

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Albuquerque Talent Development Academy	LEA: Albuquerque Public Schools
School Leader: David Bryant	Supt/PEC Director: Gabriella Blakey
SIT-M Team Leader: Denise Woody	Date: September 28, 2026

School NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

ATDA decided to pursue the Restructure and Redesign pathway because existing systems, while showing improvement, have not produced the level of sustained graduation gains needed. The school determined that incremental interventions were insufficient and that a more comprehensive redesign of the systems supporting student success was necessary.

The redesign centers on restructuring instruction, early-warning and credit-monitoring systems, staffing, scheduling, student support, and leadership accountability. ATDA decided to align staff roles and responsibilities more directly to student needs, expand flexible instructional and credit-recovery options, strengthen math and academic supports, and improve the use of student data to identify and respond to students who are off track.

ATDA also decided to maintain its community-school model and focus on student autonomy while changing the structures within that model to better support graduation.

Successes and Celebrations

ATDA has made meaningful progress in strengthening student support and opportunities. A summer graduation program resulted in 22 additional graduates, and the school maintained its projected enrollment. The school hired additional staff, including an online academic coach, Spanish teacher, and art teacher, and clarified responsibilities through a Delegation of Responsibility. The school expanded academic opportunities with two new in-person electives, including financial literacy, expanded math support through SAGA Math and an online math pilot, and a transition from Accellus to Edmentum for credit recovery. Students have responded well to the new credit-recovery system, which now includes winter school during the holiday break and provides additional opportunities to recover credits through increased access to coursework and attendance.

Student engagement and school culture have also been highlights. Expanded orientation for both on-campus and online students was successful and established a positive tone for the school year. Student Council participation now provides instructional and leadership credit, and adding a new AVID teacher has contributed positively to school culture. ATDA also launched before- and after-school programming, including sports, and continues to strengthen its community-school model.

ATDA has expanded partnerships and resources to support students and the school community. The school was awarded a Hispanic Education Mini Grant and received a \$75,000 Wellness Room Grant as well as partial Community Schools grant funding. A partnership with the city supports a mural project that further connects students with the community. The successful acceptance of ATDA's MRI/CSI application marks

another milestone in the school's ongoing redesign and improvement efforts.

NM Vistas Points & 4-Year Graduation Rate

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	35.7	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	39.7	—	—	—
Academic Achievement	Language Arts	—	44	1.88	15
	Math	—	45	1.00	15
	Science	—	40	2.02	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	5.88%	51	0.29	5
Attendance	Regular attendance	78.23%	124	7.82	10
Graduation	4-year graduation rate	64.70%	61	6.47	10
	5-year graduation rate	79.04%	65	6.32	8
	6-year graduation rate	70.12%	39	4.91	7
	Graduation growth	2.35*	—	1.39	5
College & Career Readiness	Participation rate	68.84%	—	—	—
	Success rate	73.23%	—	—	—
	Readiness points	—	—	3.60	5
4-Year Graduation Cohorts	2023	60.00%	—	—	—
	2024	67.40%	—	—	—
	2025	64.70%	—	—	—
	Best 2-of-3-year average	66.05%	—	—	—

— = 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.	37	N/A	N/A
Notes: Graduation Inspiration is a new fall and spring event designed to build a strong support system around each student's path to graduation. Students invite a trusted "champion," a family member, friend, or other significant adult, to attend the meeting and commit to supporting and holding the student accountable for attending school, earning credits, and graduating.			
<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.	8	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.	20.6	N/A	N/A

Notes:			
<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.	29	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.	78.37	N/A	N/A
Notes:			
<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.	38	N/A	N/A
Notes:			
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)	15		
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)	40.5		
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)	30		
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)	81		
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)	35		
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)	94.5		
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:			
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:			
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:			
2026-27 Critical School Level Systems & Practices			
System/Practice 1			
Frequent, consistent progress monitoring and a data-driven early warning system.			

SIT-M Team Recommendations

The SIT-M Team recommends strengthening the use of diagnostic, NWEA, state assessment, attendance, credit, and cohort data to identify student needs and guide interventions. The team suggests engaging all stakeholders in shared graduation goals and developing a Wellness Team to support student connectedness, attendance, and engagement.

School's Identified Next Steps

The school's next steps include creating a Wellness Team and student-informed wellness room, using Panorama and weekly progress data to monitor student needs, strengthening advisory activities and attendance support, increasing social work support, implementing quarterly parent-teacher conferences and a revised PEP process.

System/Practice 2

An advisory or mentor program that creates a support system for student success

SIT-M Team Recommendations

The SIT-M Team recommends strengthening the advisory/mentor program as a consistent support system for student success through intentional Tier 1 differentiation, mentoring, tutoring, and graduation planning. The team suggests building on the support that identified designated champions provide and using student progress data to monitor the impact of these supports.

School's Identified Next Steps

The school's next steps include implementing a one-student, one-plan PEP process, establishing student-champion partnerships through Graduation Inspiration, providing life-skills instruction and tutoring during advisory and office hours, and conducting monthly progress reviews and quarterly credit checks to adjust supports and communicate with families.

System/Practice 3

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

SIT-M Team Recommendations

The SIT-M Team recommends strengthening effective Tier 1 instruction through intentional differentiation, academic rigor, and targeted support for ELs and SWDs. The team suggests using NWEA, state assessment, classroom, and subgroup data to identify skill gaps and guide instructional adjustments, while strengthening general and special education collaboration, language supports, and teacher coaching.

School's Identified Next Steps

The school's next steps include implementing AVID questioning strategies and identified CWT look-fors, reviewing EL lesson plans and providing follow-up feedback, and using PLC/data meetings and leadership coaching to monitor EL and SWD progress. The school will continue push-in/pull-out support, document differentiation and interventions, provide bilingual professional learning, offer relevant coursework, and provide academic and credit-recovery support, while using Panorama and student data to adjust interventions.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Albuquerque Talent Development Development Academy	
School Leader:	David Bryant	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Gabriella Blakey	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Denise Woody	
Date:	September 28, 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	Impacting	There is sufficient evidence of systems to accurately maintain and track student records for enrollment, transfers, dropouts, and other movements. The school has established functional and regularly updated systems, ensuring student data is accurately recorded and reported. While there may still be occasional opportunities for further improvement or refinement, the systems in place are mainly effective and meet the essential 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	Engaging	There is some evidence of a tracking system. While the school has taken initial steps toward creating a system to track credit accumulation and recovery, it is still developing and refining it. The basic structures for tracking progress, providing status reports, and responding to midterm failing grades are in place, but consistency and full implementation are ongoing goals. The school is working to improve its ability to monitor student progress more effectively and provide the necessary interventions for students at risk of falling behind.
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	Engaging	There is some evidence that efforts are laying the foundation for future programs that will provide students with the tools, resources, and support they need to succeed in their post-secondary pursuits and beyond. Although still in the process of establishment, necessary steps have been taken toward planning and building a robust system that prepares students for post-secondary education and the workforce.
Flexible course scheduling adapted to student needs	Impacting	There is sufficient evidence of the successful implementation of flexible course scheduling better to meet the diverse needs of its student population. Despite their unique challenges and commitments, the school has made significant strides in providing students with the support and flexibility they need to stay on track for graduation.
Systems and procedures to address the social, emotional, and behavioral needs of students.	Engaging	There is some evidence of structured systems to support students' social, emotional, and behavioral needs, but documentation is limited or incomplete. Support systems exist but may be inconsistently applied or lack sufficient resources. Staff training and student engagement initiatives are sporadic, and evaluation efforts are minimal. Gaps exist in accessibility and effectiveness.
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)	Learning	There is little or no evidence of effective classroom instruction that meets the needs of all students, particularly ELs and SWDs. While the physical environment and teacher-student relationships are generally positive, there is a lack of consistent differentiation in instruction, accommodations, and progress monitoring for these students. The school has not yet fully implemented systems to ensure that all students receive the appropriate academic support, particularly in language acquisition for ELs and disability accommodations for SWDs. There is a significant need for more robust, targeted strategies to ensure that the diverse needs of all students are met in the classroom, allowing them to participate and succeed fully.
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.	Impacting	There is sufficient evidence of effective PLCs or collaboration. Meetings are scheduled regularly to discuss student progress and instructional strategies, though implementation may be inconsistent across grade levels or subjects. Some evidence of data-driven decision-making and instructional adjustments exists.