

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Cesar Chavez Community High School	LEA: Albuquerque Public Schools
School Leader: Tani Arness	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

The school has selected the Significant Restructure and Redesign pathway in response to graduation-rate outcomes and a commitment to strengthening the systems and supports that contribute to student success. Leadership and staff reviewed qualitative and quantitative data, including input from students, families, staff, and community partners, to identify priorities and inform the redesign.

The work builds on existing strengths while expanding Career and Technical Education (CTE) opportunities, integrating the Graduate Profile through a redesigned advisory class, expanding credit recovery, and implementing a new Graduation Planning Team structure to provide tiered support across student cohorts. The school is also strengthening effective classroom instruction through collaborative planning, professional learning, project-based and relevant learning experiences, and consistent progress monitoring. These efforts are designed to increase students' connection to their learning, future goals, and real-world opportunities while strengthening family and community partnerships and systems for monitoring student progress.

Successes and Celebrations

Cesar Chavez Community School celebrated its largest graduating class to date, with 65 students graduating, representing 36% of the total student population. This success was supported by the expansion of Project-Based Learning (PBL) Credit Recovery, and continued development of a collaborative culture centered on student relationships, mentoring, and coordinated supports.

The school strengthened alignment among Multi-Layered Systems of Support (MLSS), the Graduation Planning Team, DASH, social work, attendance, and special education supports, while continuing to use early warning, intervention, and progress-monitoring systems to respond to student needs.

CCCS also maintained a focus on its Performance Framework and short-cycle assessment goals, meeting all academic, engagement, graduation recovery, and college and career readiness framework goals except one.

Additional progress included streamlined credit grids and student progress trackers, ongoing professional learning, and refinement of the mentoring program based on staff feedback.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	25.9	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	28.8	—	—	—
Academic Achievement	Language Arts	—	32	3.52	15
	Math	—	32	1.64	15
	Science	—	30	2.81	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	3.23%	31	0.16	5
Attendance	Regular attendance	25.00%	140	2.50	10
Graduation	4-year graduation rate	34.95%	85	3.50	10
	5-year graduation rate	43.65%	68	3.49	8
	6-year graduation rate	43.92%	75	3.07	7
	Graduation growth	2.72*	—	1.41	5
College & Career Readiness	Participation rate	69.39%	—	—	—
	Success rate	78.18%	—	—	—
	Readiness points	—	—	3.78	5
4-Year Graduation Cohorts	2023	29.50%	—	—	—
	2024	27.50%	—	—	—
	2025	34.95%	—	—	—
	Best 2-of-3-year average	32.23%	—	—	—

— = 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.

35

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.

8

N/A

N/A

Notes:

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

23%

N/A

N/A

Notes:

Number of students in the 2027 4-year cohort enrolled in the school, NOT on track to graduate in 2027.

27

N/A

N/A

Notes: Students who are not currently on track will participate in the Graduation Reengagement Internship Program (GRIP)			
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.	77%	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.	3	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)	21		
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)	60%		
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)	28		
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)	80%		
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)	28		
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)	80%		
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 consistent process for the Graduation Planning Team to regularly review student credit			

accumulation and progress-to-graduation data. The team can use this review to identify students who are not on track, examine the extent of their credit deficits, and determine appropriate instructional, credit recovery, and adult supports. Regular review of the data can also provide a structure for monitoring whether identified supports are resulting in progress and for adjusting supports as student needs change.

School's Identified Next Steps

To strengthen shared ownership of student progress, increase the frequency of progress monitoring in relation to graduation planning, and ensure that students receive the instructional and adult support needed to make steady progress toward graduation, the school will strengthen its system for monitoring credit accumulation and recovery to ensure students who are not on track for graduation are identified and connected to timely instructional supports. Of the 27 current 2026/27 cohort students identified as not on track, 14 are approximately one year behind with fewer than 18 credits, 10 are approximately two years behind with fewer than 12 credits, and 3 are more than three years behind with fewer than 6 credits. The school will support up to 18 of these students through the Graduation Reengagement Internship Program (GRIP) while continuing to monitor all students' progress toward credit attainment.

The school will operationalize its credit recovery model, which provides students with access to online coursework facilitated by a live teacher rather than relying solely on an independent, computer-based platform. Each student is assigned a staff advisor, with all staff serving in an advisory role and monitoring student progress. As part of this work, students will continue to take an active role in tracking their own credit accumulation and acquisition.

System/Practice 2

College and career readiness programs providing a variety of graduation pathways

SITM Team Recommendations

Develop a consistent process for identifying and communicating pathway options, with focused outreach to students participating in credit recovery, so students can connect their graduation plans with college, career, and future goals.

School's Identified Next Steps

The school's goal is to increase current career pathways up to 10 college and career readiness pathways by reviewing available Edgenuity and Central New Mexico (CNM) course offerings and cross-walking them with Career and Technology Education (CTE) pathway requirements.

The team will also use student interest when identifying and designing pathway options. Once pathways are established, the school will communicate and promote available opportunities to students, with particular attention to students participating in credit recovery, to increase awareness and access to graduation pathways aligned with their interests and future goals.

System/Practice 3

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

SITM Team Recommendations

Strengthen the connection between instructional practice and the school's DASH goals by creating consistent opportunities for staff to collaborate, share progress, and reflect on strategies during staff meetings.

School's Identified Next Steps

The school will strengthen alignment between staff collaboration and instructional practice with its DASH goals by using regular team meetings to review student data, identify instructional needs, coordinate supports, and monitor progress toward identified goals.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Cesar Chavez Community School	
School Leader:	Tani Arness	
LEA:	Cesar Chavez Community School	
Superintendent/PEC Director:	Tani Arness	
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	Transforming	There is comprehensive evidence of systems that maintain accurate and timely records for student enrollment, transfers, dropouts, and other movements. The school has well-established, efficient, and consistently updated systems to track and manage all aspects of student data. These systems are integrated into the school's overall student support framework and ensure full compliance with state requirements while proactively addressing student movement and engagement.
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	Transforming	There is comprehensive evidence of an established, well-organized system for tracking credit accumulation and recovery. Every student's progress is meticulously recorded and regularly reviewed, with specific actions taken based on quarterly reports and midterm failing grades. This proactive and responsive system guarantees that students receive the necessary interventions to recover credits and stay on the path toward graduation, ensuring no student is unaccounted for.
Frequent and consistent progress monitoring and data-driven early warning system	Transforming	There is comprehensive evidence of a system in place to track credit accumulation and recovery. The data is consistently collected, and the school's graduation program plan provides a clear framework for monitoring progress and intervening when necessary. Predetermined interventions are readily available, visual progress reports are accessible to students and families, and personalized learning plans are regularly reviewed and adjusted. This comprehensive approach ensures that all students are supported and have a clear pathway toward graduation.
Systems for monitoring and improving attendance.	Transforming	There is comprehensive evidence of a structured attendance system. A robust system is in place, including accurate attendance tracking, early intervention strategies, family engagement, and data-driven decision-making. Attendance improvement initiatives and support services are well-documented and regularly assessed for effectiveness.

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	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.	Transforming	There is comprehensive evidence of structured systems and procedures to support students' social, emotional, and behavioral needs. Evidence includes clearly articulated policies, multiple-tiered support structures, staff training records, student engagement programs, access to counseling and mental health services, and data-driven program evaluations. Programs are proactive, widely accessible, and regularly assessed for improvement.
An advisory or mentor program that creates a support system for students success	Transforming	There is comprehensive evidence of a program that is a cornerstone of the student success strategy. The well-documented catalog of advisors and mentors, academic coaching log, and peer mentoring programs are integral to creating a supportive, growth-oriented student environment. Through consistent check-ins, tailored coaching, and peer collaboration, the school helps students navigate academic challenges and celebrate their progress, fostering a positive and supportive school culture.
Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)	Transforming	There is comprehensive evidence of an effective classroom instruction system that addresses all students' needs, particularly English Learners and Students with Disabilities. Through organized classroom spaces, tailored online/blended learning programs, strong teacher-student relationships, and consistent use of academic assessments and progress monitoring, teachers provide an inclusive, engaging, and academically challenging environment for all students. With a focus on individualized support, the school ensures that every student, regardless of background or ability, has the opportunity to succeed. Through continuous data collection and reflection, the school improves its practices further to support the success of its diverse student body.

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.