

# New Mexico Public Education Commission



## Charter School Renewal Application Part B: Progress Report

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## Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

## School Information

**Name of School:** The ASK Academy

**Authorizer:** Public Education Commission

**Current Charter Term:**2020-2025

# Academic Performance

## Student Outcomes

### 1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

At the beginning of the pandemic The ASK Academy used 3 specific assessments to measure student proficiency and growth. The PSAT, ACT, and AP Scores all demonstrated growth and consistency in these early years of our contract. The PSAT and ACT had an increase in their overall scores, while the AP Pass Rate dropped 1% during this unique time for education.

While virtual learning, thanks to the focus on essential learning, we were able to closely review the short cycle assessments given virtually. Identifying these learning gaps in real time allowed our project managers to address the needs within the virtual class time as well as on Fridays during scholar tutoring. Students were given almost 30 minutes per class for direct instruction and review with their project managers to help them close any learning gaps. This data also allowed for a more focused PD agenda on Friday's to help project managers with developing effective curriculum for a virtual environment. Pacing and effective use of virtual screen time helped our scholars continue to engage in the unique learning process, while at the same time closing learning gaps and learning new content.

Once scholars returned to in-person learning in 4/2021, The ASK Academy began taking the iMSSA assessment 3 times per year as well as the MSSA once a year. Over the next 3 years scholars had growth in Language Usage, Reading, and Math. The 2023-24 year did see a drop on Math scores, and we have taken specific action discussed below to address this gap.

#### 1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

For the 2019-20 and 2020-21 school years we focused on 3 formative assessments to assist with measuring student proficiency and growth. The PSAT, ACT, and AP Scores were analyzed. In two of the three categories (PSAT and ACT) there was growth year over year. The PSAT score increased from an average of 973 to 1021 and our ACT score increased from an average of 23.25 to 26.2. We did see a slight decline in the AP Pass Rate from 68% to 67%.

In the 2019-20 school year, ASK was only able to administer short cycle assessments in the fall and winter due to COVID-19 restrictions. These results show that by the middle of the school year, 38% of all scholars assessed gained one full year of growth in mathematics while 48% of all scholars gained one full year of growth in reading. Formative assessment in the 2020-21 was not completed due to the fact the students did not return to the building until 4/5/21.

The ASK Academy did collect data while learning virtually of key indicators to ensure we are meeting the current and future needs of our scholars. Thanks to our 4-day schedule we were able to really design our staff professional development every Friday to help project managers evaluate and reflect on how to meet the needs of the scholars, adjusting strategies, content delivery, and assessments.

Due to COVID-19, the curriculum at the end of the 2019-20 school year was curated for essential learning. Specific standards students that students were still struggling with at the end of the 2019-20 school year were rolled over to the 2020-21 school year. The 2020-2021 school year also had difficulties with staff and students adjusting to teaching and learning virtually. PLC meetings and professional development resulted in a careful evaluation of essential material in each of the core content areas to ensure scholars had the skills necessary to transition to the next level of education. The outcomes can be found in my opening paragraph discussing the PSAT and ACT scores. The College Boards 2021 Cohort Report indicates 81.6% of scholars taking the SAT in 2020-21 had scores sent to colleges and universities. The Growth Report for the class of 2021 indicates that scholars who took the PSAT in the fall of 10<sup>th</sup> grade (10/2019) scored 30 points higher (540-570) in EBRW, and 50 points higher (510 to 560) in math when they took the SAT in the spring of 11<sup>th</sup> grade (4/2021).

Since the 2021-2022 academic year, the middle school ASK scholars have taken the Interim Measure of Student Success and Achievement (iMSSA) assessment three times per year, and the Measure of Student Success and Achievement (MSSA) once a year. Until the 2023-2024 SY, our scholars continued to show growth in Language Usage, Reading and Math. In the 2023-2024 SY, we saw a dip in our SAT and MSSA scores in Math as well as the iMSSA. The drop in iMSSA/MSSA in math was reflected on our SAT scores as well. In the 2024-2025 SY, we have hired new math staff to address the concern. We have consulted a math instructional coach to help the teachers scaffold for the scholars who are struggling. We have removed the web based program ALEKs which we believe allowed scholars to get through units without actually learning the math. Our math PLC is working diligently to create a more engaging curriculum and use high quality materials for instruction.

### **1.b. Mission-specific or School-Specific Goals**

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Each year from 2020-2024, we have exceeded our mission-specific goals. In the SY 2022-2023, the data in Renewal Part A, it states we met the standard but the data we submitted shows we exceeded the standard. Here is our support data:

Goal: 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.

For the 2022-2023 SY, **91.9%** of The ASK Academy students enrolled on both the 40th day and included on the end-of-year report to the state, completed two STEM credits with a C or better, and demonstrated proficiency on end-of-course exams. The ASK Academy exceeded the standard. Our path to success included optional academic support on Fridays, from 8 AM to 10 AM, and optional tutoring on Tuesdays and Thursdays after school. Once a week our teachers were also available for a 36-minute class period to meet with students to support their learning. In 6th - 8th grade, we had over 735 individual visits with teachers by scholars to get additional guidance, make up work, bridge gaps, and discuss options for improvement. From 9th to 12th grade, we had over 677 visits.

The ASK Academy continues to provide support to scholars on Fridays from 8 AM to 10 AM. In the 2023-2024 SY alone, we had over 2600 support sessions where scholars met with teachers to get individualized support.

## 2. Organizational Performance

### 2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

1. The ASK Academy over the past 5 years has continued to maintain a higher graduation requirement of 28 credits compared to the 24 required by the state. Scholars must earn at least 1 credit in Advanced Placement, Dual Credit, or Distance Learning.
2. Scholars are highly engaged in a Project Based Learning curriculum. This gives scholars the opportunity to show what they learned in many different forms of assessment. Over the last 5 years ASK has also invested significantly in Project Based Professional Development for project managers. The ASK Academy has added a Professional Learning Coordinator which leads our weekly professional development as well as added outside professional development to our weekly PD program.
3. ASK believes scholars learn best when they know what is expected from them. Scholars and their families have access to standards, course syllabi, daily agendas, and Google Classrooms for the most up to date information about the content and expectations of the classroom. This year ASK has also provided every middle school scholar with a daily agenda planner.
4. Over the last 5 years ASK has expanded our curricular activities to include, but are not limited to: ASK Robotics Club for both middle and high school, Research in Action for our middle school scholars, Career Pathways for our high school scholars and Fundamental Connections for our middle school scholars, and SLATE (Scholar Led Academic Tales of Excellence). ASK has also created an internship program for our

Bio-Med high school scholars, allowing our scholars to intern in local hospitals. We are proud of the relationships our scholars are building in the fields they want to work in right here in New Mexico. The Academy is also a member of HOSA International (Health Occupation Students of America) both the middle and high school. ASK has also formed a Biomedical Pathway Advisory Board. This board helps ensure that our curriculum and presentation of said curriculum is helping scholars meet the present-day challenges in their fields. Engineering and Biomed also participate in the TSA (Technology Students Association) competing across the state and country displaying mastery in these important content areas.

5. ASK has not only committed to using our ½ day Fridays for tutoring, but also for staff professional development (PD). We have a Professional Learning Coordinator that organizes, plans, and leads our weekly PD for staff. Our PD has been focused on Project Based Learning, Self-Directed Learning, and best teaching practices for a STEM learning environment. We have also expanded our PD to include outside partners and presentations from PBL Works, NMPED, and The University of New Mexico's Communications Department representing the organization You Are Not Alone.

6. Thanks to our 4-day schedule our Friday support program has had a tremendous impact on our scholars. In the last two years alone, we have had over 4500 individual tutoring sessions on Friday. This 8 hours of tutoring per month has played a big role in closing the knowledge gap for our scholars. This has also helped to strengthen relationships between our scholars and project managers. Scholars attend Friday Tutoring by appointment. This intervention is part of the project managers contracted time that provides a system of support for scholar success.

## 2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

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 on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. 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 to be reviewed during the renewal site visit.

School response:

The ASK Academy has maintained its Board of Finance authority throughout the current charter term. Please see below for a description of audit findings the school received during the charter term, along with the corrective actions taken to remedy.

### **FY2020 (1 Finding)**

Type - Financial Close and Reporting (Significant Deficiency)

Condition/Context - Audit identified one cash disbursement in FY20 that totaled \$5,076.42 that was improperly excluded from accounts payable accruals as of June 30, 2020, which required an audit adjustment. During testing of capital assets, the School provided multiple versions of the requested schedule as a result of numerous errors within the various versions provided to the auditors.

Corrective Action - The Business Manager will review all payments made in the subsequent fiscal year to ensure all accounts payable accruals are properly identified. The Business Manager will review each purchase that individually or in the aggregate exceeds \$5,000 and update the capital asset listing if the determination is made that the purchase is a capital asset. In addition, a comprehensive review of the capital asset listing will be performed by the business manager, school, and foundation staff to ensure proper identification and depreciation of assets.

Status - Resolved and not repeated

**FY2021 (0 Findings)**

**FY2022 (0 Findings)**

**FY2023 (1 Finding)**

Type - Internal Controls Over Cash Receipts (Other Noncompliance)

Condition/Context - There was no process at the school for filling out pre-numbered receipts when checks are received at the school. As a result we were not provided with sufficient documentation in order to test compliance with the 24 hours rule for 6 receipts totaling \$44,288.

Corrective Action - The Business Manager has implemented new procedures of receipting all checks that are received through the mail. The new procedure was implemented during the spring of 2023 to ensure compliance of timely deposits is documented.

Status – Resolved

**FY2024 (N/A)**

**The audit findings during the current charter term for The ASK Academy Foundation are below:**

**FY2020 (0 Findings)**

**FY2021 (1 Finding)**

Type - Restrictive Debt Covenants (Other Matters)

Condition/Context - The charter school had a lease payment base rent “Coverage ratio” of approximately 1.13 and was not in compliance with the required lease payment base rent “coverage ratio” of 1.2.

Corrective Action - The school has been made aware of compliance issue and will maintain a budget to remain in compliance with the bond requirements.

Status - Resolved and not repeated

**FY2022 (2 Findings)**

Type - Bond Transaction Management (Other Matters)

Condition/Context - During the review of the foundation’s Bond Activity reconciliation schedule, it was identified that the schedule include an additional \$5,000 in fees that were not incurred in Fiscal year 2022.

Corrective Action - The school CFO will work with the foundation to ensure all accounts are reconciled and all transactions are recorded properly.

Status – Resolved and not repeated

Type - Stale Dated Checks (Other Matters)

Condition/Context – The Foundation had not canceled stale dated checks or incoming deposits on the June 30, 2022 bank reconciliation.

Corrective Action - The school CFO will work with the foundation to ensure all stale dated checks and deposits are voided properly prior to finalization of financial reports.

Status – Resolved and not repeated

**FY2023 (0 Findings)**

**FY2024 (N/A)**

## **2.c. Governance Responsibilities**

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. 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 renewal site visit.

School response:

The Governing Council “GC” for The ASK Academy has continued to satisfy its governance responsibilities throughout the current charter term. The GC membership has not fallen below five members and all resignations have been filled to maintain seven members. During the 2022-2023 school year, the GC received two “working to meet standard” designations. One was due to one member not fulfilling the training requirements for that school year. The GC president made Board Training a point of emphasis for future meetings and the GC Secretary began tracking each member's hours. All GC members completed the required training hours during the 2023-2024 school year and met the standard. The other designation was due to an untimely board member change amendment form being submitted. This process is now being monitored by the school’s CEO and GC Secretary and the school met the standard in the 2023-2024 school year.



## 2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

The ASK Academy is committed to providing a welcoming and equitable system of education. In the 2022-2023 site visit, the site visit team did note that our lottery application was requiring the scholar's address and we have since removed that from the application. We have not otherwise received any valid complaints that the school's processes for lottery, admissions, or enrollment practices were deemed unfair, discriminatory, or non-compliant. In regards to discipline, we have not received any complaints about our practices and processes. We have not received complaints regarding scholars' privacy, civil rights, or constitutional rights.

We have a McKinney-Vento Liaison and program of support for our scholars and families experiencing home instability. As such, we have not received any complaints regarding implementation of the requirements of the McKinney-Vento Act. We provide annual training to our staff so that referrals can be made quickly and accurately.

The school has not received any complaints regarding the protections of scholars in the foster care system.

In 2022-2023, the Professional Learning Coordinator(PLC) began to examine the instructional materials at ASK and remove any that were not considered culturally and linguistically responsive. That year, the PLC began to oversee all the new curriculum, textbook and supplemental materials purchase requests and only those that were culturally and linguistically responsive were purchased. For professional development sessions in both the fall of 2023 and 2024, the PBLWorks presenters worked with the staff on how they could implement project-based learning with an intentional equity focus.

In 2022-2023, we began translating all important documents and communication into Spanish. Last year, we had our first in-house translator who worked with all monolingual Spanish speaking parents and translated all IEP, 504, SAT and SLATE conferences. The lottery application and the registration were also made available in Spanish.

The ASK Academy developed an Equity Council in the fall of 2022. In alignment with the Martinez-Yazzie mandate, our Equity Council's work has focused on the completion of our Readiness Assessment, as well as creating an action plan for ensuring equity in learning opportunities for our scholars that fall under the Martinez-Yazzie lawsuit, include Indigenous scholars, Hispanic scholars, scholars with disabilities, English Learners, and scholars from low income communities.

For the last two years, the Council has been working diligently to put forth changes to affect all scholars. Due to findings from PED last year during our site visit that we needed to continue to focus on equity for our scholars, the Equity Council brought on a curriculum called Making Caring Common. Making Caring Common was developed by Harvard University and we implemented it into our Career Pathways course in high school. In 2024-2025, we expanded the program to include the entire school. All scholars are currently a part of the Making Caring Common Curriculum which emphasizes kindness and social action against bias and discrimination. At the beginning of the year, we also had a UNM instructor train the staff

on why kindness is important and how it brings about equity. Her training was called *Planting the Seeds of an Emotionally Safe School Environment*, which focused on how to build relationships among our staff and scholars to provide a better school experience.

This year, the EL Coordinator is working with the Professional Development Coordinator to create a cohesive and well-developed EL program at ASK. A new system of tracking and helping those scholars is being developed with the help of the Assistant Special Education Director to identify where the EL scholars need help and what accommodations can be put in place to support them. The staff will get training this year on how to better support the EL population. We have sought out recommendations from Dr. Akasha in PED.

We have posted the New Mexico Anti-Racism, Anti-Oppression Portal for our community members to be able to report school-based incidents of racism, injustice, or discrimination against anyone. We have also implemented an anonymous tip line on our website to report bullying, discrimination, school threats and other concerns.

### 2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: Does not apply.

### 2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. 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 renewal site visit.

School response:

In 2C we addressed “Working to Meet Standard” when it came to timely reporting of GC changes.

There were no formal complaints filed against The ASK Academy.

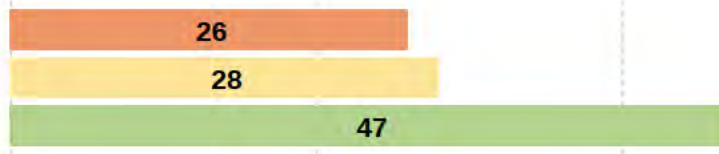
# Achievement Summary: iMSSA, The ASK Academy-520, 2023-2024

Sort By:

None ▼



**The ASK Academy-520**  
2023-2024, Grade 08,  
**Beginning**  
Number Tested: 105



**The ASK Academy-520**  
2023-2024, Grade 08,  
**Middle**  
Number Tested: 105



Needs Support Near Target On Target