

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Freedom High School	LEA: Albuquerque Public Schools
School Leader: Wynell Lebsack	Supt/PEC Director: Gabriella Blakey
SITM Team Leader: Denise Woody	Date: September 18, 2026
NM Vistas Designation: MRI - Graduation	
Restructure/Redesign or Restart 2026-27	
Freedom High School chose to Restructure and Redesign rather than Restart or Close, based on strong staff ownership, pride, and commitment to students. The school expanded its collaboratively developed 90-Day Plan into the SRR plan to address barriers to graduation, including attendance, engagement and belonging, inconsistent progress monitoring, and limited authentic and career-connected learning. Key redesign actions include strengthening Early Warning System (EWS) and graduation progress monitoring, implementing a simplified competency-based point system, expanding internships and career pathways, and increasing the use of authentic assessment and project-based learning. The school is also implementing Champion mentoring, ACE classes, Connection Circles, restorative practices, inclusive Special Education supports, and revised scheduling and PLC structures. Connection Circles are currently occurring in ACE classes, with the expectation that the practice will become more consistent across all classrooms. Ongoing coaching, professional development, and regular data reviews support implementation and allow staff to identify student needs and adjust supports.	
Successes and Celebrations	
Freedom High School celebrated its 2026 graduates, including student reflections highlighting the impact of relationships and support provided by the school in helping students reach graduation. Freedom's MRI Significant Redesign and Restructure Plan was accepted by the APS School Board and NMPED, establishing a foundation for continued systemic improvement focused on student outcomes and graduation rates. The school continues to strengthen its Champion System, with teachers completing 37 student check-ins to support relationships, student engagement, and progress monitoring. Freedom was also recognized by Albuquerque Public Schools for notable gains in College, Career, and Life Readiness. Career-connected learning continues to expand through the school's internship program. Now in its second year, the program has 17 internship positions available, with additional opportunities being developed. Community partner capacity has increased, including Early Childhood internships expanding from 3 to 7 positions and Diesel Mechanic internships increasing from 2 to 4 positions. Additional staff involvement is supporting the sustainability of the program. Freedom expanded elective opportunities in response to student interest, adding Weight Lifting, 3D	

Printing, Animation, and Forensics. The school also celebrated the completion of a student-created mural led by student Art Interns, providing an authentic learning experience connected to student interests and talents.

Enrollment increased for the 2026–2027 school year, and the school conducted more than 20 student orientations through its improved onboarding process. Freedom also continues to expand community partnerships that provide resources and support addressing barriers to student engagement and success.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	17	—	—	—
	Total possible points	75	—	—	—
	Total Vistas points	22.6	—	—	—
Academic Achievement	Language Arts	—	27	2.78	15
	Math	—	27	0.83	15
	Science	—	10	1.46	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	11.11%	9	0.56	5
Attendance	Regular attendance	10.71%	84	1.07	10
Graduation	4-year graduation rate	29.36%	79	2.94	10
	5-year graduation rate	29.68%	55	2.37	8
	6-year graduation rate	27.08%	55	1.90	7
	Graduation growth	10.28*	—	1.99	5
College & Career Readiness	Participation rate	51.01%	—	—	—
	Success rate	66.54%	—	—	—
	Readiness points	—	—	3.09	5
4-Year Graduation Cohorts	2023	8.80%	—	—	—
	2024	21.50%	—	—	—
	2025	29.36%	—	—	—
	Best 2-of-3-year average	25.43%	—	—	—

— = 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.	32	N/A	N/A
Notes: Freedom in-person: 32 students Grad Alliance online: 15 students Together: 47 students			
<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.	10	N/A	N/A
Notes: Freedom in-person: 10 students Grad Alliance online: 3 students Together: 13 students			
<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.	31%	N/A	N/A
Notes: Freedom in-person: 31% Grad Alliance online: 20% Together: 28%			
<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.	22	N/A	N/A
Notes: Freedom in-person: 22 students Grad Alliance online: 12 students Together: 34 students			
<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.	69%	N/A	N/A
Notes: Freedom in-person: 69% Grad Alliance online: 80% Together: 72%			
<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.	24	N/A	N/A
Notes: Freedom in-person: 24 students (an FHS student moved to GA) Grad Alliance online: 11 students Together: 34 students			
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)			13
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%
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)			15

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)	47%
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)	16
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)	50%

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: Credits Tracking sheet		
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: SAU's 2027 cohort chart		
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

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

SITM Team Recommendations

The SIT-M Team recommends refining the Early Warning System (EWS) to create a consistent process for using student data to identify needs, monitor progress, and inform instruction and interventions, particularly for ELs and SWDs. The team suggests consistently documenting Champion check-ins and using Champion data, ACCESS scores, and other student data to guide instructional decisions and adjustments. The team also suggests aligning the ACE system, points tracker, referral process, Champion data, and EWS to create a cohesive system for monitoring student progress and ensuring instructional plans are responsive to student needs.

School's Identified Next Steps

The school will strengthen effective classroom instruction through peer observations, PLC support, and coaching cycles focused on authentic assessment, competency-based learning, and strategies that meet the needs of all students, particularly ELs and SWDs. Professional learning and peer observations with Big Picture Learning will support teachers in refining instructional practices and differentiating instruction based on student needs. Teachers will monitor individual student progress and use student data to determine the effectiveness of instructional strategies and make adjustments to support student learning. The school will use student outcome data to assess the impact of key instructional and student-support strategies and inform ongoing instructional project planning.

System/Practice 2

Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning

SITM Team Recommendations

The SIT-M Team recommends continuing to strengthen Observation and Feedback Coaching Cycles (OFCCs) through consistent walkthroughs and observations focused on teaching, student engagement, and learning. The team suggests using targeted forms to collect data specific to Students with Disabilities (SWD) and English Learners (ELs) and using CWT data to identify instructional needs and inform classroom practice. The team also recommends incorporating peer observations and professional learning opportunities to support reflective practice and the sharing of effective instructional strategies.

School's Identified Next Steps

The school's next steps include continuing walkthroughs and observations using targeted forms to collect data on instruction, engagement, and learning, with specific attention to SWD and ELs. The school will use CWT and walkthrough data to identify areas of instructional need and inform professional learning and classroom practice. The school will also develop peer observation opportunities, including use of the Big Picture Learning Peer Observation Development Tool, to support teacher reflection and instructional improvement.

System/Practice 3

Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.

SITM Team Recommendations

The SIT-M Team recommends strengthening PLCs as a collaborative structure for monitoring student progress, examining authentic assessment data, and improving instruction. The team suggests PLC coaching and push-ins focused on authentic assessment, competency-based learning, and a culture of care, as well as opportunities for cross-curricular collaboration to examine graduation progress, student interests, and instructional connections. These collaborative structures can support teachers in using student data and interests to design relevant, engaging learning experiences.

School's Identified Next Steps

The school's next steps include continuing PLC push-ins and coaching cycles focused on authentic assessment and competency-based learning. Cross-curricular PLCs will bring teachers from multiple departments together to review student points, graduation progress, and student interest and affinity data. Teachers will use this information to begin developing cross-curricular project-based learning opportunities that connect student interests with meaningful instructional outcomes.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Freedom High School	
School Leader:	Wynell Lebsack	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Gabiella Blakey	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Denise Woody	
Date:	September 18, 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)	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	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.	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	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	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)	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.