

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: School on Wheels	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

School on Wheels High School selected the Significant Restructure and Redesign pathway to address persistent challenges with graduation, attendance, engagement, and equity. The redesign builds on work from the past three years, including Champions, Student Success, resource teachers, Big Picture Learning, internships, and other student-centered supports.

In 2025–2026, the school expanded competency-based grading, ACE (Academic Career Exploration), internships, student progress tracking, and the Champion model. These structures give students greater flexibility, more ownership of their learning, and stronger connections to graduation and career pathways.

In 2026–2027, the focus is on standardizing and strengthening these systems. The school is refining the ACE curriculum, using quarterly progress reviews to monitor student progress, strengthening student ownership of credit attainment, and expanding the Champion and Health and Wellness supports. The school is also reviewing its systems to simplify processes and improve consistency.

The redesign is focused on creating consistent, connected systems that support student engagement, credit attainment, and successful graduation.

Successes and Celebrations

School on Wheels is celebrating the 14 students who graduated during the 2025–26 school year and is committed to staying connected with graduates and sharing student success stories. The school continues to strengthen professional learning aligned to the 90-Day Plan and redesign work, focusing on student success systems, data use, relationships, project-based learning, and authentic assessment.

The transition to point-based grading is progressing, with teachers building their understanding of the system and students increasingly able to explain their points and connect their progress to graduation goals. ACE (Academic Career Exploration) and internship opportunities are providing students with meaningful opportunities to explore careers, build skills, and connect learning to future pathways. Weekly student progress reflections are also increasing student ownership of academic progress and graduation planning.

The Champion program has been strengthened in its second year, with students identifying trusted adults who can provide support and additional attention for students with greater needs. The school is also expanding opportunities for student voice through the Principal Advisory Committee, student needs assessments, and The Den. These efforts are strengthening student belonging and helping staff better understand student needs.

The school is also celebrating improved attendance, now at 73%, up from 67% in 2025–26. Cross-campus collaboration with Freedom High School has strengthened communication, professional learning, and consistency while maintaining each campus’s unique identity.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	26	—	—	—
	Total possible points	75	—	—	—
	Total Vistas points	34.6	—	—	—
Academic Achievement	Language Arts	—	40	3.56	15
	Math	—	40	0.94	15
	Science	—	8	2.50	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	0.00%	10	0.00	5
Attendance	Regular attendance	22.86%	35	2.29	10
Graduation	4-year graduation rate	51.50%	33	5.15	10
	5-year graduation rate	70.80%	39	5.66	8
	6-year graduation rate	53.89%	40	3.77	7
	Graduation growth	-1.90*	—	1.06	5
College & Career Readiness	Participation rate	80.36%	—	—	—
	Success rate	66.34%	—	—	—
	Readiness points	—	—	3.53	5
4-Year Graduation Cohorts	2023	55.30%	—	—	—
	2024	66.40%	—	—	—
	2025	51.50%	—	—	—
	Best 2-of-3-year average	60.85%	—	—	—

— = 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.	14	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.	5	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.	35%	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.	9	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.	64%	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> . (Not including SAUs)			7
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)			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> . (Not including SAUs)			10
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)			71%
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)			10
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)			71%
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: Cohort tracker with credits earned and credits needed.			

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: Navigator is in the early stages of researching snapshots of currently enrolled students.		
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 continuing to align professional learning, PLCs, and classroom instruction with the 90-Day Plan and Restructure and Redesign Plan. The team suggests maintaining a focus on student engagement and instructional practices that address the needs of all learners, particularly students with disabilities and McKinney-Vento students. The SIT-M Team also recommends continuing to develop authentic, project-based learning and rubric-based assessment practices through teacher-created professional learning. Cross-curricular PLCs and Student Success Team participation can help examine student needs, share effective instructional practices, and strengthen consistency across classrooms.		
School's Identified Next Steps The school will review student interest and voice data to identify topics and projects that increase engagement. Big Picture Learning will support professional development in authentic assessment, project-based learning, and defining effective student engagement. Teachers will use student data to inform future projects and strengthen instructional practices. Classroom observations and coaching cycles will monitor implementation and provide ongoing support. Student input will also help define what meaningful engagement looks like from the student perspective.		
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 leveraging the Observation and Feedback Coaching Cycles (OFCCs) to strengthen teaching practices, student engagement, and student learning. The team suggests using intensive coaching, peer observations, and timely feedback to provide focused support and opportunities for teachers to refine instruction. Big Picture Learning can support consistent norms and expectations for observations and feedback, while cross-campus collaboration can provide opportunities to share effective practices and strengthen instructional consistency.		
School's Identified Next Steps The school will use classroom engagement data to measure student understanding and engagement with project-based learning. Teaching and learning coaches will receive training on effective observation and		

feedback practices to help teachers identify and strengthen effective instruction. The team will meet weekly to review classroom data and develop a peer observation and coaching tool to support shared expectations for teaching and learning.

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 leveraging the cross-curricular PLC structure to strengthen collaboration, instructional planning, and shared accountability. The team suggests using the two weekly PLC meetings intentionally, with one focused on school-based needs and the other on cross-school collaboration. Continued teaching and learning coach support, including regular push-in support, can strengthen instruction and move learning forward. Consistent attendance and submission of PLC notes can support monitoring, follow-through, and shared accountability.

School's Identified Next Steps

The school will develop a concrete PLC calendar with scheduled meeting dates and clear areas of focus. The calendar will help ensure PLC time remains purposeful, organized, and aligned to instructional priorities and identified student needs.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	School on Wheels	
School Leader:	Wynell Lebsack	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Gabriella 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	Transforming	There is comprehensive evidence of the successful implementation of a team dedicated to data-driven decision-making to improve graduation rates. The processes are thorough, systematic, and collaborative, ensuring that the school continuously improves its graduation program based on ongoing data analysis, feedback, and stakeholder engagement. The team's work aligns with measurable goals, and the outcomes are communicated effectively to the school community.
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)	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	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.	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	Engaging	There is some evidence that efforts are laying the foundation for future programs that will provide students with the tools, resources, and support they need to succeed in their post-secondary pursuits and beyond. Although still in the process of establishment, necessary steps have been taken toward planning and building a robust system that prepares students for post-secondary education and 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.