

# School Improvement and Transformation

## Monitoring Site Visit Summary

### BOY 2026-27

|                                           |                                                |
|-------------------------------------------|------------------------------------------------|
| <b>School:</b> Ace Leadership High School | <b>LEA:</b> Albuquerque Public Schools         |
| <b>School Leader:</b> Casey Mason         | <b>Supt/PEC Director:</b> Dr. Gabriella Blakey |
| <b>SITM Team Leader:</b> Michelle Starnes | <b>Date:</b> September 25, 2026                |

**NM Vistas Designation:** MRI - Graduation

#### Restructure/Redesign or Restart 2026-27

ACE Leadership High School selected the Restructure/Redesign pathway to examine and strengthen how the school's mission and model meet the needs of the students and community it serves. The school was established to support economic development and workforce preparation, and its work-based learning model has continued to develop, providing students with hands-on learning alongside teachers and industry professionals. As part of the redesign, ACE is strengthening graduation supports through a new Graduation Success Coach position, expanding early warning systems across all grade levels, and phasing out night school. The school is also using its re-charter process to further clarify the student needs reflected in its mission and to strengthen connections among students, families, industry partners, and the broader community.

#### Successes and Celebrations

The school reported several successes in strengthening graduation supports and student monitoring systems. The addition of a Graduation Success Coach has provided dedicated support for credit tracking, communication with students and families, and graduation planning.

The school also reported an 82% graduation rate and an 89% STARS assessment participation rate, reflecting continued progress in student outcomes and engagement.

Two staff members now cross-reference transcript checks to support accurate course placement and ensure students are enrolled in courses aligned with their graduation requirements. The school is also developing a new Early Warning System dashboard, with Top Minnow supporting an automated data dashboard and credit-tracking system to strengthen monitoring and timely student support.

## 2026 NM Vistas Points and Graduation Rate Trends

| Category                   | Measure                         | Rate / Value  | Students | Points Earned | Maximum Points |
|----------------------------|---------------------------------|---------------|----------|---------------|----------------|
| 2026 Overall Results       | Total raw points                | 33.2          | —        | —             | —              |
|                            | Total possible points           | 90            | —        | —             | —              |
|                            | Total Vistas points             | 36.9          | —        | —             | —              |
| Academic Achievement       | Language Arts                   | —             | 76       | 3.36          | 15             |
|                            | Math                            | —             | 76       | 0.69          | 15             |
|                            | Science                         | —             | 65       | 2.20          | 10             |
| Academic Growth            | Language Arts growth            | —             | —        | 0             | 0              |
|                            | Math growth                     | —             | —        | 0             | 0              |
| English Learner Progress   | Progress rate                   | 0.00%         | 50       | 0.00          | 5              |
| Attendance                 | Regular attendance              | 12.00%        | 250      | 1.20          | 10             |
| Graduation                 | 4-year graduation rate          | 82.42%        | 125      | 8.24          | 10             |
|                            | 5-year graduation rate          | 75.02%        | 110      | 6.00          | 8              |
|                            | 6-year graduation rate          | 67.32%        | 97       | 4.71          | 7              |
|                            | Graduation growth               | 19.41*        | —        | 2.68          | 5              |
| College & Career Readiness | Participation rate              | 81.01%        | —        | —             | —              |
|                            | Success rate                    | 84.22%        | —        | —             | —              |
|                            | Readiness points                | —             | —        | 4.16          | 5              |
| 4-Year Graduation Cohorts  | 2023                            | 43.60%        | —        | —             | —              |
|                            | 2024                            | 47.00%        | —        | —             | —              |
|                            | 2025                            | 82.42%        | —        | —             | —              |
|                            | <b>Best 2-of-3-year average</b> | <b>64.71%</b> | —        | —             | —              |

— = not provided or not applicable. Graduation growth unit was not specified.

### Required Progress Monitoring Data and Goals

BOY

MOY

EOY

**Number of students in the 2027 4-year cohort enrolled in the school.**

79

N/A

N/A

Notes:

**Number of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027.**

52

N/A

N/A

Notes:

|                                                                                                                                                                                                                                                                                                 |                                                   |                                       |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------|-----|
| <b><u>Percentage</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027.</b>                                                                                                                                                           | 66%                                               | N/A                                   | N/A |
| Notes:                                                                                                                                                                                                                                                                                          |                                                   |                                       |     |
| <b><u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school, <u>NOT on track</u> to graduate in 2027.</b>                                                                                                                                                              | 27                                                | N/A                                   | N/A |
| Notes:                                                                                                                                                                                                                                                                                          |                                                   |                                       |     |
| <b><u>Percentage</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>NOT on track</u> to graduate in 2027.</b>                                                                                                                                                       | 34%                                               | N/A                                   | N/A |
| Notes:                                                                                                                                                                                                                                                                                          |                                                   |                                       |     |
| <b><u>Number</u> of students <u>NOT enrolled</u> in the school but have SAUs or “Snapshots” that will be calculated in the school’s 2027 4-year cohort data.</b>                                                                                                                                | ?                                                 | N/A                                   | N/A |
| Notes:                                                                                                                                                                                                                                                                                          |                                                   |                                       |     |
| <b>Goal: <u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>MOY</u>. (Not including SAUs)</b>                                                                                                                      | 64                                                |                                       |     |
| <b>Goal: <u>Percentage</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>MOY</u>. (Not including SAUs)</b>                                                                                                                  | 80%                                               |                                       |     |
| <b>Goal: <u>Number</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>EOY</u>. (Not including SAUs)</b>                                                                                                              | 67                                                |                                       |     |
| <b>Goal: <u>Percentage</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>EOY</u>. (Not including SAUs)</b>                                                                                                          | 85%                                               |                                       |     |
| <b>Goal: <u>Number</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 <u>by August 1, 2027</u>. (Not including SAUs)</b>                                                                                                   | 70                                                |                                       |     |
| <b>Goal: <u>Percentage</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 <u>by August 1, 2027</u>. (Not including SAUs)</b>                                                                                               | 89%                                               |                                       |     |
| <b>4-year Cohort Data Collection and Analysis</b>                                                                                                                                                                                                                                               |                                                   |                                       |     |
| <b>Did the school provide sufficient BOY data to accurately identify the number (#) and percentage (%) of enrolled students in the 2027 four-year graduation cohort who are on track to graduate on time?</b>                                                                                   | <b>YES</b><br><input checked="" type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |     |
| Notes:                                                                                                                                                                                                                                                                                          |                                                   |                                       |     |
| <b>Did the school provide sufficient data to demonstrate a clear understanding of the number (#) and percentage (%) of students in the 2027 four-year graduation cohort who are no longer enrolled at the school but have SAUs that will be included in the school’s final graduation rate?</b> | <b>YES</b><br><input checked="" type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |     |
| Notes:                                                                                                                                                                                                                                                                                          |                                                   |                                       |     |
| <b>Did the school establish data-informed, appropriately ambitious MOY and EOY goals for increasing the number (#) and percentage (%) of students in the 2027 four-year graduation cohort who are on track to graduate on time?</b>                                                             | <b>YES</b><br><input checked="" type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |     |
| Notes:                                                                                                                                                                                                                                                                                          |                                                   |                                       |     |

## 2026-27 Critical School Level Systems & Practices

### System/Practice 1

System to track credit accumulation and recovery

### SITM Team Recommendations

Use the Early Warning System to support timely identification of students who may need additional graduation support and to inform ongoing adjustments to individual student plans.

### School's Identified Next Steps

The school will strengthen its graduation tracking system by maintaining a double-verification process to ensure accurate credit and course information. The school is beginning to transition from its current individual student tracking process and semester-updated plans to a more automated Top Minnow Cohort Tracker within the Early Warning System. Staff will continue cross-referencing student information throughout the process while working with Top Minnow to automate credit tracking and strengthen the school's ability to monitor student progress and meet graduation requirements.

### System/Practice 2

Frequent and consistent progress monitoring and data-driven early warning systems.

### SITM Team Recommendations

Build on the school's successful early warning and progress-monitoring pilot by examining how the established practices can be adapted for students earlier in high school.

### School's Identified Next Steps

The school will build on the successful early warning and progress-monitoring pilot developed for students in their third and fourth years of high school by expanding the approach to students in their first and second years. The school will use lessons learned from the pilot to adapt the process for earlier identification and monitoring of student needs, with the goal of providing timely support and strengthening progress toward graduation from the beginning of high school.

### System/Practice 3

Systems for monitoring and improving attendance.

### SITM Team Recommendations

Use the data to identify students who may benefit from additional support, explore barriers contributing to absences, and recognize positive changes in attendance to reinforce student progress. Interview students who attend school consistently to determine why they attend ACE Leadership High School.

### School's Identified Next Steps

The school will strengthen its attendance monitoring process by using attendance data intentionally to identify students who may need additional support and recognize students who demonstrate improvement.

The attendance clerk and attendance team will use a data-informed approach to regularly monitor attendance trends, identify potential barriers to attendance, and coordinate appropriate supports. The school will also maintain a focus on recognizing positive attendance growth as part of its efforts to strengthen student engagement and attendance.

| School Improvement and Transformation Monitoring Visit<br>School Systems and Practices Reflection                               |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School:                                                                                                                         | ACE Leadership High School |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| School Leader:                                                                                                                  | Casey Mason                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| LEA:                                                                                                                            | Albuquerque Public Schools |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Superintendent/PEC Director:                                                                                                    | Gabriella Blakey           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| NM Vistas Designation:                                                                                                          | MRI - Graduation           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| SIT-M Leader:                                                                                                                   | Michelle Starnes           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Date:                                                                                                                           | September 3, 2026          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| System/Practice                                                                                                                 | School Self-Rating         | School Self-Rating Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| A team of staff and stakeholders tasked with making data-driven decisions about the school's graduation program                 | Engaging                   | There is some evidence that the school's team is acting on its responsibility for monitoring and improving graduation rates, though the process is still in the early stages. The team has been created, and there is some evidence of its involvement in decision-making, but the structure and processes are still developing.                                                                                                                                                                                                                    |
| A system to ensure accurate and timely records for enrollment, transfers, drop-outs, and other movement                         | Engaging                   | There is some evidence of systems for maintaining accurate and timely records of student enrollment, transfers, dropouts, and other movements. While progress is being made in tracking these data points, the systems and processes are still being refined. The school is committed to improving the accuracy and timeliness of its records and reporting to ensure better student data management and compliance with state requirements.                                                                                                        |
| Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior) | Engaging                   | There is some evidence that the school is beginning to develop and implement a more thorough enrollment process that articulates school expectations. Most students have an NSP, but quality and follow-through vary. Advisors are identified, yet monitoring is uneven. Some credit checks occur, though gaps may remain. Many students understand parts of their pathway, and families are informed. NSPs sometimes influence decisions, but impact is inconsistent.                                                                              |
| System to track credit accumulation and recovery                                                                                | Impacting                  | There is sufficient evidence that a school has successfully created a system to track credit accumulation and recovery, with each student's progress clearly recorded and regularly reviewed. Quarterly status reports and midterm failing grades reports are consistently used to identify students who may need support and targeted corrective actions are taken to help students recover credits and stay on track for graduation. This system ensures that the school can provide timely and effective interventions to help students succeed. |
| Frequent and consistent progress monitoring and data-driven early warning system                                                | Engaging                   | There is some evidence of a system to track credit accumulation and recovery, with some foundational steps in place but still in the process of fully integrating key data points. While efforts are underway to gather and use data, the system is not yet fully comprehensive, and tracking may not be consistent across all students or aspects of academic progress.                                                                                                                                                                            |
| Systems for monitoring and improving attendance.                                                                                | Engaging                   | There is some evidence of a structured attendance monitoring system. Basic attendance tracking is in place, but interventions are inconsistent or reactive. Limited outreach to families and minimal use of data to drive attendance improvement efforts                                                                                                                                                                                                                                                                                            |
| College and career readiness programs providing a variety of graduation pathways                                                | Transforming               | There is comprehensive evidence of a developed set of College and Career Readiness activities, which offer a variety of pathways for students to successfully transition from high school to higher education or the workforce. With a focus on supporting students in preparing for their future careers and academic pursuits, the school provides targeted resources, events, and activities designed to equip students with the skills, knowledge, and opportunities they need to succeed.                                                      |

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|-------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Flexible course scheduling adapted to student needs                                                                                 | Transforming | There is comprehensive evidence that flexible course scheduling has been thoughtfully implemented to ensure that students' diverse needs and circumstances are addressed. The school has made significant efforts to adapt its academic programs to support students' success, particularly those facing challenges such as work commitments, family obligations, mental health needs, and attendance issues. The flexibility built into the system has contributed to a more inclusive and personalized educational experience for all students.                                                                                                                                                                                                                           |
| Systems and procedures to address the social, emotional, and behavioral needs of students.                                          | Transforming | There is comprehensive evidence of structured systems and procedures to support students' social, emotional, and behavioral needs. Evidence includes clearly articulated policies, multiple-tiered support structures, staff training records, student engagement programs, access to counseling and mental health services, and data-driven program evaluations. Programs are proactive, widely accessible, and regularly assessed for improvement.                                                                                                                                                                                                                                                                                                                        |
| An advisory or mentor program that creates a support system for students success                                                    | Engaging     | There is some evidence the school has made progress in assigning mentors, offering academic coaching, or creating peer mentoring opportunities. The school is working towards creating a system that will allow each student to receive the support they need to thrive. Educators realize that as the program grows, it will become essential to fostering a positive, motivating school climate.                                                                                                                                                                                                                                                                                                                                                                          |
| Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)            | Impacting    | There is sufficient evidence of effective classroom instruction to meet the needs of all students, including ELs and SWDs. The school has laid the groundwork for a more inclusive learning environment through organized classroom environments, strong teacher-student relationships, and academic assessments to guide instruction. While there are still areas to refine, such as further differentiation and ensuring consistent application of accommodations, the school is on a positive trajectory to provide equitable, effective instruction for all students. With ongoing efforts to improve support for language development, accommodations, and cognitive engagement, the school is dedicated to ensuring every student has the tools they need to succeed. |
| Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning                            | Impacting    | There is sufficient evidence of systems for providing consistent and individualized instructional coaching to improve student engagement and learning. These systems ensure that teachers are supported in refining their practices to meet the diverse needs of all students, including English Learners (ELs) and students with disabilities (SWDs). The school leadership has implemented well-organized tracking systems, data analysis practices, and targeted support structures to ensure teachers receive the coaching they need to improve instructional effectiveness.                                                                                                                                                                                            |
| Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction. | Transforming | Comprehensive evidence of effective PLCs or collaboration exists. Meetings are scheduled regularly with detailed agendas and minutes. Teams systematically analyze student data, adjust instruction based on findings, and engage in collaborative planning. Evidence includes data tracking, instructional improvements, peer observations, and PLC-led professional development.                                                                                                                                                                                                                                                                                                                                                                                          |