



The ASK Academy

21st 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 6th Grade Academy building. The 6th Grade Academy will ensure the future success of our scholars. Some of the major benefits of the 6th 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 6th graders. This will prepare 6th graders for success in 7th-12th 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 7th or 8th 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, 9th/10th 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.

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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.

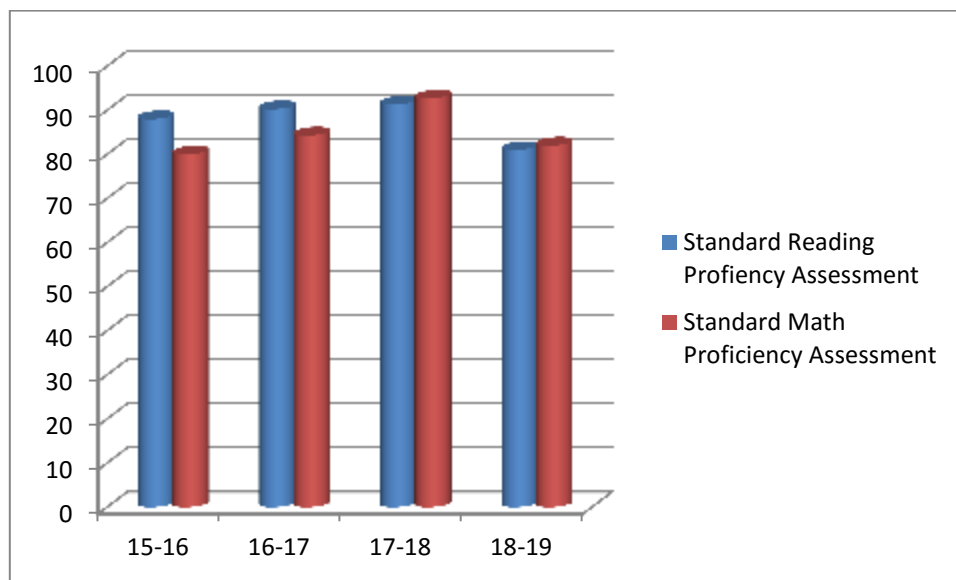
School response: The ASK Academy met all school specific goals in each year of the contract term. Below is the summary analysis of our performance on each goal over the term of the contract, with a chart to demonstrate the longitudinal data.

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
1. School Grade	A	A	A	Not Released
2. Standard	Exceeds	Exceeds	Exceeds	Meets
Reading Proficiency	88%	90.26%	91.33%	81%
Assessment	Discovery	Discovery	NWEA	NWEA
3. Standard	Meets	Meets	Exceeds	Meets
Math Proficiency	80%	84.29%	92.68%	82%
Assessment	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
FY18	2	<ul style="list-style-type: none"> 2018-001 Internal Control over Financial Reporting (Material Weakness) 2018-002 Untimely Cash Receipts (Other Non-Compliance) 	<ul style="list-style-type: none"> 2018-001 The school will review all accruals provided to auditors at year end for financial statement purposes. 2018-002 Cash receipts procedures were properly reviewed in a meeting with the appropriate personnel to ensure compliance
FY17	2	<ul style="list-style-type: none"> 2017-001 Timely Deposits (Non-Compliance) 2016-001 Foundation Bookkeeping (Significant Deficiency) 	<ul style="list-style-type: none"> 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. 2016-001 The foundation administration is working to ensure all records are properly maintained. Listing of capital

			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.
FY16	2	<ul style="list-style-type: none"> • 2015-001 Mileage Reimbursements (Non-Compliance) • 2016-001 Foundation Bookkeeping 	<ul style="list-style-type: none"> • 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. • 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.

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

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.

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.

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 NOT complete this Section.

School response:

Not applicable. The ASK Academy Met or Exceeded Standard on the Materials Terms for SY2016-19 site visits.

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>III-A.04 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>IV-A.00 Business Management & 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>IV-A.01 Business Management & 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**

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