

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Archer Academy	LEA: Albuquerque Public Schools
School Leader: Anna Phillips	Supt/PEC Director: Dr. Gabriella Blakey
SITM Team Leader: Eileen Reed	Date: September 14, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Archer Academy chose the Significant Restructure and Redesign (SRR) pathway to address deep-seated issues that keep students from graduating on time. While graduation rates have surged, jumping from 21.4% in 2023 to over 60% for the 2025 cohort, the school still struggles with inconsistent course rigor, gaps in student intervention, and uneven support for all students, most of whom are members of underserved groups. Rather than relying on quick fixes, Archer Academy selected the SRR model to meet ESSA MRI requirements and build a solid, long-term foundation for student success.

To make this transformation happen, the school is revamping its day-to-day operations and academic systems. Key moves include improving the following practices:

- **12/6 Accelerated Learning Framework** – Leadership shared that this model has been the most effective of the school’s strategies. The framework includes 12 weeks of core instruction followed by six weeks of electives, with time built in for students to engage in credit recovery. Teachers have been engaged in identifying students through the Early Warning System (EWS) and determining which students need credit recovery.
- **Formalizing the Archer Success advisory model and building an Early Warning System within it** – The goal is to distribute responsibility among teachers as well as the administrative team. The school has also developed a customized course that all students can take simultaneously, helping build a stronger sense of community. Students complete their work online four days a week.
- **Using a real-time common tracking tool** – The school is implementing a shared tracking tool so students always know where they stand in terms of credits earned and remaining.
- **Using clear data-review cycles** – The school is establishing consistent data-review cycles aligned with NM DASH 30-, 60-, and 90-day plans.

Successes and Celebrations

- **New Student Onboarding:** Implemented a half-day orientation program led by an Archer Success teacher to support a strong transition and successful start for new students.
- **NWEA MAP Rollout:** Successfully implemented NWEA MAP testing, with most students completing the assessment.
- **Community Outreach:** Expanded community engagement and strengthened relationships with community partners and stakeholders.
- **Graduation Re-engagement Internship Program (GRIP) Success:** Eleven students earned a total of 21 credits through the GRIP program. The program supports students in the 2027 cohort who fell behind in their coursework and is being expanded to all students.
- **Shared Accountability:** Strengthened staff ownership and shared accountability through Archer Success and the Early Warning System (EWS), with the advisory teacher serving as the starting

point for monitoring and intervention.

- **Synergy Rollout:** Successfully launched Synergy as the school's new student information system (SIS), transitioning from Jupiter. A major benefit of the new system is access to real-time student tracking. Significant work is underway to transfer and organize data needed to create a graduation profile and monitoring tool. This tool will empower students to better understand their progress toward meeting graduation requirements. In addition, Special Education (SPED) is now integrated into the SIS for the first time, making it more efficient to develop and monitor students' IEPs. The system also provides parents and students with greater access to student progress information.
- **Graduation Milestone:** Celebrated the largest graduating class in school history.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	26.7	—	—	—
	Total possible points	75	—	—	—
	Total Vistas points	35.5	—	—	—
Academic Achievement	Language Arts	—	65	4.27	15
	Math	—	63	1.67	15
	Science	—	11	2.73	10
Academic Growth	Language Arts growth	—	—	1.80	5
	Math growth	—	—	3.15	5
English Learner Progress	Progress rate	0.00%	18	0.00	5
Attendance	Regular attendance	6.96%	115	0.70	10
Graduation	4-year graduation rate	60.45%	71	6.05	10
	5-year graduation rate	63.98%	58	5.12	8
	6-year graduation rate	46.03%	62	3.22	7
	Graduation growth	19.52*	—	2.69	5
College & Career Readiness	Participation rate	62.72%	—	—	—
	Success rate	57.28%	—	—	—
	Readiness points	—	—	2.95	5
4-Year Graduation Cohorts	2023	21.40%	—	—	—
	2024	51.00%	—	—	—
	2025	60.45%	—	—	—
	Best 2-of-3-year average	55.73%	—	—	—

— = not provided or not applicable. Graduation growth unit was not specified. All values are shown as supplied.

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.	34	N/A	N/A
Notes: The master schedule has been intentionally designed to provide students with the specific credits they need to graduate. Student needs drive the master schedule. Course and credit requirements are reflected in each student's graduate profile and graduation plan. Courses are being built based on the number of students who need specific credits, ensuring scheduling decisions align directly with students' graduation requirements. For online students, the school is also reserving the option to require students to come on campus for additional support and coursework when needed. Each content-area teacher is responsible for monitoring online students' progress and success and communicating with parents when concerns arise. This distributed approach provides greater accountability across all content areas rather than relying solely on the online learning specialist position.			
<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.	17	N/A	N/A
Notes: Archer Success is the main strategy in the teacher's Advisory class to monitor students and conference immediately when students begin to slip, rather than waiting for parent-student conferences. Leadership also actively monitors this data.			
<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.	50%	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.	17	N/A	N/A
Notes: The school is leveraging the 12/6-week schedule to enroll students in credit recovery courses. Students are enrolled in credit recovery courses on a six-week basis.			
<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.	50%	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.	35	N/A	N/A
Notes: The number of cohort 2027 members not enrolled is an ESTIMATE based on data found in our SIS.			
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)			22
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)			70%
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)			23
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)			74%

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)	24
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)	77%

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 ☐
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Notes:

The school is improving its system for identifying and tracking students by cohort. The new SIS is being used to track and support students by 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 ☐
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Notes:

The school is actively working to better understand SAUs in its four-year cohort data. The leadership team is backward-mapping each student in the 2027 cohort to determine prior enrollment information and how many snapshots each student has earned. The school leader also plans to reach out to the district and state to better understand best practices for tracking SAUs.

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 ☐
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Notes:

MOY and EOY goals represent the steady progress that Archer Academy has made in improving its four-year cohort graduation rate.

2026-27 Critical School Level Systems & Practices

System/Practice 1

Effective classroom instruction that meets the needs of all students, particularly students with disabilities.

School leadership shared that, historically, the school has not analyzed student performance by subgroup. Moving forward, the team intends to use NWEA data to better understand the specific needs of these student groups and identify areas for targeted support. The team also shared that the upcoming PLC meeting will focus on building staff capacity to understand and effectively use the various NWEA data reports to inform instruction and student support.

SITM Team Recommendations

Establish a consistent data cycle for analyzing NWEA results by student subgroup and using the findings to drive instructional and intervention decisions. During PLCs, staff should identify specific achievement gaps among subgroups, determine the instructional needs contributing to those gaps, and develop targeted strategies and progress-monitoring measures. The team should then revisit the data regularly to determine whether the strategies are improving outcomes and adjust supports accordingly. This process will ensure that subgroup data moves beyond identification of gaps to become an actionable tool for improving outcomes for historically underserved students.

School's Identified Next Steps

The school will engage teachers in analyzing student data, with a particular focus on developing their understanding and effective use of NWEA reports. The school will also strengthen the practice of examining data beyond whole-school performance by intentionally analyzing results by student subgroup to identify achievement gaps and determine targeted areas for support.

System/Practice 2

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

The school has established a system for consistent and frequent progress monitoring through its data-driven Early Warning System (EWS). The next phase is to strengthen consistency and staff buy-in so that all teachers regularly engage with the system, monitor key student indicators, and take the expected actions when concerns are identified. Continued emphasis on clear expectations, shared accountability, and follow-through will help ensure that the system becomes an integral part of teachers' regular practice and that emerging student needs are addressed early and consistently.

SITM Team Recommendations

Case Study Approach: Consider implementing a case study approach to strengthen shared accountability for individual student outcomes. The school could select specific students identified through the Early Warning System or other data sources and use PLC meetings to examine their needs, identify the adults responsible for specific actions, and monitor the impact of those actions over time. Revisiting the same students during subsequent PLCs would provide an opportunity to assess progress, adjust interventions, and strengthen collective ownership for student success.

Data-Driven Questions: Develop and consistently use a set of guiding data questions to structure PLC analysis and promote deeper, more focused conversations about student performance. These questions should help teachers move beyond simply reviewing data to identifying trends, understanding student needs, and connecting findings to specific instructional or intervention actions. Tom, the school's Navigator, and the administrative team will work with Marc, the school counselor, to develop and refine these questions and support their implementation during PLCs.

School's Identified Next Steps

The school will continue developing a deeper understanding of the cohort by gathering and using reliable, actionable, and relevant student information to inform decision-making. The counselor will work directly with teachers and students in classrooms to better understand student needs and use this information to inform scheduling decisions for the next semester.

The school will strengthen communication with parents by helping them understand both student and parent views of student progress, previewing plans for the next semester, and giving families a clear understanding of each student's progress toward graduation.

The school will also work with teachers to clarify their roles and responsibilities in supporting students as they transition out of MRI and toward successful completion of their graduation requirements.

System/Practice 3

System to track credit accumulation and recovery.

Accurate, available student credit information is strengthening the school's system for tracking credit

accumulation and recovery and enabling practices that respond directly to the data. This improved system will inform Archer Success by providing a clearer picture of each student's progress toward graduation, as well as the cohort's overall needs. The information will support more targeted advising by helping staff identify the specific graduation requirements each student needs to complete and guide students toward timely credit accumulation and successful graduation. The system is more transparent and easier for teachers, students, and families to view.

SITM Team Recommendations

As you strengthen this system, consider adding owners and completion timelines to support fidelity of implementation.

School's Identified Next Steps

The school will strengthen the connection between student attendance rates and Archer Success plans for credit accrual by using attendance data to identify students who may need additional support to stay on track for graduation. Once the school addresses beginning-of-year priorities, it will broaden its analysis to examine the strengths and challenges of the 2027 cohort and use this information to inform targeted supports and planning. The school will also strengthen the enrollment process to ensure that all necessary information for new students is collected, transferred, and available in a timely manner. During high-volume enrollment periods, the school will consider providing additional temporary staffing support to ensure that enrollment data is processed efficiently and does not delay the school's ability to identify and respond to student needs.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Archer Academy	
School Leader:	Anna Phillips	
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	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	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)	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	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.	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	Impacting	There is sufficient evidence of a diverse college and career readiness program aimed at providing students with a wide range of graduation pathways. The school has taken significant steps to support students' academic success and future career aspirations by implementing targeted programs and resources designed to prepare them for college, vocational training, and entry into the workforce. By offering a range of resources and opportunities, the school ensures that all students are well-equipped to pursue their post-secondary goals, whether continuing their education or entering 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.	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)	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.