

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Albuquerque Charter Academy	LEA: Albuquerque Public Schools
School Leader: Erik Bose, Executive Director	Supt/PEC Director: Dr. Gabriella Blakey
SITM Team Leader: Eileen Reed	Date: September 15, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

ABQ Charter Academy (ABQCA) selected the School Redesign and Restructuring (SRR) pathway as the school's improvement efforts were aligned to the ESSA More Rigorous Intervention (MRI) requirement for evidence-based, system-level redesign rather than isolated interventions.

ABQCA's SRR pathway selection is also aligned to the broader work of the New Mexico Re-Engagement Schools Alliance (NMRESA), which recognizes that schools provide statewide re-engagement capacity for students who have not succeeded in traditional educational models. These schools are intentionally designed to support re-engagement, individualized graduation pathways, accelerated credit attainment, and coordinated intervention systems for students experiencing significant educational disruption.

ABQCA has already implemented substantial restructuring across instructional systems, instructional leadership structures, advisement systems, intervention systems, and career-connected learning pathways. These restructuring efforts are intended to improve instructional coherence, strengthen coordination between systems, increase alignment between instructional supports and student need, and improve student progress toward graduation.

Albuquerque Charter Academy's redesign is grounded in a continuous improvement framework organized around three interconnected pillars: Instructional Transformation, Infrastructure and Monitoring, and Engagement and Post-Secondary Relevance. This year, the school is focused on building the foundational systems, structures, and common understanding needed to support sustained improvement over the next several years:

1. Instructional Transformation – The primary focus is strengthening instruction through a common academic framework. With the addition of a new position (Instructional Coach) to lead the work associated with this pillar, the school is examining curriculum and instructional practices through its PLCs, with an emphasis on developing a connected scope and sequence and defining what competency looks like. The school is also establishing consistent expectations for instructional practices within Canvas, including a rubric for identifying high-quality instruction. This year emphasizes foundation-building and collective understanding, with the broader impact expected to emerge over Years 2 and 3.

2. Infrastructure and Monitoring – This pillar focuses on improving coordination, visibility, responsiveness, and consistency in implementation. The school is working to reduce data silos by strengthening PowerSchool, dashboards, subgroup monitoring, ILP integration, real-time progress monitoring, and credit tracking. The longer-term goal is a centralized data warehouse that integrates

information from multiple systems and provides staff, students, and families with a more comprehensive and accessible picture of student progress.

3. Engagement and Post-Secondary Relevance – This pillar focuses on increasing student persistence, attendance, engagement, and connection to post-secondary opportunities. Through the new Life Connected Learning structure, students receive coordinated support from intake through graduation, including assessment, college and career readiness, post-secondary goal setting, dual credit, next-step planning, CTE experiences, internships, and community partnerships. Advisors provide ongoing monitoring, communication, and advocacy to address barriers and connect students with needed supports.

Together, the three pillars create a coordinated redesign strategy: strengthening instruction, building the systems needed to monitor and respond to student needs, and ensuring students remain engaged and connected to meaningful post-secondary pathways. The 2026–27 school year is primarily a foundation-building year, with early products and indicators emerging this year and broader impact anticipated over the next two to three years.

Successes and Celebrations

This year, Albuquerque Charter Academy made significant progress in strengthening instruction, expanding opportunities for scholars, and advancing its schoolwide goals. The school hired an Instructional Coach who strengthened the PLC process by helping teams establish clearer goals and engage in more purposeful collaboration around teaching and learning.

The school successfully completed its SRR application and received approval, establishing a strong foundation for continued redesign efforts. It also expanded curriculum and course offerings in Canvas and ended the year offering three CTE courses, providing scholars with increased opportunities to explore career-focused pathways and internships.

The school also advanced its implementation of artificial intelligence by successfully launching Solara, establishing an AI Curriculum Team, and partnering with NMPED to support this work. Most importantly, Albuquerque Charter Academy celebrated the graduation of 124 scholars, reflecting its continued commitment to helping scholars overcome barriers, earn their diplomas, and progress toward their postsecondary goals.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	24.8	—	—	—
	Total possible points	85	—	—	—
	Total Vistas points	29.1	—	—	—
Academic Achievement	Language Arts	—	43	3.23	15
	Math	—	43	1.22	15
	Science	—	23	1.79	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	0.00%	18	0.00	5
Attendance	Regular attendance	9.46%	317	0.95	10

Graduation	4-year graduation rate	41.32%	167	4.13	10
	5-year graduation rate	52.85%	188	4.23	8
	6-year graduation rate	55.85%	103	3.91	7
	Graduation growth	7.81*	—	1.80	5
College & Career Readiness	Participation rate	60.91%	—	—	—
	Success rate	74.26%	—	—	—
	Readiness points	—	—	3.51	5
4-Year Graduation Cohorts	2023	25.70%	—	—	—
	2024	44.00%	—	—	—
	2025	41.32%	—	—	—
	Best 2-of-3-year average	42.66%	—	—	—

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

Required Progress Monitoring Data and Goals	BOY	MOY	EOY
<u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school.	87	N/A	N/A
Notes: Credit Tracker shows all assessment results upon enrollment as well as on track, off track, for their cohort, and other items such as course enrollment.			
<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.	22	N/A	N/A
Notes:			
<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.	25%	N/A	N/A
Notes: School leadership acknowledged that increasing the graduation rate from 25% at BOY to 60% at EOY is ambitious but believes the goal is realistic given the school's individualized approach to credit attainment and its whole-school response to students who are not on track to graduate.			
<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.	65	N/A	N/A
Notes:			
<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.	75%	N/A	N/A
Notes: As the leadership of ACA analyzes off-track performance, be aware that students will earn credit for graduating with their cohort up to August 1st.			
<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.	?	N/A	N/A
Notes: This data is currently not tracked.			

Goal: Number of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027 at MOY . (Not including SAUs)	42
Goal: Percentage of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027 at MOY . (Not including SAUs)	52%
Goal: Number of students in the 2027 4-year cohort who are enrolled in the school and on track to graduate in 2027 at EOY . (Not including SAUs)	48
Goal: Percentage of students in the 2027 4-year cohort who are enrolled in the school and on track to graduate in 2027 at EOY . (Not including SAUs)	60%
Goal: Number of students in the 2027 4-year cohort who are enrolled in the school and on track to graduate in 2027 by August 1, 2027 . (Not including SAUs)	48
Goal: Percentage of students in the 2027 4-year cohort who are enrolled in the school and on track to graduate in 2027 by August 1, 2027 . (Not including SAUs)	60%

4-year Cohort Data Collection and Analysis

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?	YES ☒	NO ☐
Notes: Albuquerque Charter Academy has a comprehensive data tracking system and can clearly articulate the number of students by their four-year cohort.		
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?	YES ☒	NO ☐
Notes: While the school's tracking system identifies currently enrolled students with SAUs from another school, they are not tracking students who have left the school that will impact their final graduation rate.		
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?	YES ☒	NO ☐
Notes: Yes, as stated in the school's DASH plan.		

2026-27 Critical School Level Systems & Practices

System/Practice 1

A team of staff and stakeholders tasked with making data-driven decisions about the school's graduation program.

Given the number of challenges students served by ABQ Charter Academy face, the school has two teams with a specific focus on building relationship with their students, supporting their academic progress, and responding to students in need:

Life Connected Learning Department - The three-member team provides coordinated support across the student experience. One team member oversees the intake process and course planning. A second focuses on postsecondary readiness, including dual credit, college and career planning, and development of Next

Step Plans. The third develops internship opportunities and external partnerships that provide students with career experiences, mentoring, and additional support.

The Advisement Team – The advisement team is at the center of the school’s student engagement efforts. The team ensures that students are enrolled in appropriate courses, monitors attendance and engagement daily, and provides ongoing advocacy and support. Team members identify barriers to participation and help connect students with the resources they need to remain engaged and on track. All members of the advisement team participate on the attendance team, strengthening coordination and ensuring that student needs are addressed promptly.

SITM Team Recommendations

While school leadership reported that 42.7% of enrolled students are past their four-year graduation cohort and 54% of Cohort 2027 students are 18 or older, the school should analyze Cohort 2027 based on official cohort assignment and credit attainment and de-emphasize age. Turning 18 does not remove a student from the adjusted cohort, and students who do not graduate in four years may contribute to five- and six-year graduation outcomes. Leadership should verify each student’s cohort entry point, assess the degree of credit deficiency among off-track students, and identify which of the off-track students are closest to becoming on track. Then develop targeted intervention plans to accelerate their progress toward graduation.

School’s Identified Next Steps

The school plans to implement end-of-course surveys to determine whether students feel welcomed, supported, and appropriately challenged, as well as anonymous surveys at key points throughout the building to gather feedback from students who may not be reached through classroom-based surveys. Leadership plans to use this feedback to identify barriers, inform supports, and monitor progress toward a positive impact by MOY.

School leadership also plans to strengthen its recently developed partnership with a counseling and therapy group that provides on-site services one day per week, responding to student requests for greater access to counseling support. The partnership is part of the school's effort to provide wraparound services, including telehealth and same-day suicide assessments when needed. Together, these efforts are intended to provide more timely information about student needs and expand access to supports that promote student engagement and success.

System/Practice 2

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

The school’s progress monitoring is frequent and consistent, with a focus on making the process more efficient, streamlined, and actionable. Leadership is working with Top Minnow to develop a customized dashboard and automate data collection, reducing the amount of manual entry required. The Early Warning System (EWS) will incorporate student survey data along with academic and other indicators to provide a more comprehensive view of student needs. The school also expects the recently hired Instructional Coach to monitor the academic data and support teachers in using it to inform instruction and respond to student needs.

SITM Team Recommendations

As you work on system integration, school leadership should establish a consistent process for reviewing and acting on integrated student data, including survey and IXL results, to ensure that identified needs lead to timely instructional and student supports.

School's Identified Next Steps

School leadership plans to continue integrating the Early Warning System, review student survey data to identify trends and needs, and work with Top Minnow to develop and refine the school's data dashboard. The Instructional Coach will support teachers in developing their understanding and use of the interactive IXL data reports as the reports become more consistently incorporated into progress monitoring and instructional planning.

System/Practice 3

Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs).

The school is strengthening its system for providing effective, differentiated instruction for multilingual learners. As referenced in the ELP section of the 90-Day Plan, the school is developing individualized ELD plans that draw on multiple data sources and identify specific classroom supports and instructional strategies. An ELD team, led by Kathy Sanchez and Charmane Trujillo, meets regularly to develop these structures and support teachers in implementing effective ELD practices, including the use of language objectives. Through PLCs, the school is also building teacher capacity to better understand and apply these strategies. A longer-term goal is for teachers to have ready access to each student's ELD plan and the knowledge and skills to consistently implement the identified supports.

SITM Team Recommendations

As school leadership develops the individualize WIDA/ELD plans for students, consider establishing a consistent process for developing, communicating, and monitoring individualized WIDA/ELD plans so that all teachers understand and consistently implement the identified strategies and supports for multilingual learners.

School's Identified Next Steps

School leadership plans to develop an individualized WIDA/ELD plan for each multilingual learner while TESOL-endorsed teachers establish consistent structures and classroom strategies to support students' language development.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Albuquerque Charter Academy	
School Leader:	Erik Bose, Executive Director	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Dr. Gabriella Blakey	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Eileen Reed	
Date:	September 14, 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	Impacting	There is sufficient evidence of the successful implementation of a team focused on improving graduation rates through data-driven decision-making. While processes are well established and operational, some areas may need refinement for optimal consistency and alignment with the school's goals. The team is actively working to monitor and improve the graduation program, using data and communication to inform decisions.
A system to ensure accurate and timely records for enrollment, transfers, drop-outs, and other movement	Transforming	There is comprehensive evidence of systems that maintain accurate and timely records for student enrollment, transfers, dropouts, and other movements. The school has well-established, efficient, and consistently updated systems to track and manage all aspects of student data. These systems are integrated into the school's overall student support framework and ensure full compliance with state requirements while proactively addressing student movement and engagement.
Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior)	Impacting	There is sufficient evidence of a thorough enrollment process that effectively articulates school expectations. Nearly all NSPs are current and aligned to requirements. Clear ownership and leadership review are in place. Credits are verified, gaps trigger action, and most students can explain their graduation path. Families are engaged, opportunities are communicated, and NSPs regularly inform scheduling and support. Fewer surprises occur.
System to track credit accumulation and recovery	Transforming	There is comprehensive evidence of an established, well-organized system for tracking credit accumulation and recovery. Every student's progress is meticulously recorded and regularly reviewed, with specific actions taken based on quarterly reports and midterm failing grades. This proactive and responsive system guarantees that students receive the necessary interventions to recover credits and stay on the path toward graduation, ensuring no student is unaccounted for.

Frequent and consistent progress monitoring and data-driven early warning system	Impacting	There is sufficient evidence of a system to track credit accumulation, credit recovery, and other key student data, ensuring that essential indicators such as attendance, grades, and social-emotional wellness are consistently monitored. While the system is functional and generally effective, there may still be areas for further improvement of integration and continuous refinement to ensure full utilization across the school.
Systems for monitoring and improving attendance.	Impacting	There is sufficient evidence of a structured attendance monitoring system. The school has established attendance monitoring procedures and some intervention strategies. There is evidence of family outreach and student support, but implementation may be inconsistent or lacking comprehensive data analysis.
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.
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.	Impacting	There is sufficient evidence of structured systems to support students' social, emotional, and behavioral needs. Policies and programs exist, with some documentation of implementation and staff training. There is evidence of student access to support services and periodic assessments of effectiveness, though some areas may lack consistency or depth.
An advisory or mentor program that creates a support system for students success	Impacting	There is sufficient evidence of an advisory and mentor program that nurtures student success. By tracking advisor/mentor assignments, offering academic coaching, and facilitating peer mentoring, the school provides a holistic support system that helps students develop their academic skills, emotional resilience, and sense of belonging. The program fosters an environment where students can thrive academically and personally, ensuring they are well-equipped to reach their full potential.

Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)	Engaging	There is some evidence that effective classroom instruction is available for all students, particularly ELs and SWDs. While foundational efforts are in place, such as organized classroom environments, positive teacher-student relationships, and academic assessments, there is still much to be done to ensure that the needs of all students are fully addressed. The school is working to improve its online/blended learning programs, consistently implement IEP accommodations, and increase cognitive engagement among all students, particularly concerning language acquisition for ELs and support for SWDs. This focus on inclusivity and differentiation is still developing, but there is a clear commitment to fostering an academic environment where every student can succeed.
Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning	Engaging	There is some evidence of a system for providing teachers with consistent and individual instructional coaching to improve student engagement and learning. Although the process is still developing, the school is making strides to ensure that coaching and support are provided to help teachers refine their practices and better meet the needs of all students, particularly those in need of additional support, such as English Learners (ELs) and students with disabilities (SWDs).
Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.	Engaging	There is some evidence of effective PLCs or collaboration meetings. Meetings are inconsistent, with minimal documentation of purpose, outcomes, data analysis, or instructional changes and little evidence of data influencing teaching practices.