

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Century Alternative High School	LEA: Los Lunas Schools
School Leader: Micahela Smith	Supt/PEC Director: Susan D. Chavez
SITM Team Leader: Michelle Starnes	Date: September 14, 2026
NM Vistas Designation: MRI - Graduation	
Restructure/Redesign or Restart 2026-27	
Century High School is pursuing a Restructuring and Redesign pathway focused on two primary areas: academic improvement and strengthening its Early Warning System. The school identified this pathway as an opportunity to sustain recent progress while strengthening the systems and structures that support a high-needs student population. CHS has increased its graduation rate from 22% in 2022 to 53% in 2025 and plans to build on strategies that have contributed to this growth, including flexible learning options, credit recovery, and intervention supports. The redesign will strengthen academic rigor, instructional consistency, and data use to monitor student progress. The Early Warning System will provide a more intentional process for identifying barriers related to attendance, credit accumulation, course completion, and other indicators of progress so staff can respond earlier. Extended Day programming, beginning September 15, 2026, will provide additional opportunities for students to meet identified academic and programmatic milestones beyond attendance.	
Successes and Celebrations	
Century High School has made several positive strides heading into the 2026–2027 school year. The school expanded its CTE Project Lead The Way pathways to include Aerospace Engineering and Biomedical Engineering and added a Capstone I course, giving students more opportunities for career-connected learning. CHS also established a new MRI Leadership Team of new and returning staff and began developing early data-collection systems within Collaborative Team Meetings (CTMs) to support continuous improvement cycles. The school retained most of its 10th-grade students and welcomed a strong group of first-time freshmen. Despite districtwide enrollment declines, CHS currently has approximately 220 students, including 25 freshmen. Staff stability is another strength, with all but one staff member returning for the 2026–2027 school year.	

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	31.9	—	—	—
	Total possible points	85	—	—	—
	Total Vistas points	37.5	—	—	—
Academic Achievement	Language Arts	—	32	5.74	15
	Math	—	38	1.97	15
	Science	—	24	2.63	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	0.00%	18	0.00	5
Attendance	Regular attendance	44.79%	192	4.48	10
Graduation	4-year graduation rate	53.50%	175	5.35	10
	5-year graduation rate	45.37%	165	3.63	8
	6-year graduation rate	36.37%	88	2.55	7
	Graduation growth	15.55*	—	2.39	5
College & Career Readiness	Participation rate	76.21%	—	—	—
	Success rate	57.40%	—	—	—
	Readiness points	—	—	3.15	5
4-Year Graduation Cohorts	2023	22.40%	—	—	—
	2024	33.00%	—	—	—
	2025	53.50%	—	—	—
	Best 2-of-3-year average	43.25%	—	—	—

— = 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.	80	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.	32	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.	40%	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.	48	N/A	N/A
Notes:			
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.	60%	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.	39	N/A	N/A
Notes: The school has a process and comprehensive tracking sheet of students no longer enrolled in CCHS			
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)	45		
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)	56%		
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)	70		
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)	88%		
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)	80		
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: 2027 Tracking Spreadsheet based on the counselor’s credit checks. Students track their credits with the academic success teacher and the counselor. Students have increased awareness of credit attainment. Credit checking is happening every 3-6 weeks.			
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 Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)		
SITM Team Recommendations Strengthen implementation of differentiated instruction and accommodations for English Learners (EL) and Students with Disabilities (SWD). Develop a consistent process for teachers to use Individualized Education Plan (IEP)/EL accommodations and modifications within High Quality Instructional Materials and Tier 1 instruction, with collaborative teams using student data to monitor whether supports are improving student outcomes. Establish a consistent instructional walkthrough and feedback cycle. Finalize and implement the tailored walkthrough tool to monitor high-impact instructional practices, including modeling, structured academic discourse, extended wait time, and claim-evidence-reasoning. Use walkthrough trends and collaborative team data to identify professional learning needs and strengthen classroom instruction.		
School's Identified Next Steps Increase consistency in classroom walkthroughs by establishing shared instructional “look-fors” focused on coherent lesson planning, differentiation, and scaffolding for SWDs, ELs, and students needing additional support with grade-level content. Strengthen professional learning and coaching through Guided Language Acquisition Design (GLAD) training, SPED-focused professional development, and consistent support from academic and digital coaches. Communicate targeted instructional expectations to teachers and use walkthrough evidence and feedback to monitor implementation and identify areas for additional support.		
System/Practice 2 Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning		
SITM Team Recommendations Implement a consistent Observation and Feedback Coaching Cycle (OFCC) process using the newly developed walkthrough tool, with clearly defined instructional strategies and “look-fors” added to the form. Establish differentiated observation and feedback practices for online and in-person instruction and use walkthrough data to identify trends, guide coaching, and inform professional learning.		
School's Identified Next Steps Schedule consistent walkthrough and feedback cycles on the school calendar to establish a predictable OFCC process. Streamline the walkthrough tool and data collection process to support efficient tracking and analysis of		

instructional trends.

Align feedback with 90-Day Plan goals and teacher PDPs to strengthen coherence between observations, professional learning, and school improvement priorities.

Target continued instructional growth in instructional frameworks, pacing and time management, academic discourse, active student engagement, and effective use of educational technology.

System/Practice 3

Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.

SITM Team Recommendations

Strengthen PLC structures and facilitation by clearly defining roles and responsibilities following recent staff changes. Given the challenges of common planning and teachers serving multiple content areas, use cross-content collaboration and district resources such as the Curriculum at a Glance to support instructional planning and alignment.

Connect PLC work to student outcomes and instructional action by using EWS data, student progress, and 90-Day Plan goals to identify specific students or groups needing support, determine instructional responses, and monitor the impact of those actions during subsequent meetings.

School's Identified Next Steps

Review and analyze the 30-Day Reflection Survey to identify staff feedback, common themes, and priority areas for improvement. The MRI team will use the findings to determine targeted next steps.

Use Classroom Walkthrough (CWT) observations, teacher interviews, and staff conversations to triangulate survey feedback and better understand instructional and organizational needs.

Strengthen communication by clearly communicating decisions, expectations, and the rationale behind identified priorities and next steps.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Century High School	
School Leader:	Michaela Coffin-Smith	
LEA:	Los Lunas Schools	
Superintendent/PEC Director:	Susan Chavez	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Michelle Starnes	
Date:	September 14, 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	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	Learning	There is little to no evidence of a system for tracking credit accumulation and recovery and other key student data such as attendance, failing grades, and social-emotional wellness. While some efforts are made to track these factors, there is no consistent, organized, or schoolwide approach to managing and utilizing this data to inform student support and intervention. The school is in the early stages of recognizing the importance of these data points. Still, it has not yet developed a robust, fully functional system to monitor and respond to student 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	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	Engaging	There is some evidence that the school is just beginning to develop a flexible course scheduling system, and positive steps are being taken to meet the needs of students. Although the system is still in its early stages, steps are being taken to accommodate student needs better, particularly as they relate to personal obligations, attendance challenges, and academic progress. With continued effort and expansion, the school aims to create a robust and responsive scheduling system that accommodates diverse student needs and ensures all students have a clear path to graduation.
Systems and procedures to address the social, emotional, and behavioral needs of students.	Engaging	There is some evidence of structured systems to support students' social, emotional, and behavioral needs, but documentation is limited or incomplete. Support systems exist but may be inconsistently applied or lack sufficient resources. Staff training and student engagement initiatives are sporadic, and evaluation efforts are minimal. Gaps exist in accessibility and effectiveness.

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)	Learning	There is little or no evidence of effective classroom instruction that meets the needs of all students, particularly ELs and SWDs. While the physical environment and teacher-student relationships are generally positive, there is a lack of consistent differentiation in instruction, accommodations, and progress monitoring for these students. The school has not yet fully implemented systems to ensure that all students receive the appropriate academic support, particularly in language acquisition for ELs and disability accommodations for SWDs. There is a significant need for more robust, targeted strategies to ensure that the diverse needs of all students are met in the classroom, allowing them to participate and succeed fully.
Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning	Learning	There is little to no evidence that teachers are provided consistent and individual instructional coaching to improve student engagement and learning outcomes. Instructional practices, especially around standards alignment, scaffolding, IEP accommodations, and language supports for English Learners (ELs), are inconsistent or absent.
Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.	Learning	There is little to no evidence of effective PLCs or collaboration meetings. Meetings, if held, lack structure, data analysis, or instructional impact, and there is no clear process for monitoring student progress or improving instruction.