

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27 (High School)

School: Robert F. Kennedy Charter	LEA: Albuquerque Public Schools
School Leader: Aaron Arellano	Supt/PEC Director: Dr. Gabriella Blakey
SITM Team Leader: Denise Woody	Date: September 23, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Robert F. Kennedy Charter School (RFK) has chosen the Restructure/Redesign option for the 2026–2027 school year to build on established practices while refining systems to better meet students' needs. The redesign focuses on strengthening the RFK leadership structure to clarify accountability and support staff as systems evolve, enhancing instructional practices through Marzano resources, and restructuring student tracking systems to monitor individual progress and support student cohorts toward graduation.

The school recognizes that many students enter RFK behind in credits and require a responsive approach that meets students where they are academically. The redesign includes deeper transcript audits and ongoing credit tracking to identify student needs and guide support. RFK is also strengthening alignment between middle school and high school expectations to provide greater continuity, increase student support and retention, and improve graduation and student performance outcomes. The redesign maintains practices that have demonstrated value while refining how those practices are implemented to better serve RFK's unique student population.

Successes and Celebrations

RFK has established a restructured leadership structure that clarifies roles and strengthens support for instructional accountability, student scheduling, transcript review, and overall school operations. Individualized scheduling and transcript reviews help staff better understand and respond to students' credit needs. Staff engagement with the Marzano instructional approach is evident through the development and implementation of proficiency scales and academic vocabulary strategies, supported by ongoing professional learning, including Lunch & Learn sessions.

RFK is also strengthening student engagement by developing CTE pathways within the master schedule and planning expanded opportunities in the spring. New partnerships are expanding academic and extracurricular support, including establishing a Boys & Girls Club South Valley Teen Center on the RFK High School campus. The online admissions application has also made the enrollment process more accessible.

A notable celebration is the emerging foundation of student advocacy. Students are increasingly aware of their course progress, credit requirements, and the steps needed to successfully progress toward graduation. The strengthened leadership structure, scheduling processes, instructional focus, and expanded student support reflect positive momentum in the Restructure & Redesign work.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	38.7	—	—	—
	Total possible points	100	—	—	—
	Total Vistas points	38.7	—	—	—
Academic Achievement	Language Arts	—	106	5.17	15
	Math	—	107	2.03	15
	Science	—	64	3.41	10
Academic Growth	Language Arts growth	—	—	2.05	5
	Math growth	—	—	1.75	5
English Learner Progress	Progress rate	0.00%	55	0.00	5
Attendance	Regular attendance	51.82%	274	5.18	10
Graduation	4-year graduation rate	51.54%	135	5.15	10
	5-year graduation rate	58.40%	116	4.67	8
	6-year graduation rate	54.81%	124	3.84	7
	Graduation growth	8.02*	—	1.82	5
College & Career Readiness	Participation rate	65.18%	—	—	—
	Success rate	76.97%	—	—	—
	Readiness points	—	—	3.67	5
4-Year Graduation Cohorts	2023	35.50%	—	—	—
	2024	50.90%	—	—	—
	2025	51.54%	—	—	—
	Best 2-of-3-year average	51.22%	—	—	—

— = 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:

Number of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027.

20

N/A

N/A

Notes:

Percentage of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027.	47%	N/A	N/A
Notes:			
Number of students in the 2027 4-year cohort <u>enrolled</u> in the school, <u>NOT on track</u> to graduate in 2027.	23	N/A	N/A
Notes: 3			
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.	53%	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.	35	N/A	N/A
Notes:			
Goal: Number 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)	30		
Goal: Percentage 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)	73%		
Goal: Number 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)	32		
Goal: Percentage 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)	78%		
Goal: Number 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)	34		
Goal: Percentage 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)	83%		
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

The SIT-M Team recommends refining and solidifying the systems for student admissions, transcript review, credit accumulation, and credit recovery to ensure processes are defined, repeatable, measurable, and consistently implemented. Establishing clear procedures for timely enrollment and immediate review and tracking of student credits can support timely identification of student needs and appropriate scheduling and interventions.

The SIT-M Team suggests refining advisory teachers' role in the existing transcript audit process to further strengthen student ownership and understanding of credit progress and graduation requirements. Continued monitoring of these systems and consistent communication among staff can support implementation fidelity and inform adjustments as needed.

School's Identified Next Steps

RFK will document the student intake and onboarding process by clearly defining roles, responsibilities, communication protocols, and accountability measures for each step.

The Dean of Students will collaborate with the registrar to develop a measurable, repeatable system for credit tracking and recovery, with timely credit information available upon admission.

The school will establish a consistent process for communicating information about incoming students to teachers and staff and identify indicators to determine whether students have successfully onboarded. RFK will also develop a process for monitoring the effectiveness of the onboarding system and use the information gathered to refine the process as needed.

System/Practice 2

System for monitoring and improving attendance.

SITM Team Recommendations

The SIT-M Team recommends assessing the effectiveness of the current attendance plan and refining strategies to address chronic absenteeism based on root cause analysis findings. The team suggests strengthening the existing Thursday attendance monitoring process by using student attendance data to identify trends, monitor progress, and inform targeted interventions.

The SIT-M Team also suggests developing an attendance strategy bank to provide staff with a range of interventions aligned to identified attendance barriers and engaging students in an attendance campaign that communicates their perspectives on why attending school matters.

School's Identified Next Steps

RFK will refine the attendance system by using root cause analysis findings to identify attendance barriers and develop targeted strategies. The school will establish a process to implement, document, and monitor attendance interventions to determine their effectiveness and inform adjustments.

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 the implementation and monitoring of the Marzano instructional approach by maintaining the established professional learning calendar and focusing implementation on the identified strategies of proficiency scales and academic vocabulary, including the Six Steps of Effective Vocabulary Instruction.

The team suggests using Classroom Walkthrough (CWT) data to monitor the frequency and consistency of strategy implementation, share school-wide trends with staff, and provide opportunities for teachers to collaborate, receive feedback, and support one another in applying the strategies.

School's Identified Next Steps

RFK will establish a measurable process for monitoring implementation of the Marzano focus strategies through CWTs, PLCs, and staff meetings. The school will incorporate the identified Marzano strategies into walkthrough forms, conduct regular implementation checks, and share school-wide data with staff at established intervals. Teachers will use the data and professional learning opportunities to reflect on implementation, collaborate with colleagues, and refine instructional practices.

System/Practice 4

Observation and feedback coaching cycles (OFCC's) to improve teaching, student engagement, and learning.

SITM Team Recommendations

The SIT-M Team recommends establishing a consistent observation, feedback, and coaching cycle to support implementation of the Marzano strategies. The team suggests using a CWT/OFCC tool that captures evidence of proficiency scales and academic vocabulary instruction and provides teachers with timely, specific feedback. Coaching and support may be differentiated based on observed implementation needs.

School's Identified Next Steps

The SIT-M Team recommends establishing a consistent observation, feedback, and coaching cycle to support implementation of the Marzano strategies. The team suggests using a CWT/OFCC tool that captures evidence of proficiency scales and academic vocabulary instruction and provides teachers with timely, specific feedback. Coaching and support may be differentiated based on observed implementation needs.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Robert F. Kennedy Charter High School	
School Leader:	Aaron Arellano	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Gabriella Blakey	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Denise Woody	
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	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	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	Learning	There is little to no evidence of an effective system for tracking credit accumulation, credit recovery, or academic performance. There are no structured processes to review student progress regularly or intervene when students risk falling behind. As a result, students may not receive the support they need to stay on track for graduation.
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.	Learning	There is little to no evidence of a structured attendance monitoring system. Tracking is inconsistent, interventions are rare or absent, and there is minimal effort to engage families or address chronic absenteeism
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.	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.	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.