

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

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Approved by the Public Education Commission: March 18, 2022

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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: ACES Technical Charter School

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:

First Four Years

ACES Technical Charter School's (ACES Tech) mission and goal is to provide students with a challenging and exciting education and graduate students exceptionally prepared for the college and career of their choice. Over the past four academic years, ACES Tech has consistently achieved a rating of 'Meets' or 'Exceeds Standards' for its mission-specific goal. During measurable contract years, the school has maintained an overall NMVISTAS designation of 'Traditional.' Additionally, ACES Tech has received an overall rating of 'Meets Standard' from its authorizer for both its organizational and financial performance framework indicators. The school has maintained its academic programming focused on Science, Technology, Engineering, and Mathematics (STEM) focus, and is continually growing its STEM program to prepare students for college and career at every grade level, starting from kindergarten.

ACES Tech Grade Phase In by Academic Year

2020-21 – Grade 6

2021-22 – Grades 6 and 7

2022-23 – Grades K, 1, 2, 3, 5, 6, 7, and 8

2023-24 – Grades K, 1, 2, 3, 4, 5, 6, 7, 8, and 9

2024-25 – Grades K, 1, 2, 3, 4, 5, 6, 7, 8, and 9

Year by Year Overview

2020-21 – Grade Levels: 6th only (Enrollment = 45)

ACES Tech opened during the COVID-19 pandemic. From the start of school in August 2020, through the Governor's mandate to return to in-school instruction in April 2021, all classes were taught virtually via Zoom. Adequate technology was an essential part of both providing high quality instruction and improving educational outcomes for students. Teachers received professional development for their curriculum and technology, and taught classes from their regular classrooms using school provided video streaming cameras and 75" interactive displays. Our students attended brief individual orientations, where they picked up new uniform shirts, textbooks, laptops, and guitars before the semester began. All students were enrolled into 6 courses: English, mathematics, humanities, science, music, and STEM Exploration. All textbooks were adopted for only one year, to provide the opportunity for the school principal to vet them. Each student was assigned a PowerSchool account, a Schoology learning management system (LMS) account, and a web-based Microsoft 365 account. These digital tools ensured that all students had what they needed to fully participate in the curriculum.

This was a challenging year due to the pandemic, but the plan we had in place ensured that we held school every scheduled day. The PC laptops provided to all students allowed them full access to the curriculum and the Schoology LMS. Teachers managed their classes through Schoology, placing all assignments, due dates, and grades in the system. With the musical instruments provided, students played in class each day and were able to practice after school. We proudly held our inaugural winter and spring performances via Zoom in front of parents and relatives from around the country.

During the spring of 2021, our students were highly encouraged to take the New Mexico Measures of Student Success and Achievement (NM-MSSA) test, which was COVID optional during this school year. In ELA, 67% of students scored proficient or above. In Math, less than 20% scored proficient or above. This data is displayed in Appendix A-1 Academic Data, Figure 1.

Summer 2021 (Grade Level Change)

Prior to the third year of operation, ACES Tech's founder Dr. Campbell went to the Public Education Committee (PEC) to request that ACES Tech be approved to add the elementary grade levels to our initial school contract. This request was made due to the clear observation that the 6th grade students who had enrolled to date were very far behind in their academic abilities. Historical state test data from many of the feeding elementary schools was presented to the PEC for the purpose of justifying the request. The request was approved, and ACES Tech is now approved to serve grade levels Kindergarten through 12.

2021-22 – Grades 6 and 7 (Enrollment = 65)

In ACES Tech's second year of operation, we added one grade level (7th). All classes were taught in person for the entire year. All students were again scheduled to 6 courses: English, mathematics, humanities, science, music, and STEM Exploration. Textbooks were adopted for multiple years, along with digital versions for each core subject area. The Python computer language was introduced to all students, and the Botball robotics program became our primary robotics activity.

During this year, students took the required New Mexico Measures of Student Success and Achievement (NM-MSSA) test. In ELA, 52% of 6th grade students and 53% of 7th grade students scored proficient or above. In Math, 63% of 6th grade students and 47% of 7th grade students scored proficient or above. As a total school, the ELA proficient or above percentage was 52% and math proficient and above percentage was 55%. This data is displayed in Appendix A-1 Academic Data, Figure 1.

ACES Tech was one of only 6% of schools in New Mexico with both ELA and math proficiency rates above 50%. That year our test taker student demographics were comprised of 13% Black, 27% White, 53% Hispanic, and 42% low income. We were one of only three schools in the entire state, in this high performing group of both traditional public and charter public schools, in which less than 30% of the student body identified as non-Hispanic white.

2022-23 – Grades K, 1, 2, 3, 5, 6, 7, and 8 (Enrollment = 160)

ACES Tech added an aggressive total of six grade levels (K, 1st, 2nd, 3rd, 5th, and 8th) in the 2022-23 school year. Our enrollment went up from 65 to 160. The size of the staff nearly tripled, from six teachers to seventeen teachers. Our student body remained very diverse, with nominal changes in racial demographics and disability percentages. However, the percentage of low-income students increased dramatically, from 26% to 59%. These diverse demographics are a testament to the heavy emphasis put on recruiting students from Albuquerque's traditionally marginalized and low-income neighborhoods. It aligns to our mission of increasing access to our high-quality academic program to ALL students in the community.

It is common knowledge nationally that schools with higher percentages of non-white and low-income students traditionally have lower test scores. While that may be true when looking at the data, it is our mission to change that narrative and improve the academic outcomes of students who happen to fit those socio-economic descriptors correlated to historically low academic achievement.

During the 2022-23 school year, students in grades 3, 5, 6, 7, and 8 took the required New Mexico Measures of Student Success and Achievement (NM-MSSA) test. Students in grades 3, 5, and 6 were first year ACES Tech students. The school's overall proficiency percentage for ELA was 36%. The school's overall proficiency percentage for math was 19%. The school had its first group of students take the NMASR science test in SY2022-23, with 33% of these students testing proficient. The individual grade level results are displayed in Appendix A-1 Academic Data, Figure 1. While reading and math percentages represent a decrease from the previous year, the data shows that our grade 7 and 8 students, many of whom returned from the previous year, scored the highest among the tested grades.

When compared to other Public Education Commission charter schools, ACES Tech's 2023 NM-MSSA proficiency rates in English and math were near the middle of the group. Data for a subset of these schools is provided in Appendix A-1 Academic Data, Figures 2 and 3. The school's shaded in green have all been successfully renewed. Those with no shading are up for renewal in 2024 or subsequent years. The data presented in Appendix A-1, Figure 4 presents a chart comparing the 2023 NM-MSSA ELA proficiency rates (blue dots) with the percentage of students who qualify for free and reduced lunch (FRL) (orange dots). The data reveals a clear trend: proficiency rates of 44% or higher correlate with lower FRL percentages. Conversely, as academic achievement declines, the FRL percentage tends to rise. Notably, a consistent trend in data indicates that the most significant disparities in achievement occur at the economic extremes, with the highest and lowest performing schools serving the wealthiest and poorest families, respectively. Summative data for ACES Tech disaggregated by subgroups indicates that the school's population of students with IEPs, as well as those identified as Economically Disadvantaged, have either consistently outperformed or performed in alignment with both the district and the state, whereas the school's Hispanic and White populations have seen a decrease in proficiency from year to year. ACES Tech is committed to using these data points as a springboard for how it shapes professional development and instructional student supports, and how it utilizes interim assessment data to improve overall student outcomes.

Summer 2023 (Facility induced growth stagnation)

During the 2022-23 school year, ACES Tech submitted a PreK grant application which was approved. The plan was to start one class each of PreK-3 and PreK-4. However, due to a lack of space in our current facility, we decided to decline the grant and reapply at a later date. We remain in the process of identifying another facility to allow for grade level and student enrollment expansion.

2023-24 – Grades K, 1, 2, 3, 4, 5, 6, 7, 8, and 9. (Enrollment = 160)

ACES Tech's fourth year of operation was the initial year of our high school program, enrolling our first group of freshmen. The students were enrolled into English I, Algebra I, AP Human Geography, Physical Science, Spanish I, and Music Production.

ACES Tech added a total of two grade levels (4th and 9th) in the 2023-24 school year. Our enrollment remained 160, due largely to the lack of rooms to expand in our current facility. We added one FTE elementary teacher, bringing the staff count to 18 positions. Our student body remained very diverse, with nominal changes in racial demographics and disability percentages. Despite this, the percentage of low-income students increased substantially for the second year in a row, rising from 59% to 76%. This change signals that even when total enrollment is similar, there are often significant changes in the makeup of the student body. This student transiency, moving from school to school, is a common issue

nationally and is a factor which inhibits the ability of students to make progress in their learning from year to year. This lack of consistent learning is represented in annual state test scores at all grade levels.

ACES Tech added its first sports team in 2023-24, middle school boys' basketball. We didn't have enough interested girls to start a girls' team. The team played in the Charter School League and had a good inaugural season overall, and a parent sponsored pizza party at the end of the season!

ACES Tech students also participated in two STEM competitions. In the fall of 2023, the school sponsored a teacher and three 9th grade students to travel to Purdue University in Indiana for the national Rube Goldberg machine competition. They did not place in the top three, but worked very hard and represented our school well. In the spring of 2024, we sent several middle school teams to the regional Botball robotics competition in Los Lunas. Our students did very well, with one of the 6th grade teams winning 2nd place overall. We have two trophies from this competition in our main hallway.

During the 2023-24 school year, students in grades 3, 4, 5, 6, 7, and 8 took the required New Mexico Measures of Student Success and Achievement (NM-MSSA) test. The school's overall proficiency data for reading, math, and science are currently under embargo. However, individual grade level results are displayed in Appendix A-1 Academic Data, Figure 1. These percentages represent an overall increase from the previous year for most grade levels. (As of the submission of this document, the overall spring 2024 test data is forthcoming per the NMPED assessment director Ms. Vasquez.)

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:

ACES Tech Assessments

In addition to administering statewide summative assessments, ACES Tech utilizes several of the interim assessments that the state recommends. These include monthly administrations of the iStation assessment for grades K-3, and the three administrations of the Interim NM-MSSA (iMSSA) assessment. Our staff can pull reports for each of these assessments throughout the year. While these assessments and reports are provided by national companies such as iStation and Cognia, a review of the current reports reveals that the data presented isn't always very useful.

While Cognia data presents its own set of challenges, it offers teachers a more authentic, real-time representation of where students are in their learning. Unlike statewide summative assessment data, which does not track student cohorts from year to year and therefore cannot accurately capture student growth, the Cognia data interaction system provides detailed insights that allow for more precise measurement of student progress during the school year. The Item Analysis Report, which can be customized by grade level and subject area, offers a broad overview of item types, Common Core State Standards, the percentage of students providing correct answers, and item descriptions. However, this data can be limited in its usefulness for instructional improvement. For example, a 3rd grade teacher

might know they cover a particular standard but without seeing the exact question, they may struggle to help students understand the concept differently or more deeply. As a result, this information is often used to group students by scale score and achievement category, or to compare results across assessments to indicate test-specific growth, rather than to inform more nuanced instructional strategies.

Similarly, the I-Station ISIP reports display the overall and individual levels (1 through 5) students attain from month to month. Teachers can print out student goal scores and color-coded charts indicating whether the goals were attained.

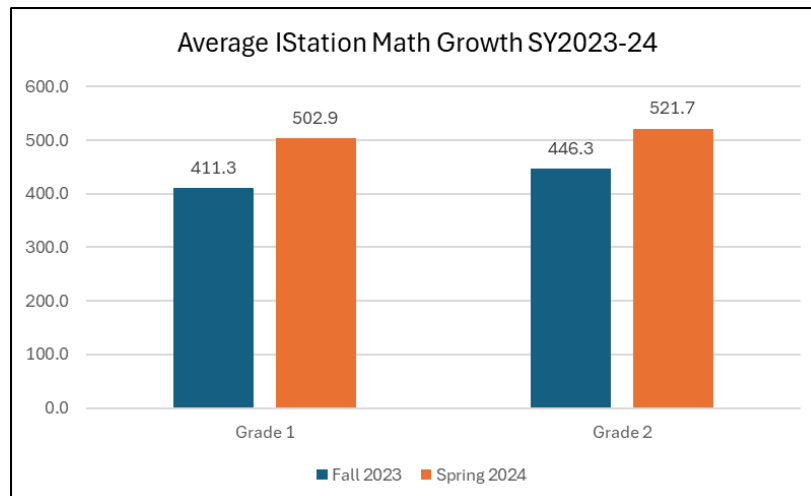
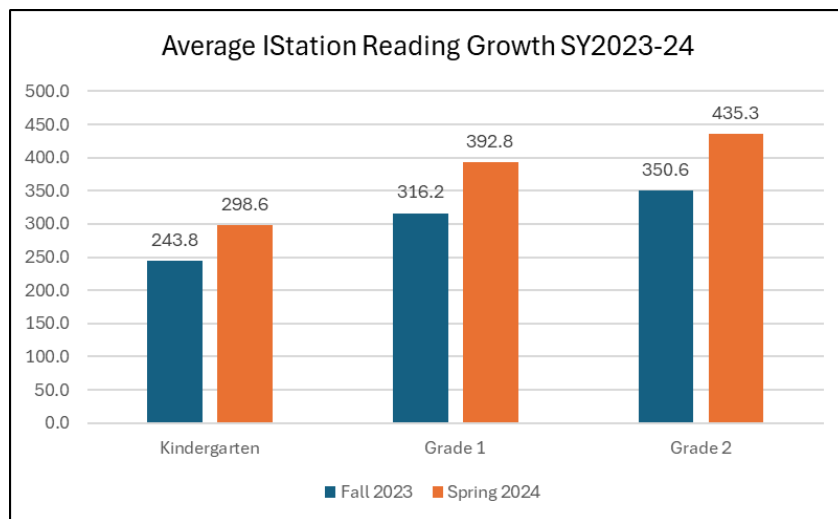
ACES Technical Charter School Assessment Overview

Listed below are the interim assessments that are used at ACES Tech.

INTERIM Assessments

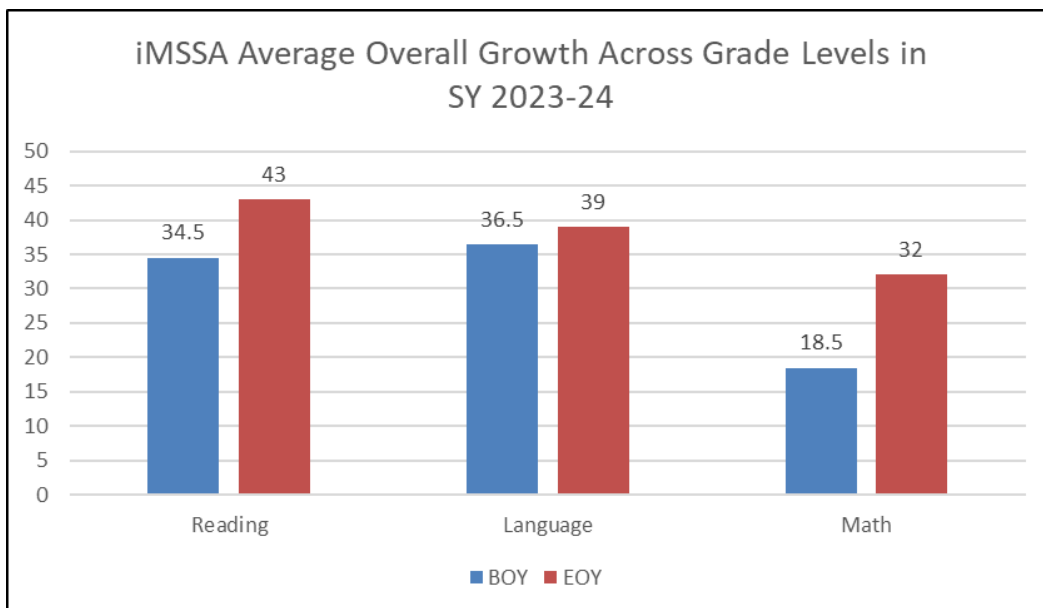
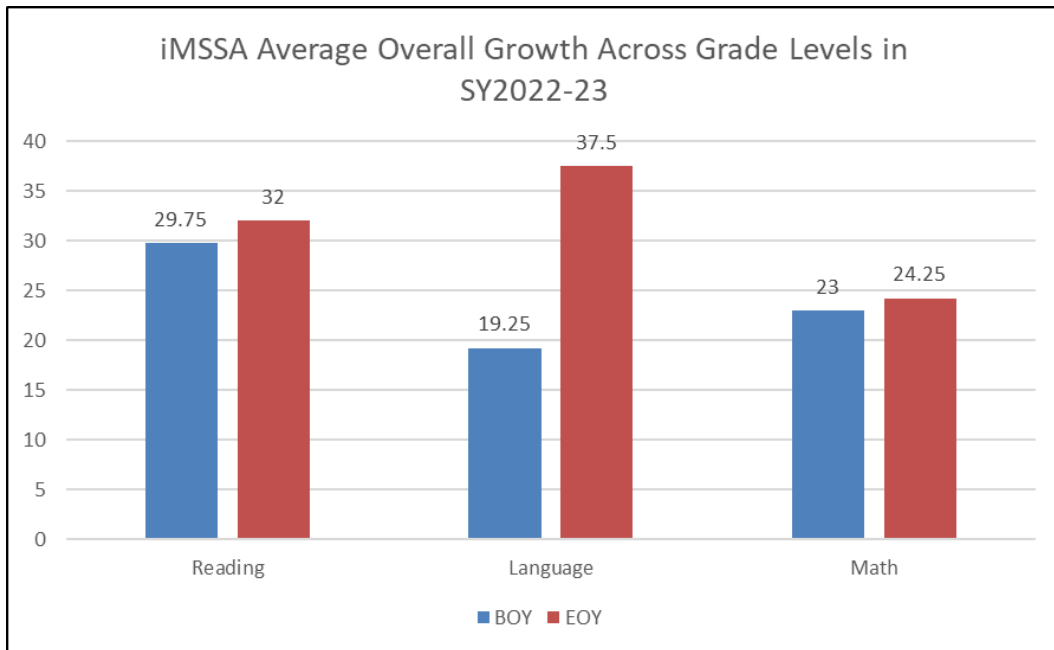
Grades K-2: I-Station English and Math (State required at Beginning of Year, Middle of Year, End of Year)

ACES Tech administers the I-Station reading exam monthly to students in grades K-2 and the math exam to students in grades 1 and 2. Data from Fall 2023 to Spring 2024 shows that students are achieving appropriate grade-level benchmarks across all content areas, reflecting steady growth throughout the school year:



Grades 3-8

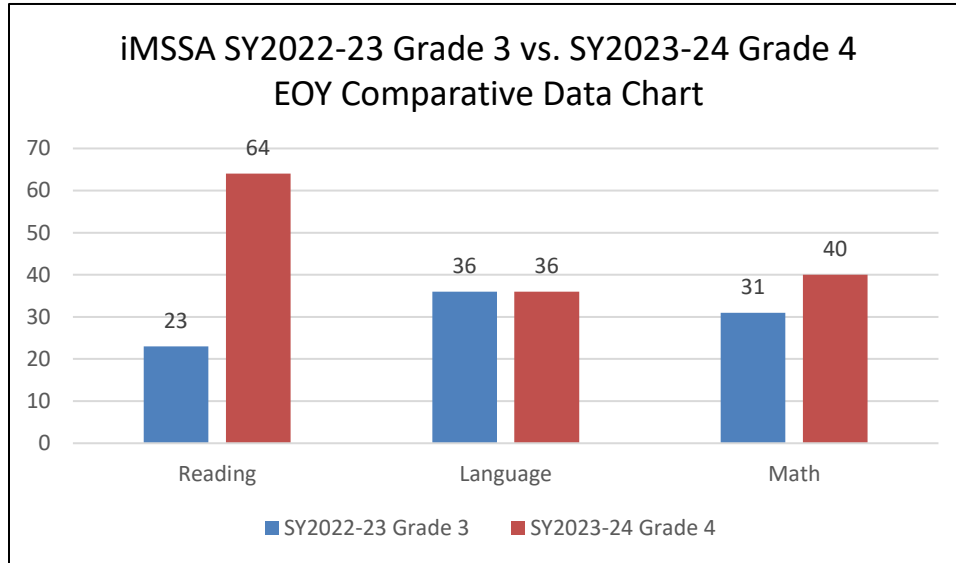
ACES Tech administers the iMSSA interim reading and math assessments to students in grades 3-8 three times per year. Interim assessment data indicates growth throughout the school year as well as an increase in overall student performance from year to year:



The two data charts above display the average number of students across grade levels who tested 'on target' from the beginning (BOY) to the end (EOY) of the school year. While both charts demonstrate annual growth in student performance across content areas, the data for SY2023-24 reveals significant improvement compared to the previous year, with more students achieving 'on target' scores in reading and math. Furthermore, the charts suggest that students who are consistently enrolled at ACES Tech tend to show continued growth.

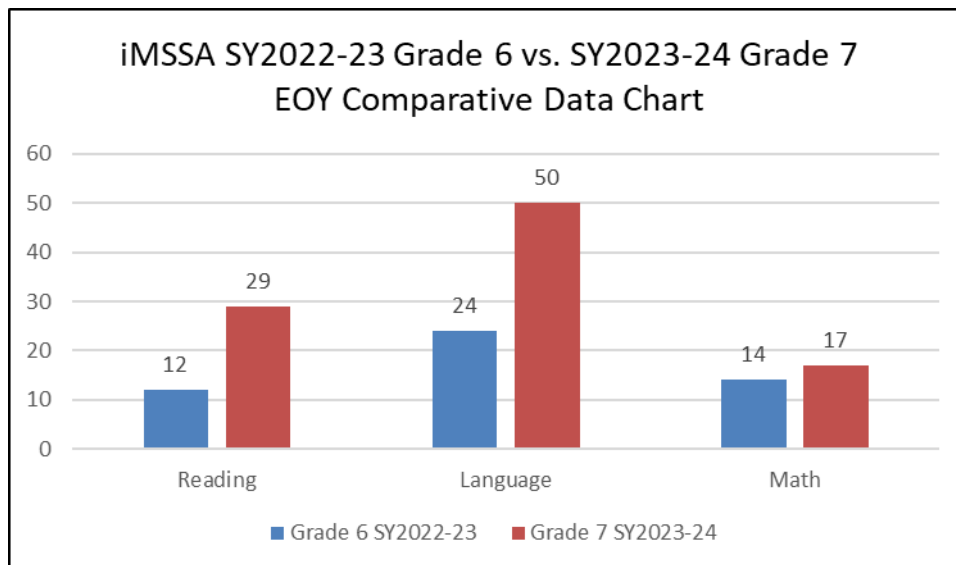
For instance, when comparing the percentage of third-grade students who tested 'on target' by EOY in reading in SY2022-23 to the percentage of fourth grade students who tested 'on target' by EOY in SY2023-24, which is when the school expanded to include 4th grade, the data illustrates that, generally speaking, students made substantial progress in reading and adequate progress in math.

SY2022-23 EOY Third Grade Data vs. SY2023-24 EOY Fourth Grade Data Comparison:



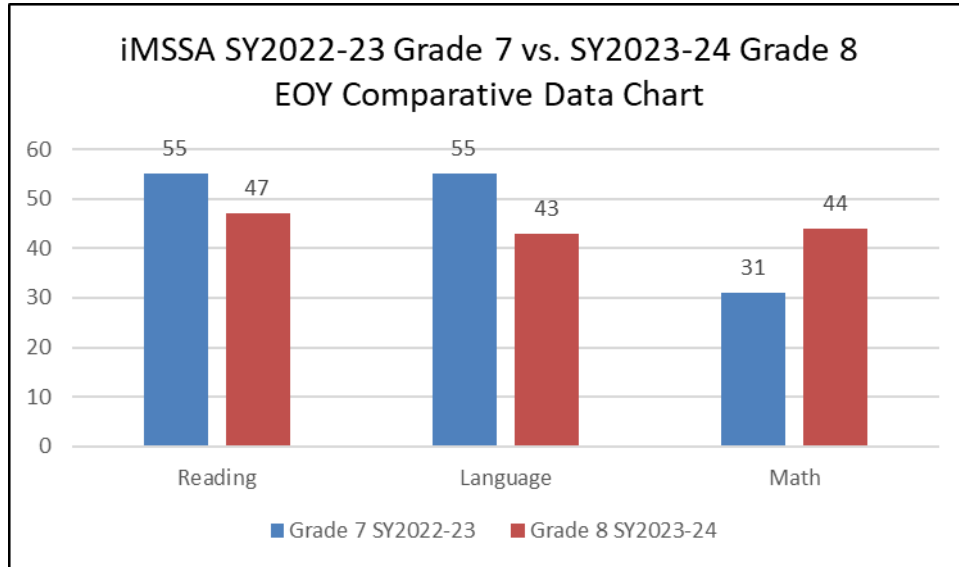
Comparative EOY data for SY2022-23 'on target' sixth grade students vs. EOY data for SY2023-24 'on target' seventh grade students indicates that students grew significantly in reading and remained fairly consistent in the percentage of students who tested 'on target' in math.

SY2022-23 EOY Sixth Grade Data vs. SY2023-24 EOY Seventh Grade Data Comparison:



Comparative data that tracks the percentage of seventh vs eighth grade students who tested 'on target' by EOY indicates that while the percentage of students who tested 'on target' in reading and language dropped, the percentage of students who tested 'on target' in math increased:

SY2022-23 EOY Seventh Grade Data vs. SY2023-24 EOY Eighth Grade Data Comparison:



Ultimately, while ACES Tech is diligently working to increase the number of students who test proficient on state-wide summative assessments each year, the school is also deeply committed to using data gleaned from interim assessments to more authentically capture where students are and to track students' progress and growth from year to year.

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:

Mission Specific Goal Overview

ACES Tech's mission specific goal is that "70% of students enrolled on the 40th and 120th day will pass the STEM course with a C or better, which includes successful completion of a STEM project demonstration. Students in grades 6 and 7 will take a mandatory course called STEM Explorations. Students in grades 8-10 will be offered project-based STEM electives."

We are proud that our students have met the mission specific goal each year, as reported by the Charter School Division in Part A of this renewal application.

2021-22: Meets Standard - 75 points

2022-23: Exceeds Standard - 100 points

2023-24: Exceeds Standard - 100 points

The STEM Exploration Course

Our STEM Exploration courses are required electives for secondary students in grades 6 through 9. In contrast to our adopted curriculum driven core classes such as English and math, the STEM courses focus on exposing students to a myriad of STEM activities and allowing students to explore their innate creativity. The courses introduce students to the Python and C programming languages, utilizing a self-driven, visual, code coaching interface. Students learn drafting by pencil and paper, and then move to digital designs of 2D and 3D models. We have invested in several 3D printers and a laser cutter which allow students to design various objects digitally and then manufacture their designs.

Aviation and rocketry are major topics of the STEM course. Students are challenged to create large multi sheet paper airplanes and measure which flies (glides) the furthest. Students learn to fly planes and drones using our RealFlight flight simulators. In addition, students design rockets which we launch during our annual STEM day at the park in May. These rockets launch hundreds of feet in the air and then parachute back to the park, or depending on wind conditions are sometimes lost to neighboring people's backyards!

One project that utilizes the 3D printers involves students designing roadsters using TinkerCAD. The students determine the size, dimensions, and color of their roadsters. Once the axles and wheels are installed, they use a ramp to run experiments to measure how factors such as weight and aerodynamics affect the speed and racing success of their roadsters during head-to-head competition.

The largest project that students currently participate in involves the building and programming of completely autonomous robots. Students are given a task or set of tasks to accomplish, then they work in teams to design, build, and later fine tune their robot. They use C language to program the robots and compete with other classmate teams to accomplish the tasks. Examples of tasks include stacking cups in a particular sequence and location, carefully moving and placing various objects for points, or successfully navigating an obstacle course. In the spring of 2024, our middle school students participated in a regional robotics competition which included several high school teams and one of our 6th grade teams took 2nd place overall.

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:

ACES Technical Charter School has the goal of being a school that will produce science, engineering, and healthcare leaders of tomorrow. ACES Tech's educational program is designed to provide a challenging and exciting STEM focused educational experience to students in Albuquerque. In our original application, we outlined five core beliefs. The distinctive aspects of our educational program are described below, in relation to those core beliefs.

Core Belief 1- Every Child has Gifts (Contract educational program components v and vi)

ACES Tech has grown to enroll one of the most racially and economically diverse student populations in the state of New Mexico. We actively recruit students from all different areas of the Albuquerque region and all students participate in the same high-quality program. We practice a full inclusion model with respect to our students with special needs. All students have the potential to improve their current academic standing with our built-in academic supports such as daily tutoring in English and math.

All students have gifts and talents that require a variety of opportunities and challenges to discover and nurture. ACES Tech offers a rigorous academic curriculum in all core areas, including adopting high quality, state standards aligned textbooks and digital resources, as well as requiring AP courses in high school. We expect that students complete a range of electives and activities which allow them to explore their potential interests, including instrumental music, Spanish language, and music production. ACES Tech also requires a number of STEM focused courses and activities at all grade levels. Elementary students have beginning robotics and coding starting in kindergarten. Secondary students learn more advanced STEM areas such as Python coding, autonomous robotics, flight simulators, 3D print design and manufacturing, and introduction to healthcare careers. All of these opportunities expose students to a number of interesting areas that they can work to develop further well beyond the K-12 years.

Core Belief 2 – High Expectations for ALL Students (Contract educational program components ii and v)

Each year, ACES Tech has mandated a rigorous set of courses and curriculum for our students. We have a strong core curriculum with all students required to meet or exceed the state mandated English, mathematics, science, and humanities courses. All of our adopted textbooks are both on the New Mexico High Quality Instructional Materials (HQIM) recommended list and have received high reviews from EdReport.com. We have adopted rigorous project-based STEM activities such as computer programming, robotics, rocketry, 3D printing, etc. which are required for ALL students to learn.

High expectations for students are defined and enforced in terms of two areas: academics and behavior.

Academics

All students are expected to fully participate in the academic program. This includes contributing to the classroom when called upon as well as completing all assigned coursework, projects, and homework. All classes are managed using our latest LMS, Canvas, which enables students to track their academic

assignment, grades, and progress throughout the school year. If a student needs academic support, they are to utilize our frequent tutoring sessions either during or after school.

Behavior

The core of our behavior expectations revolves around respect. All students are expected to respect their peers, their teachers, and the facilities. All staff are expected to implement our proactive social emotional learning (SEL) process. Every day there is a 15-minute morning advisory where students and staff discuss SEL topics, build positive relationships and understanding, and express any concerns that may exist that affect the school environment. The practice of classroom circles is utilized frequently during this time. Students who do not live up to expectations are disciplined per the student handbook. However, we believe that our evolving proactive SEL approach is the primary reason that we have maintained an overall safe and respectful learning environment.

Core Belief 3 – Data Must Drive Decisions and Instruction (Contract educational program components i and v)

ACES Tech utilizes a number of forms of data to inform decisions at the school. The school tracks enrollment, demographic, and attendance using PowerSchool, our Student Information System (SIS). During summer professional development, teachers and staff spend time with the school's assessment and SIS vendors to learn how to use these data platforms. To assist parents in ensuring that students attend regularly, we offer free school bus transportation with stops in most parts of the city. Family income data and state direct certification information helps us to determine how many students may benefit from services and school related items that we can provide. The percentage of students in low-income families has risen sharply in the past few years. To assist these families, the school has always offered free breakfast, lunch, and after school snacks. We also provide free school polo shirts for all students, and sometimes sweaters. We provide additional clothing, food, and school supplies to families in the most need, including any family identified as homeless. Another service we provide is free after-school care and activities, which many families take advantage of each school day. To ensure that all families have the school progress information they need, we have complete transparency with assignments and grades via Canvas, multiple forms of communication including email and tools like Class Dojo, and an open-door policy for drop-ins or appointments when requested.

Academic progress data is used to drive student instruction and support throughout the school year. Our foundational academic program consists of rigorous, common core aligned, highly rated curriculum at all grade levels. Many new students enter ACES Tech with lower than grade level classroom performance. To address this, one of our unique practices involves integrating multifaceted student support throughout the school day. We start the day with an advisory time where structured SEL practices are implemented. This helps set the tone for a productive daily academic environment. For students who need support in classes, we have integrated tutoring during the school day, just after lunch. Teachers are encouraged to 'pull' students into tutoring if the students don't otherwise attend voluntarily. We also offer tutoring after school for students that prefer that time.

Several digital resources are available for teachers to measure, monitor, and support student academic growth. Most of our adopted curriculum programs provide additional instructional differentiation tools for students who are struggling to master concepts, students who are advanced in their work, English language learners, and students with disabilities. These are implemented by individual teachers based upon their students' individual needs. For elementary grades, we have adopted the SuccessMaker program, a self-paced digital intervention program which assesses students and provides math and English work based upon their achievement level. Students in grades K-3 also take the I-Station assessment each month, and teachers use that data to form student learning groups and guide

instruction. For secondary grades, we utilize the IXL program, which is another self-paced digital intervention program which assesses students and provides math and English work. These tools help supplement our regular curriculum and assist with students attaining progress and concept mastery.

Core Belief 4 – Healthy People and Relationships are Keys to Success (Contract educational program components ii and iii)

Since the first master schedule was completed, social emotional learning (SEL) has been a part of our school day. Each morning during period one, fifteen minutes are designated for SEL practices. Our initial approach to utilizing this time was to have a champion teacher develop a set of daily SEL PowerPoint presentations that each teacher would use. These slides covered a number of topics and were uploaded to the share drive by topic and date. Over time we saw that not all teachers were utilizing the time and/or the daily slides, with fidelity. This led to increased emphasis on the importance of SEL for building and sustaining a positive culture at the school.

SEL has truly evolved in our school, as we continue to see that students need structured and consistent support in order to improve relationships, trust, and behaviors in the classroom. During the 2023-24 school year, our SEL champion teacher suggested adopting a more formal SEL program out of Yale University called RULER. Books on the RULER method were purchased for the entire staff. Several teachers were selected to complete RULER training, and we are now working to implement that program throughout the school.

Additionally, parent involvement is a very important part of our school's overall success. Our Parent Teacher Organization (PTO) has grown and become more active and engaged each year. The parents meet monthly at the school and also communicate via their own social media group. They actively coordinate several fundraising activities, volunteer at the school, and chaperone during field trips. Several of the major activities include coordinating our annual Halloween event, running the highly anticipated snack shack fundraisers at the school, and sponsoring decorations and refreshment tables during our winter and spring music performances. We are grateful for the contributions of our parents and look forward to growing their involvement.

Our original contract mentions the creation of a Professional Advisory Committee; however, this initiative is being implemented in a different way than planned. Each year we work to partner with community organizations and individuals to come into the school during our monthly STEM days. November is dedicated to engineering fields and April to healthcare fields, and these efforts have been very successful to date. We have partnered with Sandia Labs, Air Force Research Lab, with each sending guest engineer speakers; and BMW, which sends new electric cars. Additionally, we have partnered with UNM Health Sciences, Medical School, and Presbyterian Health, which have all sent guest speakers, presenters, and medical students. Students have met nurses, doctors, and the Medical Director for Surgery. They have also learned CPR basics and watched an ear, nose, and throat doctor scope his volunteer son right in the classroom! We feel that bringing these professionals into the school is a great way to inspire our students to dream higher and to potentially pursue one of these amazing careers.

Core Belief 5 – Every Scholar Needs a Skill (Contract educational program component iv)

A goal for every graduate is to obtain an industry certificate in a STEM area. While the formal certificate training will occur during high school, ACES Tech begins the process much sooner. Our STEM focused activities emphasize the need to provide overall exposure to many exciting fields and activities. In early grades, we are growing a comprehensive approach to STEM introduction. One STEM area is robotics, with entry level coding such as block coding and remote control assisted autonomous robot programming. Each grade level, starting at kindergarten, participates with one or more different types of robots. Every elementary classroom is provided with STEM project building materials, and all students

build with various types of blocks, Legos, and magna tiles. The game of chess is introduced in grades 3-5, and we also have an after-school program with a local partner which is open to all grades. We integrate chess as it is believed to help improve students' critical thinking, visualization, problem-solving skills, and may help them communicate better with other students.

Secondary students take a required course in STEM Exploration. This project-based course includes computer coding, robotics, rocketry, 3D printing, flight simulation, and much more. As opposed to our traditional core courses such as English and mathematics, the STEM course focuses on solving live problems, sparking creativity, and encouraging the freedom to implement ideas both individually and within a team. Students are encouraged, sometimes required, to prepare for and participate in multi-school competitions. The purpose is that the knowledge and experiences they gain will help them to successfully complete the rigorous certificate programs, such as CompTIA A+ and Network+, before they graduate.

The Next Five Years

In ACES Tech's 2019 school proposal to the Public Education Commission, there was a chart provided entitled "Target College and Career Ready Accomplishments for Graduates". The purpose of the chart is to provide hard measures which represent the breath and rigor of our academic program. Each of the listed accomplishments can be directly correlated to being college and career ready.

ACES Tech: Target College and Career Ready Accomplishments for Graduates
Meet or exceed proficiency in all New Mexico state standard areas
Meet or exceed all ACT/SAT college readiness benchmarks
Earn acceptance letters to two or more 4 year colleges
Pass two or more AP exams (Score of 3 or higher)
Complete and present a STEM focused senior project
Complete 40 hours of community volunteer service
Successfully earn an approved industry credential

College Ready

Meeting or exceeding the proficiency on the state exams is a demonstration of meeting the NM Assessment and Accountability Act, and readiness for college. Meeting or exceeding the ACT/SAT College Readiness Benchmarks provides an additional indicator based on nationally research-based college expectations. Earning acceptance letters to two or more 4-year universities provides hard evidence that one has satisfactorily completed the requirements of those institutions. Passing two or more AP exams with a score of 3 or higher not only demonstrates a student's willingness to take a rigorous high school schedule but gives students the opportunity to earn college credit at schools across the country.

Career Ready

Completing and presenting a STEM focused senior project provides students with the practice of setting and completing a real-life goal. Students must utilize community resources and then confidently present their work to their peers and teachers. Completing 40 hours of community service provides opportunities for students to serve others and contribute to the overall common good. Earning an approved industry credential demonstrates the ability to meet industry requirements and the preparedness to begin working for competitive pay in a particular field.

Each of these accomplishments, when completed, will serve our graduates well as they move on to their post-secondary endeavors, whether the military, a trade school, 2-year college, or 4-year university.

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 recur. 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 ACES Technical Charter School founder and principal, Dr. Jeron Campbell, acts as the Chief Procurement Officer (CPO) and manages all purchases for the school. The Vigil Group provides business management services, and the GAAP required separation of duties. Each year, ACES Tech has successfully attained and utilized federal, state, and grant resources and our end of year carryover amounts have increased. This is due to conservative financial practices and a focus on minimizing administrative costs while maximizing resources in the classrooms.

ACES Tech takes the stewardship of the public funds we manage very seriously and strives to follow all required Generally Accepted Accounting Principles (GAAP) guidelines and recommendations. The school participates in the state's annual audit, as required. Since our opening in 2020, we have never had a significant deficiency, a material weakness, or a repeat finding. Our board of finance has never been suspended.

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:

ACES Tech began with five board members and now has a total of seven. There was a period during 2021-2022 where there was virtually total turnover of the board. For the past 1.5 years, we have had consistent board membership. As of today, all the board members have met or exceeded their state training requirement. The board also has a plan in place for dealing with any future vacancies.

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:

ACES Technical Charter School provides a welcome educational environment for all students. We actively recruit students from traditionally racially diverse and low-income areas of the Albuquerque community, and our demographic data shows that we have successfully enrolled one of the most racially and economically diverse student bodies in the state. Our goal is to provide a strong educational program option for all families. We have a student handbook which outlines student expectations, and it is enforced consistently with all students. We practice restorative techniques with students as opposed to rushing to suspension. We have adopted core curriculum in all subject areas which meets the states guidelines for being culturally and linguistically relevant. Part of our curriculum adoption process involves reviewing content and images to ensure that it is inclusive and reflects the diversity of our students.

Each year, we enroll double digit percentages of students with IEPs, and we have a full inclusion model so these students attend classes with general education students. We contract with the provider Talk Path Live to implement the auxiliary services outlined in student's IEPs. We have not enrolled very many actual English language learners (ELL), but we have enrolled students erroneously labelled as ELL. This has been brought to the Culture Division's attention, but not addressed to date. Students who are ELL's receive language development support from designated staff during the school day. All identified ELL students take the ACCESS test each year as required.

In SY2023-24 and SY2024-24, the school received the Improving Education and Cultural Outcomes for Native American Students grant through the Indian Education division at NMPED. The school uses this funding to support the salary of a teacher who works to monitor attendance and academic progress for the school's Native population. When the school identifies barriers related to these students and their attendance, this staff liaises with families, and works to provide services and supplies to ensure these students are supported and successful in their education.

Figure 5 displays the racial diversity of our student body, by year.

Figure 5: Year to Year Student Demographics: Race and Ethnicity

Race	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024
Asian	2%	1%	3%	3%
Black	23%	31%	19%	24%
White	64%	55%	62%	59%
Native American	11%	12%	15%	13%
Grand Total	100%	100%	100%	100%
Race/ Ethnicity	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024
Not Hispanic	43%	45%	49%	40%
Asian	0%	0%	0%	2%
Black	13%	13%	11%	16%
White	26%	24%	24%	16%
Native Amer	4%	7%	12%	7%
Hispanic	57%	55%	51%	60%
Asian	2%	1%	2%	1%
Black	11%	18%	8%	9%
White	38%	31%	38%	44%
Native Amer	6%	4%	3%	6%
Grand Total	100%	100%	100%	100%

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:

ACES Technical Charter School enrolls a double-digit percentage of Native American students. However, we have not yet had any formal consultation with any tribal authorities. To address this, Dr. Campbell intended to attend a workshop at the annual Charter School Division conference where KatieAnn Juanico was to cover this topic. That workshop was cancelled, and emails were sent to the Indian Education division in June and July. We were forwarded a tribal consultation guidebook from 2022 and told that it is being updated. As this work is new to our school, we would like in-person guidance as to how this process is done in an effective manner.

In the meantime, we have begun providing specific supports to our Native American students. During 2023-24, an Educational Assistant was assigned to provide classroom support and academic tutoring for students. In 2024-25, a Native American teacher has joined our staff and has been asked to lead this effort. He will be monitoring attendance and academic progress for all of our Native American students throughout the year. He will lead the tribal consultations. He will also work with families to ensure that any identified issues affecting students are resolved with appropriate support from the school.

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:

SY2020-21 and SY2021-22 Repeat ‘Working to Meet Standard’ Indicator 1c Rights of Students with Disabilities

School Response: Issue with 40D count because the school’s special education coordinator left the school for a medical emergency. The school went through a CAP and corrected issues identified.

SY2020-21 and SY2021-22 Repeat 'Working to Meet Standard' indicator 1d Rights of English Learners

School Response: The school formally requested technical assistance from NMPED Language and Culture Division both during the spring 2024 site visit and via email. EL requirements have been met and evidence has been provided. The Language and Culture Division staff have not responded to the requests of the school, nor acknowledged the receipt of the EL identification survey documentation.

SY2020-21 through SY2022-23 Repeat 'Working to Meet Standard' indicator 3a Governance Requirements

School Response: The governing council has strengthened its overall monitoring of members and members understand the mandatory training requirements; the governing council regularly checks-in about training hours during its monthly meeting and attends conferences to ensure that all members meet training requirements.

SY2021-22 and SY2022-23 Repeat 'Does Not Meet Standard' Indicator 3c Reporting Requirements

School Response: The governing council's board secretary and board chair work together to ensure that all reporting requirements and notifications are submitted timely to the CSD.

The school has not received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints.

Appendix A-1 Academic Data

Figure 1: ACES Tech NM-MSSA Proficiency by Year and Grade Level

NM-MSSA Data	2020-21 % Proficient	2021-22 % Proficient	2022-23 % Proficient	2023-24 % Proficient
ELA - Grade 3			16%	34%
ELA - Grade 4				64%
ELA - Grade 5			0%	29%
ELA - Grade 6	67%	52%	28%	27%
ELA - Grade 7		53%	51%	30%
ELA - Grade 8			35%	52%
MATH - Grade 3			15%	17%
MATH - Grade 4				27%
MATH - Grade 5			0%	29%
MATH - Grade 6	<20	63%	7%	23%
MATH - Grade 7		47%	31%	18%
MATH - Grade 8			11%	35%
SCI - Grade 5			33%	TBD
SCI - Grade 8			33%	TBD
ELA - All	67%	52%	36%	TBD
MTH - All	<20	55%	19%	TBD
Demographic Data	2020-21	2021-22	2022-23	2023-24
Grade Levels	6	6,7	K, 1, 2, 3 5, 6, 7, 8	K-9
Enrollment	45	65	160	160
Number of Teachers	6	6	17	18
Asian	2%	2%	3%	3%
Black	24%	29%	19%	24%
White	62%	56%	62%	59%
Native American	11%	12%	15%	13%
Low Income	22%	26%	59%	76%
SWD	24%	24%	17%	16%
Hispanic	58%	56%	51%	60%

Figure 2: Spring 2022 NM-MSSA Proficiency for PEC Authorized Public Charters, by ELA scores

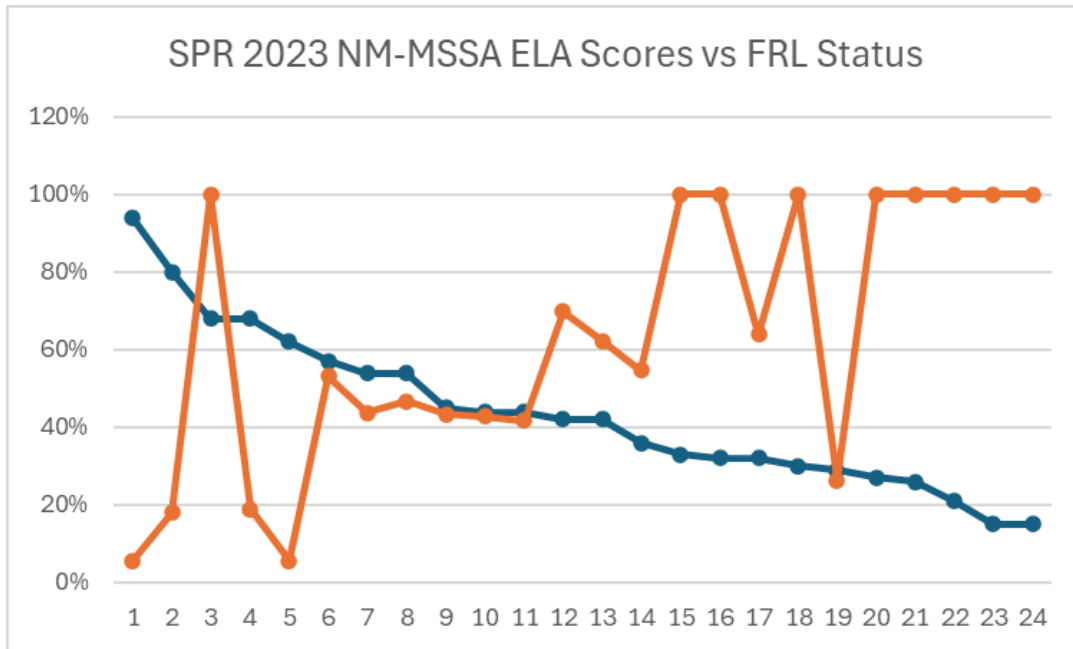
School Name *	Renewal Year	2021-22 ELA	2021-22 Math
ABQ Inst. Math and Science	2024	90%	89%
Altura Preparatory	2022	79%	74%
ASK Academy	2024	74%	64%
Amy Biehl	2024	68%	27%
Cottonwood Classical	2022	66%	58%
NM Acad Media Arts	2022	58%	24%
Explore Academy	2023	56%	47%
ACES Technical	2024	52%	55%
Taos Academy	2023	51%	26%
ABQ School of Excellence	2024	49%	45%
Horizon West	2022	47%	44%
Southwest Preparatory	2023	46%	34%
Southwest Secondary	2023	41%	26%
Albuquerque Collegiate	2022	33%	17%
Las Montanas	2024	33%	≤ 5%
Monte Del Sol	2024	32%	19%
School of Dreams	2023	29%	18%
Solare Collegiate	2023	25%	22%
South Valley Prep	2024	24%	13%
VOZ Collegiate	2025	22%	56%
Dream Dine	2023	13%	6%
Cesar Chavez Community	2023	12%	≤ 5%
Hozho Academy	2022	5%	5%

* Green shading for successfully renewed schools. Yellow shading for 50% proficient and above.

Figure 3: Spring 2023 NM-MSSA Proficiency for PEC Authorized Public Charters, by ELA scores

School Name *	Renewal Year	2022-23 ELA	2022-23 Math	Total Testers	Total FRL	Percent FRL
ABQ Inst. Math and Science	2024	94%	90%	214	12	6%
Altura Preparatory	2022	80%	73%	89	16	18%
Albuquerque Collegiate	2022	68%	31%	72	72	100%
ASK Academy	2024	68%	53%	391	74	19%
Cottonwood Classical	2022	62%	56%	453	25	6%
Explore Academy	2023	61%	45%	721	163	23%
ABQ School of Excellence	2024	57%	50%	517	275	53%
Horizon West	2022	54%	46%	197	86	44%
Taos Academy	2023	54%	27%	139	65	47%
NM Acad Media Arts	2022	45%	10%	97	42	43%
Southwest Preparatory	2023	44%	33%	140	60	43%
Amy Biehl	2024	44%	17%	36	15	42%
THRIVE Community	2026	42%	28%	43	30	70%
Monte Del Sol	2024	42%	15%	175	109	62%
ACES Technical	2024	36%	19%	95	52	55%
Solare Collegiate	2023	33%	22%	253	253	100%
VOZ Collegiate	2025	32%	32%	60	60	100%
Rio Grande Acad of Fine Arts	2026	32%	40%	25	16	64%
Hozho Academy	2022	30%	14%	358	358	100%
Southwest Secondary	2023	29%	<20	19	5	26%
School of Dreams	2023	27%	12%	253	253	100%
South Valley Prep	2024	26%	14%	175	175	100%
Las Montanas	2024	21%	<20	16	16	100%
Cesar Chavez Community	2023	<20	<20	20	20	100%
Dream Dine	2023	<20	<20	17	17	100%

Figure 4: Spring 2023 NM-MSSA Proficiency vs FRL for PEC Authorized Public Charters



Data Takeaway (from p.4 of this report)

As academic achievement declines, the free and reduced lunch population percentage tends to rise. Notably, a consistent trend in data indicates that the most significant disparities in achievement occur at the economic extremes, with the highest and lowest performing schools serving the wealthiest and poorest families, respectively.

Appendix A-2 Mission Goal Data

We are proud that our students have met the mission specific goal each year, as reported by the Charter School Division in Part A of this renewal application.

2021-22: Meets Standard - 75 points

2022-23: Exceeds Standard - 100 points

2023-24: Exceeds Standard - 100 points