

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Health Leadership High School	LEA: Albuquerque Public Schools
School Leader: Leticia Archuleta	Supt/PEC Director: Dr. Gabriella Blakey
SITM Team Leader: Michelle Starnes	Date: September 24, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Health Leadership High School (HLHS) has intentionally selected Restructure and Redesign to build on the strengths of its existing model while addressing the systems and structures needed to improve outcomes across all student cohorts. The school recognizes that its project-based, career-connected approach, including authentic learning experiences, industry certifications, dual credit, internships, and healthcare pathway development, has created meaningful opportunities for students and reflects a strong foundation for continued improvement.

The redesign is focused on aligning the school's vision, mission, adult practices, and student support systems to better serve students throughout their entire high school experience. While HLHS has historically focused significant attention on re-engaging and supporting 12th-grade students, the school is now working to strengthen structures for grades 9–11 so students who begin to fall off track are identified earlier and supported before credit loss or disengagement becomes harder to address. This includes examining what adults do, how systems work together, and how resources can be intentionally aligned to support retention and graduation.

As a re-engagement-centered school, HLHS recognizes that students often arrive with academic, attendance, and life circumstances that require a coordinated response. The redesign therefore extends beyond individual interventions to strengthen the systems that support academic progress, social-emotional wellness, career readiness, and postsecondary planning. The school's goal is to maintain and build upon effective practices while developing a sustainable structure that gives students the time, relationships, and support needed to persist through graduation. In this context, HLHS views time as an important lever for student success, creating the conditions for students to remain engaged, recover credits, and progress toward graduation rather than being defined by where they are at a particular point in time.

Successes and Celebrations

Health Leadership High School is celebrating continued growth in career pathways, student engagement, and systems that support student success. The school launched its on-site CNA program and EMT program and is working toward CNA certification and clinical partnerships. Eight students are participating in the Plumbers and Pipefitters pathway, expanding career opportunities beyond health sciences.

Students are also gaining authentic career experiences through partnerships including the Cancer Cure Program and Faces for the Future, with internships connected to UNM Health Sciences. The school continues to strengthen graduation supports through its Credit Recovery Capstone, earlier identification of students in grades 9–11, and strengthened credit tracking and advisory systems.

The school is investing in instructional practice through professional learning with Blue Dot Education and Big Picture Learning, with a continued focus on Project-Based Learning and student project tuning. Student engagement remains a celebration, with the school gathering student voice to understand students' experiences and identify opportunities for continued growth.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	25.3	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	28.2	—	—	—
Academic Achievement	Language Arts	—	56	2.28	15
	Math	—	56	0.54	15
	Science	—	42	1.61	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	0.00%	59	0.00	5
Attendance	Regular attendance	38.03%	234	3.80	10
Graduation	4-year graduation rate	51.32%	68	5.13	10
	5-year graduation rate	52.08%	63	4.17	8
	6-year graduation rate	45.04%	99	3.15	7
	Graduation growth	7.56*	—	1.78	5
College & Career Readiness	Participation rate	76.11%	—	—	—
	Success rate	50.00%	—	—	—
	Readiness points	—	—	2.89	5
4-Year Graduation Cohorts	2023	36.20%	—	—	—
	2024	46.00%	—	—	—
	2025	51.32%	—	—	—
	Best 2-of-3-year average	48.66%	—	—	—

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

Required Progress Monitoring Data and Goals

BOY MOY EOY

Number of students in the 2027 4-year cohort enrolled in the school.

43

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.	24	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.	56%	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.	19	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.	44%	N/A	N/A
Notes: 15 students will be participating in the Graduation Reengagement Internship Program (GRIP)			
<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.	7	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)	31		
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)	72%		
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)	37		
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)	86%		
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)	41		
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)	95%		
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

System to track credit accumulation and recovery.

SITM Team Recommendations

Health Leadership may want to establish a consistent schoolwide process for reviewing the credit tracker during Team Time, including clear expectations for staff to identify students behind on credits, document follow-up, and coordinate timely re-engagement and recovery supports.

School's Identified Next Steps

The school's next steps include strengthening consistency in using the credit tracking system and building staff capacity to use the tracker effectively. Staff will receive training on the credit tracker, with Team Time providing a consistent structure for monitoring student progress and documenting follow-up.

The school will continue weekly re-engagement staffing meetings and family meetings, while transitioning responsibility from the lead team to advisory teachers. These efforts will support earlier identification of students who are behind in credits and provide timely, coordinated re-engagement and recovery support.

System/Practice 2

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

SITM Team Recommendations

Consider expanding the use of cohort-level attendance and engagement data to identify trends earlier and give staff a consistent process for responding with targeted support and initiatives.

School's Identified Next Steps

The school's next steps include expanding the existing 12th-grade cohort tracker to grades 9–11 to support earlier identification and intervention. Staff will be trained to implement attendance and engagement initiatives, with attendance data reviewed by cohort and grade level to identify trends and align targeted supports.

The school will continue to track data, identify emerging patterns, and implement appropriate support and initiatives based on student needs. Cohort-based activities and recognition will also strengthen student engagement and connection to school.

System/Practice 3

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

SITM Team Recommendations

Consider establishing a consistent process for using student voice, survey data, and project-tuning feedback to inform instructional planning and differentiation, while building staff capacity to apply these practices to meet the needs of diverse learners.

School's Identified Next Steps

The school's next steps include providing staff training on WIDA and Sheltered Instruction practices and strengthening differentiation within Project-Based Learning settings. Staff will use student survey results to follow up with students and incorporate student voice and choice into instructional planning.

The Community Schools Lead will collaborate with students through project tuning protocols and shared leadership structures. Student staffing and ongoing data analysis will support using student feedback and progress data to inform instructional direction and respond to student needs.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Health Leadership High School	
School Leader:	Leticia Archuleta	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Gabriella Blakey	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Michelle Starnes	
Date:	September 24, 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	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	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	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.	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	Impacting	There is sufficient evidence of systems for providing consistent and individualized instructional coaching to improve student engagement and learning. These systems ensure that teachers are supported in refining their practices to meet the diverse needs of all students, including English Learners (ELs) and students with disabilities (SWDs). The school leadership has implemented well-organized tracking systems, data analysis practices, and targeted support structures to ensure teachers receive the coaching they need to improve instructional effectiveness.
Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.	Transforming	Comprehensive evidence of effective PLCs or collaboration exists. Meetings are scheduled regularly with detailed agendas and minutes. Teams systematically analyze student data, adjust instruction based on findings, and engage in collaborative planning. Evidence includes data tracking, instructional improvements, peer observations, and PLC-led professional development.