ARSENIO ROMERO, PH.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Charter Schools Division
2022-23 Annual Report
March 1, 2024

School Name: ACES Technical Charter School

School Address: 4501 Montgomery Blvd NE Albuquerque, NM 87109

Head Administrator: Dr. Jeron Campbell

Governing Board Chair: Warren Wilhelm

Business Manager: Ashley Wolfel

Authorized Grade Levels: K-12

Grade Levels Served: K-9 (Grade Level Change- approved 6/2021)

Authorized Enrollment Cap: 875

2022-23 End of Year Enrollment: 146

Contract Term: 2020-2025

Waivers: None

Mission:

ACES Technical Charter School will provide students with a challenging and exciting education and graduate students exceptionally prepared for any college and career of their choice.

Educational Program:

Vision Statement: Every student a responsible, contributing citizen in a diverse and constantly evolving world.

Mission Statement: ACES Technical Charter School will provide students with a challenging and exciting education and graduate students exceptionally prepared for any college and career of their choice.

Student Outcomes:

ACES Technical Charter School (ACES Tech) has the goal of being a school that will produce science, engineering, and healthcare leaders for tomorrow. New Mexico is a state that has a rich technological past, present, and future. ACES Tech will help produce a pipeline of college and career ready scholars by offering a challenging exciting Science, technology, Engineering, and Math (STEM) focused educational experience to students in Albuquerque.

Achieving our Goals with Inputs: Core Beliefs

ACES Tech will accomplish our vision and mission through the disciplined and determined implementation of research- based strategies and by maintaining focus on our core beliefs. Our students will receive excellent and relevant instruction from our highly qualified and motivated team of teachers. We will provide a safe and inspirational educational environment where the entire community will be welcomed and engaged.

Core Belief 1- Every Child has Gifts

Core Belief 2- High Expectations for ALL Students

Core Belief 3- Data Must Drive Decisions and Instruction

Core Belief 4- Healthy People and Relationships are Keys to Success

Core Belief 5- Every Scholar Needs a Skill

i. ACES Tech will obtain and analyze a variety of data which will inform our decisions for operating the school and providing resources to our students. Data regarding enrollment and demographics, academic achievement levels, attendance, and disciplinary concerns are all collected per state compliance requirements. Data literacy training and professional learning community (PLC) effectiveness will be a focus of professional development so that all staff members are comfortable with and capable of contributing to the data driven culture of the school.


ii. ACES Tech will strive to be an educational environment where staff, students, and community feel welcome, safe, and inspired each and every day. We will place a concerted effort on providing services and supports to all students and their families, such as health and wellness activities and programs, excellent nutrition options, and social emotional growth and support initiatives.

iii. ACES Tech will recruit a Professional Advisory Committee made up of community professionals who have agreed to support the school and its students. The Advisory Committee will assist in creating real world projects aligned to the curriculum, provide mentoring to students with interests in various professional areas, and propose and implement out of school experiences for students.

iv.   Students will also have opportunities to develop their creativity and teamwork skills via hands-on project-based learning in our STEM makerspace, as evidenced via lesson plans, projects, and presentations in the STEM Exploration class.

v.   Mandatory Tutoring during Tech Time: Academic supports will be a constant part of our everyday schedule, and we will begin providing those supports starting at the beginning of the first semester. The model that we have decided to use involves scheduling a special time period in the middle of each school day that we call Tech Time. During this time, any student who is struggling in their coursework will receive tutoring from teachers and/or community partners and volunteers.

vi. Students will have opportunities to participate in programs such as music, fine and visual arts, and athletics.

Demographics as reported in STARS 2022-23 End of Year (EOY)
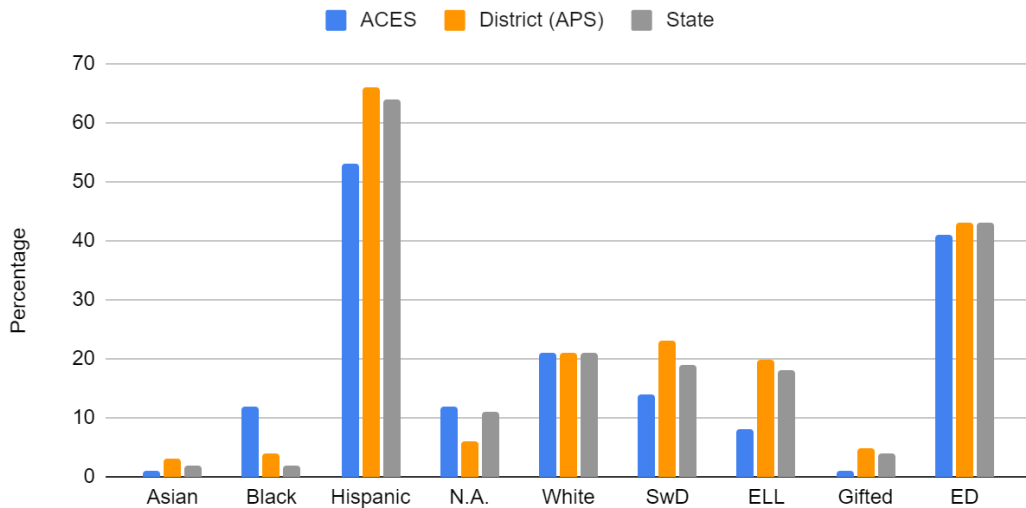
Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	**41**
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	**100**
Overall Academic Score: average of indicators 1 and 3	**70.5**

State Accountability System:

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

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

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.

- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.

- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.

- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).

- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.

- Comprehensive Support School (CSI): Title I schools that are:

    o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;

    o have an average four-year graduation rate less than or equal to 66.67% over the past three years;

    o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or

    o the department may identify additional schools as CSI schools as deemed necessary.

- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

Details and criteria for each type of designation are provided on the NMVISTAS web page.

For the school year 2022-23, **ACES Technical Charter School** received a designation of **Traditional.**
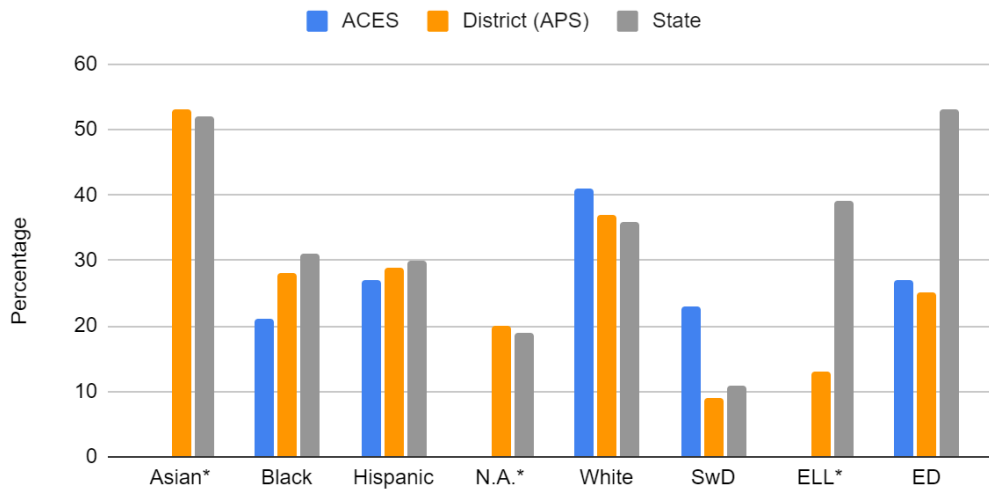

Proficiency

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

Percent of Students Proficient in Core Subjects 2022-23
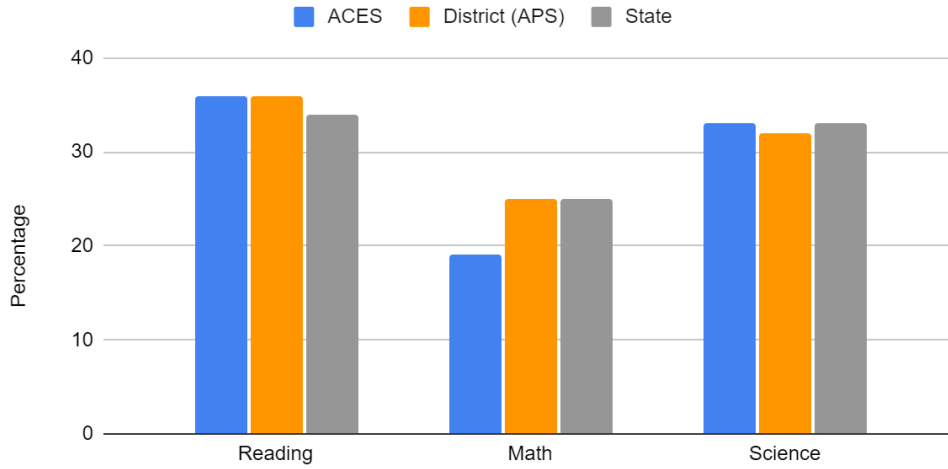
Source: NMVistas.org
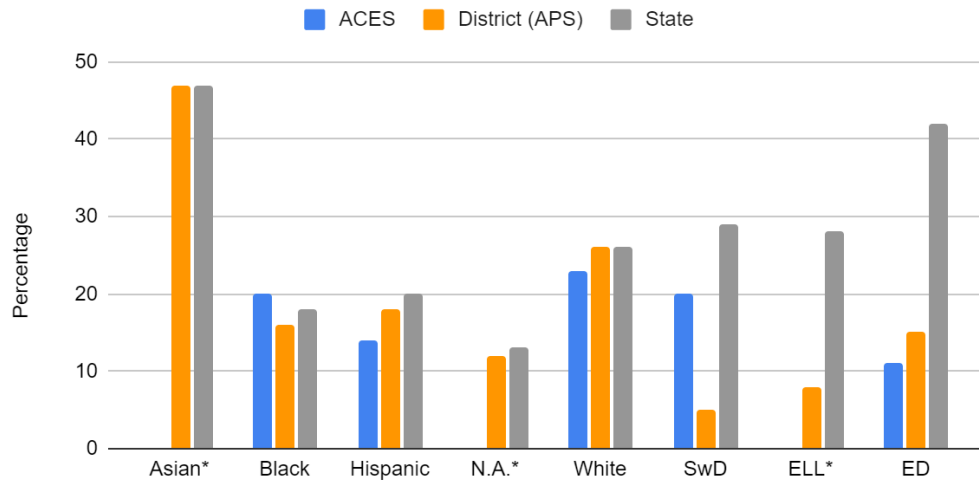
Percent Proficient in Reading by Subgroup 2022-23

Source: NMVistas.org

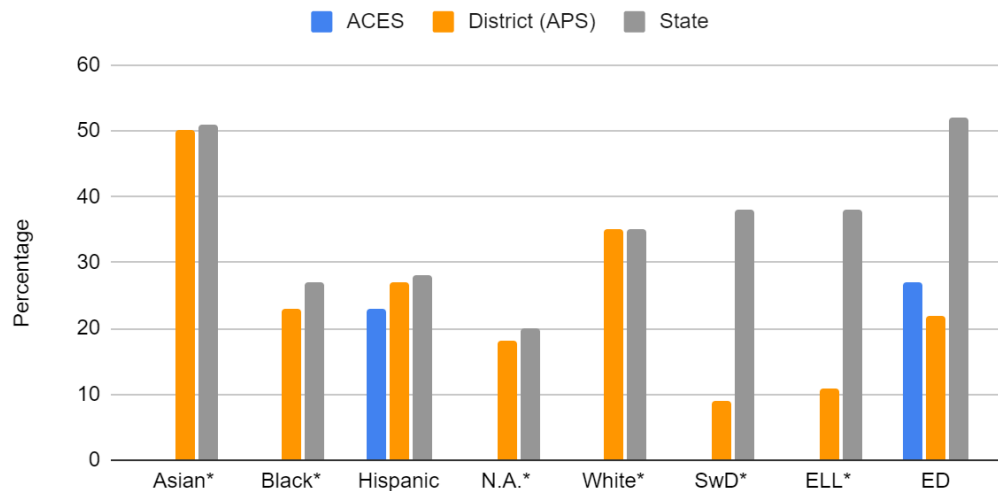***Note**: groups are masked due to population size.

Percent Proficient in Math by Subgroup 2022-23

Source: NMVistas.org

*Note: groups are masked due to population size. Students with disabilities also masked, ≤20% in math.

Percent Proficient in Science by Subgroup 2022-23

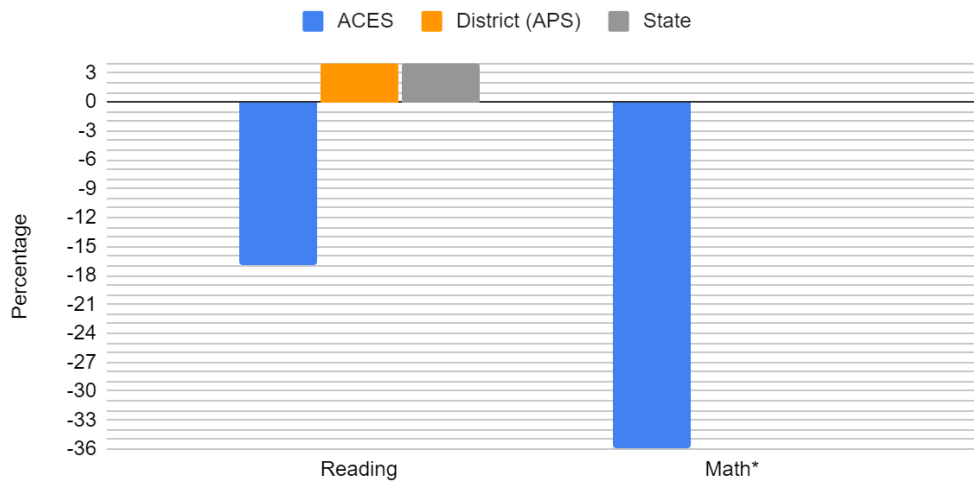Source: NMVistas.org

*Note: groups are masked due to population size.

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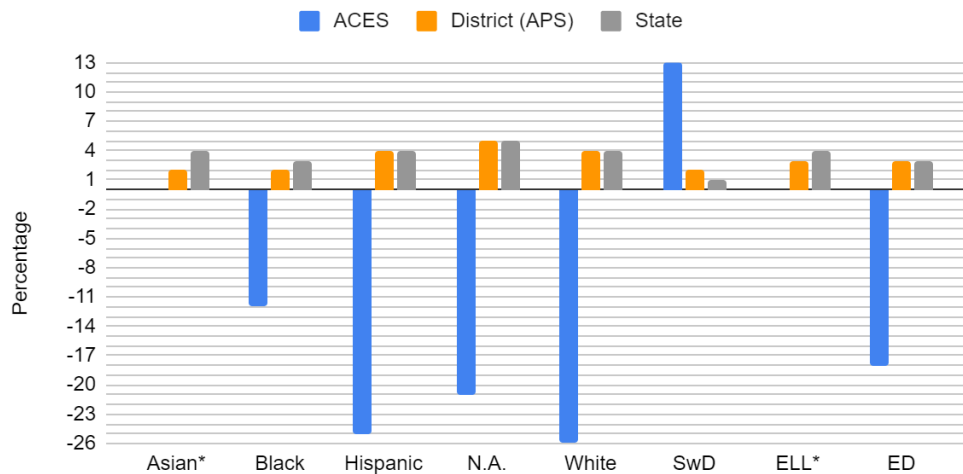
Percent Growth for All Students (2021-22 to 2022-23)

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

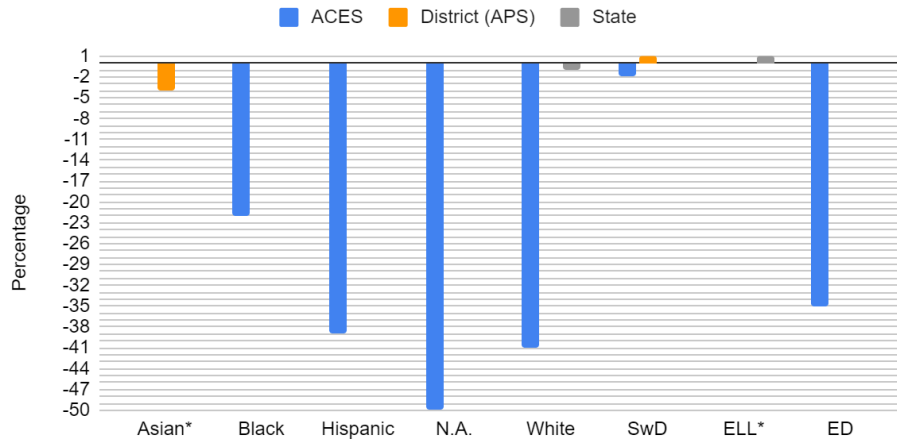***Note:** Math growth was 0% for the state and district for SY2023.

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

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

*Note: groups are masked due to population size.

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

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

*Note: groups are masked due to population size.

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

Mission-Specific Goals

Goal 1: 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.

Performance Level	Target	Points
Exceeds Standard	85% or more 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.	100
Meets Standard	70-84% 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.	75
Does Not Meet Standard	50-69% 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.	25

Falls Far Below Standard	Less than 50% 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.	0

Rating: Exceeds Standard (96.88%)- **100 pts.**

Organizational and Financial Performance Framework

2022-23 Overall Rating: **Meets Standard**

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

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

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

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

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

Explanation of 2022-23 Indicator Ratings

3.a. One member did not complete all required training hours.

3.c. Three governing board notifications submitted late.

4.b. EOY: Attendance rate is 92%; target is 95%.

<u>**Site Visit Attendees**</u>
Friday, February 10, 2023

CSD Team: Martica Davis (Lead), Frank McColloch, Ted Farnath, and Kimberly Gonzales (remote)
School Leadership: Dr. Jeron Campbell, Head Administrator
Governing Board: Warren Wilhelm, Vic Berniklau