



A New Mexico Public Charter School  
**The ASK Academy**  
*21<sup>st</sup> Century Design Thinking*

**The ASK Academy**  
**Governing Council Annual Meeting**  
 The Ask Academy Board Room  
 4550 Sundt Road NE, Rio Rancho, NM

Open & Closed Sessions  
 August 10, 2017  
 6:30pm

**Minutes**

*Approved as Amended 9/14/17*

Attendance:

Present	Board Members	Title
	Mike Smith	Chair
	John Kolessar	Director
	Dr. Denise Gonzales	Director
X	Dr. Jeanne Forrester	Secretary
X	Edgar Short	Director
X	David Stoliker	Director
<b>ASK Academy Members</b>		
X	Dan Busse	General Manager
X	Dan Barbour	Assistant Gen Mgr
X	Constance Dove Castilleja	Director of Advancement
X	Paul Stephenson	E&D Director
X	Melanie Feger	Admin. Assistant
X	Justine Roybal	The Vigil Group
Guest: Atty. Patricia Matthews		

- I. **Call To Order** – 6:40 p.m.
- II. **Establishment of Quorum** – established by introduction
- III. **Pledge of Allegiance**
- IV. **Public Comment** - none
- V. **Consent Agenda** – Mr. Short made a motion to approve the consent agenda, Mr. Stoliker seconded, there was no discussion and the motion passed unanimously 3 to 0.
  - a. **Approve Minutes of June 8, 2017**

- b. **Financial Monthly Report**
- c. **General Fund BAR 520-000-1617-0037-M**

**VI. Reports, Discussion and Possible Action**

**a. General Manager Update -**

- \* Jump Start this year was great. About 90% of new scholars came.
- \* We are seeing a lot of positive energy from our 11<sup>th</sup> and 12<sup>th</sup> graders this year.
- \* We will have a boys' basketball team this year and will send out the schedule when available.
- \* Enrollment is currently at 498 with waiting lists in all grades. Invites are being sent to siblings.
- \* We are fully staffed and impressed with our new hires.
- \* Tomorrow the leadership team will attend the PSCOC meeting in Santa Fe, the subject being lease assistance and the possibility of a decrease. The team is going to testify against this decrease as it will reduce funding.
- \* Mr. Short asked if scholars were expected to be in uniform the first day of school. It was explained that we now have multiple vendors for uniforms, making it a little easier this year to purchase what is needed.
- \* Mr. Stoliker asked if we will hit the enrollment numbers that we anticipated. The response was that we budgeted for 475 and we want to have 500 scholars. The follow up question was how does this affect quality of education. Mr. Barbour explained that we can handle up to 520 with the current staff, keeping the ratio in place.

**b. Updated Salary Schedule –** Mr. Stoliker made a motion to approve the updated salary schedule, Mr. Short seconded. Discussion: Changes were needed as some errors were flagged, so they were changed to keep us in compliance. Also, candidates from out of state may be a Level I but they also may have 10 years' experience, and the new schedule accounts for that. The motion passed unanimously 3 to 0. Mr. Barbour was complimented for his diligence.

**c. Changes in Governing Council Requirements –** Notebooks contain a corrected meeting schedule for the year. Mr. Short requested an e-copy.

The PEC issued a new regulation which began on July 26, stating that all new Governing Council members must have seven hours of specific training before they can become a voting member. The second new requirement was issued in a Policy Statement that on the first meeting of the year, the Governing Council must determine how many seats there will be and declare it. However our bylaws state "not less than 5 members." The new rule goes on to state that we must pick a number and fill all positions within 45 days. A 30-day extension can be requested as long as it is requested during the original 45-day period. If this is not done, we would be flagged as a school of concern and face potential corrective action. Our bylaws state that we don't have to amend to add members. Mr. Stoliker asked if we want more members. Dr. Forrester stated that this issue should become part of our strategic plan, and that we should "look at the constitution of the Board as part of our strategic plan." Attorney Patricia Matthews advised the Council on the new regulation and Policy Statement. It was decided that ASK would have ~~six~~ seven members for the 2017-18 school year, ~~but no formal action was taken~~. Ms. Castilleja was asked to submit that number.

**VII. Closed Session –** Mr. Short made a motion to go into closed session, Mr. Stoliker seconded, there was no discussion and the motion passed unanimously, 3 to 0. Mr. Short made a motion to return to open session, Mr. Stoliker seconded, there was no discussion and the motion passed unanimously, 3 to 0.

**a. Real Estate Acquisition**

**VIII. Announcements**

**a. Next Governing Council Meeting is September 14, 2017**

**X. Adjournment – 8:15 p.m.**





Must submit backup for all BARs, except transfers of funds for SEG or direct grants

**STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 Don Gaspar Santa Fe, NM 87501-2786  
Budget Adjustment Request**

Doc. ID: 520-000-1718-0001-T  
Fund Type: General Fund / Capital Outlay / Debt Service

Adjustment Type: Transfer

Fiscal Year: 2017-2018

Entity Name: ASK Academy

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Justine Vigil, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-938-7707

Email: justine@vigilgroup.net

<b>FLOWTHROUGH ONLY</b>
Budget Period: Jul 1 2017 12:00AM To: Jun 30 2018 12:00AM
A. Approved Carryover:
B. Total Current Year Allocation:
D. Total Funding Available:

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	2100 Support Services-Students	51100 Salaries Expense	0000 No Program	1211 Coordinator/Subject Matter Specialist	\$69,649	(\$48,648)	\$21,001	(0.74)
11000 Operational	2100 Support Services-Students	51100 Salaries Expense	0000 No Program	1214 Guidance Counselors/Social Workers	\$61,000	(\$11,961)	\$49,039	
11000 Operational	2100 Support Services-Students	52111 Educational Retirement	0000 No Program	0000 No Job Class	\$27,319	(\$3,446)	\$23,873	
11000 Operational	2100 Support Services-Students	52311 Health and Medical Premiums	0000 No Program	0000 No Job Class	\$16,670	(\$13,443)	\$3,227	
11000 Operational	2100 Support Services-Students	53218 Specialists - Contracted	2000 Special Programs	0000 No Job Class	\$48,805	(\$5,000)	\$43,805	
11000 Operational	2100 Support Services-Students	53414 Other Services	0000 No Program	0000 No Job Class	\$42,860	(\$5,000)	\$37,860	
11000 Operational	2100 Support Services-Students	56113 Software	0000 No Program	0000 No Job Class	\$2,000	(\$2,000)		
11000 Operational	2100 Support Services-Students	56118 General Supplies and Materials	0000 No Program	0000 No Job Class	\$10,000	(\$5,000)	\$5,000	
11000 Operational	2300 Support Services-General Administration	52311 Health and Medical Premiums	0000 No Program	0000 No Job Class	\$14,990	(\$2,582)	\$12,408	
11000 Operational	2300 Support Services-General Administration	52500 Unemployment Compensation	0000 No Program	0000 No Job Class	\$1,800	(\$1,720)	\$80	
11000 Operational	2400 Support Services-School Administration	52500 Unemployment Compensation	0000 No Program	0000 No Job Class	\$3,834	(\$3,464)	\$370	
11000 Operational	2600 Operation & Maintenance of Plant	52311 Health and Medical Premiums	0000 No Program	0000 No Job Class	\$3,331	(\$3,331)		
11000 Operational	2600 Operation & Maintenance of Plant	54415 Water/Sewage	0000 No Program	0000 No Job Class	\$8,500	(\$1,023)	\$7,477	
11000 Operational	2600 Operation & Maintenance of Plant	54630 Rental - Computers and Related Equipment	0000 No Program	0000 No Job Class	\$16,000	(\$4,500)	\$11,500	
11000 Operational	1000 Instruction	51100 Salaries Expense	0000 No Program	1611 Substitutes-Sick Leave	\$14,200	\$13,135	\$27,335	
11000 Operational	1000 Instruction	51100 Salaries Expense	1010 Regular Education (K-12) Programs	1411 Teachers-Grades 1-12	\$1,140,719	\$87,088	\$1,227,807	1.00
11000 Operational	1000 Instruction	51300 Additional Compensation	1010 Regular Education (K-12) Programs	1411 Teachers-Grades 1-12	\$6,500	\$721	\$7,221	

11000 Operational	1000 Instruction	52111 Educational Retirement	0000 No Program	0000 No Job Class	\$196,843	\$8,181	\$205,024	
11000 Operational	1000 Instruction	52112 ERA - Retiree Health	0000 No Program	0000 No Job Class	\$28,323	\$1,179	\$29,502	
11000 Operational	1000 Instruction	52312 Life	0000 No Program	0000 No Job Class	\$1,748	\$57	\$1,805	
11000 Operational	1000 Instruction	52313 Dental	0000 No Program	0000 No Job Class	\$8,370	\$725	\$9,095	
11000 Operational	1000 Instruction	52314 Vision	0000 No Program	0000 No Job Class	\$1,573	\$32	\$1,605	
Sub Total						\$0		0.26
Indirect Cost								
DOC. TOTAL						\$0		

**Justification:**

to adjust budget for current spending

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs, except transfers of funds for SEG or direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
 300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

Doc. ID: 520-000-1718-0002-I  
 Fund Type: Flowthrough

Adjustment Type: Increase

Fiscal Year: 2017-2018

Entity Name: ASK Academy

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Justine Vigil, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-938-7707

Email: justine@vigilgroup.net

<b>FLOWTHROUGH ONLY</b>	
Budget Period: 07/01/2017	To: 06/30/2018
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 14000.0000.11112      \$8,404

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
14000 Total Instructional Materials Sub-Fund	1000 Instruction	56111 Instructional Materials Cash - 50% Textbooks	1010 Regular Education (K- 12) Programs	0000 No Job Class	\$13,215	\$8,404	\$21,619	
Sub Total						\$8,404		
Indirect Cost								
DOC. TOTAL						\$8,404		

**Justification:**

to budget cash carryover - FY17 private school allocation

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

\. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

**Attitude Skills and Knowledge Academy Charter (ASK)**

District: State Charter

Grade Range: 6-12 Code: 520001

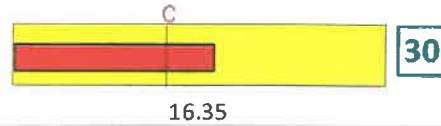
C - State benchmark established in 2012

Possible Points

This School Earned

**Current Standing**

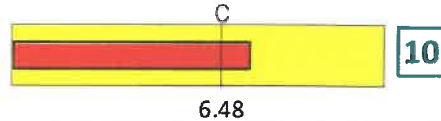
Are students performing on grade level? Did they improve more or less than expected?



**B**

**School Improvement**

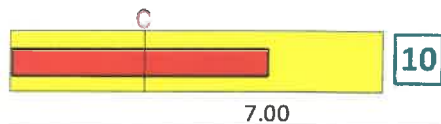
Is the school as a whole making academic progress?



**C**

**Improvement of Higher-Performing Students**

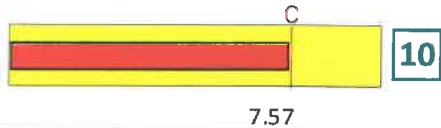
Are higher-performing students improving more or less than expected?



**A**

**Improvement of Lowest-Performing Students**

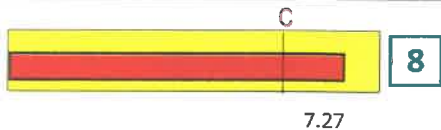
Are the lowest-performing students improving more or less than expected?



**C**

**Opportunity to Learn**

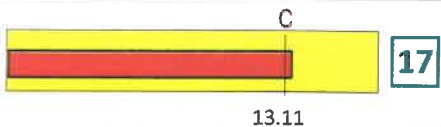
Do students and families believe their school is a good place to attend and learn?



**A**

**Graduation**

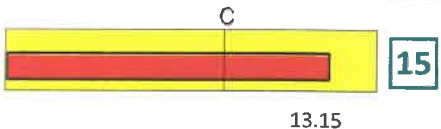
Are students graduating high school, and is the graduation rate improving?



**C**

**College and Career Readiness**

Are students participating in college and career readiness opportunities? Are they demonstrating success?



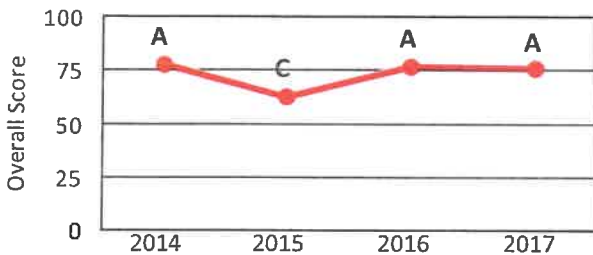
**A**

**Bonus Points**

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 5.00

**This School's History**



**Note for Families**

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

**Final Points**

High Schools	
75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

High schools earn a final grade based on these ranges, which were set in 2012.

**Tests**

School Grading draws on student performance from these state assessments:

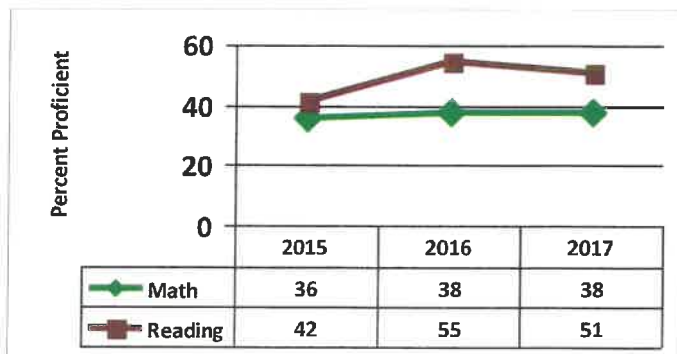
			Grades
<b>PARCC</b>	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
<b>SBA</b>	Standards Based Assessment - Spanish	Reading	3-11
<b>NMAPA</b>	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
<b>IStation</b>	IStation (beginning 2017)	Early Literacy	KN-2

**Details of Each Grade Indicator**

**Current Standing**

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>	Proficient (%)	51	60	45	53	-	50	-	-	32	20	-
	Points Proficiency	5.09										
	Points Student Growth	2.91										
<b>Math</b>	Proficient (%)	38	30	43	44	-	34	-	-	26	18	-
	Points Proficiency	3.83										
	Points Student Growth	4.52										



**Proficiencies Over Time**

Students are performing on grade level with Proficient or Advanced scores.

**School Improvement**

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	<i>Reading</i>	<i>Math</i>
Growth Index	0.04	0.77
Points	2.59	3.89

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

**Student Growth**

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

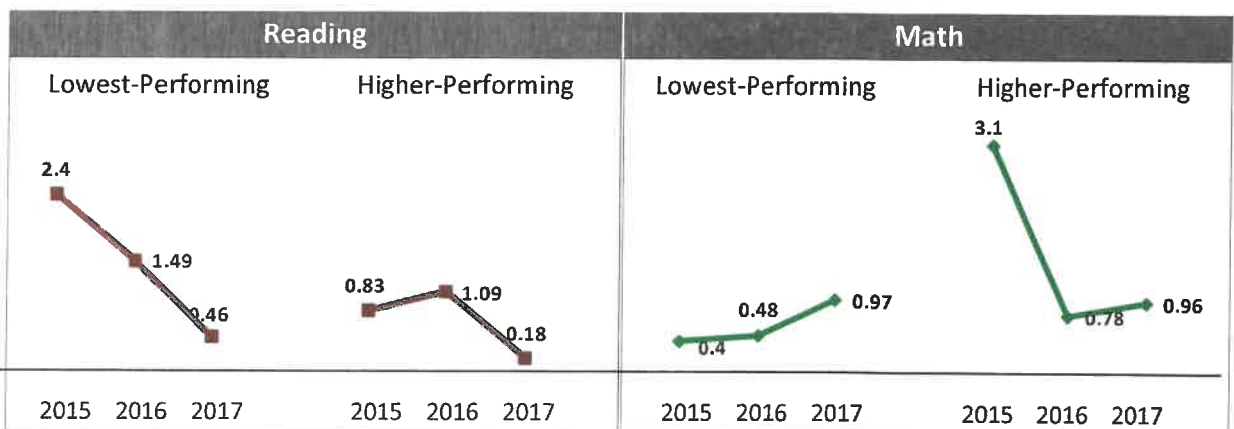
- Above Zero** This group performed higher than expected.
- Near Zero** This group performed as expected based on their academic history.
- Below Zero** This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<b>Reading Growth</b>											
Higher-Performing Points	0.18 2.85	0.15	0.05	0.13	-	0.02	-	-	0.07	-0.31	-
Lowest-Performing Points	0.46 3.39	0.08	0.13	0.24	-	0.01	-	-	0.22	0.14	-
<b>Math Growth</b>											
Higher-Performing Points	0.96 4.16	0.19	0.13	0.19	-	0.05	-	-	0.12	0.34	-
Lowest-Performing Points	0.97 4.17	0.31	0.07	0.09	-	0.26	-	-	0.13	0.17	-

**Growth Over Time**

Growth Greater than Expected

Growth Lower than Expected



**Opportunity to Learn**

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance		Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	96	96	95	96	97	95	98	90	92	92	>98
Points	3.02										

**Surveys**

Score (Average)	38.26
Points	4.25
Number of Surveys	3467

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

**Graduation**

Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Cohort of 2016 - 4-Year Rates</b>											
Graduation (%)	81	90	77	79	-	86	67	-	84	64	≥98
Points	6.51										
<b>Cohort of 2015 - 5-Year Rates</b>											
Graduation (%)	57	66	50	60	-	52	48	-	61	44	65
Points	1.72										
<b>Cohort of 2014 - 6-Year Rates</b>											
Graduation (%)	44	65	26	47	-	41	-	-	46	35	12
Points	.88										

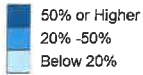
**Growth in 4-Year Rates**

Growth takes into account three years of graduation rates.

Growth Index	3.22
Points	4.00

**College and Career Readiness (CCR)**

High school students are expected to participate in at least one college or career readiness program:  
 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test)  
 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)  
 3) Eligibility for an industry-recognized certification (Career Technical Education)  
 Points are given separately for students' participation and for their success in achieving targets.



	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	83	92	79	77	>98	89	>98	-	91	59	>98
Participation Points	4.15										
Success (% of Participants)	90	87	91	97	>98	85	60	-	85	68	65
Success Points	9.00										

**Percentage of School's Cohort of 2016**

**Participating in Each CCR Opportunity**

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
AccuPlacer	28	51	17	36	<2	17	27	-	27	23	<2
ACT	72	81	68	68	>98	78	67	-	81	44	>98
ACT ASPIRE	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
Advanced Placement	24	23	24	31	<2	14	27	-	28	12	<2
Career Technical Education	46	38	49	51	>98	41	27	-	51	23	20
Compass	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
Dual Credit	39	46	36	45	<2	32	33	-	39	12	65
International Baccalaureate	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
PLAN	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
PSAT	45	37	48	51	>98	39	27	-	42	39	25
SAM School Supplemental	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
SAT	12	16	10	7	<2	17	27	-	19	<2	20
SAT Subject Test	4	<2	6	4	<2	5	<2	-	<2	<2	<2

**Bonus Points**

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- Student and Parent Engagement
- Extracurricular Activities
- Truancy Improvement
- Using Technology

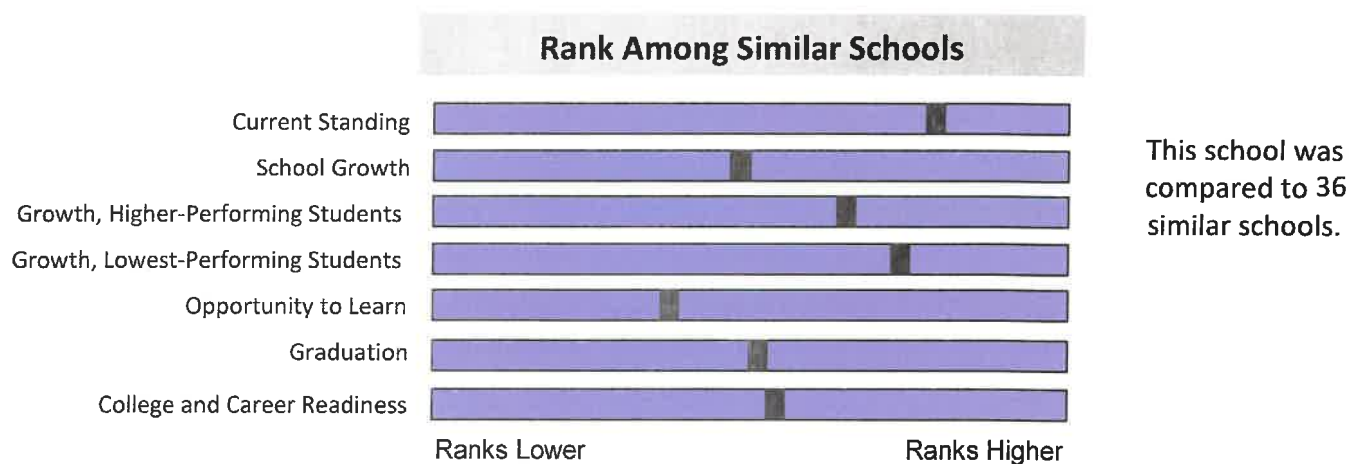
**Participation**

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%) 100  
 Math (%) 100

## Additional Information

**Similar Schools** This shows how this school compares with other high schools in the state that have similar student demographic characteristics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

**School History** Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	51	60	45	53	-	50	-	-	32	20	-
	2016 (%)	55	65	50	60	-	49	90	46	40	15	-
	2015 (%)	42	56	36	44	-	41	-	-	41	18	-
<i>Math Proficiency</i>	2017 (%)	38	30	43	44	-	34	-	-	26	18	-
	2016 (%)	38	40	37	41	-	34	-	33	30	8	-
	2015 (%)	36	38	36	41	-	32	-	-	31	14	-

### Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.



## PERFORMANCE CONTRACT RESULTS 2016-17

### REQUIRED ACADEMIC PERFORMANCE INDICATORS

#### 1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?

**Exceeds Standard:**

The school received an A on the state's grading system.

**Meets Standard:**

The school received a B on the state's grading system.

**Meets Standard:**

The school received a C on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

**Does Not Meet Standard:**

The school received a D on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades

## 2. SHORT CYCLE ASSESSMENT - READING

**NOTE:** The school has been using the New Mexico Discovery data to show proficiency. The school has not looked at these data using Discovery's national data. The PEC and the school will reconsider this indicator at the end of next year based on the baseline data that results from this year's indicator.

**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.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessments. The growth will be determined using Discovery projected growth targets for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

The school may establish the growth target in the fall for students with an identified disability in Special Education in an IEP (not including gifted). These students must then meet the individual growth target established in the fall in order to show growth.

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Proficient or Achievement Level IV, Advanced .

### **Exceeds Standard:**

The school surpasses the target of this indicator if:

85% or more of identified 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.

### **Meets Standard:**

The school meets the target of this indicator if:

70-84% of identified 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.

### **Does Not Meet Standard:**

The school does not meet the target of this indicator if:

50-69% of identified 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.

### **Falls Far Below Standard:**

The school falls far below the target of this indicator if:

Less than 50% of identified students made at least one year's growth in reading short-cycle assessment scores when comparing beginning year results to later results

**OR**

**The student tests “achievement level III or IV” on the winter or spring short-cycle assessment.**

#### ASK ACADEMY DISCOVERY RESULTS 2016-17

<b>MS ELA</b>	<b>94.55%</b>
Total Yes	191
Total No	11
Total	202

<b>HS ELA</b>	<b>85.39%</b>
Total Yes	152
Total No	26
Total	178

<b>Combined</b>	<b>90.26%</b>
Total Yes	343
Total No	37
Total	380

### 3. SHORT CYCLE ASSESSMENT - MATH

**NOTE:** The school has been using the New Mexico data to show proficiency. The school has not looked at these data using Discovery's national data. The PEC and the school will reconsider this indicator at the end of next year based on the baseline data that results from this year's indicator.

**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.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessments. The growth will be determined using Discovery projected growth targets for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

The school may establish the growth target in the fall for students with an identified disability in Special Education in an IEP (not including gifted). These students must then meet the individual growth target established in the fall in order to show growth.

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Proficient or Advanced Level IV, Thorough.

#### **Exceeds Standard:**

The school surpasses the target of this indicator if:

85% or more of identified 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.

#### **Meets Standard:**

The school meets the target of this indicator if:

70-84% of identified 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.

#### **Does Not Meet Standard:**

The school does not meet the target of this indicator if:

50-69% of identified 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.

#### **Falls Far Below Standard:**

The school falls far below the target of this indicator if:

Less than 50% of identified students made at least one year's growth in math short-cycle assessment scores when comparing beginning year results to later results

**OR**

**The student tests “achievement level III or IV” on the winter or spring short-cycle assessment.**

ASK ACADEMY DISCOVERY RESULTS 2016-17

**MS Math 90.38%**

Total Yes	141
Total No	15
Total	156

**HS Math 78.21%**

Total Yes	122
Total No	34
Total	156

**Combined 84.29%**

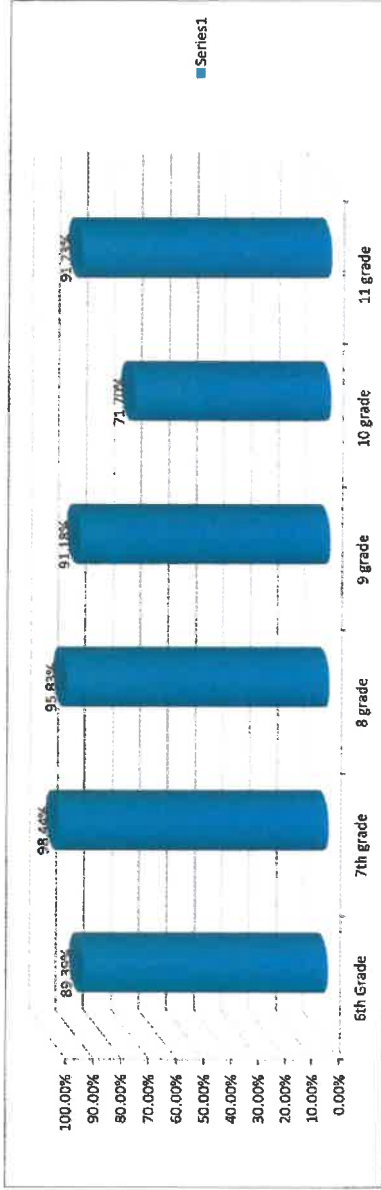
Total Yes	263
Total No	49
Total	312

The AS lemy  
Discovery - % Proficient/Advanced  
2016/17 School Year--ELA End of Year Data

6th Grade 7th grade 8 grade 9 grade 10 grade 11 grade  
89.39% 98.44% 95.83% 91.18% 71.70% 91.23%

ELA Campus Avg  
90.26%

At this time ASK Exceeds the Standard in ELA with a Campus wide % of 90.26.

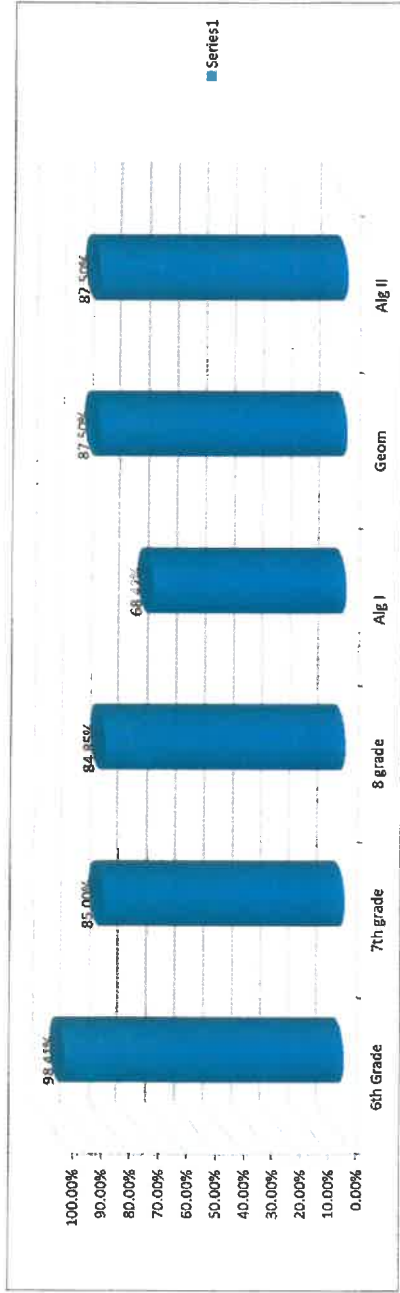


191	70%	6th	Yes	Total
MS ELA	94.55%	7th	66	66
MS ELA	87%	8th	63	64
MS ELA	85.37%	Engl 9	69	72
343	380	Engl 10	62	68
Campus Avg	90.26%	Engl 11	38	53
			52	57

The AS emy  
Discovery - % Proficient/Advanced  
2016/17 School Year--Math End of Year Data

6th Grade 7th grade 8 grade 8 grade Alg I Geom Alg II  
98.41% 85.00% 84.85% 68.42% 87.50% 87.50%  
Math Campus Avg  
84.29%

At this time ASK meets the standard in math with 84.29 proficient or advanced



	Yes	Total
MS Math	62	63
MS Math	51	60
MS Math	28	33
MS Math	52	76
Campus Avg	35	40
	84.29%	

# ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

For each measure a school receives one of three ratings: “Meets Standard,” “Working to Meet Standard” and “Falls Far Below Standard” which are defined below. The term “material” used below means that the PEC deems the matter relevant to:

1. The PEC’s accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC’s renewal decision. If a school receives a “Working to Meet Standard” or “Falls Far Below Standard,” this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

***Meets Standard:***

The school meets the standard if it satisfies each of the conditions described in the paragraph.

***Working to Meet Standard:***

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

***Falls Far Below Standard:***

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

# 1. EDUCATIONAL PLAN

1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

*Meets Standard:*

The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

*Working to Meet Standard:*

The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.b. Is the school complying with applicable education requirements?

*Meets Standard:*

Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

*Working to Meet Standard:*

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

*Falls Far Below Standard:*

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.c. Is the school protecting the rights of all students?

*Meets Standard:*

The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings,

## Policy Statement Charter School Governing Body Changes

### Background:

Section 8.10(b) of the charter contract requires schools to notify their authorizer within 30 (thirty) days of a member's resignation or designation of a new member and sign the appropriate forms to ensure that the governing body continues to qualify as a board of finance. The contract further requires the school to fill any vacancy on its governing body no later than 45 days from the vacancy or seek an extension for such appointment from the Authorizer in writing.

The Commission requires schools to notify the CSD of any and all changes to governing body membership.

### Policy:

- A. Annual identification of the number of positions on the governing body
  1. At the first governing body meeting of each fiscal year, every state-authorized charter school must identify the number of positions on the governing body in a public vote.
  2. Any and all changes to the number of positions on the governing body must be approved according to the school's bylaws during a public vote at the first meeting of the fiscal year.
  3. If any change is made to the number of positions on the school's governing body, the school must notify the CSD of the change by sending the governing body minutes to the charter schools division email address.
  
- B. Resignation or removal of a governing body member
  1. Within 30 days of receiving notice of a governing body member's resignation or removing a governing body member, the governing body or its authorized representative shall provide notice to CSD on the "Change of Governing Body Membership Form" available in the PEC's document library.
  2. The "Change of Governing Body Membership Form" shall be accompanied by:
    - i. The governing body minutes showing the vote to remove the member, or
    - ii. The resigning member's signed and dated written resignation.
  3. At the next PEC meeting after receipt of a "Change of Governing Body Membership Form", CSD will notify the PEC of the resignation or removal of a governing body member on the "Ongoing Actions and Monitoring" document provided each month. Notice will remain on the document until the vacancy has been filled.
  4. If a vacancy is not filled within 45 days of receiving notice of a governing body member's resignation or removing a governing body member, and the school has not been granted an extension to fill the vacancy, or if the vacancy is not filled within the time granted as an extension the school will be added to the schools of concern agenda item for consideration of the PEC and potential corrective action.
  
- C. Designation of a new governing body member
  1. Within 30 days of the appointment of a new governing body member, the governing body or its authorized representative shall provide notice to CSD on the "Change of Governing Body Membership Form" available in the PEC's document library.
  2. The "Change of Governing Body Membership Form" shall be accompanied by:
    - i. An updated "STATEMENT OF GOVERNING BODY TO CONSULT WITH PED" signed by all current governing body members, and
    - ii. An "AFFIDAVIT OF GOVERNING BODY MEMBER" signed by the new governing body member and verified by a notary public.
    - iii. The governing body minutes showing the vote to designate the new member.

Policy Statement  
Charter School Governing Body Changes

3. At the next PEC meeting after receipt of a “Change of Governing Body Membership Form”, CSD will notify the PEC of the change in governing body membership on the “Ongoing Actions and Monitoring” document provided each month.
- D. Requests for extensions to fill a vacancy on the governing body
1. If a vacancy cannot be filled within 45 days of receiving notice of a governing body member’s resignation or removing a governing body member, the school shall request in writing to [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us) an extension of exactly 30 days from the end of the original 45 day period to fill the vacancy. The request must be received from CSD prior to the expiration of the original 45 day period to fill the vacancy.
  2. CSD shall grant the extension in writing, identifying the date on which the extension ends, and notify the school that if the vacancy is not filled within the time granted as an extension the school will be added to the schools of concern agenda item for consideration of the PEC and potential corrective action.

## Instructions:

- Please complete and submit this form **ANNUALLY** before September 1<sup>st</sup> to: Charter Schools Division, Public Education Department, Room 301, 300 Don Gaspar, Santa Fe, NM 87501 or [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).
- Complete **ALL** fields about the school and **submit all required attachments**. Incomplete forms will be rejected, and the school will be considered out of compliance with reporting requirements.

## Required Attachments:

Submission of this form **MUST** be accompanied by the following:

1. The minutes from the Governing Body meeting which identified the number of positions on the governing body in a public vote.
2. If any changes were made to the number of positions on the school's governing body, updated by-laws must be included.
3. If any change is made to the number of positions on the school's governing body, approved governing body minutes that reflect that change in number of positions must be included.

School Name	Number of positions on the governing body for the current school year, if specific roles are created please identify (e.g., Parent position, Attorney position, etc.)	Did the governing body change the number of positions from the prior school year? (Yes or No)	The date of the meeting at which item was discussed
The ASK Academy	Number of positions on the Governing Council for the 2017-18 school year will be 7 (seven).	No	8/10/17 & 9/14/17