success after high school, many entering postsecondary education for STEM fields, as is our mission.

## b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

**All applicants must report on each school specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

**For any applicant that did not meet all of their goals in each year of the contract term,** provide a

narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.**

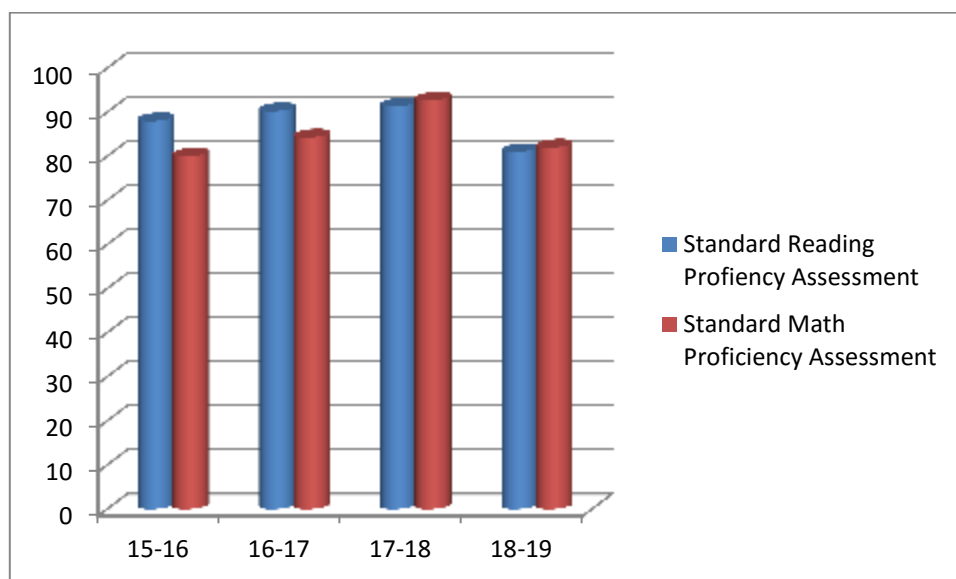
**School response:** The ASK Academy met all school specific goals in each year of the contract term. Below is the summary analysis of our performance on each goal over the term of the contract, with a chart to demonstrate the longitudinal data.

## PERFORMANCE CONTRACT RESULTS 2015-19

### REQUIRED ACADEMIC PERFORMANCE INDICATORS

1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?
2. Goal 1: Meet Proficiency Targets in Short Cycle Assessments – Reading
3. Goal 2: Meet Proficiency Targets in Short Cycle Assessments – Math

	2015-16	2016-17	2017-18	2018-19
<b>1. School Grade</b>	A	A	A	Not Released
<b>2. Standard</b>	Exceeds	Exceeds	Exceeds	Meets
<b>Reading Proficiency</b>	88%	90.26%	91.33%	81%
<b>Assessment</b>	Discovery	Discovery	NWEA	NWEA
<b>3. Standard</b>	Meets	Meets	Exceeds	Meets
<b>Math Proficiency</b>	80%	84.29%	92.68%	82%
<b>Assessment</b>	Discovery	Discovery	NWEA	NWEA



### 3. Financial Compliance

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.

#### a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public-School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
<b>FY18</b>	2	<ul style="list-style-type: none"> <li>2018-001 Internal Control over Financial Reporting (Material Weakness)</li> <li>2018-002 Untimely Cash Receipts (Other Non-Compliance)</li> </ul>	<ul style="list-style-type: none"> <li>2018-001 The school will review all accruals provided to auditors at year end for financial statement purposes.</li> <li>2018-002 Cash receipts procedures were properly reviewed in a meeting with the appropriate personnel to ensure compliance</li> </ul>
<b>FY17</b>	2	<ul style="list-style-type: none"> <li>2017-001 Timely Deposits (Non-Compliance)</li> <li>2016-001 Foundation Bookkeeping (Significant Deficiency)</li> </ul>	<ul style="list-style-type: none"> <li>2017-001 Current processes and procedures have been reviewed by administration and staff to ensure compliance. Cash receipt guideline reviewed and triple redundancy instituted to insure daily deposits.</li> <li>2016-001 The foundation administration is working to ensure all records are properly maintained. Listing of capital</li> </ul>



			assets and related depreciation schedules will be prepared. The foundation will remain on the calendar year per the IRS however, during annual tax preparation all equity accounts will be reviewed for proper closeout.
<b>FY16</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• 2015-001 Mileage Reimbursements (Non-Compliance)</li> <li>• 2016-001 Foundation Bookkeeping</li> </ul>	<ul style="list-style-type: none"> <li>• 2015-001 After the school received the final determination letter of the correct mileage rate, the school changed their policy to state that they will be reimbursing at 80% of the IRS rate. The business manager will be ensuring this policy is enforced going forward.</li> <li>• 2016-001 The school and foundation have put additional procedures in place to ensure the foundation has complete and correct financial data. Connie Dove, the foundation's president sends Mackenzie Webb, the bookkeeper, monthly transactions to ensure all information is correct and entered. Mackenzie reconciles all accounts at the end of each month to ensure no variance. This matter has been resolved.</li> </ul>

## b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

### ***School response:***

**Not Applicable. The ASK Academy Governing Council maintained all Board of Finance authority during the entire term of the contract.**

4. Contractual, Organizational, and Governance Responsibilities

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.

a. Charter Material Terms

<p>Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.</p>
<p>If a school received “working to meet” or “fall far below” in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.</p> <p>Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the WEB EPPS or site visit in the current year do <u>NOT</u> complete this Section.</p>
<p><b>School response:</b></p> <p><b>Not applicable. The ASK Academy Met or Exceeded Standard on the Materials Terms for SY2016-19 site visits.</b></p>

## b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any OCR complaints or formal special education complaints**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

**Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

The ASK Academy received two repeat “Working to Meet Standard” and one “Falls Far Below” rating on the most recently completed organizational performance framework evaluation (2018-19). Responses on the pages that follow.

The ASK Academy has not received any OCR complaints or formal special education complaints.

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
<p><b>III-A.04</b> Educational Plan: protecting the rights of English Language Learners (Title III)</p> <p><i>Working to Meet Standard</i></p>	<p>Annual parent notification letters of ACCESS assessment outcomes were in ELL files, but not in student cumulative files.</p>	<p><u>Improvement Action:</u> Copies of all parental notification letters will be filed with the registrar to be placed in student's cumulative file and with ELL Administrator.</p> <p><u>Effectiveness of Improvement Action:</u> Annual notification letters of student ACCESS scores are in all ELL student cumulative files.</p>
<p><b>IV-A.00</b> Business Management &amp; Oversight: meeting financial reporting and compliance requirements</p> <p><i>Falls Far Below Standard</i></p>	<p>Received repeat audit finding on the FY18 Audit Report.</p> <p><i>Untimely Cash Receipts</i></p>	<p><u>Improvement Action:</u> Cash receipts procedures were properly reviewed in a meeting with the appropriate personnel to ensure compliance (CAP).</p> <p><u>Effectiveness of Improvement Action:</u> Cash receipts are being reviewed on a monthly basis and have been found to be in compliance.</p>
<p><b>IV-A.01</b> Business Management &amp; Oversight: following generally accepted accounting principles</p> <p><i>Working to Meet Standard</i></p>	<p>Material weakness audit finding on the FY18 Audit Report.</p> <p><i>Internal Control over Financial Reporting (Material Weakness)</i></p>	<p><u>Improvement Action:</u> The school will review all accruals provided to auditors at year end for financial statement purposes (CAP).</p> <p><u>Effectiveness of Improvement Action:</u> Improvement action (CAP) was thoroughly addressed with the Audit Committee and meeting minutes were provided to PED.</p>

### c. Governance Responsibilities\*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

**Each school must identify how they have met governance responsibilities during the term of the contract.** Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

**If the school identified any governance requirements they were unable to meet,** the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

**School response:**

**The ASK Academy Governing Council  
2015-2020**

<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Michael Smith <b>Chair</b> <i>Audit/Finance</i>	Michael Smith <b>Chair</b> <i>Audit/Finance</i>	Michael Smith <b>Chair</b> <i>Audit/Finance</i>	Dr. Jeanne Forrester <b>Chair</b>	Dr. Jeanne Forrester <b>Chair</b>
Nels Hoenig <b>Vice Chair</b> <i>Audit/Finance</i>	Nels Hoenig <b>Vice Chair</b>	Nels Hoenig <b>Vice Chair</b> <i>Audit/Finance</i>	Dr. Denise Gonzales <b>Vice Chair</b>	Dr. Denise Gonzales <b>Vice Chair</b>
John Kolessar <b>Secretary</b>	Dr. Jeanne Forrester <b>Secretary</b>	John Kolessar <b>Secretary</b>	Michael Malloy <b>Secretary</b>	Michael Malloy <b>Secretary</b>
Dr. Denise Gonzales <b>Director</b>	Dr. Denise Gonzales <b>Director</b>	Dr. Denise Gonzales <b>Director</b>	Edgar Short <b>Director</b>	Edgar Short <b>Director</b>
Dr. Daryl Lee <b>Director</b>	Edgar Short <b>Director</b>	Edgar Short <b>Director</b>	David Stoliker <b>Director</b> <i>Audit/Finance</i>	David Stoliker <b>Director</b> <i>Audit/Finance</i>
Edgar Short <b>Director</b>	Dr. Jeanne Forrester <b>Director</b>	Dr. Jeanne Forrester <b>Director</b>	Lindsey Bomke <b>Director</b>	Lindsey Bomke <b>Director</b>
Dr. Jeanne Forrester <b>Director</b>	David Stoliker <b>Director</b> <i>Audit/Finance</i>	David Stoliker <b>Director</b> <i>Audit/Finance</i>	Michael Smith <b>Director</b> <i>Audit/Finance</i>	Michael Smith <b>Director</b> <i>Audit/Finance</i>

\* All schools must provide a response for this section of the application.

Members 2015-20	Service Start Date	Service End Date
Dr. Jeanne Forrester	1/1/2015	Active
Dr. Denise Gonzales	1/1/2015	Active
Michael Malloy	1/11/2018	Active
Edgar Short	1/1/2015	Active
David Stolyer	5/11/2017	Active
Lindsey Bomke	10/12/2017	Active
Michael Smith	1/1/2013	Active
John Kolessar	7/1/2010	12/14/2017
Nels Hoenig	3/12/2015	4/28/2017

- At no time did the membership on the governing body fall below the requirements in the by-laws or the statutory minimum of 5 members;
- The governing body maintained the required committee membership throughout the term of the contract;
- Vacancies were replaced immediately, with no time between terms;
- At no time did any board members not complete required training hours in any of the years of the contract term.