

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Gordon Bernell Charter	LEA: Albuquerque Public Schools
School Leader: Beth Dorado	Supt/PEC Director: Gabriella Blakey
SITM Team Leader: Denise Woody	Date: September 28, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Gordon Bernell Charter School selected the Restructure and Redesign pathway to preserve its strong re-engagement mission and specialized student-centered model while addressing organizational structures that have limited student credit attainment, persistence, and graduation. The redesign process began in the spring and included staff focus groups, brainstorming, and a think tank to identify opportunities to improve how the school serves students. Themes from this process included redistributing staff and resources, strengthening communication and collaboration across campuses, establishing greater structure and accountability, and increasing intentional academic and intervention support.

A major redesign integrated the Main Detention Center (MDC) and Gordon Bernell campuses through blended staffing, shared leadership, and coordinated instructional and support systems. Staff resources were redistributed to reduce pod-walking, which had spread staff too thin and limited their ability to provide focused academic support. The new approach focuses services on students who commit to attending school while expanding capacity at the brick-and-mortar campus. The student schedule has also shifted from a flexible drop-in model to a more structured instructional bell schedule, with students rotating through designated classrooms and intentional time provided for special education services and interventions. This structure matters because approximately 29% of students currently receive special education services.

The redesign also prioritizes stronger monitoring of student outcomes. High-leverage areas include tracking APR (Academic Progress Rate) and MLSS interventions, monitoring student progress toward graduation, strengthening ILP completion and quality, and reviewing student conference documentation in Synergy. These systems, combined with increased instructional support, structured scheduling, coordinated leadership, and integrated campus operations, are designed to maintain the school's successful re-engagement model while creating greater consistency, accountability, and coordination across the school.

Successes and Celebrations

Gordon Bernell Charter School has made progress in strengthening systems to support student success. The school has enhanced instructional systems through curriculum and instructional-material alignment, increased coaching and feedback, and external facilitation to support effective professional learning communities. EdConnective provides weekly support for PLCs, professional development, and instructional coaching, with facilitation gradually transitioning to internal staff. PLCs are organized around areas such as mathematics and science, with coaching increasingly structured at the PLC level to build staff capacity for sustained collaboration and improvement.

Leadership structures have been broadened to increase shared responsibility and accountability. The leadership team has expanded from three to eight members, adding key roles in campus coordination,

special education, community school services, adult education, and instructional coaching. The restructure includes weekly leadership meetings and clarified roles and responsibilities across departments and staff. A new graduation handbook provides common expectations and guidance to align staff efforts around graduation. MLSS collaboration groups, facilitated by the principal, further support the coordinated identification of student needs and interventions.

The school began calculating APR (Academic Progress Rate) last spring, with APR increasing by 13 percentage points from EOY 2026 to August 2026.

A new staff accountability model includes increased teacher observations and walkthroughs, instructional coaching, and data audits. The school also contracted with TopMinnow to strengthen data systems and increased outreach to students who are not meeting APR requirements. In addition, the school is redesigning its MLSS process and developing a common template to promote consistency across MLSS meetings.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	15.4	—	—	—
	Total possible points	85	—	—	—
	Total Vistas points	18.1	—	—	—
Academic Achievement	Language Arts	—	26	1.15	15
	Math	—	26	0.29	15
	Science	—	20	1.67	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	0.00%	14	0.00	5
Attendance	Regular attendance	13.24%	136	1.32	10
Graduation	4-year graduation rate	22.77%	106	2.28	10
	5-year graduation rate	27.33%	83	2.19	8
	6-year graduation rate	29.90%	91	2.09	7
	Graduation growth	0.18*	—	1.22	5
College & Career Readiness	Participation rate	43.61%	—	—	—
	Success rate	72.57%	—	—	—
	Readiness points	—	—	3.19	5
4-Year Graduation Cohorts	2023	22.40%	—	—	—
	2024	24.50%	—	—	—
	2025	22.77%	—	—	—
	Best 2-of-3-year average	23.64%	—	—	—

— = 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.	24	N/A	N/A
Notes:			
<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.	12	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.	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.	12	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.	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.	?	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> . <i>(Not including SAUs)</i> Enrollment increases as the school year evolves - more students enroll mid year therefore, they are projecting an additional 6 students based on trends			18
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> . <i>(Not including SAUs)</i>			50%
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> . <i>(Not including SAUs)</i> Projecting 12 new students			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 at <u>EOY</u> . <i>(Not including SAUs)</i>			50%
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> . <i>(Not including SAUs)</i>			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> . <i>(Not including SAUs)</i>			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:			

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 and consistent progress monitoring and data-driven early warning system.		
SITM Team Recommendations The SIT-M Team recommends consistent weekly monitoring of APR, credit attainment, attendance, and MLSS intervention data to identify at-risk students and provide timely support. The team suggests using the TopMinnow progress dashboard and existing MLSS process to monitor interventions and student progress. The team also recommends building on the school's existing family communication practices by recognizing student progress and successes in addition to communicating when students are behind.		
School's Identified Next Steps The school's next steps include monitoring APR for an additional month to assess the effectiveness of current interventions and then examining attendance data for connections to student credit progress. The school will implement a Credit Bootcamp pilot for Job Corps students, with students setting weekly credit goals and working with assigned math and elective teachers to support credit attainment. The school will continue working with TopMinnow to develop a real-time progress dashboard and embed credit and intervention monitoring into the existing MLSS process.		
System/Practice 2 An advisory or mentor program that creates a support system for students' success.		
SITM Team Recommendations The SIT-M Team recommends strengthening the advisory system as a consistent student support structure by clearly defining advisor responsibilities for monitoring credit attainment, reviewing ILPs, conducting student conferences, and connecting students to interventions. Consistent documentation and progress monitoring can help ensure that each student has an identified adult supporting their progress toward graduation.		
School's Identified Next Steps The school's next steps include strengthening advisory as a consistent support system for student success. Advisors and administrators will conduct weekly progress checks, monitor APR and credit attainment, review ILPs, and conduct student conferences. Progress, interventions, and conference notes will be documented in Synergy and connected to the MLSS process to ensure students receive timely support and ongoing progress monitoring. Monthly advisory communications will provide families with updates on student progress.		

System/Practice 3

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 strengthening classroom instruction through increased teacher-directed instruction, active monitoring, and purposeful small-group instruction that addresses the varied needs of all students, particularly ELs and SWDs. The team suggests maintaining a balance between direct instruction, guided practice, and opportunities for students to actively engage in learning. Consistent use of these practices can increase student engagement and provide more intentional support for students who require additional instruction or intervention.

School's Identified Next Steps

The school's next steps include continuing the shift from an individual tutoring-focused model toward more intentional teacher-directed instruction, active monitoring, and small-group instruction. Teachers will increase direct instruction and provide structured opportunities for student engagement, using small groups to address specific learning needs. Instructional practices will address the needs of ELs and SWDs and align with the school's DASH framework and professional development.

System/Practice 4

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

SITM Team Recommendations

The SIT-M Team recommends maintaining consistent Observation and Feedback Coaching Cycles (OFCCs) that provide timely, actionable feedback focused on teaching practices and student engagement. The team suggests developing a shared definition of active monitoring and student engagement that clearly describes what these practices look, sound, and feel like in the classroom. The team also recommends using observation data to identify teacher growth areas and establish tiered levels of support. A consistent cycle of observation, feedback, support, and follow-up can strengthen reciprocal accountability among teachers, leaders, and students.

School's Identified Next Steps

The school's next steps include implementing weekly OFCCs using the Gordon Bernell DASH-aligned observation tool to identify instructional strengths and growth areas. Feedback will focus on active monitoring, direct instruction, supported work time, and student engagement. The school will establish tiered levels of teacher support based on observation findings and define clear expectations for active monitoring and engagement to support consistent instructional practices.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Gordon Bernell	
School Leader:	Beth Dorado	
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	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	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	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.	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	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	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.	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.
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