

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: La Academia de Esperanza	LEA: Albuquerque Public Schools
School Leader: Adam Giron	Supt/PEC Director: Dr. Gabriella Blakey
SITM Team Leader: Michelle Starnes	Date: September 23, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

La Academia de Esperanza (LADE) chose a restructure-and-redesign approach to address the graduation rate while minimizing disruption for staff, students, and the broader school community. The approach was developed with stakeholder involvement and focuses on addressing the identified credit gap, with students averaging about 13 credits, about 1.8 years behind.

A key strategy is strengthening the school's credit recovery system within the school day. A new 7th period provides students with an opportunity to earn additional credits at an accelerated pace, while also providing targeted academic support in areas such as math and English. Teachers are assigned credit recovery classes, and independent credit recovery remains an option.

The redesign also includes a stronger focus on accountability and increasing instructional time and quality. Classroom walkthroughs are being used to monitor instructional practices, with an emphasis on clear content learning objectives that are posted, unpacked with students, and referenced throughout instruction. Together, these changes are intended to strengthen students' progress toward graduation while building a more consistent system of academic support.

Successes and Celebrations

During the site visit, the school team emphasized that the school exceeded its internal graduation target for the Class of 2026, with 77 of 108 students graduating. The GRADS graduation rate also increased from 75% in 2025 to 100% in 2026, with the August 1 graduation timeline serving as a helpful structure for students to meet remaining graduation requirements.

The school is also seeing increased student learning and engagement. Anecdotal evidence includes quieter hallways, more positive student contacts, increased teacher support, and greater student interest in tracking credits and progress. Staff noted growing student ownership and agency, along with increased participation in field trips and Capstone activities. The reorganization of Tiger Time, combined with the dedicated credit recovery class period, has supported community building, stronger relationships, and greater student engagement.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	29.9	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	33.2	—	—	—
Academic Achievement	Language Arts	—	62	2.30	15
	Math	—	62	0.97	15
	Science	—	63	2.54	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	2.97%	101	0.15	5
Attendance	Regular attendance	79.29%	198	7.93	10
Graduation	4-year graduation rate	35.72%	88	3.57	10
	5-year graduation rate	63.36%	132	5.07	8
	6-year graduation rate	65.66%	109	4.60	7
	Graduation growth	-10.24*	—	0.43	5
College & Career Readiness	Participation rate	55.33%	—	—	—
	Success rate	43.40%	—	—	—
	Readiness points	—	—	2.35	5
4-Year Graduation Cohorts	2023	56.20%	—	—	—
	2024	45.80%	—	—	—
	2025	35.72%	—	—	—
	Best 2-of-3-year average	51.00%	—	—	—

— = 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.	57	N/A	N/A
Notes: The leadership team shared the following data sets and evidence during the site visit: Data Dashboard Daily checking tracker Synergy/PowerSchool			
<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.	31	N/A	N/A
Notes: Tiger Times - weekly monitoring of student progress			
<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.	54%	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.	26	N/A	N/A

Notes: Added support to include individual meetings with student and family, 7th period intervention/credit recovery			
Percentage of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>NOT on track</u> to graduate in 2027.	45.6%	N/A	N/A
Notes:			
Number 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.	20	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)	46		
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)	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 at <u>EOY</u>. (Not including SAUs)	52		
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)	91%		
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)	57		
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)	100%		
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 Establish a schoolwide, cohort-based system to monitor and respond to student progress toward graduation. Expand the focus beyond seniors by regularly reviewing credit accumulation and graduation progress across all cohorts, using common language and expectations among staff and students. Use this information to identify students beginning to fall behind and provide differentiated, timely supports based on cohort,			

credit status, and individual needs, with the goal of strengthening student retention and keeping students on track for graduation.

School's Identified Next Steps

Monitor progress across all cohorts by expanding credit and graduation monitoring beyond seniors to identify students in all cohorts who are beginning to fall behind and provide timely support to strengthen retention. Scaffold support by cohort by differentiating interventions and supports based on students' cohort, credit status, and individual progress toward graduation. Build consistency across the school to establish common language among staff and students around credits, progress toward graduation, interventions, and academic expectations.

System/Practice 2

Systems for monitoring and improving attendance.

SITM Team Recommendations/evidence

Strengthen the school's attendance improvement system by incorporating student and family voice into ongoing monitoring and decision-making. Use regular student feedback to better understand the factors influencing attendance, engage students in developing solutions, and communicate how their input informs school practices. At the same time, build on existing structures and explore additional opportunities to strengthen communication and engagement with families around attendance.

School's Identified Next Steps

The school will strengthen its attendance monitoring and improvement efforts by gathering student feedback on the factors contributing to positive attendance and the broader attendance culture. The school will develop and administer a targeted student survey on a recurring cycle, using findings to inform attendance strategies and engage students in identifying solutions.

The school will also close the feedback loop by sharing key findings with students and demonstrating how their input informs decisions. In addition, the school will explore opportunities to strengthen family communication and engagement through existing structures and new outreach activities.

System/Practice 3

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

SITM Team Recommendations

Strengthen and monitor the newly developed 7th-period structure as a targeted support system for credit recovery, enrichment, and student success. Establish clear expectations for how students are identified and placed into 7th-period supports, including credit recovery and academic or enrichment opportunities. Monitor student participation, credit attainment, and other indicators of progress to determine whether the structure effectively addresses individual student needs and supports students' progress toward graduation.

School's Identified Next Steps

The school will strengthen its peer-to-peer mentoring system by identifying and training student ambassadors and wellness ambassadors to serve in peer leadership and mentoring roles. Students will be supported in developing their leadership skills and engaging with peers to build connections and support student success.

The school will monitor the effectiveness of the redesigned advisory structure to assess how well it supports student relationships, engagement, and success, and use those findings to inform ongoing

adjustments.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	La Academia de Esperanza	
School Leader:	Adam Giron	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Gabiella Blakey	
NM Vistas Designation:	MRI Graduation	
SIT-M Leader:	Michelle Starnes	
Date:	September 23, 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)	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	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	Learning	There is little to no evidence of a structured college and career readiness program, leaving students with limited exposure to post-secondary opportunities, career pathways, and essential life skills. The absence of dedicated staff, resources, and community partnerships contributes to a gap in preparing students for their futures after high school.
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	Learning	There is little to no evidence of a structured advisory or mentor program that provides essential academic, social, and emotional support for students. Without consistent advisor relationships, academic coaching, or peer mentoring systems, students lack a formalized network of support to help them navigate challenges, celebrate achievements, and develop the skills needed to succeed academically. The school has begun initial conversations about organizing an advisory program and academic coaching structures to ensure every student can access personalized guidance and support throughout their educational experience.
Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)	Impacting	There is sufficient evidence of effective classroom instruction to meet the needs of all students, including ELs and SWDs. The school has laid the groundwork for a more inclusive learning environment through organized classroom environments, strong teacher-student relationships, and academic assessments to guide instruction. While there are still areas to refine, such as further differentiation and ensuring consistent application of accommodations, the school is on a positive trajectory to provide equitable, effective instruction for all students. With ongoing efforts to improve support for language development, accommodations, and cognitive engagement, the school is dedicated to ensuring every student has the tools they need to 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.	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.