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GOVERNOR

**Charter Schools Division
2022-23 Annual Report
February 6, 2024**

School Name: The ASK Academy

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

Head Administrator: Edward Garcia

Governing Board Chair: Mistie Williamson

Business Manager: Patrick Kelly

Authorized Grade Levels: 6-12

Grade Levels Served: 6-12

Authorized Enrollment Cap: 600

2022-23 End of Year Enrollment: 600

Contract Term: 2020-2025

Waivers: none

Mission:

The ASK Academy will emphasize science, technology, engineering, and mathematics (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.

Educational Program:

The ASK Academy pursues 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. 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.

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.

i. The ASK Academy requires more credits to graduate, four more than the state graduation requirement of 24. 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.

ii. Scholars at ASK Academy are highly engaged in their "hands-on project learning" approach to curricular content as evidenced by scholar demonstrations, teacher lesson plans, photographs, and newsletters.

iii. 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. This can be observed in curriculum maps, course syllabi, daily agendas, and calendar posted on website.

iv. Curricular activities may include, but are not limited to: ASK Robotics Club (which has both curricular and co-curricular components), Research in Action, Career Pathways, and SLATE (Scholar Led Academic Tales of Excellence) Conferences. Evidence may include activity calendars and attendance records.

v. The Friday program supports scholar success and builds connections to the Academy. Relationships are built between Project Managers and 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.

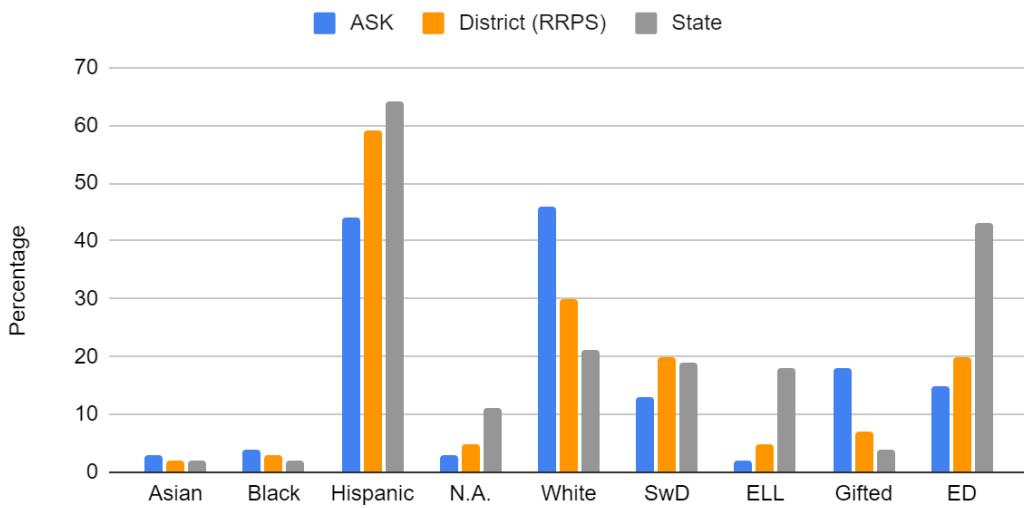
vi. The Career Pathways/Fundamental Connections class helps scholars explore the questions "Who am I?", "What do I want?", and "How do I get there?" In this class, scholars think about their future every day. Scholars create and use an electronic portfolio throughout their four years. The curriculum 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 in their SLATE (Scholar Led Academic Tales of Excellence) Conferences.

vii. One ½ day a week is reserved for Project Managers' professional learning. The school has formalized their professional development efforts around STEM, self-directed and project-based learning. Evidence includes agendas and notes from the sessions.

viii. The Parent Support Committee (PSC) supports ASK through fundraising, guest speakers and staff recognition.

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

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	82
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	100
Overall Academic Score: average of indicators 1 and 3	91

State Accountability System:

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

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

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

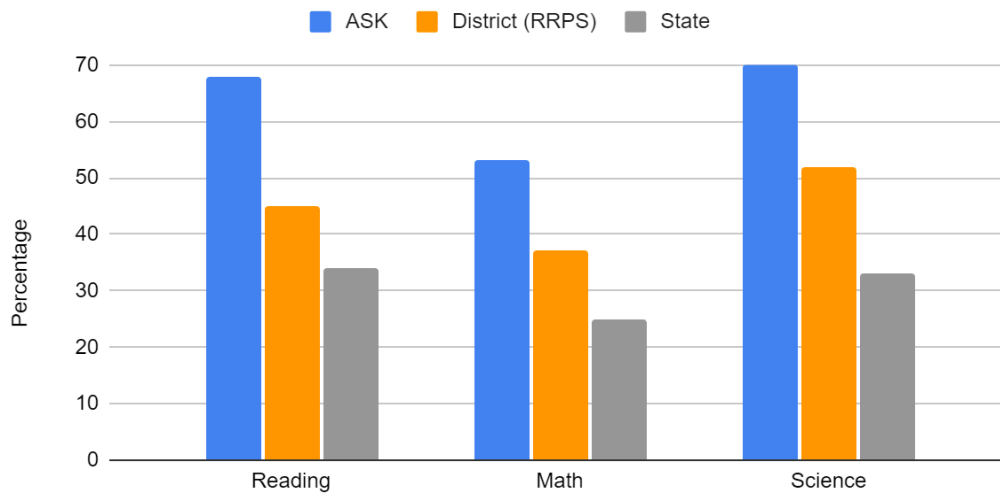
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **The Ask Academy** received a designation of **Excellence**.

Proficiency

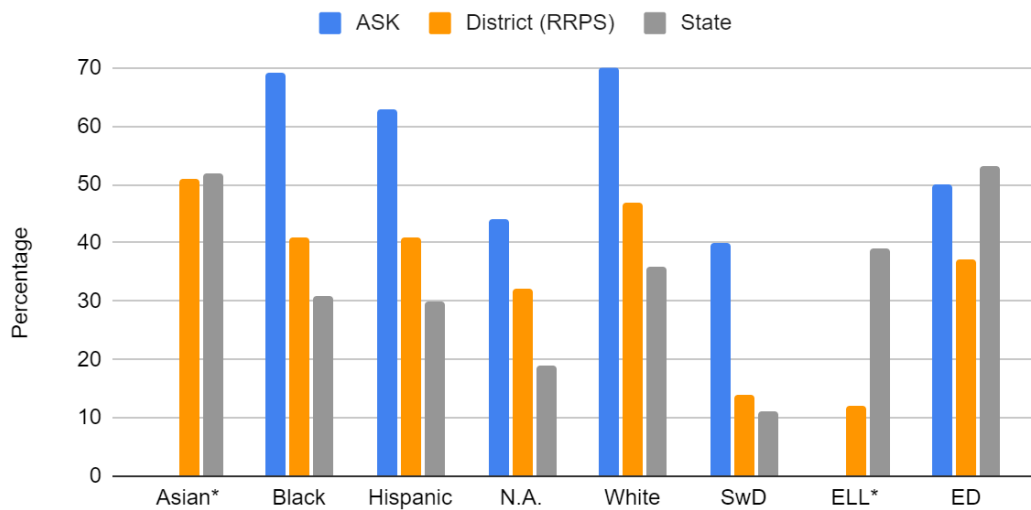
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

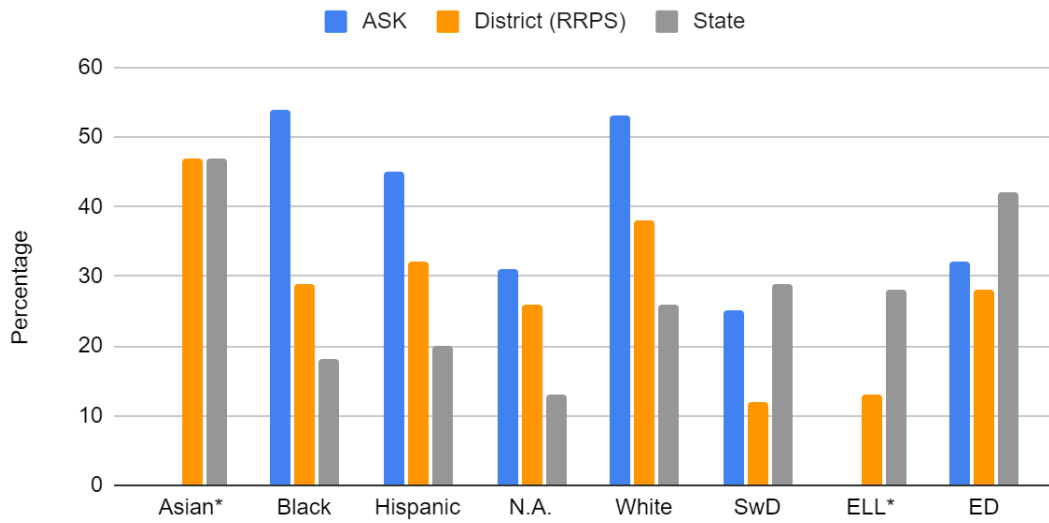
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

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

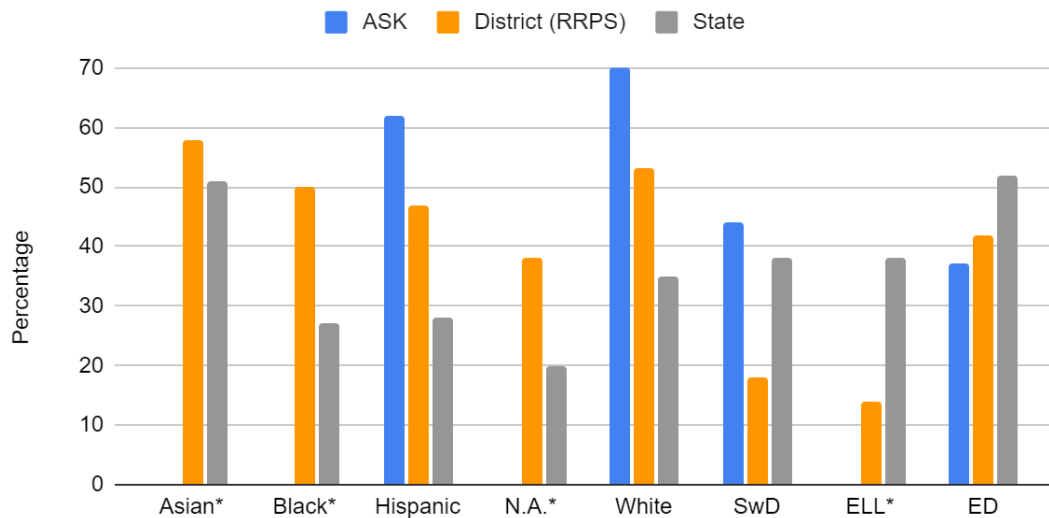
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

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

Percent Proficient in Science by Subgroup 2022-23

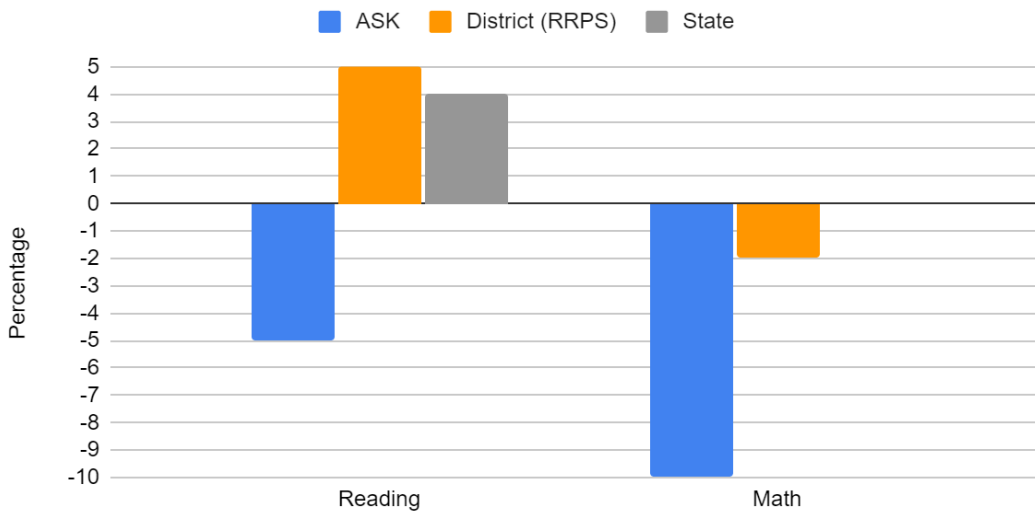


Source: NMVistas.org

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

Improvement (Growth)

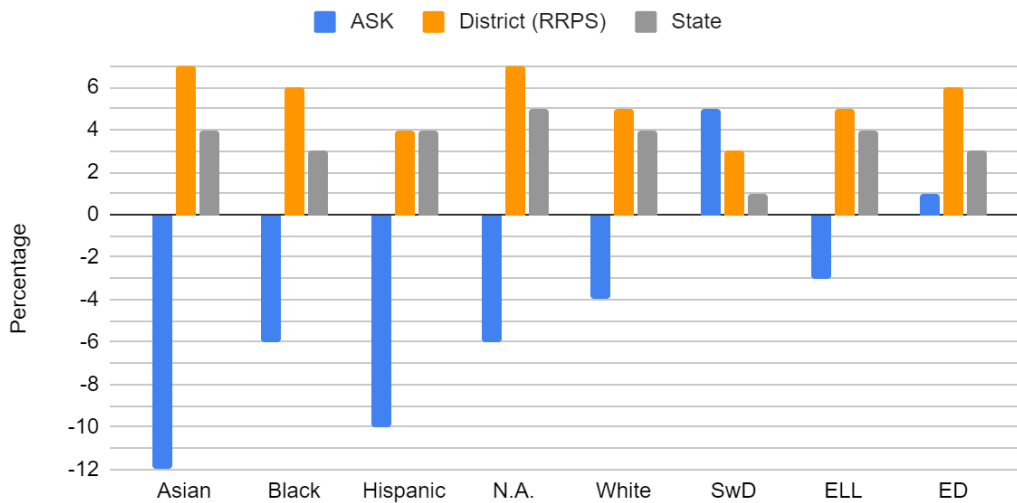
Percent Growth for All Students (2021-22 to 2022-23)



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

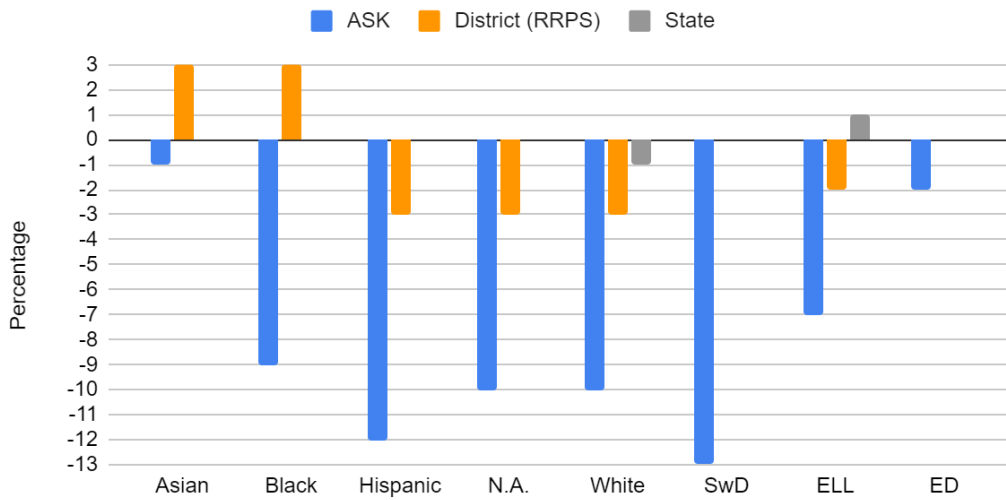
***Note:** Math growth was 0% for the state for SY2023.

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



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

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



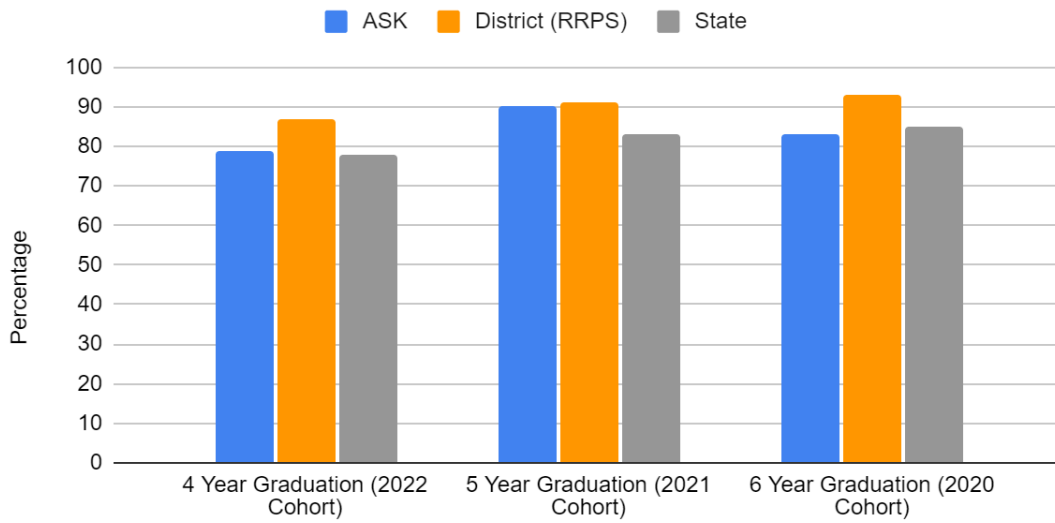
Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

English Learner Progress (NMVistas): Masked due to population size

High School Graduation

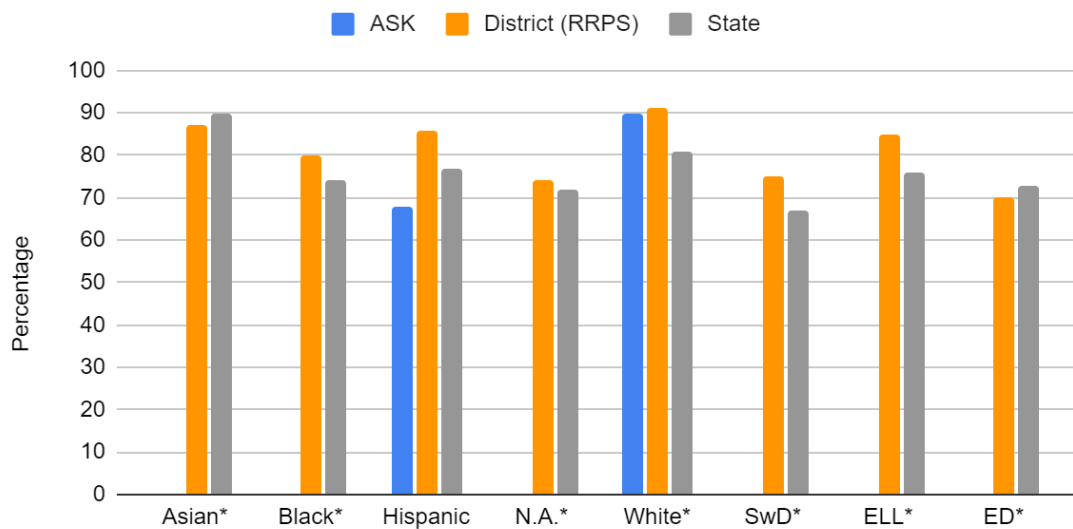
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state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

High School Graduation



Source: NMVistas.org

4-Year Graduation by Subgroup



Source: NMVistas.org

***Note:** groups are masked due to population size. For school, white population is masked: $\geq 90\%$ graduation rate. For the district, black population is masked: $\geq 80\%$ graduation rate.

Mission-Specific Goals

Goal 1: Each year, at least 70% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams. Exams may include traditional tests or other demonstrations of proficiency.

Performance Level	Target	Points
Exceeds Standard	At least 80% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams.	100
Meets Standard	At least 70% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams.	75
Does Not Meet Standard	At least 50% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams.	25
Falls Far Below Standard	Less than 50% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams.	0

Rating: Exceeds Standard- 91.9% student attainment- **100 pts.**

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

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

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

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

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

The ASK Academy	2020-21	2021-22	2022-23
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Does Not Meet Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Working to Meet Standard
4a Rights of All Students	Assurances	Meets Standard	Working to Meet Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

3.a. One governing board member did not complete all of the required training hours.

3.c. One late amendment change submitted.

4.a. 1-2 complaints determined valid, specifically connected to SEL and diversity and inclusion, should develop a plan to correct.

4.b. EOY: Attendance rate is 94% (**Attendance rate must be 95%**).

Site Visit Attendees

Tuesday, May 16, 2023

CSD Team: Kristen LaVolpa (Lead), Lucy Valenzula, Kyle Wood, and Rachel Stofocik

School Leadership: Edward Garcia, Head Administrator

Governing Board: Michael Smith and Lindsey Bomke