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SECRETARY DESIGNATE

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GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

The ASK Academy

updated January 31, 2020

Charts with additional data are marked with ★.

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

Head Administrator: Daniel Busse

Business Manager: Alyssa Lucero

Authorized Grade Levels: 6-12

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.

SECTION 1. ACADEMIC PERFORMANCE

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.

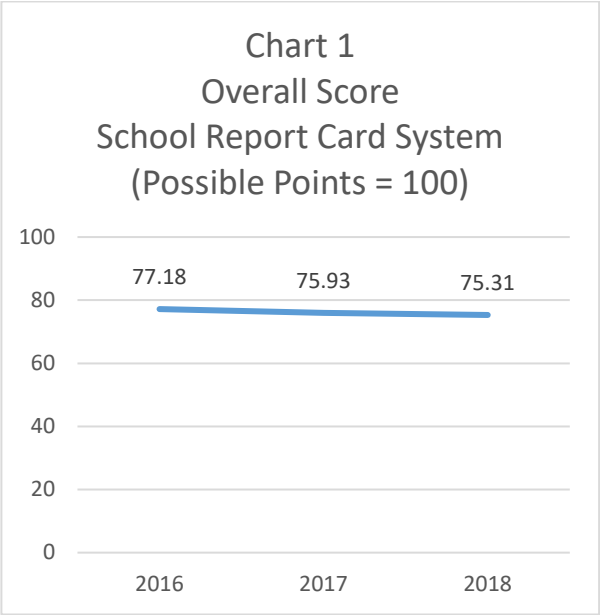
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

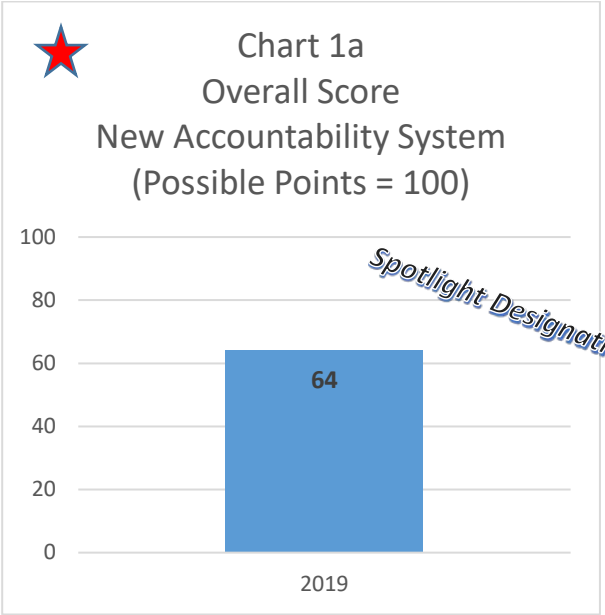
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report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

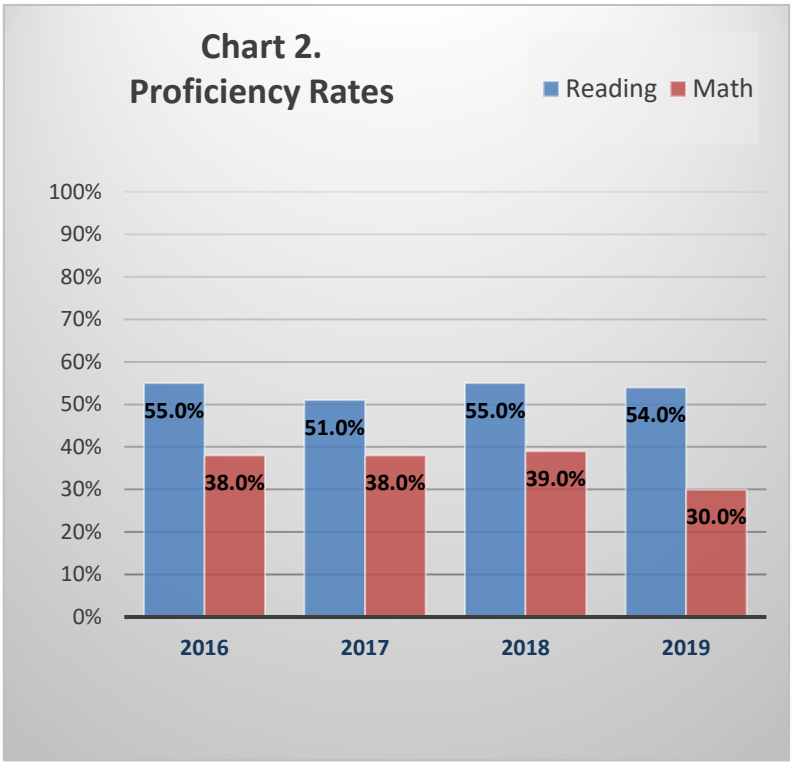
1a. Department's Standards of Excellence

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).

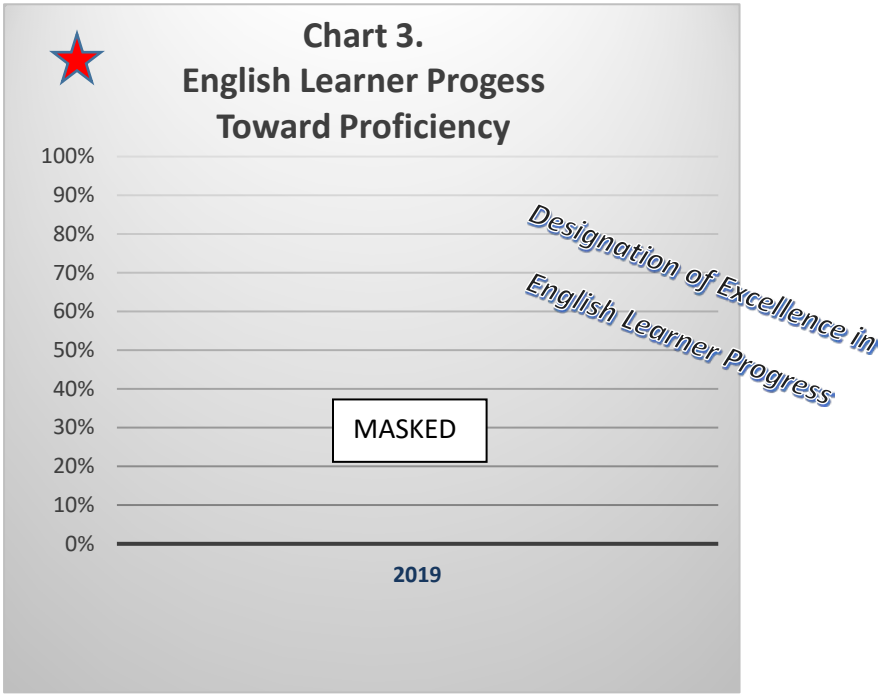




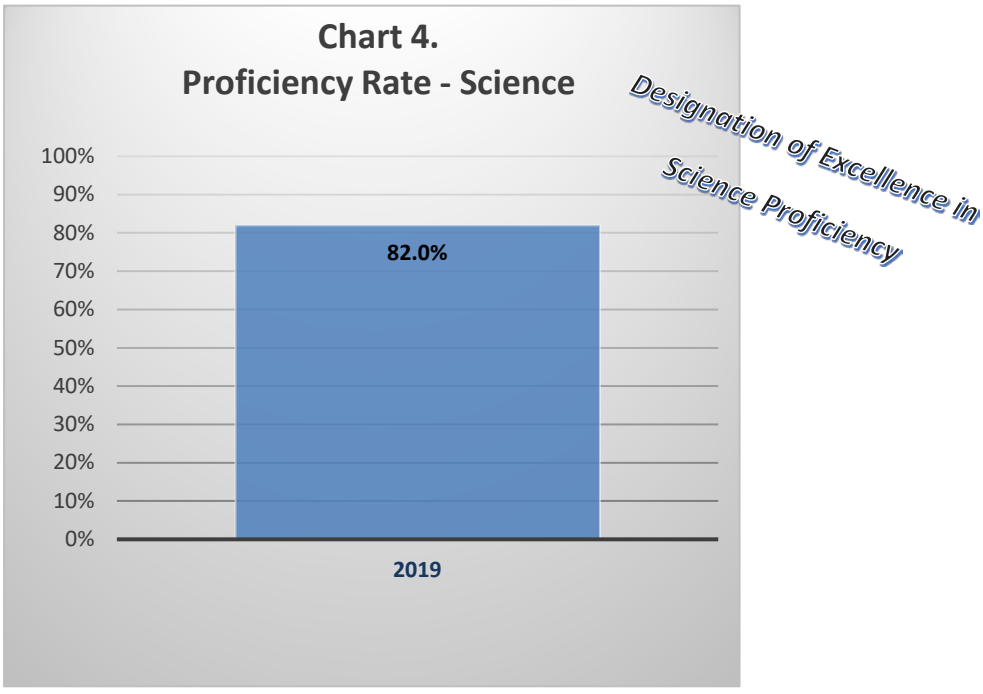
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



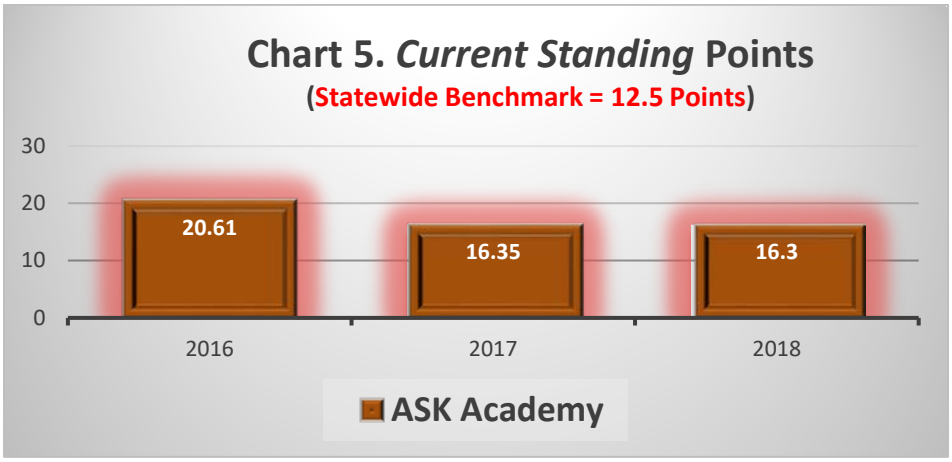
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are "on track" to achieve English Proficiency in their fifth year after being identified as an EL.



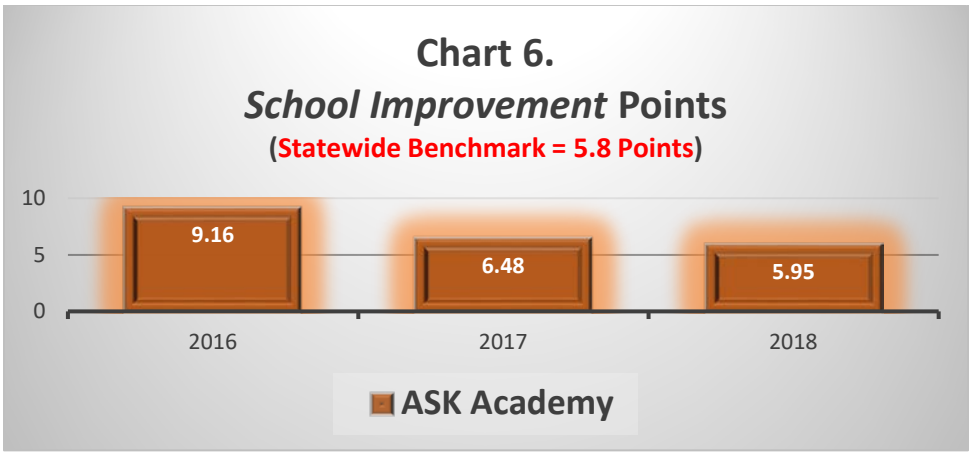
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

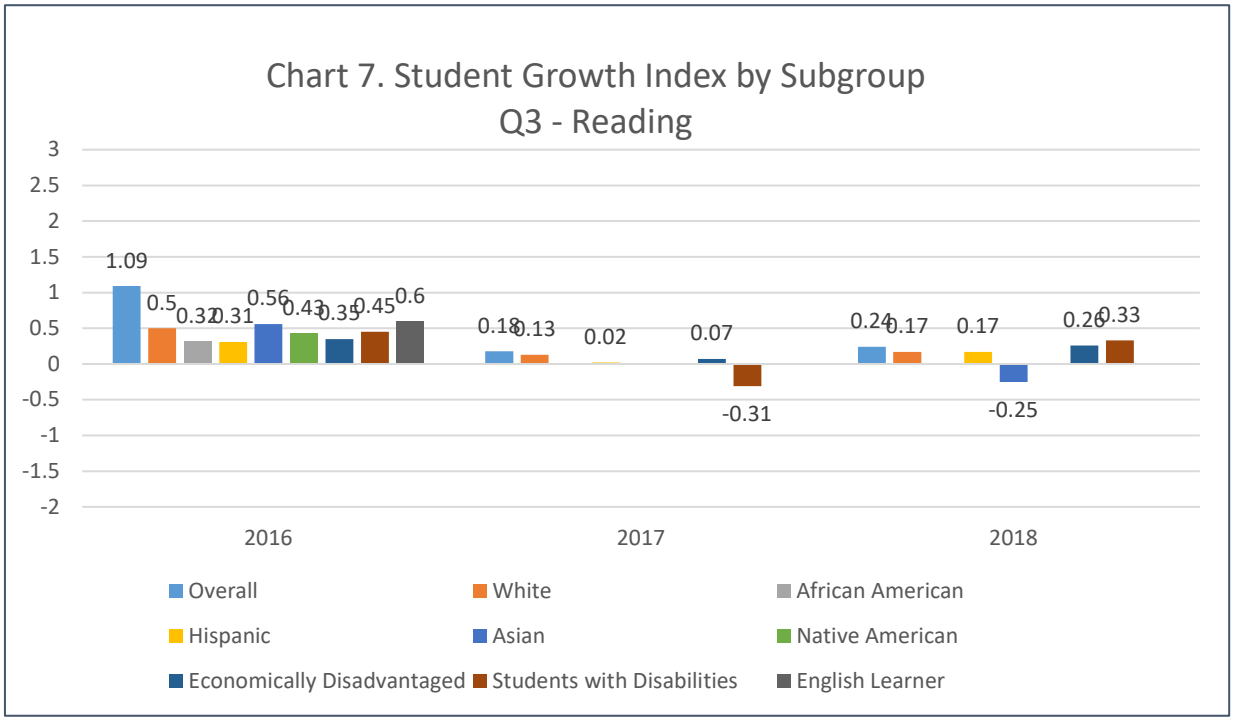


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



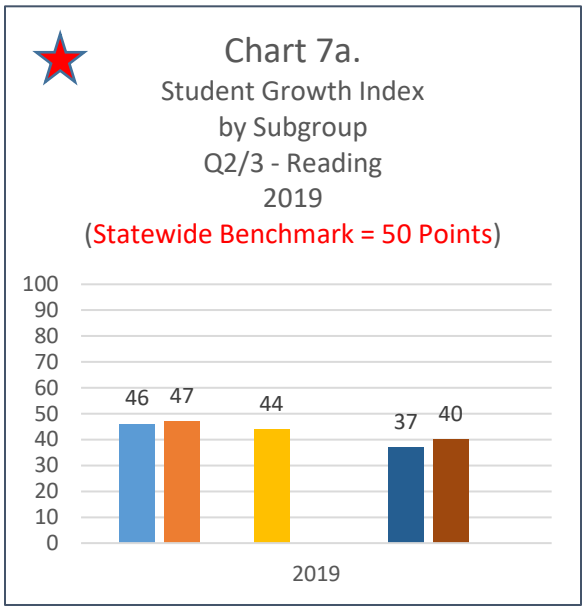
Subgroup – Higher-Performing Students in Reading

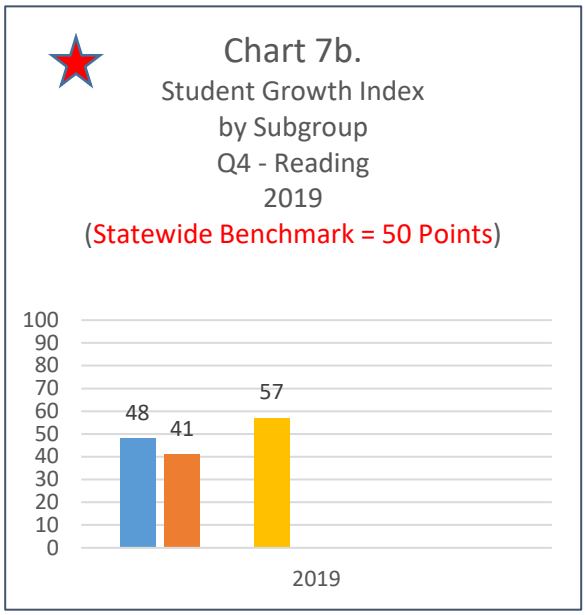
SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected 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%)

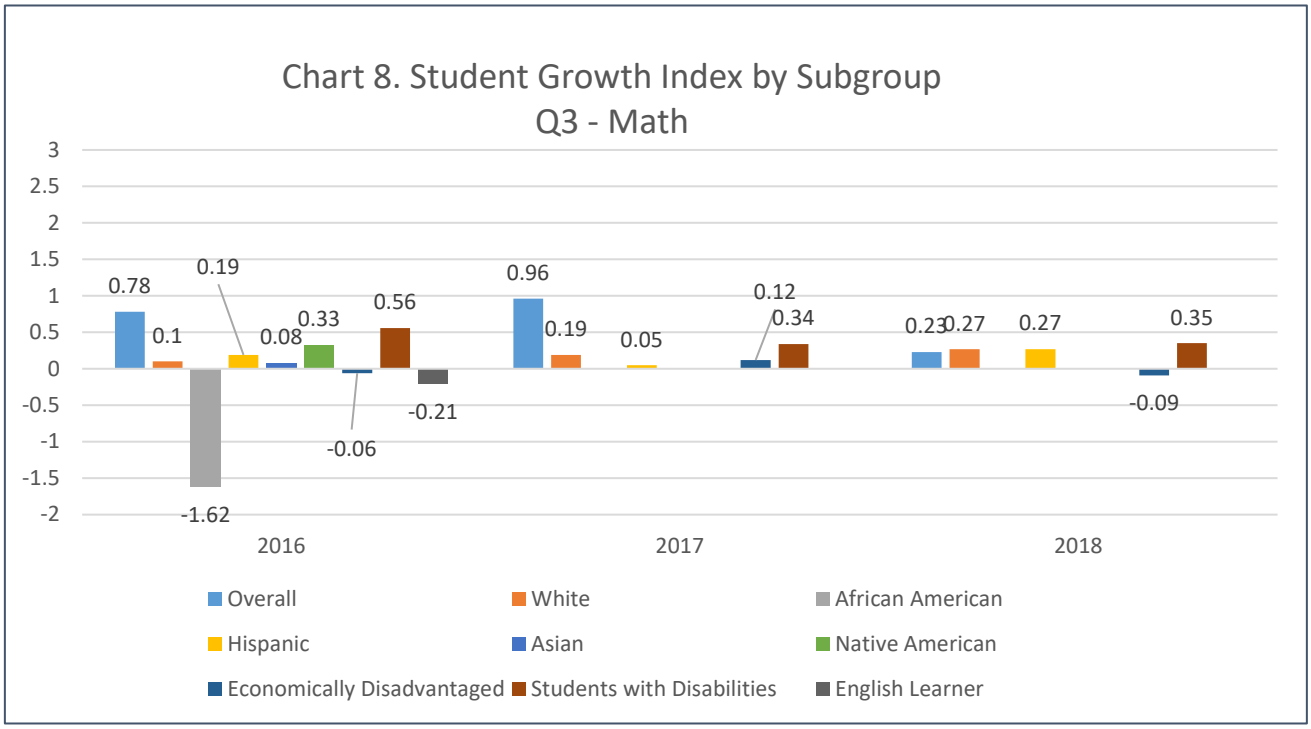
Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.





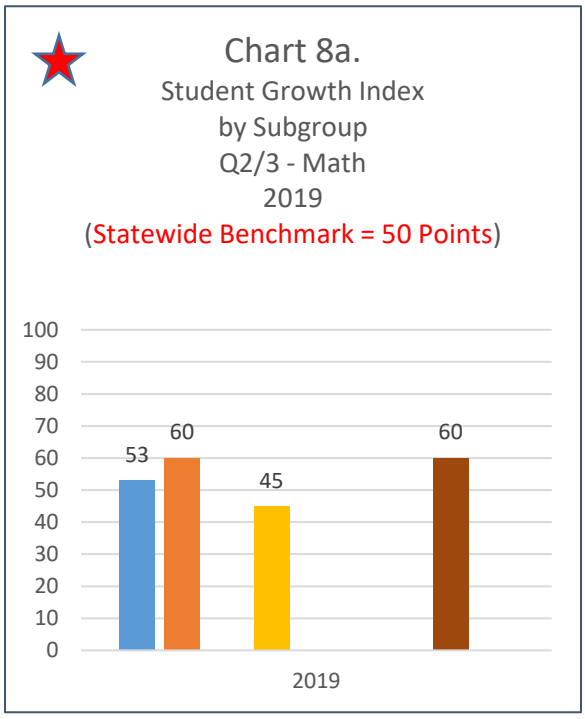
Subgroup – Higher-Performing Students in Math

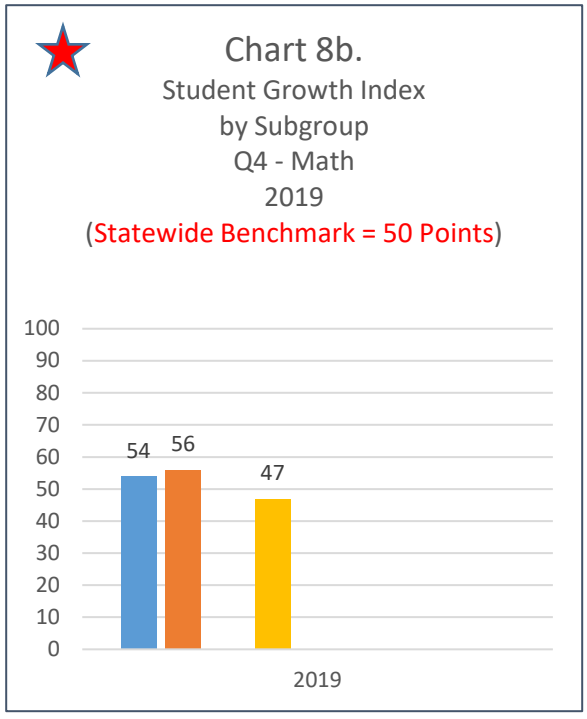
SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



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

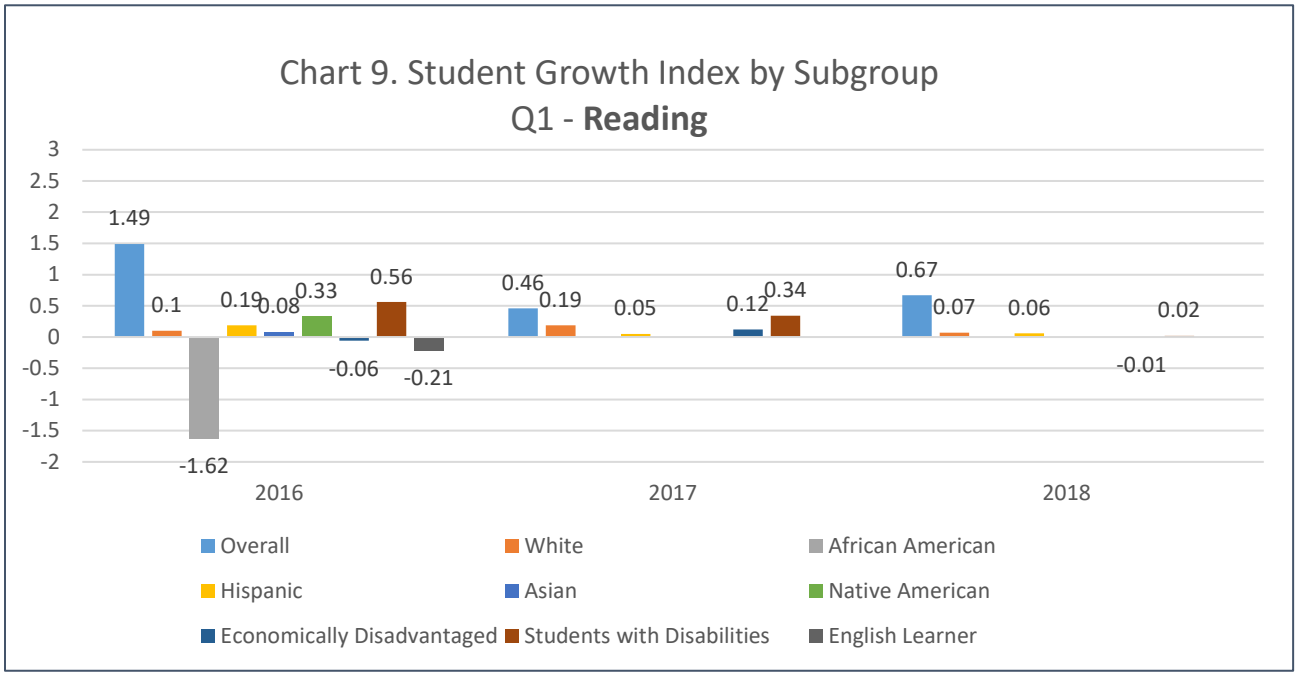
Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.



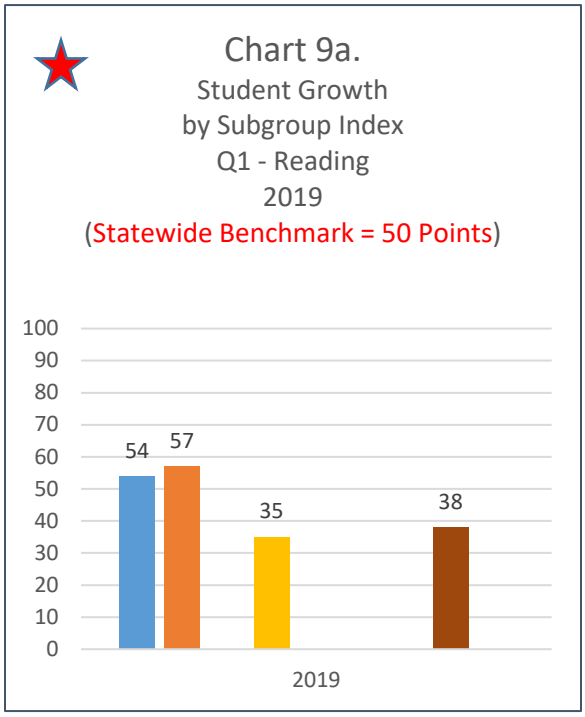


Subgroup – Lowest-Performing Students in Reading

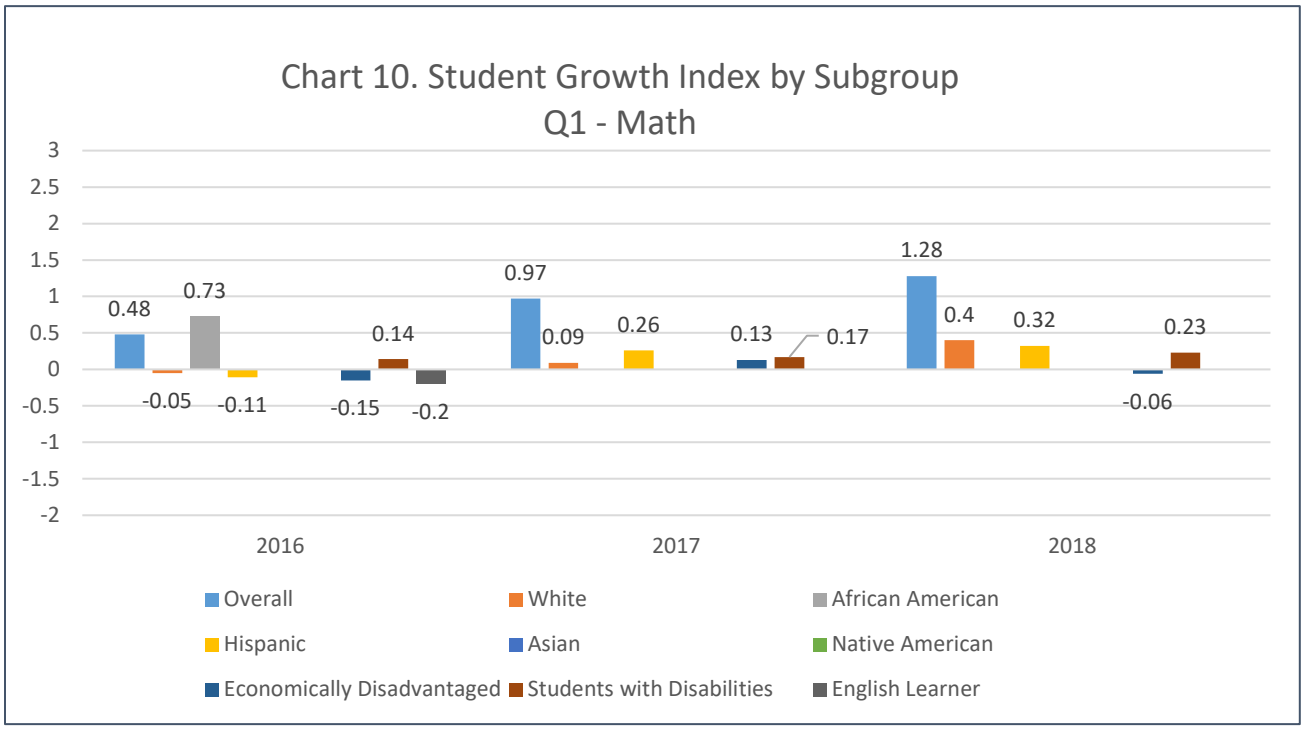
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



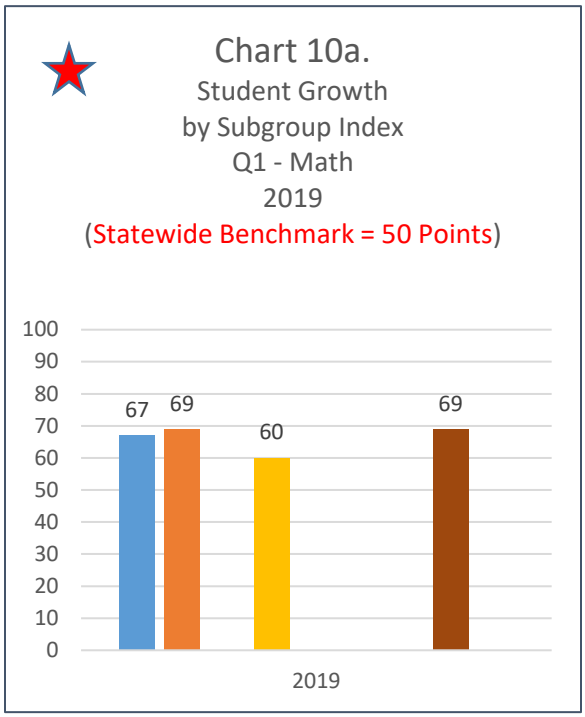
SY2019 Q1 Lowest-Performing Students in Reading



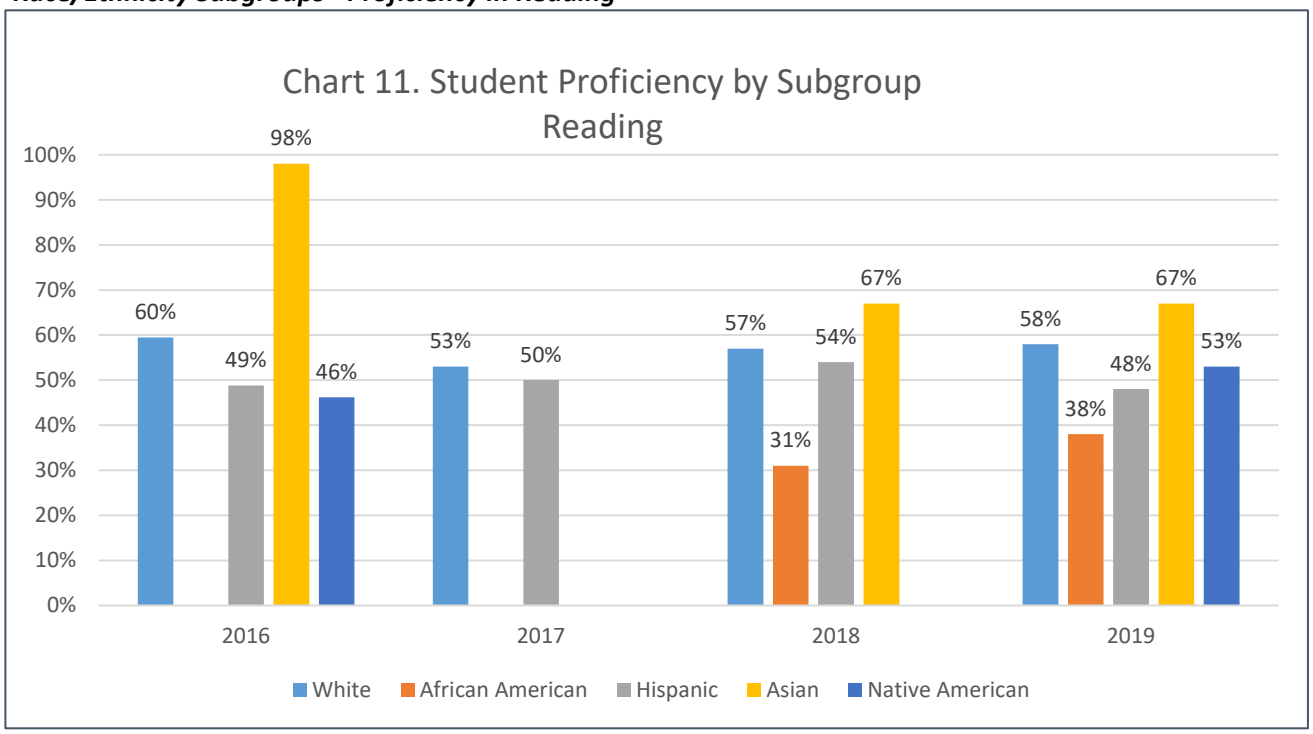
Subgroup – Lowest-Performing Students in Math



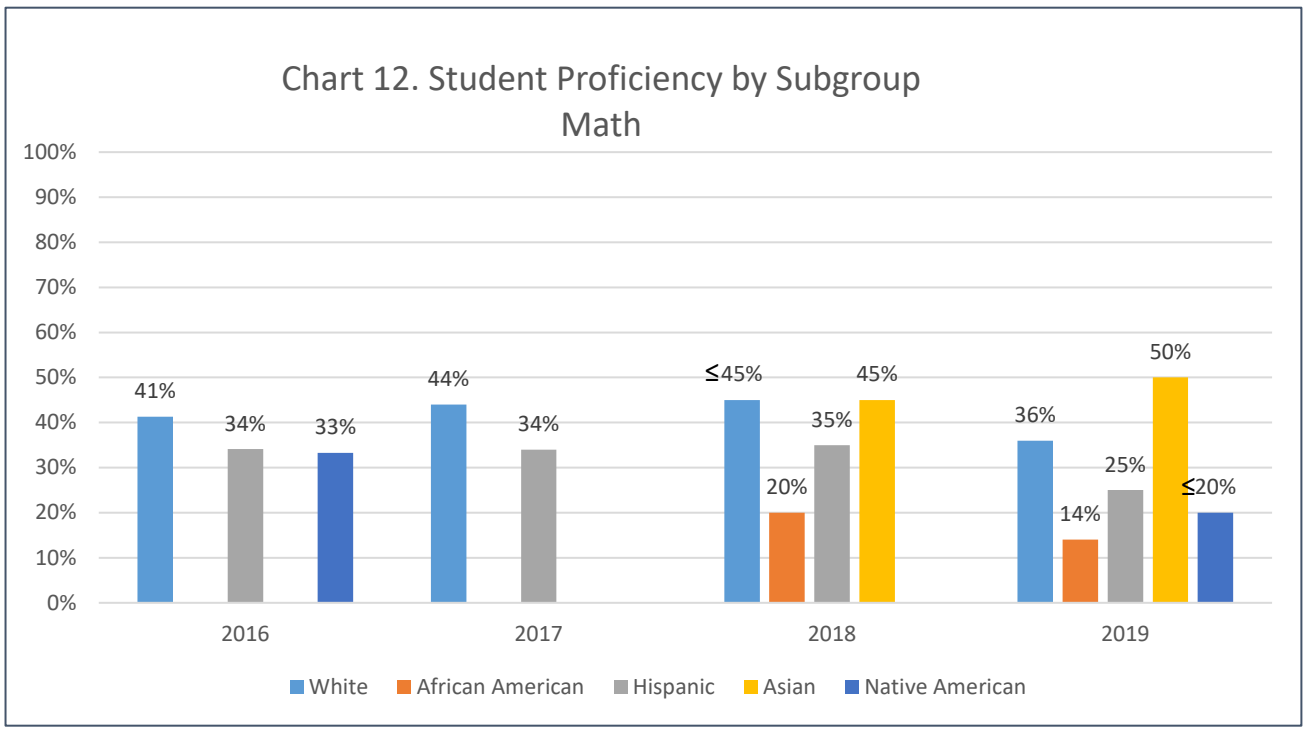
SY2019 Q1 Lowest-Performing Students



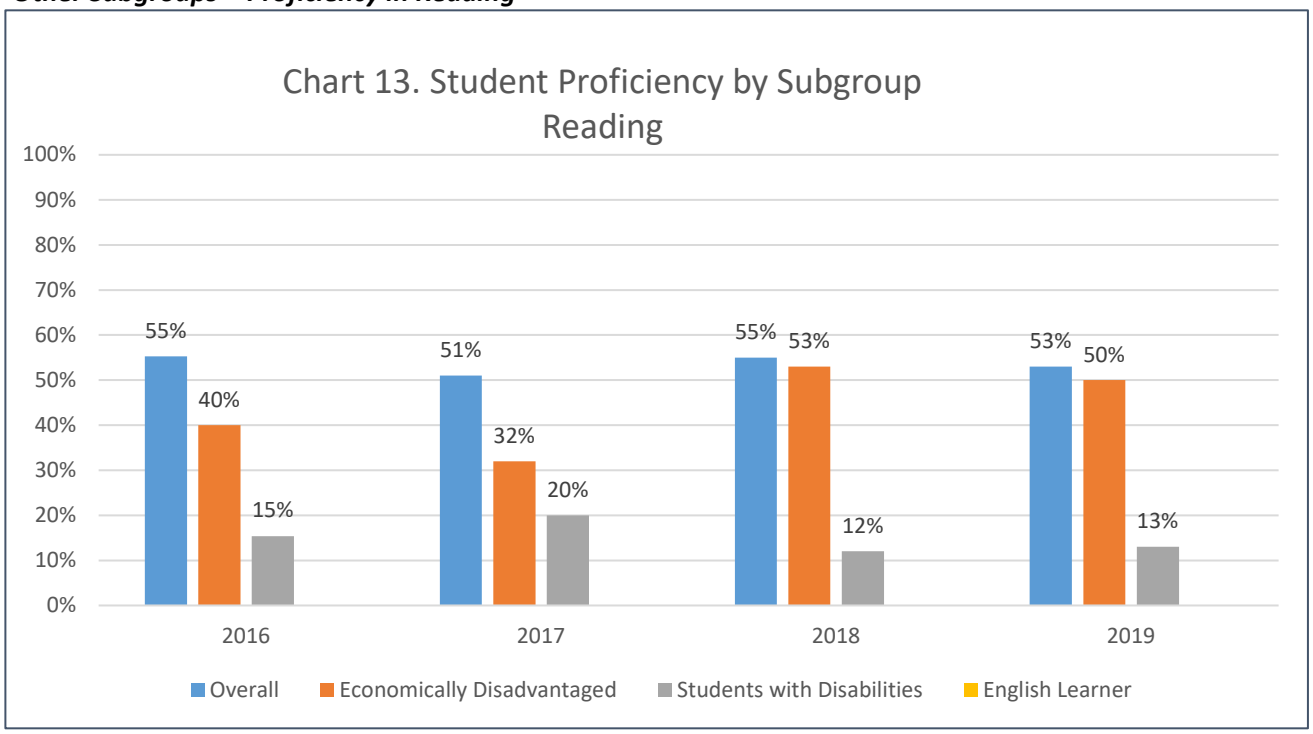
Race/Ethnicity Subgroups - Proficiency in Reading



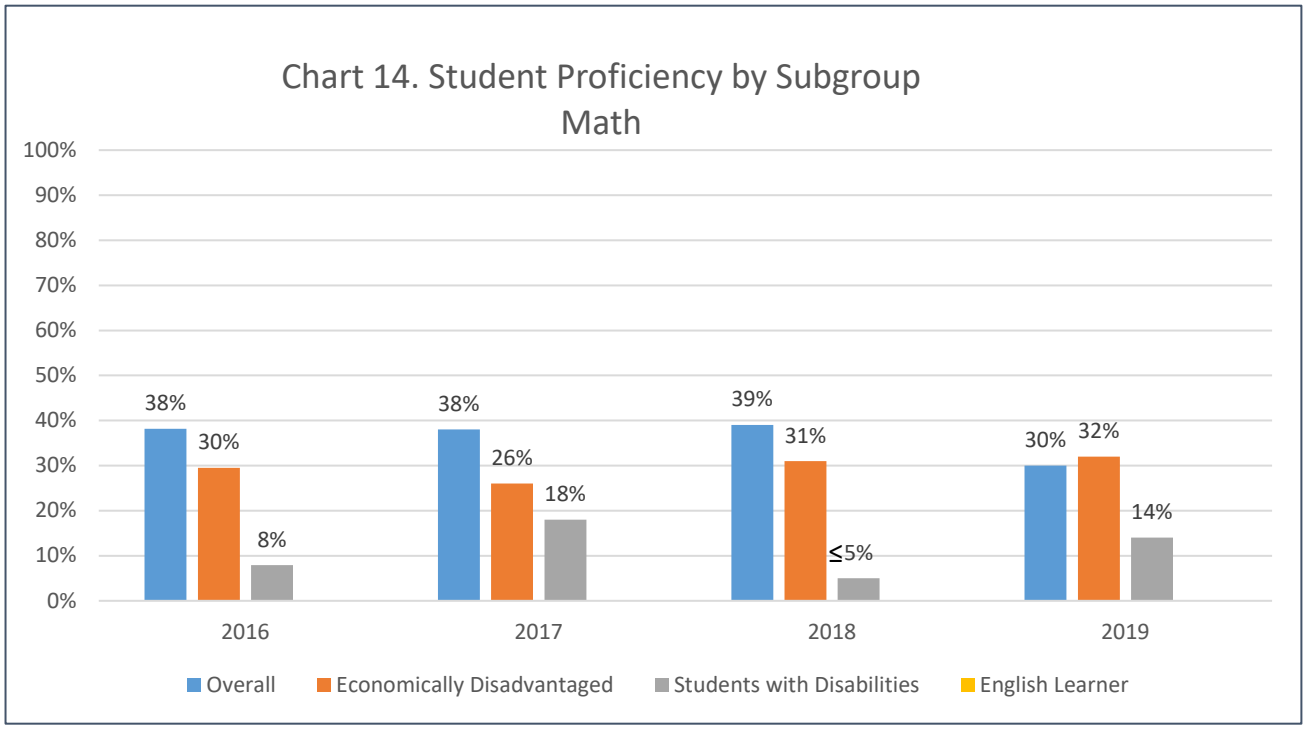
Race/Ethnicity Subgroups - Proficiency in Math



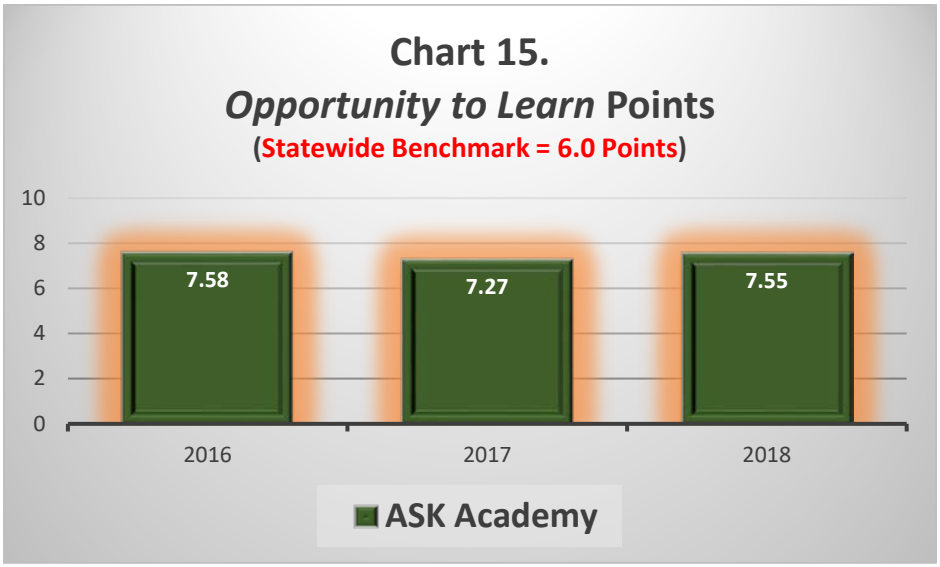
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

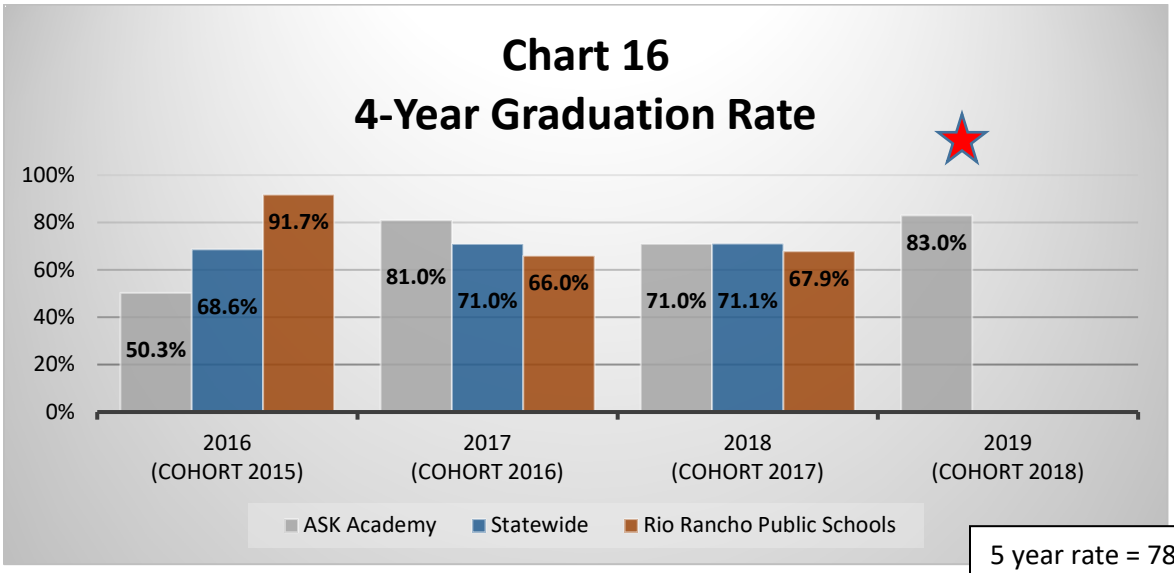


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). 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.



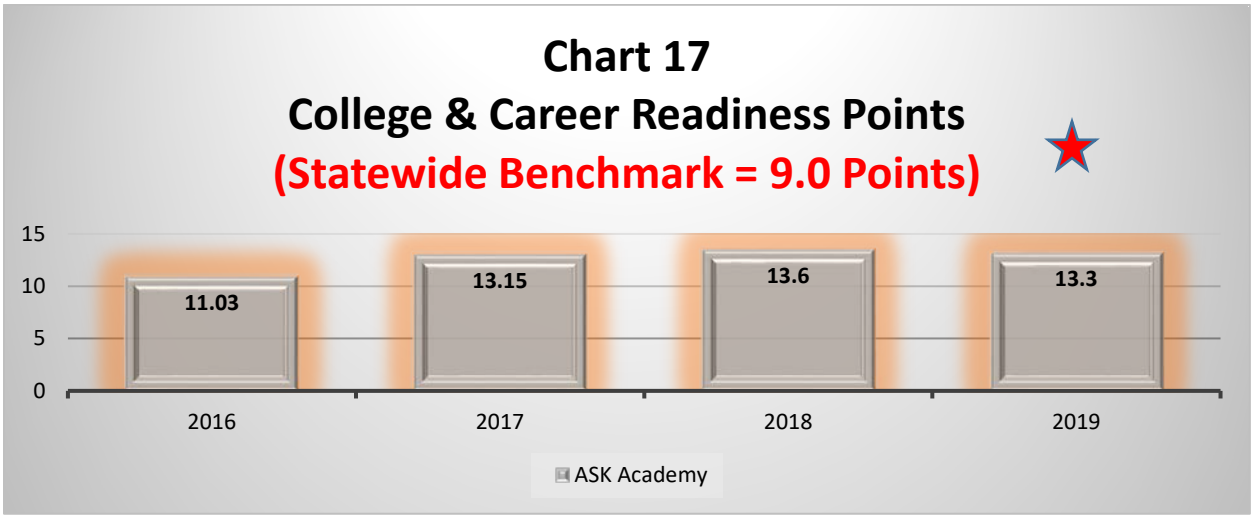
5 year rate = 78%

6 year rate = 83%

Grad Growth Rate = 1

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[1]. 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.



[1] 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.[2]

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

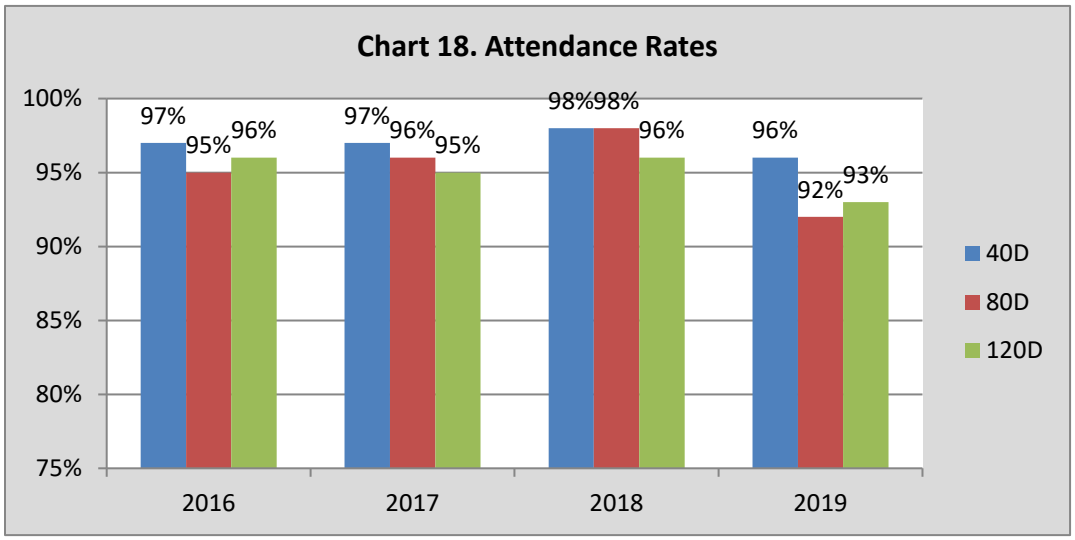
[2] Charter Specific Goals are referred to as "*Mission-Specific Indicators*" or "*Performance Indicators*" in the school's contract and performance framework.

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.)

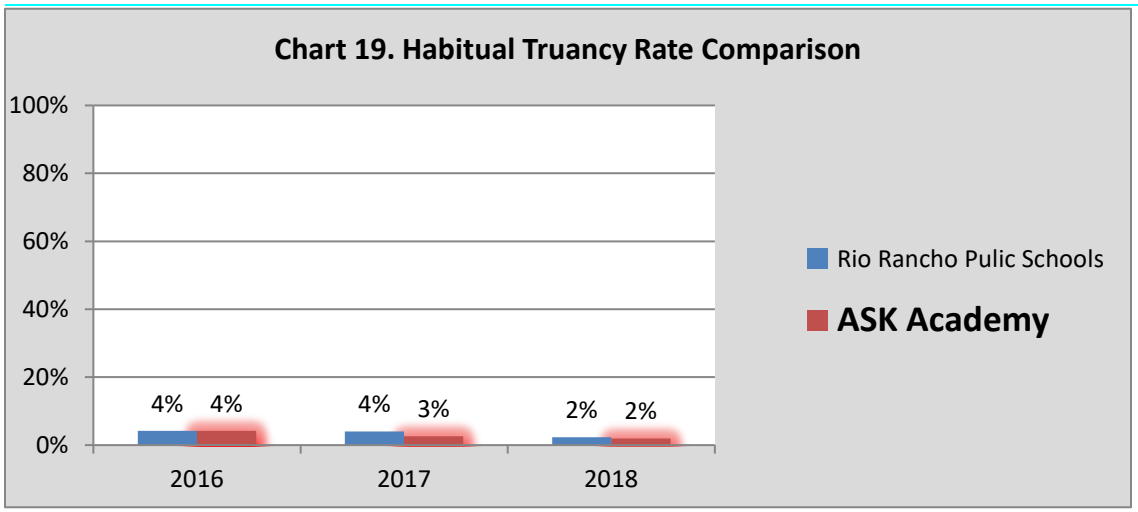
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

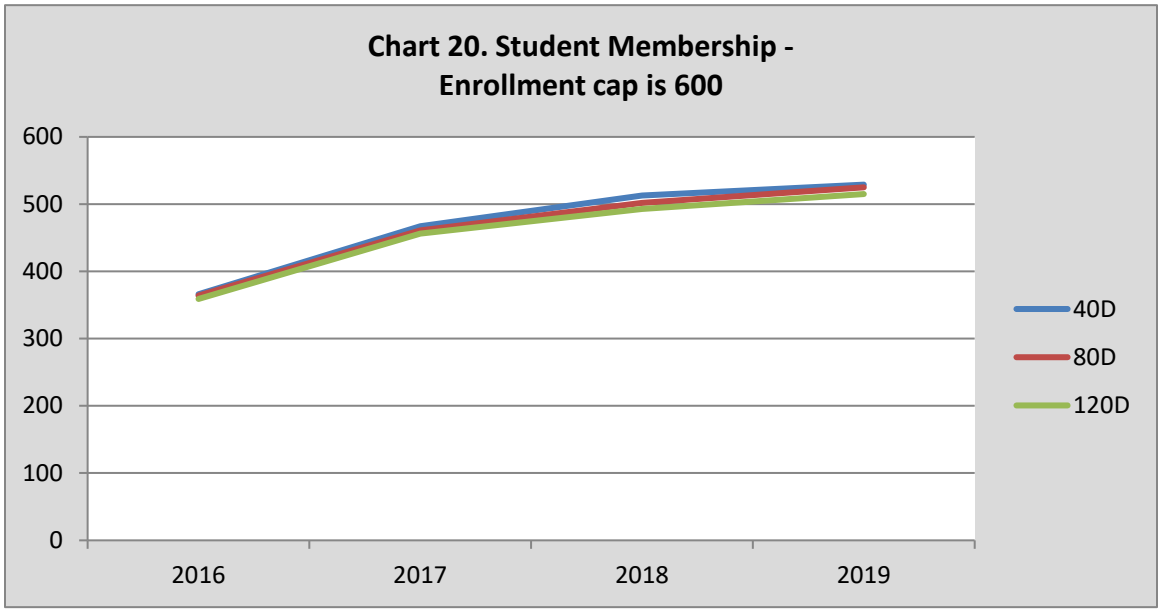
Source: STARS →District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



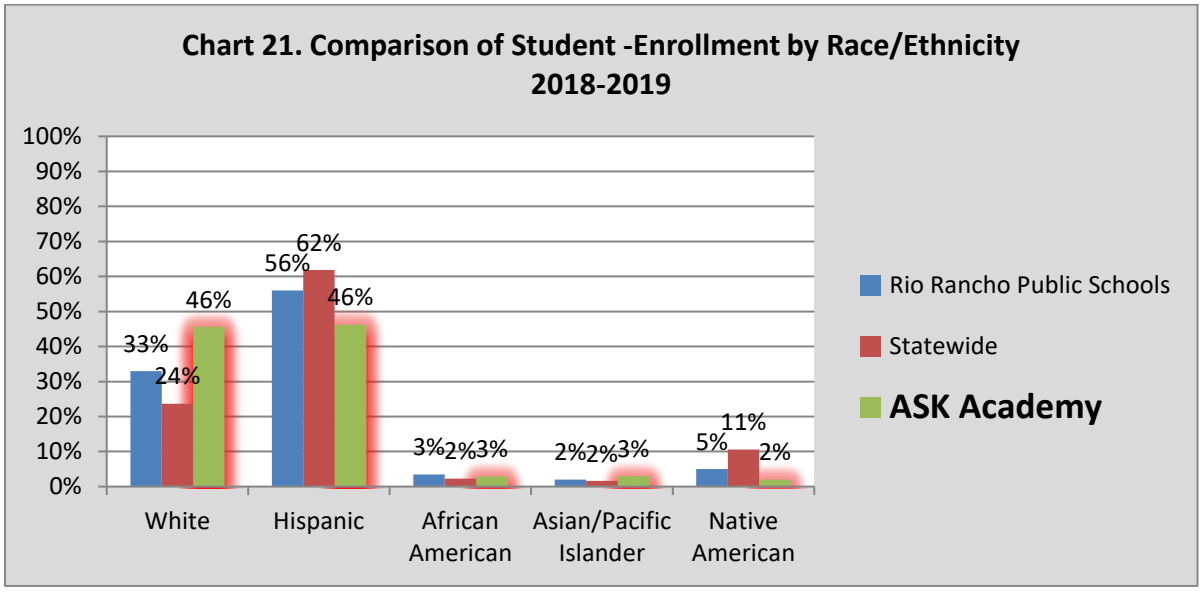
Student Membership (Enrollment)

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

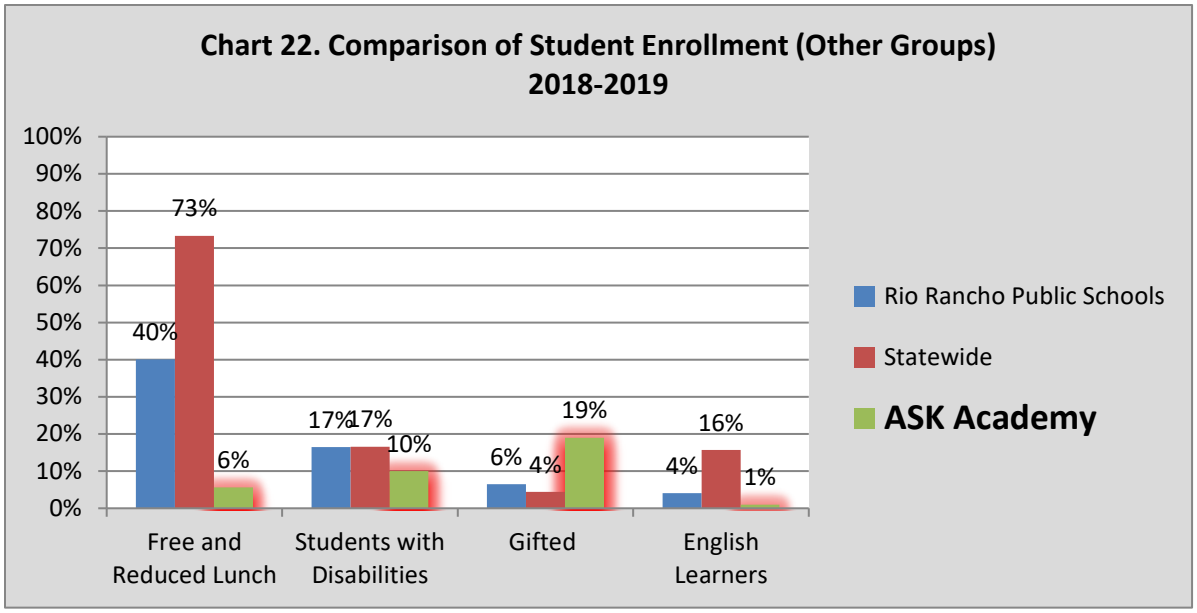


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

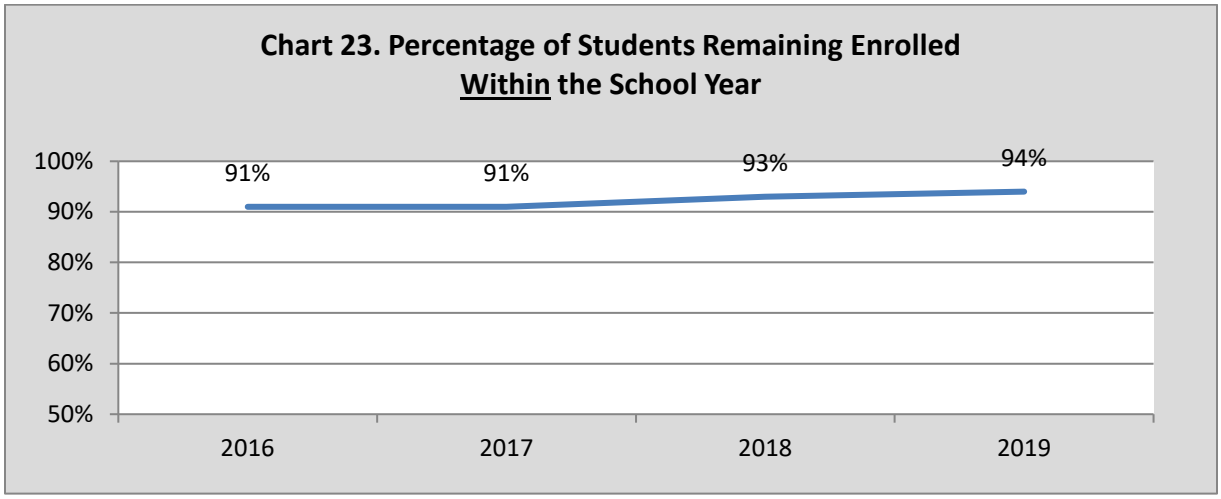


Source: STARS →District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

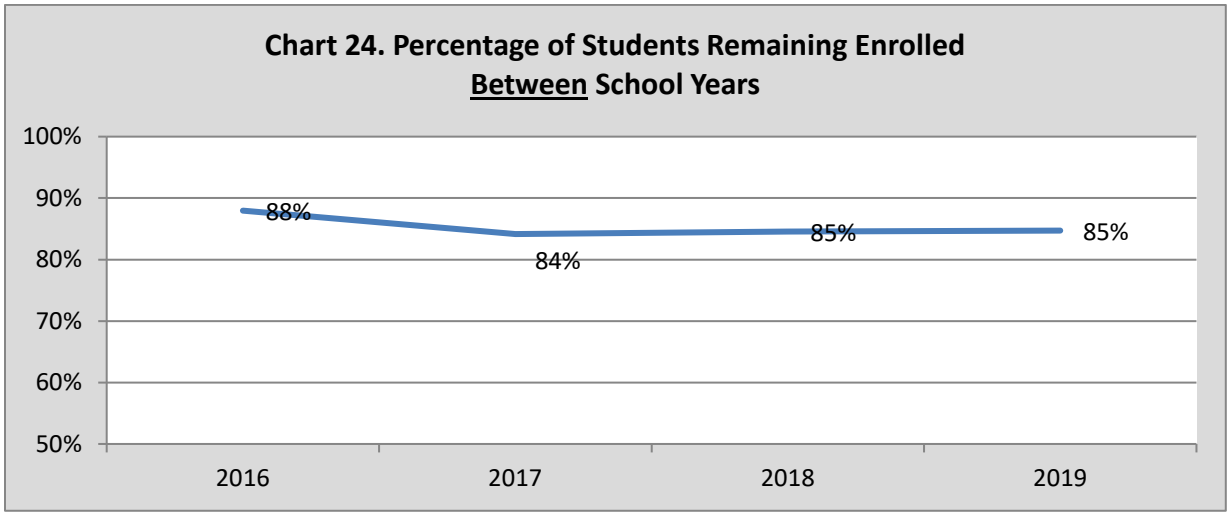
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

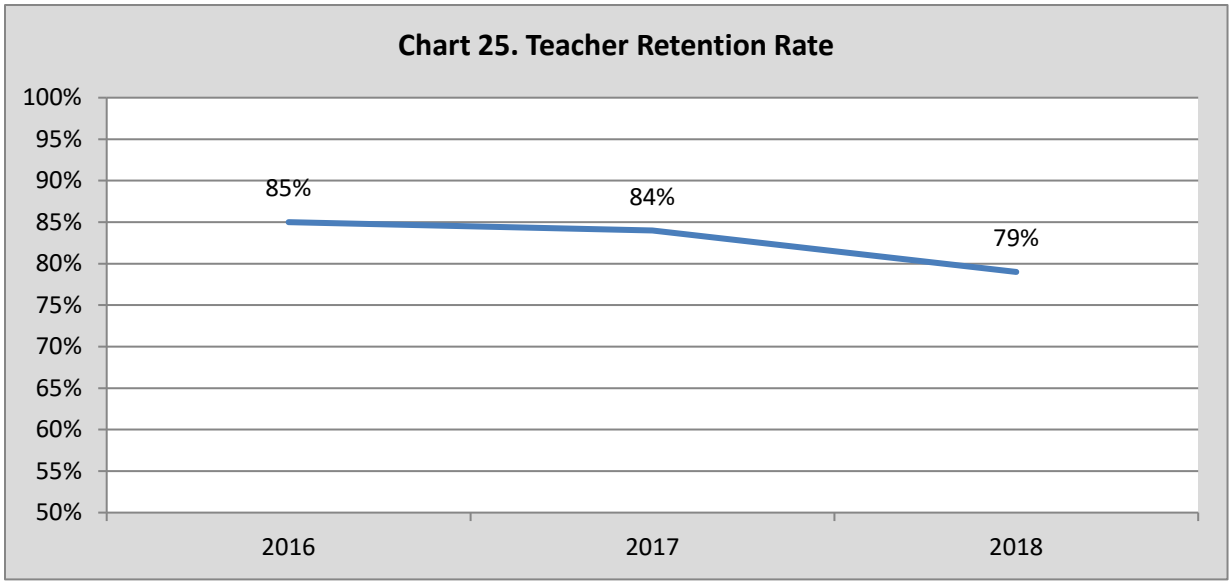


Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

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